

# THE **FIREARMS** INSTRUCTOR

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# THE NEURO PSYCHOLOGY OF PEAK PERFORMANCE

## THE SECRET TO ACHIEVING PRECISION ACCURACY WITH A PISTOL IN LESS THAN ONE HOUR

BY MATT SEIBERT AND SHERRIE SEIBERT

**I**s it a mystery?: If your officers and cadets have the basic physical skills to be hired by your department, then each officer in your department and each cadet in your academy already have the physical skills necessary to shoot with surgical precision on demand with 97% consistency! *(There will always be a 3% variance in human performance.)*

If the officers in your department have the rudimentary mental capacity to shoot well, why aren't they performing to that level??

With over 30 years of experience, cumulative research, trial and error, and having instructed thousands of marksmen we have revealed some startling answers to this question. In the article which follows, you will learn why so many officers shoot poorly. More importantly, you will learn how use a neuro psychological process to achieve Peak Performance so your officer's are able to shoot with precision accuracy in less than one hour.

### QUICK OVERVIEW

Achieving 97% plus accuracy is only possible after the marksman has learned the "Peak Performance" process of making precision shots at the unconscious level.

Powerful hypnotic techniques can be used to accelerate learning and to program the skill of precision accuracy to the unconscious mind.

If the Peak Performance process follows a progressive training methodology that generalizes the process, then the mind will provide the muscle memory which guides the shooter's behavior in delivering accurate

shots in any situation.

The structure of the training experience will create associations in the unconscious mind so the greater the perceived threat, the more machine-like the shooter becomes enhancing accuracy even under the most extreme conditions.

### USING THE BRAIN FOR A CHANGE

The psychological process for Peak Performance is based on the principle that all learning, all change, and all behavior take's place in the unconscious first. If you program the shooting process to the student's unconscious and change behavior at the unconscious level, then all behavior required for shooting with precision accuracy will originate from the unconscious, making it an autonomic process which is totally "automatic." Or, to put it another way, once the process is initiated, you don't have to "think about it."



[1a] Anyone can shoot 1-1/2 inch groups at 15 ft. in the first hour on the range if the skills are programmed to the unconscious.



[1b] By teaching to the unconscious, all of your students will be able to split a business card on-edge within the first 6 hours of training.

When fundamental skills are programmed to the unconscious mind, then EVERYONE (regardless of experience) can shoot 1-1/2 inch size groups at 15 feet within the first hour of training on the range, [Picture 1a] and shoot consistent 3 inch groups at 30 feet within the first 3 hours of training on the range. By acquiring this "Unconscious" skill, students will be able to split a business card on edge at 15 feet within the first 6 hours of training! [Picture 1b] This level of accuracy is achievable by your students if you are willing to apply the neuro psychological processes of Peak Performance.

You don't have to be a psychologist, certified hypnotist or have a PHD to understand and learn this process. We've been able to teach the process to other instructors in only two days. I've spent the last 13 years researching the recipe for "Peak Performance" as it relates to shooting. By interviewing many top professional shooters,



[2a] Most people think of trance as a closed eye process.

professional athletes, motivational coaches and reading over 500 books on human behavior and peak performance, I identified the missing elements in traditional firearms training. With this new understanding, it is now clear why so many officers have never been able to achieve peak performance in their marksmanship skills.

I have been a police firearms instructor since 1976 and have been trained in hypnosis as a diagnostic therapist since 1984. My background as a hypnologist has given me great insight into how the mind works and how to create change in people. There are many misconceptions about hypnosis. The most common perception people have when they think about hypnosis and trance states, is to imagine someone slumped over in a chair with their eyes closed, in a deep mystical like trance. [Picture 2a] Others think of hypnosis as the silly stunts people do on TV in front of the camera.

Neither of these perceptions is totally accurate and yet neither of these perceptions is completely false. It is important to realize that all of us experience trance states daily. Have you ever been driving down the freeway so deep in thought that you missed your exit? [Picture 2b] If so, you were in trance. Have you ever been so fixated on something



[2b] If you were in deep thought when you passed your Exit, you were in a “trance.”

that when somebody was talking to you, you didn't hear them? If so, you were in trance.

