

ADAM HELLER'S

NLP RESULTS ACADEMY

NLP Practitioner *Certification Course*

Training Manual

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NLP Practitioner Certification Course

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This Manual Belongs To: _____

Welcome to Your Training!

Greetings and welcome to your NLP Results Academy NLP Training. NLP is a large body of knowledge primarily concerned with how to achieve excellence. You can read a complete definition and description of NLP a few pages further on in this manual. To make the training process more effective, we will be teaching NLP to you in digestible ‘chunks.’

In the Practitioner Module of this training course, we will focus on providing you with the information and interventions that make up the foundations of NLP. In the Master Practitioner section, we will present you with advanced concepts and interventions then finally bring all the pieces together in a way that will prepare you to help individual clients make behavioral changes to achieve excellence in their lives.

Training Chunks and Flow

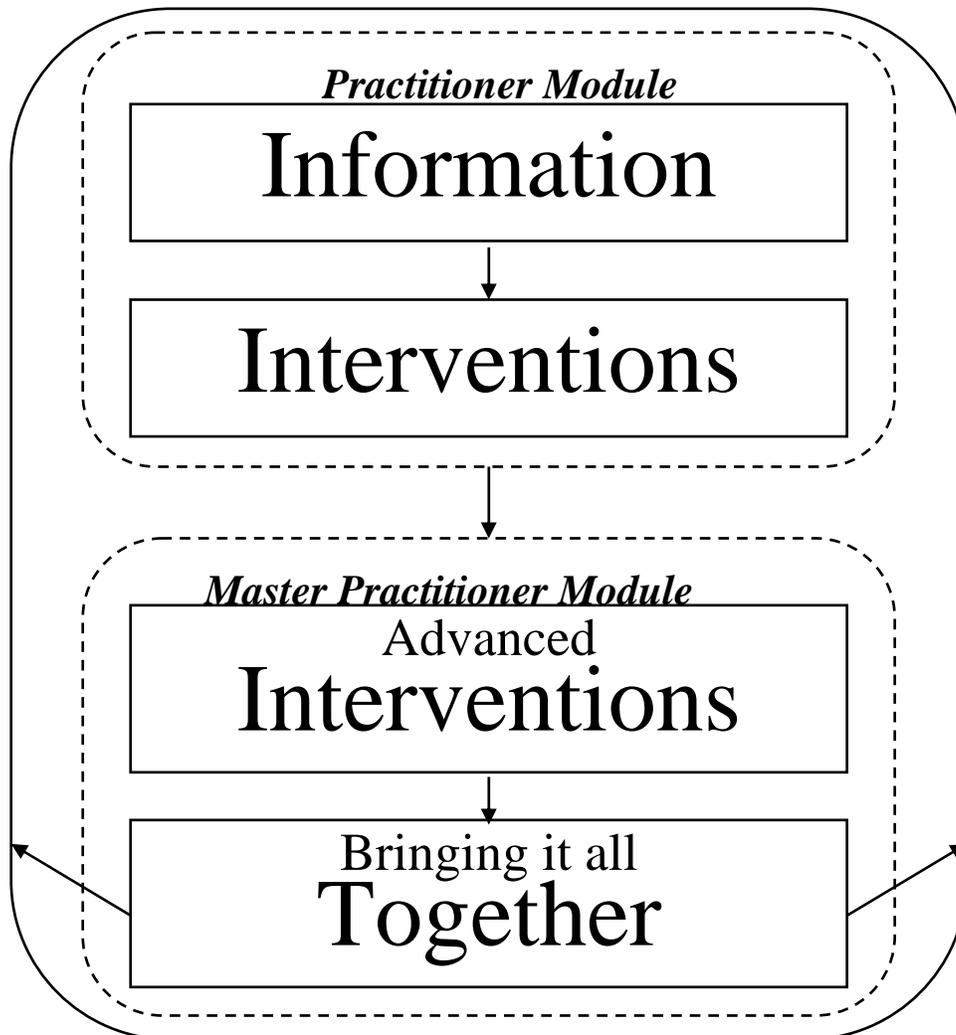


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Introduction to NLP

(Neurolinguistic Programming)

Welcome to the world of NLP. Neurolinguistic Programming is the systematic study of human performance. NLP is a practical application of how people think. This study of the structure of the subjective experience can be broken down into their smallest components (or chunks) and changed, modified, improved upon, or removed. This allows a framework for growth and change at much deeper levels more quickly than was originally thought.

NLP was developed through the efforts of several people. Some of the more notable names are Leslie Cameron-Bandler, Steve and Connirae Andreas, Robert Dilts, Richard Bandler, John Grinder, and many others. Their studies began in the 1970's and have continued to grow to the present. NLP techniques enable therapists to be much more effective in assisting change in their clients lives. Neurolinguistic Programming brought about the ability to analyze and transfer human excellence, thus resulting in the most effective and practical psychology known.

NLP is based on the work of several people whom the above-mentioned studied. They include Alfred Korzybski, Virginia Satir, Milton Erickson, Fritz Pearls and Gregory Bateson, among others. They were chosen as excellence to model.

This is a hands-on learning experience. Keep an open mind and be willing to allow the training to work with you at all levels.

(Please note that this manual is meant as a companion, supplement, and reference to the course, not an exact duplication of the videos/DVDs. Some exercises may not appear in the exact order the class is taught. Please reference the table of contents for page numbers.)

Short Definition of NLP

Neuro: The nervous system (the mind), through which we interact with the external world to receive and process experiences through the five senses:

- Visual
- Auditory
- Kinesthetic
- Olfactory
- Gustatory

Linguistic: Language and other nonverbal communication systems through which our neural representations are coded, ordered and given meaning. Includes:

- Pictures
- Sounds
- Feelings
- Tastes
- Smells
- Words (Self Talk)

Programming: The process of how we run our internal programs to achieve specific outcomes.

What is NLP?

A Model of Communication and Personality

Neuro Linguistic Programming (NLP) began as a model of how we communicate to ourselves and others. It was originally developed by Richard Bandler, John Grinder and others. This model explains how we process the information that comes into us from the outside. The belief is that “The map is not the territory.” And so the internal representations that we make about an outside event are not necessarily the event itself.

Typically, what happens is that there is an external event and we run that event through our internal processing. We make an Internal Representation (I/R) of that event. That I/R of the event combines with a physiology and creates a state. “State” refers to the internal emotional state of the individual – a happy state, a sad state, a motivated state, and so on. Our I/R includes our internal pictures, sounds and dialogue, and our feelings (for example, whether we feel motivated, challenged, pleased, excited, and so on). A given state is the result of the combination of an internal representation and a physiology. So what happens is that an event comes in through our sensory input channels which are:

- **Visual**
Including the sights we see or the way someone looks at us;
- **Auditory**
Including sounds, the words we hear and the way that people say those words to us (unless you specifically want variety in form);
- **Kinesthetic**
Or external feelings which include the touch of someone or something, the pressure, and texture;
- **Olfactory**
Which is smell; and
- **Gustatory**
Which is taste.

The external event comes in through our sensory input channels and it is filtered and we process the event. As we process the event, we delete, distort, and generalize the information that comes in, according to any number of several elements that filter our perception.

Deletion:

Deletion occurs when we selectively pay attention to certain aspects of our experience and not others. We then overlook or omit others. Without deletion, we would be faced with much too much information to handle with our conscious mind.

Distortion:

Distortion occurs when we make shifts in our experience of sensory data by making misrepresentations of reality. In Eastern philosophy there is a well-known story of distortion in the rope versus snake analogy. A man walking along the road sees what he believes to be a snake and yells “SNAKE.” However, upon arriving at that place he is relieved as he discovers that what he sees is really only a piece of rope.