Professional athletes refer to moments of peak performance as being “In the Zone”. The “Zone” is a fancy term for a “trance state”. Hypnosis is a highly focused state in which the conscious mind does not interfere with an unconscious process. In other words, it is nothing more than an altered state of consciousness. It requires fixation, which is the absorption of attention that becomes the doorway to trance. It bypasses the Conscious mind and ushers the shooter into a world of infinite possibilities.

### IS “PROGRAMMING TO THE UNCONSCIOUS” DANGEROUS?

Some instructors have expressed concern about incurring potential legal liability as a result of programming someone's mind in a firearms program using hypnosis. An infamous research project funded by the CIA called “MK ULTRA” was conducted by the world renowned hypnologist George Estabrooks. [Picture 3] He tried to create a



[3] George Esterbrooks was the hypnologist in the CIA's research program called MK ULTRA where they tried to create hypnotic assassins.

hypnotic assassin. (Later a Hollywood movie was made about it called “The Manchurian Candidate”.) In real life, many considered the program to be a failure because they could not “program” someone to act against their will. (Too bad if you are trying to “program” assassins!) But, the good news is that the study did conclude that there is real value in using trance techniques to enhance performance.

The MK ULTRA study found that you can't force someone to act against deep seated values even if you try to split the subject's personality into two identities. Sure, stage hypnotists make fools out of members in their audience, but those people volunteered to participate knowing they were going to be acting foolish. The bottom line is – you can achieve remarkable results by using hypnosis to save an officers life in a self defense situation. But, if you try to use it in the wrong way, then you end up with an embarrassing failure.

### TYPES OF TRANCES

There are two general types of trance states. There is a “Closed Eyed Trance”

which most people associate with the traditional form of hypnosis. And there is an “Open Eyed Trance” which all of us experience daily. We use both types in our training courses at Insight Firearms Training Development. Both types play an important role in programming our student's ability to achieve peak performance. In this article, however, we are going to focus on the “open eyed trance.”

For many people, the simple act of picking up a loaded gun has such deep implications at the unconscious level that it automatically induces a trance-like phenomenon. Have you ever noticed how weird some people act around guns? That “weird behavior” results from the unconscious mind internalizing the experience and altering their state of consciousness. As an instructor, you can use this state of mind as an opening, allowing you to guide their inner experience and create the desired behavior.

**The Dreaded Flinch:** If the proper foundation was created in the beginning of the officer's training, bypassing the aversion to recoil would never be an issue. At Insight Firearms Training Development, we use a dynamic PowerPoint Marksmanship Presentation filled with over 100 multi-sensory enriched animations and video clips to appeal to every student's learning style and learning strategy. [Picture 4a] This multi-sensory approach (called “Parallel Processing”) stimulates both hemispheres of the brain, increases understanding, integrates the information to the unconscious, and accelerates acceptance of the firing process. If the student's know (i) what to do, (ii) how to do it, and (iii) why to do it, then we can use the neuropsychological process required to control their emotional state at the unconscious level to minimize, and ultimately eliminate, the “fear factor” which



[4a] You can accelerate the student's learning process by using a multi-sensory enriched PowerPoint program to pre-load your student's mind.

causes the dreaded flinch.

Without pre-loading the student's mind in this way, most students fixate on recoil. When the student begins to work the trigger, their attention to the firing process creates an emotional bubble at the unconscious level. This buildup of tension and anticipation creates the anxiety which causes the hand muscles to contract ("flinch") even though the conscious part of the brain did not intend for this to happen. It is important to realize that the flinch occurs at the unconscious level and is the result of a distorted state of consciousness.