Distortion also helps us in the process of motivating ourselves. The process of motivation occurs when we actually distort the material that has come into us that has been changed by one of our filtering systems.

Generalization:

The third process is generalization, where we draw global conclusions based on one or two experiences. At its best, generalization is one of the ways that we learn, by taking the information we have and drawing broad conclusions about the meaning of the effect of those conclusions.

Normally, the conscious mind can only handle 7 (plus or minus 2) items of information at any given time. Of course, many people can't even handle this number, and I know people who are a “1 (Plus or minus 2).” How about you? Try this: Can you name more than 7 products in a given product category, say cigarettes? Most people will be able to name 2, maybe 3 products in a category of low interest and usually no more than 9 in a category of high interest. There is a reason for this. If we didn't actively delete information all the time, we'd end up with much too much information coming in. In fact, you may have even heard that psychologists say that if we were simultaneously aware of all of the sensory information that was coming in, we'd go crazy. That's why we filter the information.

So, the question is, when two people have the same stimulus, why don't they have the same response? The answer is, because we delete, distort, and generalize the information from the outside.

We delete, distort and generalize the information that comes in from our senses based on one of five filters. The filters are, Meta Programs, belief systems, values, decisions, and memories.

Meta-Programs:

The first of these filters is Meta Programs. Knowing someone's Meta Programs can actually help you clearly and closely predict people's states, and therefore predict their actions. One important point about Meta Programs: they are not good or bad, they are just the way someone handles information.

Values:

The next filter is values. They are essentially an evaluation filter. They are how we decide whether our actions are good or bad, or right or wrong. And they are how we decide about how we feel about our actions. Values are arranged in a hierarchy with the most important one typically being at the top and lesser ones below that. We all have different models of world (an internal model about the world), and our values are the result of our model of the world. When we communicate with ourselves or someone else, if our model of the world conflicts with our values or their values, then there's going to be a conflict. Richard Bandler says, "Values are those things we don't live up to."

Values are what people typically move toward or away from (see Meta Programs). They are our attractions or repulsion's in life. They are essentially a deep, unconscious belief system about what's important and what's good or bad to us. Values change with context too. That is, you probably have certain values about what you want in a relationship and what you want in business. Your values about what you want in one and in the other may be quite different. And actually, if they're not, it's possible that you may have trouble with both. Since values are context related, they may also be state related, although values are definitely less related to state than are beliefs.

Beliefs:

The next filter is beliefs. Beliefs are generalizations about how the world is. One of the important elements in modeling is to find a person's beliefs about the particular behavior we are trying to model. Richard Bandler says "Beliefs are those things we can't get around." Beliefs are the presuppositions that we have about the way the world is that either create or deny personal power to us. So, beliefs are essentially our on/off switch for our ability to do anything in the world. In the process of working with someone's beliefs, it's important to elicit or find out what beliefs they have that cause them to do what they do. We also want to find out the disabling beliefs, the ones that do not allow them to do what they want to do.

Memories:

The fourth element is our memories. In fact, some psychologists believe that as we get older, our reactions in the present are reactions to gestalts (collections of memories which are organized in a certain way) of past memories, and that the present plays a very small part in our behavior.

Decisions:

The fifth element, and related to memories, is decisions that we've made in the past. Decisions may create beliefs, or may just affect our perceptions through time. The problem with many decisions is that they were made either unconsciously or at a very early age, and are forgotten.

These filters will determine our internal representation of an event that is occurring right now. It is our internal representation that puts us in a certain state, and creates a certain physiology. The state in which we find ourselves, will determine our behavior.

Remember that in this model the map, the I/R, is not the territory. Our every experience is something that we literally makeup inside our heads. We do not experience reality directly, since we are always deleting, distorting, and generalizing. Essentially, what we do experience is our experience of the territory and not the territory itself.

In a study of communication at the University of Pennsylvania in 1970, the researchers determined that in communication, 7% of what we communicate is the result of the words that we say, or the content of our communication. 38% of our communication to others is a result of our verbal behavior, which includes tone of voice, timbre, tempo, and volume. 55% of our communication to others is a result of our nonverbal communication, our body posture, breathing, skin color and our movement. The match between our verbal and non-verbal communication indicates the level of congruency. (See *Structure of Magic II*).

Questions & Answers about NLP

Q. *What is NLP?*

A. NLP is a unique model of how people learn, motivate themselves, and change their behavior to achieve excellence in any endeavor.

Q. *How did NLP get its name?*

A. The term Neurolinguistic Programming was introduced by Alfred Korzybski. This is also the same man who quoted, “God may forgive you for your sins but your nervous system won’t.” NLP is an integration of several disciplines including neurology, psychology, linguistics, cybernetics, and systems theory. The components of the term Neurolinguistic Programming describe best what this little known science encompasses.

- NEURO because all of our experiences, both conscious and subconscious, are derived through and from our senses and central nervous system.
- LINGUISTIC because our mental processes are also coded, organized, given meaning and transformed through language.
- PROGRAMMING because people interact as a system in which experience and communication are composed of sequences of patterns or “programs.”

In NFNLP, we currently use PSYCHOLOGY rather than Programming. We do this because the word Psychology comes from the word “psyche” meaning “Spirit” and “ology”, the “study of systems.”

Q. *What can NLP do?*

A. It lets you model, or copy, human excellence in any form. With NLP, you can identify what makes someone exceptionally skilled, and get that skill for yourself or teach it to others. NLP can help you become adept in whatever is important to you, whether that means getting along with your family and coworkers or being more effective on the job.

Q. *Where is NLP useful?*

A. NLP is valuable wherever human communications skills can enhance results – in business consultation, management, negotiation, education, counseling, therapy, relationships, parenting, nursing, public speaking, sports performance and many other areas.

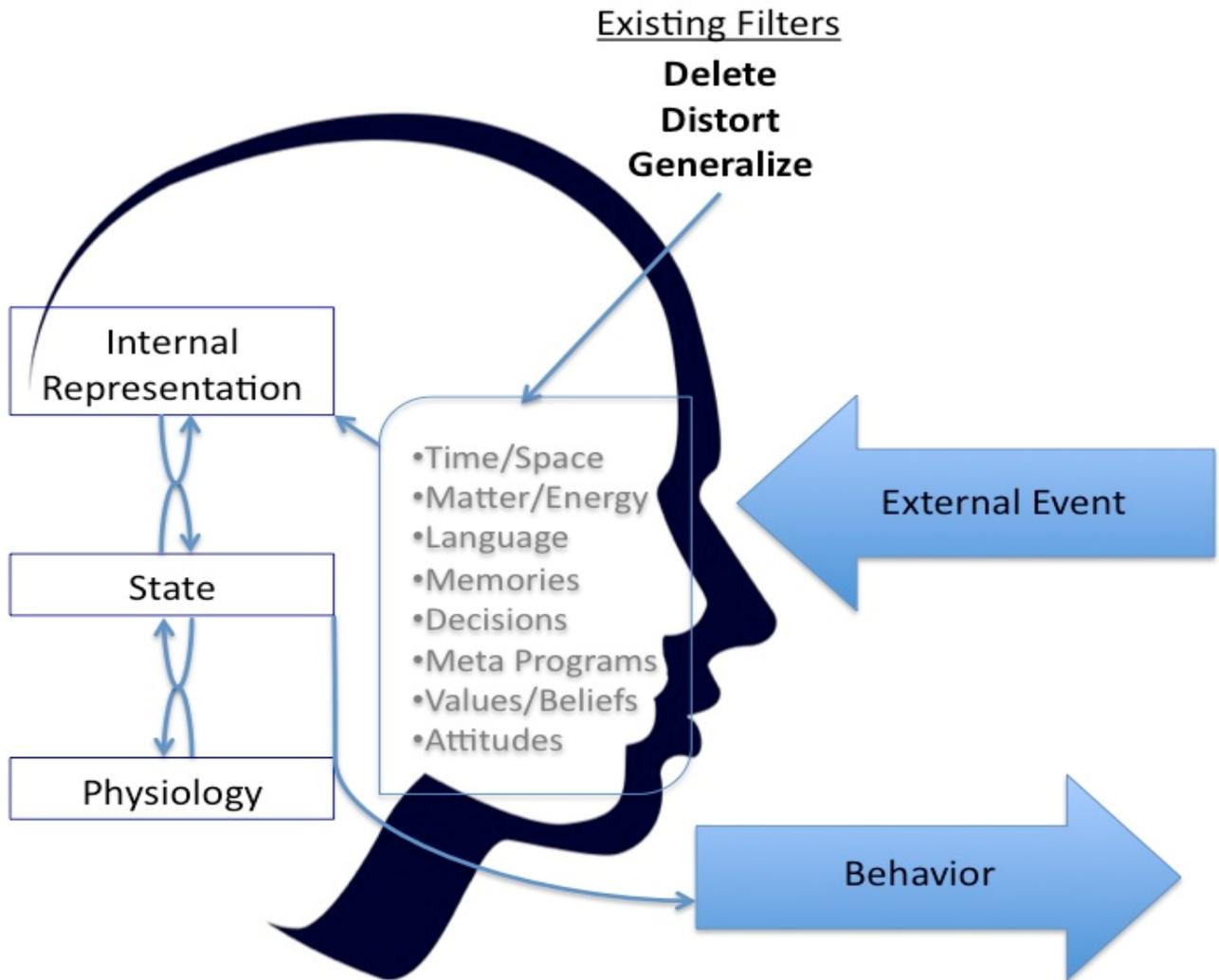
Q. *What kind of results can I get with NLP?*