The nature of the flinch, however, opens the door for us to negate the problem. People don't consciously choose to flinch. You'll notice that when a person starts flinching, it becomes a pattern of behavior which will continue over and over unless the cycle is interrupted. [Picture 4b] You can assist the



[4b] The student will obsess over a miss until the instructor interrupts the negative pattern.

student to become aware (i.e. "conscious") of this problem at the conscious level by using a "ball and dummy round exercise". This exercise will dramatically demonstrate that the involuntary flinch is causing their shots to miss the bull's-eye. The student will then will consciously try to correct the problem, but as soon as you turn your back to move to another student, the problem will reappear again since an unconscious problem cannot be "fixed" solely at the conscious level.

When a student misses a shot, his conscious mind tends to focus on the missed shot. The first thing the student will conclude is that there is a problem. The student's mind tends to focus his attention on the "problem" by asking "What did I do wrong?" Because the focus is on the problem, the mind tends to obsess over it which creates a cycle of negative self talk and concern. Continued focus on the miss creates a negative emotional state which feeds into the

original problem. This creates a "pathological trance." Without intervention the flinch will worsen. The continued poor performance will create the negative belief: "I can't do it!" or "I'm not good at this!" The negative belief carries them into the future with the feeling that he does not, and will not want to practice shooting due to the embarrassment of not being able to shoot accurately. On the street this translates into doubt, a lack of self-confidence, and missed shots.

How many officers in your department look forward to, and are excited about, going to the range to qualify? You may have noticed that the officers in your department who shoot well also enjoy the opportunity to show off



[4c] Officer Steve Farmer shows-off his skill by drilling out the "X-Ring" and then splitting a business card on edge.

their skill. [Picture 4c] The officers that are reluctant to shoot, are the ones who have unconsciously adopted a negative belief about their ability. They have, in effect, programmed themselves to fail.

We have found that a person who excels at something, usually enjoys doing it. I constantly hear the old adage from some instructors: "Well, not everybody has the talent or ability to be an expert shot." This irks me to no end. If the instructor does not believe in the student, how will the student ever believe in himself?

## OVERVIEW OF THE NEUROPSYCHOLOGICAL PROCESS

Below is a summary of the neuropsychological process we use on the range to "bypass" recoil so that students can shoot with precision accuracy in less than an hour. The solution is as simple as: **A B C D E**:

**A**bsorb the student's attention

**B**ypass the conscious mind

**C**reate a state of detachment

**D**irect the behavior

**E**ngage in different situations

Steps **ABCD** are actually hypnotic processes which enables any student to shoot with precision accuracy. Step **E** applies and integrates precision accuracy to different situations.

## ABSORB THE STUDENT'S ATTENTION

The doorway to "Entering the Zone" is the fixation of attention. This is the beginning of the trance phenomena. When you focus, or fixate your attention, the mind begins to delete outside stimuli and begins internalizing the process. When you become fixated on a specific behavior, your mind "internalizes" the sequence of synoptic responses by actually creating changes in the brain's physiology. This creates a feeling which alters your state of consciousness thus creating a trance. If the student's fixation is on the recoil, that will put the student into a Negative Trance State. (When we refer to a "state", we are referring to the quality and type of "emotional state" that the student is experiencing.) The key is to guide the student's conscious mind into a resourceful state which allows the student to enter "The Zone" at the unconscious level.

Picking the spot on the target where you want the bullet to impact is the first step. Have your student fixate on that spot. [Picture 5a] This should become part of the student's pre-shot routine. (A pre-shot routine is a process the shooter goes through



[5a] Fixation on where you want the bullet to impact is the first step to entering the "Zone" of a peak performance.

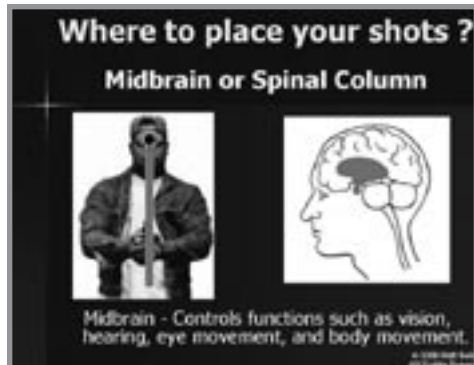
in their mind that will create a map for the body to follow.) Fixation on the spot where you want the bullet to impact has several positive implications:

The finer the visual focus on the target, the more precise the motor movement of the gun to that spot will be during the presentation of the gun to the target. This produces a more accurate shot right from the start.

We no longer teach "Center of Mass." If you teach your students to shoot "Center of Mass," then you just programmed the brain to place the shot somewhere between the neck and the groin, and from shoulder to shoulder. (Remember, a one shot stop is dependent on severing the spinal column or

getting the bullet to mid-brain.) [Picture 5b]

Also, if there is no fixation at the beginning of the process, then the trance state has less time to develop. If you don't start the trance process at the beginning of the shooting process, then it may not start until the student begins to focus on the front sight. This limits the student's ability to "Enter the Zone."



[5b] The more precise you are in your intent of where you want the bullet to impact, the more accurate the shot. The intent pre-loads the action.

If your fixation is on the threat (the assailant's weapon), the state in which you enter the trance will generally be a negative state which produces the "Spray and Pray" effect. By shifting your focus from the threat to the exact spot where you want the bullet to impact, the focus of mind will disassociate from the threat. Instead of focusing on the problem, your intention becomes fixated on the solution, magically creating a positive state of empowerment.

By sharing the implications of the process (i.e., what to do, how to do it, and why you do it), you automatically create a conscious/unconscious disassociation. In other words, your suggestions direct the conscious mind away from the target/threat and empower the student at the unconscious level by creating the expectation of making an accurate shot by focusing on the front sight. Accuracy becomes preordained. The key is to create a positive pattern of behavior that empowers the student at the unconscious level and bypasses the conscious mind.

#### **BYPASS THE CONSCIOUS MIND**

Students are not "conscious" of unconscious behavior such as flinching. To correct this problem, the key is to interrupt the negative pattern of behavior by bypassing their conscious attention to the recoil.

If you're doing remedial training and didn't have the luxury of creating the students foundation, it is still easy to eliminate the negative behavior of the flinch.

Remember this: "Where attention goes, energy flows."

**Question:** So, how do you bypass the unconscious mind's obsession to the aversion of recoil?

**Answer:** First, you need to bring the symptom of the flinch to the student's conscious awareness. You can point out the shots that are hitting low and ask the student what he "feels" is happening. Don't ask what he "thinks" is happening unless you want to know what is going on at the conscious level. We want the student to recognize what is happening below consciousness at the feeling level. It is an emotion, i.e., a feeling that is creating the "aversion." Aversions happen at the unconscious level. This doesn't mean that the aversion is kinesthetically derived; it only demonstrates how it is represented in terms of behavior.

Sometimes a student is astute enough to sense the root of the problem and can bring the cause of the problem to consciousness. Other times a "Ball and Dummy" exercise will be needed to illustrate it. Once the student sees the front sight take a nose dive, he will become aware of the problem at the "conscious" level. [Picture 6] (Note: Don't overuse the ball and dummy exercises. If overused, it will create a neurotic state of paranoia.)

Since the student's focus determines his perceived "reality," we need to guide the focus of attention. Now that the problem has been brought to consciousness, we need to bypass the conscious mind. The way to mitigate this is to "Distract the



[6] Once the student sees the front sight take a "nose dive" during a "Ball & Dummy" exercise they will see the effects of what is happening at the unconscious level.

Conscious Mind." This can be done through several techniques but for the purpose of this article I will share some of the easiest. They are suggestions that use a distraction method to take the focus off the recoil and simultaneously create a clear neuro pathway from the brain to the trigger finger. This will eliminate the build-up of an emotional bubble and isolate the trigger finger from the rest of the hand, eliminating the flinch.

**Creating a Pattern of Conscious Awareness:** The goal is to draw the student's



[7a] When you have the student notice what their trigger finger is feeling as it compresses the trigger, you take their conscious mind off the firing process as you isolate the trigger finger from the rest of the hand thus eliminating the flinch.

attention away from the problem and change the focus of their awareness. One of the best ways to do this is to instruct the student to change the awareness of what they are feeling internally to an external sensation or vice versa. This process is called "Fractionation."