A. NLP can allow a therapist to change the impact of the past on a client, a teacher to change a poor speller into a good speller, a business person to gain rapport non-verbally and run meetings efficiently, an athlete to improve concentrations, and more.

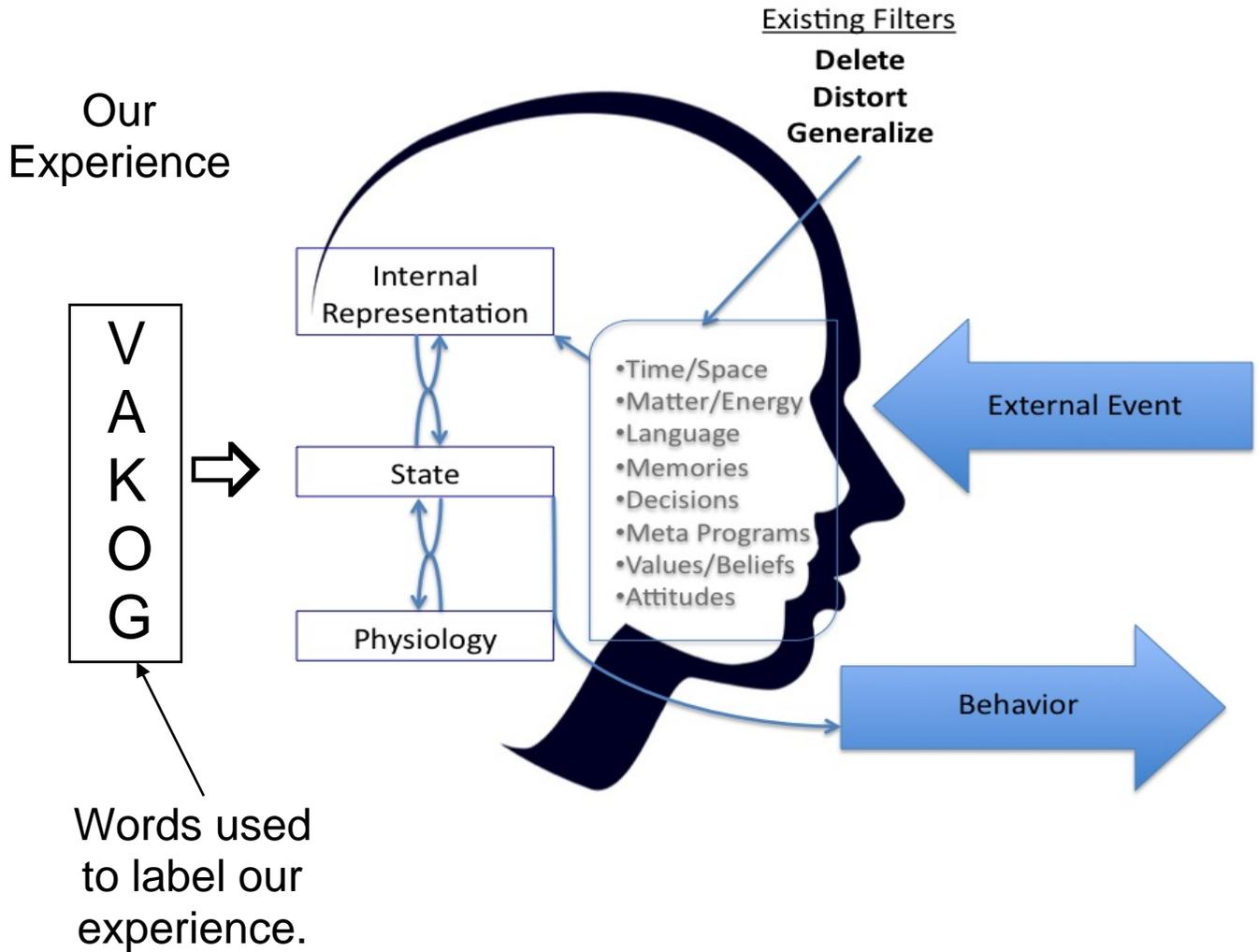
Q. *Is NLP a therapy?*

A. Although NLP can be used as a method of therapy, the applications are much broader. Even when used as a therapy, it's basically a process of teaching people how to use their brains. Most therapy is remedial; that is, directed towards solving problems from the past. NLP goes much further to study excellence and teach the skills that promote positive change that generates new possibilities and opportunities.

NLP Communication Model



Internal Representations



Cause & Effect

C > E

Results

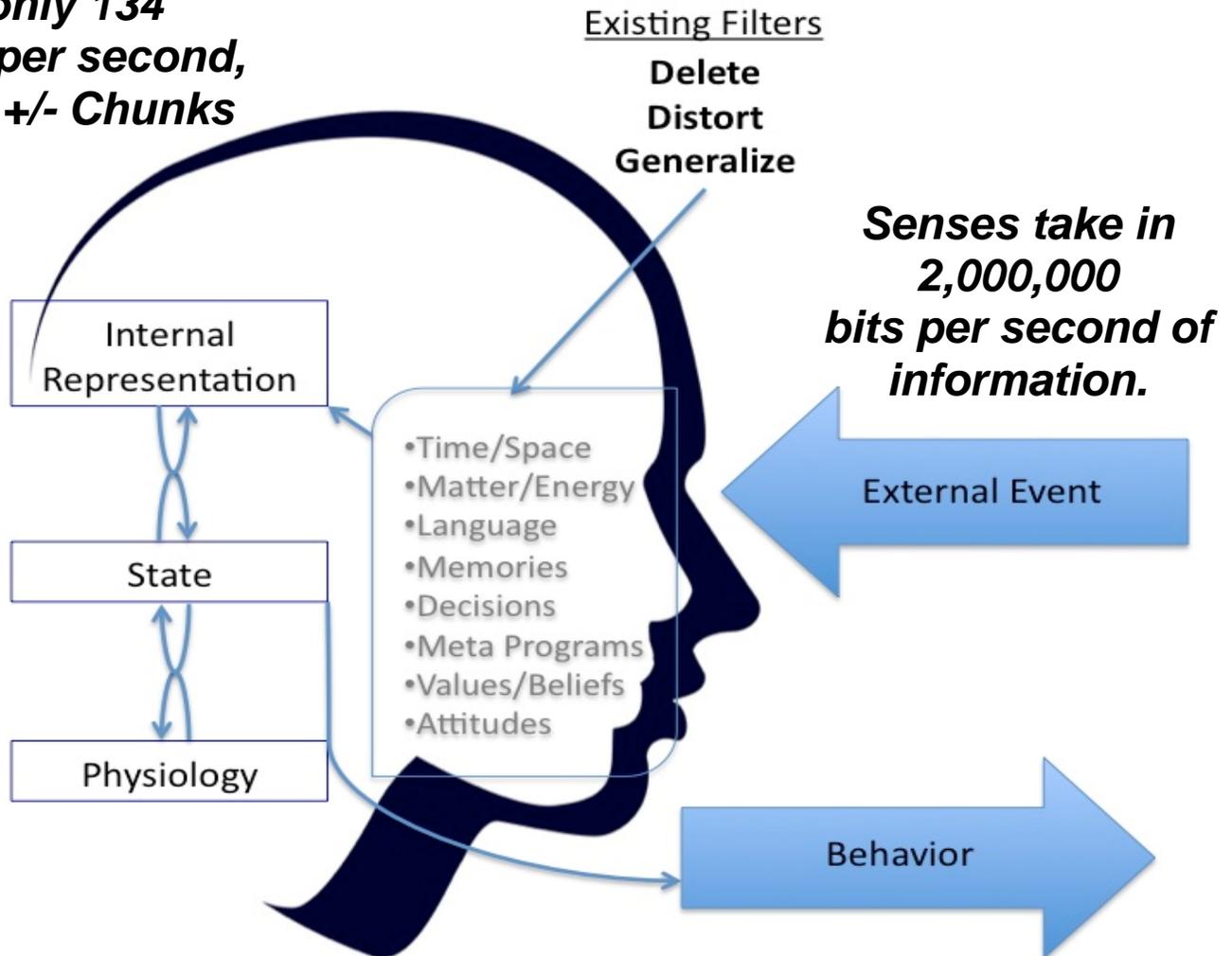
**Reasons
Excuses
Victim**

***Which Side
Do You Choose?***

Perception is Projection

We cannot see anything other than who we are.

**Brain processes
only 134
bits per second,
in 7 +/- Chunks**



**Senses take in
2,000,000
bits per second of
information.**

“What we tend to do, is to marry our unconscious mind and then project out onto [her/him], all of our unresolved stuff.” Carl Jung

Responsibility for Value

No matter what you do, what you purchase or otherwise acquire, it's up to you to get the value that's available.

When you:

- hire a coach or therapist
- rent a hotel room.
- purchase a TV.
- go a restaurant.
- take a training.

...or anything else you might do, it's always up to you!

How to Get Certified

This training offers you certification as a Practitioner of NLP. There is no secret as to how to earn your certification. We want you to succeed and you will – as long as you do all of the following things:

- Watch and pay attention to all videos
- Follow along with the videos making notes in this Manual.
- Fill out your Practitioner exam as you go along.
- Practice techniques and interventions outside of class
- Read and absorb all companion material
- Be curious and willing to ask questions

State vs. Outcome

Value or State

Outcome or Goal

Ambiguous / Unclear

Specifically Defined

Write affirmations

Write outcomes

Can have it now

Requires time

No action needed

Action needed

Infinite

Clearly measurable

Applies to self and/or others

Applies to self only

Keys to an Achievable Outcome

Define your **outcomes** with these characteristics and to make sure that they are achievable.

1. **Positively Stated.**
2. **Evidence procedure.**
3. **Congruently desirable.**
4. **Self-initiated and maintained.**
5. **Appropriately contextualized.**
6. **What resources are needed.**
7. **Ecological.**

Well Formedness Conditions

for Outcomes/Goals

- 1. Stated in positive terms.**
- 2. Initiated and maintained by client.**
- 3. Specific sensory-based description of outcome and the steps needed to get there.**
- 4. Ecological.**
- 5. More than one way to get the outcome.**
- 6. First step is specified and achievable.**
- 7. Always increases choice for client.**

Presuppositions of NLP

Useful Beliefs to Hold

1. **Respect** for the other person's model of the world.
2. Behavior and change are to be evaluated in terms of **Context**, and **Ecology**
3. **Resistance** in a client is the fault of the Practitioner.
4. **People** are not their behaviors.
5. **Everyone** is doing the best they can with the resources they have available.
6. The map is not the **Territory**.
7. **You** are in charge of your mind, and therefore your results.
8. People have all the **Resources** they need to succeed and to achieve their desired outcomes.
9. The meaning of communication is the **Response** you get.
10. There is **Only** feedback!
11. The **Law** of Requisite Variety: The system/person with the most flexibility of behavior will control the system.
12. All procedures should be designed to increase **Choice**.
13. **Great Habits** and **Great Compulsions** are Great!

Functions of the Unconscious Mind

- 1 Stores memories**
- 2 Organizes your memories**
- 3 Represses memories with unresolved negative emotion**
- 4 Presents repressed memories for resolution.**
- 5 May keep the repressed emotions repressed for protection**
- 6 Runs the body**
- 7 Enjoys serving, needs clear orders to follow**
- 8 Maintains instincts and generate habits**
- 9 Needs repetition until a habit is installed**
- 10 Is programmed to continually seek more and more**
- 11 Takes everything personally.**
- 12 Does not process negatives**

Sensory Acuity

Basis: Modeling Milton Erickson, the creators of NLP observed that people make tiny changes in their body from moment to moment. They realized that those changes have meaning and will tell you about the state of the person *if* you observe closely and read the signs. This is called Sensory Acuity.

1. Skin Color

Light to Dark

2. Skin Tonus (The Tone of the Muscles – Look for the Shine)

Symmetrical to Not Symmetrical / Relaxed to Tensed

3. Breathing

A. Rate

Fast to Slow

B. Location

High to Low / Shallow to Deep

4. Lower Lip Size

Normal to Engorged / Lines to No Lines

5. Eyes

A. Focus

Focused to Defocused

B. Pupil Dilation

Dilated to Undilated

Rapport

Key Concept:

People tend to connect with, trust and respond well to people who are like themselves.

Desired Outcome:

To be able to be like any person at any time.

Theory:

A. Communication is composed of the following elements:

7% Words

38% Tonality

55% Physiology

B. When people are like each other, they like each other. Rapport is a process of responsiveness, not necessarily “liking”.

Process:

A. Rapport is established by matching & mirroring

B. The major elements of rapport:

Mirroring

Matching

PHYSIOLOGY (55%)

Posture

Gesture

Facial expression & blinking

Breathing

TONALITY (38%)

Voice

Tone (pitch)

Tempo (speed)

Timbre (quality)

Volume (loudness)

WORDS (7%)

Predicates

Key words

Common experiences & associations

Content chunks

Representational Systems

People have preferred “Representational Systems” that is, the means by which they tend to process and store information. They are as follows:

Visual (Seeing)]

Eyes	These people look up to their right or left, or their eyes may appear unfocused.
Gestures	Their gestures are quick and angular, and include pointing.
Breathing & Speech	High, shallow and quick. Fast
Words	The words that capture their attention include: See, look, imagine, reveal, perspective.
Presentations	They prefer pictures, diagrams, movies.

Auditory (Hearing)

Eyes	These people look down to the left and may appear “shifty-eyed.”
Gestures	Their gestures are balanced, touching one’s face (i.e. rubbing the chin).
Breathing & Speech	Mid-chest, rhythmic. Speak rhythmically
Words	The words that capture their attention include: Hear, listen, ask, tell, clicks, in-tune.
Presentations	They prefer lists, summaries, quotes, readings.