**i) Suggest:** "As you gently compress the trigger, you may begin noticing the temperature of the trigger." (*By bringing about an awareness of what the trigger finger is feeling as it makes contact with the trigger, the conscious mind is distracted from the internal focus on the recoil thus allowing the creation of a clear neuro pathway from the brain to the trigger finger.*) (**Remembering:** "Where attention goes, energy flows.") [Picture 7a] You can suggest that the student direct his conscious mind to focus on the sensation of the trigger's temperature, serrations on the trigger face, the amount of compression being applied to the trigger, or the texture of the face of the trigger.

**ii) Suggest:** "The more clearly you see the front sight, the more you'll notice the sensation you're feeling on your trigger finger as you gently apply compression." (*This suggestion focuses the shooter's conscious attention to the "external" front sight and to what their feeling "externally" on the trigger while creating the cybernetic loop and associative link for the front sight to become the stimulus for a conditioned response on the trigger.*) [Picture 7b]

Yes, I know you don't have time for mind games like this in a gunfight, but we're not in a gunfight. We are creating a new pattern of behavior that will interrupt the old pattern of the flinch, and will isolate the trigger finger from the rest of the hand. This technique is only used as training wheels until the student has developed the "muscle memory" and eliminated the aversion to recoil through



[7b] When the front sight becomes a stimulus for a conditioned response on the trigger you have created a cybernetic loop.

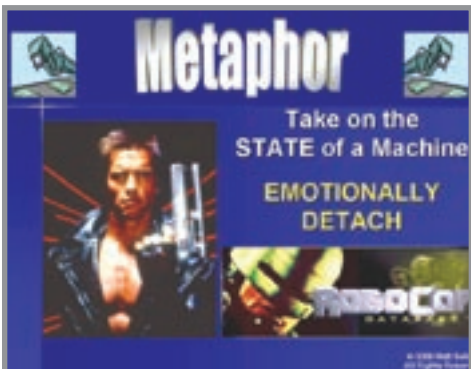
bypassing the conscious mind.

#### CREATE A STATE OF DETACHMENT

Learning how to create or “enter” a “Detached State” is one of the most important steps of the shooting process in order to achieve precision accuracy. If you remove the emotions from the shooting process, then you are left with a biological automaton that will produce machine-like accuracy.

**KEY: “A person’s mental state determines their behavior.”** If the student is afraid or bothered by the firing process, then this fear will create a negative emotional state which results in aversion to recoil. If you change the “State of Mind,” then you change the behavior. The instructor needs to assist the student to create an emotional state that will dissociate the student from the firing process, recoil and all outside distractions. It is called the “State of Detachment.” The student needs to know what it feels like to detach, and how to enter a trance State of Detachment prior to going out on the range. One of the ways to do this is to have the student take on the persona of a machine. The process can be reinforced by using visual images of machines performing precision movements in your PowerPoint Presentation, i.e., a picture or video clip of “Robo-Cop”. [Picture 8]

The student also needs to know how to enter this trance state as part of the shooting process. You can suggest that the student use a cyber-trick to imagine that when the gun is



[8] By having the student take on the persona of a machine, their accuracy will trance-form into machine-like precision.

brought into the sighting plane he “Trance-forms into a Machine.” (By using the term “Trance” coupled with the understanding that a trance is a natural occurrence, you are able to pre-load the mind making it easier to enter the “zone”.) This process can be supplemented with references of machine-like qualities in the motor and ocular movements of the shooting process. When the student learns to trance-form into the machine, he can easily disassociate/detach emotionally from the firing process and from the debilitating fear which can be generated by an untrained mind facing a lethal threat.

#### DIRECT THE BEHAVIOR

The next step is to integrate this “machine” metaphor using the trance process starting with fixation on the desired point of impact. Then move to fractionation (shifting their focus externally to the front sight and externally to what their sensing on the trigger) to complete the method of programming the process to the unconscious. By using the machine metaphor, hypnotic language, imagery, tonality and suggestions for each step of the process, the student goes into an even deeper trance-like Detached State. The process is designed to produce machine-like precision, so the student will be programmed to perform with machine-like accuracy.

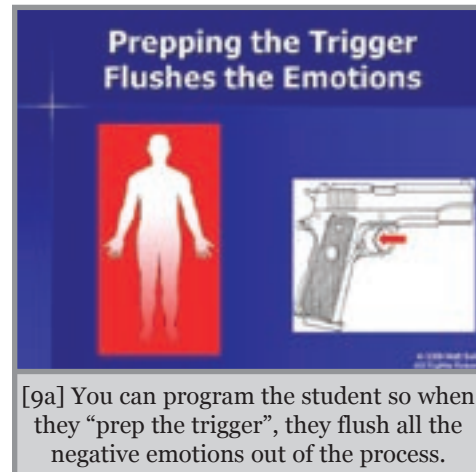
The following suggestions can be used as a “stand alone” process or can be piggybacked. They are provided as a tool to demonstrate the concept and neuro psychology behind them.

**i) Suggest:** “Imagine that you are becoming a machine as you “zoom-in” your focus and begin to fixate on the exact spot where you want the bullet to impact.” *You begin directing the behavior of the shooting process by stimulating the student’s unconscious mind by using the word “imagine” and creating a metaphor of a machine. This begins pre-loading the mind for the required state of detachment. The instruction to “zoom-in” is a machine like quality, and the suggestion that they “fixate” implies the pre-loaded association of entering a trance.*

**ii) Suggest:** As you prep the trigger, imagine you’ve just compressed a button that is flushing all the emotions out of your body.” *Once again, we stimulate the student’s unconscious mind by asking them to “imagine”. We pre-load the concept of “compression” with the prepping of the trigger, and create the association of detachment by using imagery to flush all the emotions out of the body.* [Picture 9a]

**iii) Suggest:** “Because you’re seeing the front sight in perfect focus, that means you’ll begin to notice the sensation of your trigger finger compressing gently on the trigger

in a deeply detached state.” *(This complex suggestion tends to overload and bypass the conscious mind. It gives the command to “see the front sight clearly” by presupposing that the student is seeing the front sight in perfect*



[9a] You can program the student so when they “prep the trigger”, they flush all the negative emotions out of the process.

*focus and creates a conjunction by using “that means” to create the association of the front sight/trigger relationship. It distracts the conscious mind by creating the awareness of the sensation “externally” on the trigger while suggesting a “deep” trance-like state of detachment.)*

**iv) Suggest:** “As you focus on the front sight, I want you to notice what you are not feeling in a fully detached state, as you sense your trigger finger compressing gently on the trigger”. *(This confusion technique forces the student to try to notice the feeling of “not feeling”. This puts the unconscious mind in a double bind when they try “not to feel” what a non-feeling state of detachment is like, and leaves the student in an emotional void. It brings the conscious attention to what the trigger finger is sensing on the trigger and creates a clear neuro pathway from the brain to the trigger finger.)*

To properly teach this process, the instruc-



[9b] It only takes an extra 5 to 7 minutes of dedicated time with each student to cement in the required behavior at the unconscious level. Then success will breed success!

tor must spend adequate time with the student. As the student goes through this process, the student is able to achieve an accurate shot almost immediately. The danger is that the instructor is tempted to move on to the next student too soon. If the instructor wants to save time and really help the student, the instructor must reinforce this pattern until the student can shoot consistent precision shots naturally. This generally takes an extra 5 to 15 shots, i.e., approximately 5 to 7 minutes per student. [Picture 9b] When every shot is accurate, then the student's unconscious mind will absorb the process more quickly. This causes the student's confidence to grow as he continues to shoot tight groups. It's like magic.

**Do the Math!** I hear some of you saying, "I have 40 students in my class and I don't have that much time to spend with each student." Let's do the math using only "one" Instructor.

40 students X 7 minutes = 280 minutes.  
280 minutes divided by 60 = 4.67 hours

Rounding-off, it may take only 5 hours (300 minutes) for one instructor to zero 40 students into shooting 1-1/2 inch groups with consistency. If there are 5 instructors, then it may only take 1 hour.