Feeling [Kinesthetic]

Eyes	These people look down to the right.
Gestures	Their gestures are rhythmic, touching their chest (basically true for men) – Bill Clinton.
Breathing & Speech	Deep and slow with pauses. Speaks slowly.
Words	The words that capture their attention include: Feel, touch, grasp, catch on, contact.
Presentations	Toward [Goals]: achieve, attain, gain. Away From [Problems]: avoid, relieve, out.

To be more persuasive with all groups, make your representations:

- **Bigger**
- **Closer,**
- **More Colorful**
- **3-D**
- **Moving**
- **Clear Sound**
- **Intense In Feelings.**

Predicates

The following lists are *predicates* in language (verbs, adverbs and adjectives) that are associated with specific representational systems. A way of detecting the primary (most commonly used) representational system a person has in consciousness is by listening to the language, the sentences generated, and noticing the *predicates* used.

<u>Visual</u>	<u>Auditory</u>	<u>Kinesthetic</u>	<u>Unspecified/AD</u>	<u>Olfactory/Gust</u>
See	Sound	Feel	Think	Smell
Picture	Hear	Relax	Decide	Fragrant
Perceive	Discuss	Grasp	Understand	Stink
Notice	Listen	Handle	Know	Reek
Look	Talk	Stress	Develop	Aroma
Show	Call on	Pressure	Prepare	Pungent
Appear	Quiet	Smooth	Activate	Sour
Clear	Inquire	Clumsy	Manage	Sweet
Pretty	Noisy	Rough	Repeat	Acrid
Colorful	Loud	Hard	Advise	Musty
Hazy	Outspoken	Grip	Indicate	Fresh
Observe	Articulate	Warm	Consider	Bland
Flash	Scream	Rush	Motivate	Stale
Focus	Pronounce	Firm	Plan	Fresh
Bright	Remark	Euphoric	Anticipate	Bitter
Scene	Resonate	Clammy	Create	Salty
Perspective	Harmony	Touch	Generate	Nutty
Imagine	Shrill	Calm	Deduce	Delicious
View	Oral	Dull	Direct	Salivate
Vista	Whimper	Burning	Achieve	Spoiled
Horizon	Mention	Stinging	Accomplish	Sniff

Sense and non-sense

When talking or writing, it is possible to make use of our five senses. It is also possible to exclude the senses from the what is said, leading to a more objective way of speaking.

Sensory language references and stimulates the senses, thus:

The bright morning sun cast long fingers of shadow and light across the cool, green field as we tramped across rough and the dewy grass on our way to the thundering waterfall.

Objective language seeks to engage the logical mind, but not the senses, which are considered too emotional. It is thus common in such as legal, scientific and business writing.

Morning came and the people arrived.

Senses in language

Language can make reference to any or all senses by deliberate use of appropriate sensory words. Note that these can be both direct description and also sensory metaphors.

Sight

The visual sense is referenced by talking about light and dark, shades and hues, visible shape and appearance.

Her brilliant red blouse fit her slim figure like a custom glove.

Sound

Auditory senses are triggered by reference to loudness, timbre, actual words spoken, and so on.

He shouted ringing approval at the sound of her pure warbling Italian soprano.

Feeling

Tactile feeling and emotional feeling are closely connected, as we sense our emotions as tensions and other physical bodily experiences.

His heart thumped heavily as he grasped the meaning of her twisted smile.

Taste and smell

Our gustatory senses are closely linked and are often used in the metaphoric sense.

She could stomach his words no longer as she smelled something rotten and got the taste of sour grapes in his intent.

Smell in particular is powerfully evocative sense and can easily trigger early memories.

Sense preferences

While we can detect five senses, we tend to have a preference for some rather than others. While some of us might be evenly balanced, many of us have a significant preference for visual or auditory information.

Sense preferences can be detected in the language that people use. If I am a 'pictures person' then I will use more visual words, including visual metaphor. On the other hand, if I pay particular attention to sounds, then I might use more sound-base metaphors. Likewise I might use tactile language.

The power of sensory language

The power of stimulation

Sense language is more powerful at engaging others simply because it triggers our senses rather than requiring the cognitive effort that more abstract or objective talk needs.

If you paint pictures, sounds and sensations with words, you will immediately gain attention and greater understanding, and hence be better able to communicate effectively and persuade others to your cause.

Reflecting the sense preference

As with any communication, if you reflect back to a person those things that they prefer, then they will pay even more attention to these things than others.

Using their preferred sense channel will also make you appear to be more like them and hence create a bond with them and consequently gain their trust.

List of Predicate Phrases

VISUAL

An eyeful
Appears to me
Beyond a shadow of a doubt
Bird's eye view
Catch a glimpse of
Clear cut
Dim view
Flashed on
Get a perspective on
Get a scope on
Hazy Idea
Horse of a different color
In light of
In person
In view of
Looks like
Make a scene
Mental image
Mental picture
Mind's eye
Naked eye
Paint a picture
See to it
Short sighted
Showing off
Sight for sore eyes
Staring off into space
Take a peek
Tunnel vision
Under your nose
Up front
Well defined

AUDITORY

Afterthought
Blabbermouth
Clear as a bell
Clearly expressed
Call on
Describe in detail
Get an earful
Give an account of
Give me your ear
Grant an audience
Heard voices
Hidden message
Hold your tongue
Idle talk
Inquire into
Keynote speaker
Loud and clear
Manner of speaking
Pay attention to
Power of speech
Purrs like a kitten
State your purpose
Tattle-tale
To tell the truth
Tongue-tied
Tuned in/tuned out
Unheard of
Utterly deaf
Voiced an opinion
Well informed
Within hearing
Word for word

KINESTHETIC

All washed up
Boils down to
Chip off the old block
Come to grips with
Control yourself
Cool/calm/collected
Firm foundations
Get a handle on
Get a load of this
Get in touch with
Get the drift of
Get your goat
Hand in hand
Hang in there
Heated argument
Hold it!
Hold on!
Hothead
Keep your shirt on
Know-how
Lay cards on table
Pain-in the neck
Pull some strings
Sharp as a tack
Slipped my mind
Smooth operator
So-so
Start from scratch
Stiff upper lip
Stuffed shirt
Too much of a hassle
Topsy-turvy

Intonation Patterns

English Language

The word position indicates the tone of voice used in the sentence.

Question: Tone rises at the end.

Word, word word word word word word^{word?}

Statement: Tone stays more or less the same throughout.

Word, word word word word word word.

Command: Tone drops at the end.

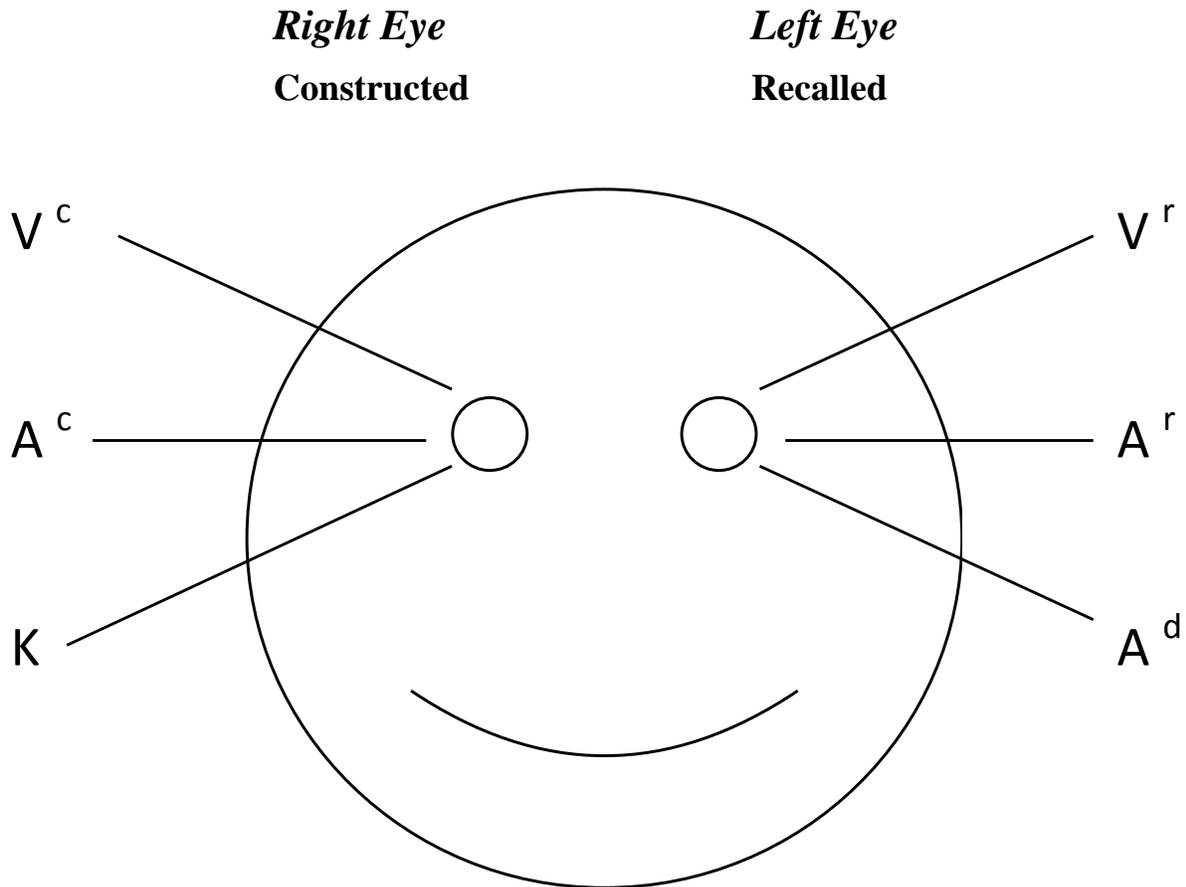
Word, word word word word word word_{word.}

You can form sentences in the form of a Question, Statement or Command, combined with any of the above tonality patterns.

A Questioning Syntax with Command Tonality is considered to be the most powerful syntax in the English Language.

Eye Accessing Movements

The diagram below illustrates the direction of a person's eye accessing movements as you are facing and looking at the person.



V^c – Visual Constructed

A^c – Auditory Constructed

K – Kinesthetic (Feelings)

V^r – Visual Recalled

A^r – Auditory Remembered

A^d – Auditory Digital (Self-talk)

When we process information internally, we can do it visually, aurally, kinesthetically, olfactorily, or gustatorily. It is possible to access the meaning of a word in any one, or any combination, of the five sensory channels.

Virginia Satir and others have observed that people move their eyes in systematic directions that depended upon the kind of thinking they are doing. These movements are called eye accessing cues. The chart above indicates the kind of processing most people do when moving their eyes in a particular direction, however, a small percentage of people are “reversed”, or a mirror image of the chart.

A good example of how you can use eye accessing cues is in the case of a car sale. Once he knows the primary representational system of his customer, a salesman might stress different features to appeal to his customer’s “model of the world” and be more influential in making a sale. For an auditory customer, the salesman could stress the thud of the reinforced doors, the upscale stereo system, and the whisper quiet ride. To a visual customer, the salesman would stress the clean, sleek lines, the clear view of the scenery through the large tinted windows and sun roof, and ask them to picture themselves behind the wheel, etc. A kinesthetic person might respond more to the feel of the full grain leather seats, the smooth ride that makes you feel like you are floating on air, the feeling of the wind in their hair and the warm sun on their face through the sun roof as they drive along the highway.

It would be wise as a salesperson to use language that appeals to all representational systems because we all use more than one system. This would also take into account another person who might be involved in the decision process, i.e. the spouse or parent accompanying the buyer, etc.

As a therapist it is easy to understand that language that more accurately defines an individual’s representational system is just another way of gaining rapport with the client. We can use this to our advantage to create greater influence with our subject and establish more effective means of communicating to the subconscious mind. A client’s responsiveness to treatment is enhanced by the use of these processes.

In the real world an auditory husband might leave socks on the floor, dishes on the table, shoes in the corner, newspapers here and there. A visual wife might feel that she married a total slob who doesn’t appreciate that she tries to create a pleasant tidy house. If he loved me, she thinks, he would care that I spent all day cleaning, etc.

On the other hand, the auditory husband may come home from work and sit down to read the paper. Meanwhile, the wife has the food processor running making supper, the TV is on, one teenager has the CD player blaring, and the other one is teasing a barking dog. The husband who is auditory and trying to engage in a visual task, screams, “Can’t

I get some peace and quiet in my own home?” Again, misunderstandings can occur. It might save a trip to divorce court if both realized:

- To the **visual** wife, the appearance of the home or her clothes or the lawn is important to her, but makes little impression on an **auditory** person.
- To the **auditory** husband, the bombardment of all these sounds at the same time is comparable to a **visual** person watching a laser show in an electrical storm.

Just understanding differences can make things run much smoother.

Also, the example of teenagers coming home late and your asking where they have been is one way to utilize eye accessing cues. If the teenagers look up and left, they are visually remembering and telling you where they were. If they look up and right (visual construct), it is possible they are fabricating a story that you would accept. It does not mean they are definitely lying, but it may be that the parent should ask a few more questions.

A good way to practice these techniques is to watch any show that interviews people (i.e. Oprah Winfrey, Larry King, etc.) These programs show real people who respond to questions subconsciously. You can record these shows and study the eye accessing cues of the interview subjects to get a better understanding of how they are thinking.

Eye Pattern Descriptions and Questions

V^c	Visual Constructed:	Seeing images of things never seen before, or seeing things differently than they were seen before. <u>Questions include:</u> “What will you look like at 90 years of age?”
A^c	Auditory Constructed:	Hearing sounds not heard before. <u>Questions include:</u> “What would your name sound like backwards?” “What would a dog barking, a car horn and children playing sound like?”
K	Kinesthetic:	Feeling emotions, tactile sensations (sense of touch), or proprioceptive feelings (feelings of muscle movement). <u>Questions include:</u> “Is your nose cold now?” “What does it feel like to run?”
V^r	Visual Recall	Recalling images from memory, seeing things that they have seen before. <u>Questions include:</u> “What did your first grade teacher look like?” “What was the color of the kitchen in the home where you grew up?”
A^r	Auditory Recall:	Remembering sounds heard before. <u>Questions include:</u> “What’s the last thing I said?” “What does your alarm clock sound like?”
A^d	Auditory Digital:	Talking to one self. <u>Questions include:</u> “Say something to yourself that you often say.” “Recite the Pledge of Allegiance.”
V	Visual:	The blank stare is visual – either constructed or remembered.

(Remember, some people access **V^r**, **A^r**, **A^d** or **K** by defocusing.)

Mirror Neurons

You see a stranger stub her toe and you immediately flinch in sympathy, or you notice a friend wrinkle up his face in disgust while tasting some food and suddenly your own stomach recoils at the thought of eating. This ability to instinctively and immediately understand what other people are experiencing has long baffled neuroscientists, but recent research now suggests a fascinating explanation: brain cells called mirror neurons.