In other words, everyone in your class can shoot 1-1/2 inch groups in the first hour providing you have enough instructors. Now, repetition of a skill performed perfectly will yield perfect accuracy! If repetition is the mother of skill, imagine how you could use the other 39 hours of a 40 hour academy program.

Many firearms instructors are assigned to doing remedial training. If you have 5 officers shooting groups the size of a half-dollar in only one hour, do you think those officers would appreciate you more and want to shoot more? More importantly, if the officer has a high level of confidence do you think the officer has a better chance shooting accurately and surviving on the streets?

### ENGAGE IN DIFFERENT SITUATIONS

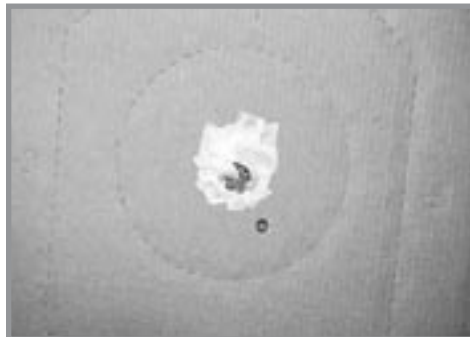
Once the student can shoot precision shots with consistency, the next step is to use a progressive method to reinforce application of the ABCD process



[10a] Do not allow a student to shoot fast until they have mastered the basics of shooting slow.

and to "Engage" the officer in different situations. This tests the student's ability to focus, and tests the strength of the conditioning. **Do NOT allow a student to progress to this level until he masters the basics.** [Picture 10a] The student MUST succeed so if there is a miss; it will be considered an anomaly and is shrugged off because it falls in the 3% variance of human performance. [Picture 10b]

(It is important at this point to suggest that: "Shooting scenarios which involve tac-



[10b] The student's ability to shoot tight groups should be so consistent, that a shot outside the norm will be shrugged off as an anomaly.

tics are nothing more than applying the fundamentals of marksmanship in a different context." This helps integrate the relationship of the principles of marksmanship into the tactical application.)

### FUTURE PACING

It is helpful to integrate the skills of accuracy and tactical applications to the unconscious using a formal closed eye hypnotic induction before exposing students to simulation exercises. This allows the student to first experience the application of the skill in a safe environment. By taking the student into trance before going to the range, you can integrate the shooting process into any situation so the skills required for precision accuracy become generalized into every application. You can condition the process so the greater the perceived threat, the more machine-like the shooter will become. If the shooting skills are programmed to the unconscious mind, the conscious mind will be free to plan and strategize tactically. [Picture 11] This enhances peak performance and creates precision accuracy even under the most extreme conditions. This experience helps to create an empowering, resourceful pattern of behavior and to create a positive expectation of success at the unconscious level when on the street.

If you teach to the student's unconscious mind by using the neuro psychological skills that direct the behavior, controls emotions,

and creates a highly focused state, then the student will shoot with precision accuracy within the first hour of training on the range. From then on, the unconscious mind will drive the student in machine-like ways, building their confidence



[11] If the shooting process is programmed to the unconscious, then the conscious mind is free to strategize tactically.

and improving their ability to achieve peak performance and shoot with precision accuracy. **TFI**

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Matt Seibert is a former law enforcement officer and has been training law enforcement in the use of firearms since 1976. He is currently the President of Insight Firearms Training Development. He is a former Instructor and General Manager for Gunsite Training Academy. He has been a member of the International Academy of Sports Vision. He is a trained hypnologist specializing in the use of hypnosis and has spent the last 15 years researching the visual skills and neuro psychology required to achieve peak performance in the use of the pistol and carbine.

Sherrie Seibert is also a firearms instructor, hypnologist and training specialist. Matt and Sherrie specialize in conducting Advanced Firearms Instructor Development Programs for Law Enforcement and Military Special Op's. They have developed and utilize an accelerated training methodology which programs the shooting process to the unconscious and actually "enhances" accuracy and speed with a pistol or carbine under extreme conditions.

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