In the early 1990s, Italian researchers made an astonishing and quite unexpected discovery. They had implanted electrodes in the brains of several macaque monkeys to study the animals' brain activity during different motor actions, including the clutching of food. One day, as a researcher reached for his own food, he noticed neurons begin to fire in the monkeys' premotor cortex—the same area that showed activity when the animals made a similar hand movement. How could this be happening when the monkeys were sitting still and merely watching him?

During the ensuing two decades, this serendipitous discovery of mirror neurons—a special class of brain cells that fire not only when an individual performs an action, but also when the individual observes someone else make the same movement—has radically altered the way we think about our brains and ourselves, particularly our social selves.

Before the discovery of mirror neurons, scientists generally believed that our brains use logical thought processes to interpret and predict other people's actions. Now, however, many have come to believe that we understand others not by thinking, but by feeling. For mirror neurons appear to let us “simulate” not just other people's actions, but the intentions and emotions behind those actions. When you see someone smile, for example, your mirror neurons for smiling fire up, too, creating a sensation in your own mind of the feeling associated with smiling. You don't have to think about what the other person intends by smiling. You experience the meaning immediately and effortlessly.

Mirror neuron research, therefore, is helping scientists reinterpret the neurological underpinning of social interactions. These studies are leading to:

- New insight into how and why we develop empathy for others.
- More knowledge about autism, schizophrenia, and other brain disorders characterized by poor social interactions.
- A new theory about the evolution of language.
- New therapies for helping stroke victims regain lost movement.

Direct evidence of individual mirror neurons continues to come from research involving macaque monkeys implanted with electrodes. Building on research in animals, researchers have conducted brain imaging studies that reveal a possible mirror neuron

“system” in humans, as well. Several key findings have been made. One is that mirror neurons appear to allow us to determine other people’s intentions as well as their actions. For example, one area of the mirror neuron system exhibits greater activation in our brains when we observe someone picking up a cup to have a drink than when we watch the same person picking it up to clear it from a table.

The mirror neuron system also appears to allow us to decode (receive and interpret) facial expressions. Whether we are observing a specific expression or making it ourselves (a frown of disgust, for example) the same regions of our brain become activated. And the better we are at interpreting facial expressions, the more active our mirror neuron system.

These findings suggest that the mirror neuron system plays a key role in our ability to empathize and socialize with others, for we communicate our emotions mostly through facial expressions. And, indeed, studies have found that people with autism—a disorder characterized, in part, by problems during social interactions—appear to have a dysfunctional mirror neuron system. The more severe the symptoms of autism, the less active the mirror neuron system seems to be. Studies have demonstrated that children with autism have difficulties understanding the intention of others on the basis of the action they observe. In order to decide what others are doing, they rely on object meaning or the context in which the action is performed. To them, a cup means “drinking” even when others would intuit that the intention is to clear it from the table. Attempts are now being made to use imitative behavior to try to counter this deficit. Similar imitative training techniques are also being explored to rehabilitate people whose motor skills have been damaged by a stroke or other brain injury.

Among other intriguing mirror neuron research is the discovery that complex hand gestures activate the same brain circuits as the complex tongue and lip movements used in making sentences. Some scientists believe these findings suggest that spoken language evolved from hand gestures.

Mirror neurons seem to form the basis of empathy and much communication. Continuing research into this intricate and pervasive neural system is providing fascinating new insight into the mechanisms by which we acquire social skills and communicate our innermost feelings and intentions to others.

NLP Interventions

Interventions are the processes that allow you to do things to help people make changes in what they do inside themselves – their internal representations.

In doing so, they naturally make changes in their behaviors, responses, experience and the outcomes that they get in their lives.

Examples of types of NLP Interventions:

Sub-modalities

- Like to Dislike
- Belief Change
- Swish Pattern
- Fast Phobia Model

Anchoring

- Collapse Anchors
- Stack Anchors
- Chaining Anchors

Strategies

Parts Integration

Values

Sub-Modalities

Purpose and Outcome:

To be able to quickly and easily make changes in a client's internal representations in order to improve their outcomes.

Theory:

Sub-Modalities are how we encode and give meaning to our Internal Representations. Changing the Sub-Modalities can change the meaning of an Internal Representation.

Internal Representations Review

Information / Input from External World

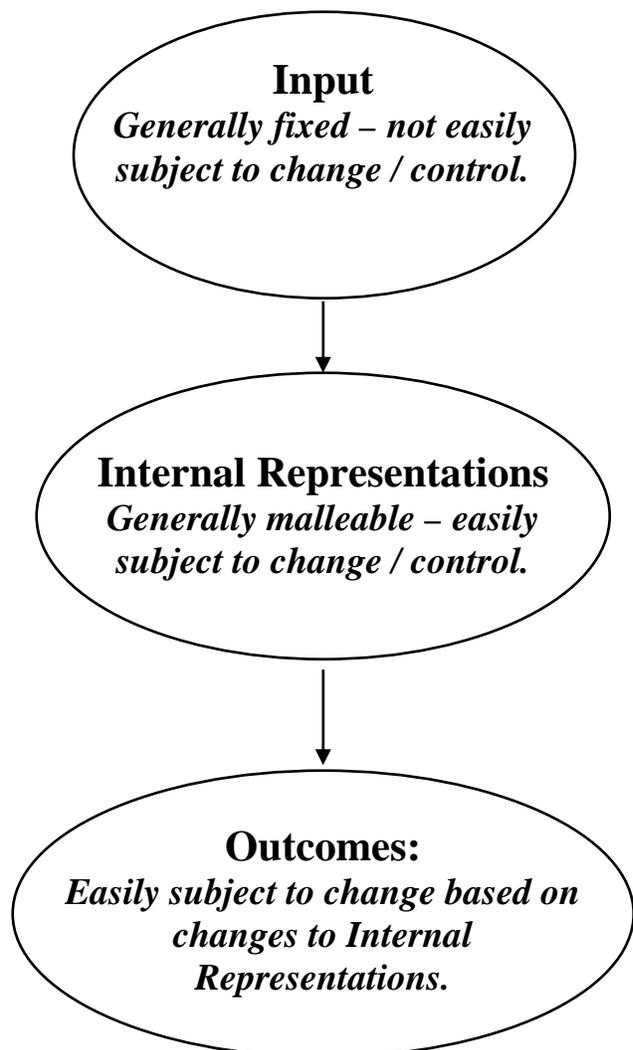
- **V** – visual
- **A** – auditory
- **K** – kinesthetic
- **O** – olfactory
- **G** – gustatory

Internal Representations

- **P** - pictures
- **S** – sounds
- **F** – feelings
- **T** – tastes
- **S** – smells
- **W** – words

Outcomes

- Behaviors
- Responses
- Results



Sub-Modality Techniques:

1. **Contrastive Analysis:**

Involves finding the Drivers (or critical Sub-Modalities) by comparing two Internal Representations for the Sub-Modality differences. E.G.: Comparing potato chips and kale chips.

2. **Mapping Across:**

Involves discovering the Drivers (through Contrastive Analysis) and then changing the Sub-Modalities of one of the Internal Representations to the other. E.G.: Changing the Sub-Modalities of potato chips (liked), and kale chips (disliked) should cause the client to dislike potato chips.

3. **Swish Patterns:**

These involve replacing one Internal Representation or picture with another. This reorients the series of Internal Representations so that the Desired State is more commonly accessed.

4. **Dissociative Techniques:**

Involves shifting viewpoint and viewing a specific Internal Representation from a dissociated position. This is frequently used to “take the charge off” a negative emotion, as in the Fast Phobia Model.

5. **Perceptual Positions:**

Involves shifting viewpoint and viewing a specific Internal Representation from one of three different positions. First Position is looking through your own eyes. Second Position is looking through another person’s eyes (usually a significant person in the event). Third Position is observing the entire scene from a dissociated position (say, above the entire event). This is useful as a Dissociative Technique and for incorporating learnings.

Sub-Modalities Evaluation Worksheet

Use the characteristics below to evaluate and determine sub-modalities.

	1	2	3	4
Visual				
Color / Black & White				
Distance - Near / Far				
Bright / Dim				
Location				
Size of Picture				
Focused / Defocused				
Focus (Changing/Steady)				
Associated / Dissociated				
Framed / Panoramic				
Movie / Still				
Movie-Fast/Normal/Slow				
Contrast – High / Low				
Dimension - 3D / Flat				
Perspective – View Angle				
Auditory				
Location				
Direction				
Internal / External				
Loud / Soft				
Fast / Slow				
Pitch – High / Low				
Tone & Timbre				
Pauses				
Rhythmic / Irregular				
Duration – Long / Short				
Kinesthetic				
Location				
Movement				
Size				
Shape				
Quality				
Intensity & Duration				
Steady				
Vibration				
Weight				

Sub-Modalities Evaluation

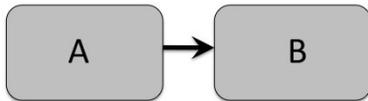
Sample questions

Here are examples for some of the sub-modalities to demonstrate the types of questions you'll ask the client to accurately evaluate the sub-modalities.

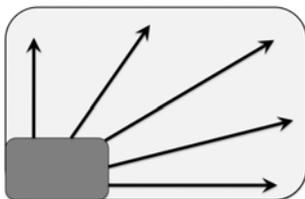
Modality	Sub-Modality	Questions
Visual	Color / Black & White	<ul style="list-style-type: none"> • Is it in color or black and white? • Are the colors vivid or washed out?
	Distance – Near / Far	<ul style="list-style-type: none"> • How far away is the image? (specific distance)
	Bright / Dim	<ul style="list-style-type: none"> • In that context, is it brighter or darker than normal?
	Location	<ul style="list-style-type: none"> • Where is the image located in space? • Show me with both hands where you see the images(s).
	Size	<ul style="list-style-type: none"> • How big is the picture? (ask for a specific size)
	Focused / Defocused	<ul style="list-style-type: none"> • Is the image sharp in focus or is it fuzzy?
	Movie / Still	<ul style="list-style-type: none"> • Is it a movie or a still picture? • Is the motion fast, slow or normal speed?
	Associated / Dissociated	<ul style="list-style-type: none"> • Do you see yourself or do you see the event as if you were there?
	Perspective – View Angle	<ul style="list-style-type: none"> • From what perspective do you see it? • If dissociated, do you see yourself from the right or left, back or front?
	Dimension – 3D / Flat	<ul style="list-style-type: none"> • Is it flat or is it three-dimensional? • Does the picture wrap around you?
Auditory	Location	<ul style="list-style-type: none"> • Where does the sound (voice) originate?
	Internal / External	<ul style="list-style-type: none"> • Do you hear it from the inside or from the outside yourself?
	Loud / Soft	<ul style="list-style-type: none"> • Is the sound loud or soft in volume?
	Pitch – High / Low	<ul style="list-style-type: none"> • Is it high-pitched or low-pitched? • Is the pitch higher or lower than normal?
	Tone & Timbre	<ul style="list-style-type: none"> • What is the tonal quality? • Are there unique characteristics to the sound?
Kinesthetic	Location	<ul style="list-style-type: none"> • Where do you feel it in your body?
	Movement	<ul style="list-style-type: none"> • Is it in one place or moving around?
	Quality	<ul style="list-style-type: none"> • How would you describe the sensations: tingling, warm, cold, relaxed, tense, knotted, diffused?
	Intensity & Duration	<ul style="list-style-type: none"> • How strong is the sensation? • How long does it last?

Examples of Triggers in NLP Contexts

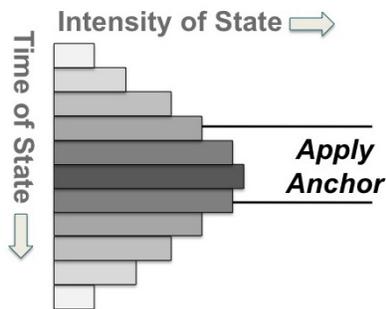
Like to Dislike: “When you think of _____, do you have a picture?”



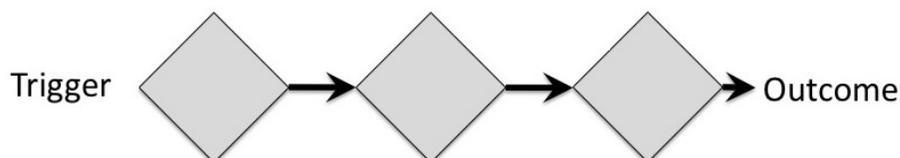
Swish: “How do you know it’s time to _____?”



Anchor: “Can you remember a time when you were totally _____? Can you remember a specific time?”



Strategy: “Can you remember a time when you were totally _____? Can you remember a specific time? As you remember that time, what was the very first thing that happened...?”



Sub-Modalities Like to Dislike Process

Before you begin, it is a good practice to ask, “Is it all right for your Unconscious Mind to make this change today, and for you to be aware of it consciously?”

1. “Can you think of something that you like but wish you did not? Good, what is it? As you think about how much you like that, do you have a picture?” (*Elicit the SubModalities.*)

Have client clear the Screen

2. “Can you think of something which is similar, but which you absolutely dislike. For example, ice cream and yogurt. “Good, what is it? As you think about how much you dislike that, do you have a picture?” (*Elicit the SubModalities. The location should be different!*)

Have client clear the Screen

3. Change the SubModalities of #1 into the SubModalities of #2.

4. Lock it in place. “You know the sound that tupperware makes when it seals, just like that, lock it right in there.”

Do a Break State with the client.

5. Test “Now, what about that thing you used to like? How is it different?”

6. Future Pace. “Imagine a time in the future when you might be tempted to eat/do that. What happens?”

Sub-Modalities Belief Change Process

1. “Can you think of a limiting belief about yourself that you wish you did not have? Good, what is it? As you think about that belief, do you have a picture?” (Elicit the SubModalities.)
2. “Can you think of a belief which is no longer true?
For example, perhaps you used to be a smoker. If you were a smoker, you used to believe you were a smoker, but now you don’t believe that any more. Or if you used to own a new 2001 car, you believed you were a new car owner, but now you don’t. Or perhaps the belief that you are no longer 18. Do you have something like that which used to be true for you, but no longer is? Okay, what is it?
As you think about that old belief, do you have a picture — Where is that old belief now?” (Elicit the SubModalities. For best results, the location should be different!)
3. Change the SubModalities of #1 into the SubModalities of #2.
4. TEST: Now, what do you think about that old belief?
5. “Can you think of a belief which for you is absolutely true? Like, for example, the belief that the sun is going to come up tomorrow. Do you believe that? (Or, the belief that it’s good to breathe.) Good, what is it? As you think about that belief, do you have a picture?” (Elicit the SubModalities.)
6. Can you think of a belief that you want to have, which is the opposite of the belief in #1? Good, what is it? As you think about that belief, do you have a picture?”
7. Change the SubModalities of #5 into the SubModalities of #4.
8. TEST: Now, what do you believe?
Why do you believe you have this new belief?

Swish Pattern

Notes on Process

The Swish Pattern is for the purpose of creating momentum toward a compelling future. The Swish Pattern installs choices for a new way of life rather than changing or removing old habits.

Doing a Swish Pattern

1. Get the picture that represents the habit or situation you would like to change. (When you think of _____, do you have a picture?)
2. Get a picture of the type of person you would like to be. (“How would you like to be instead? When you think of that do you have a picture?”)
3. Change the visual intensity of the desired state (brightness, size, distance, etc.) for the most “real” or most positive Kinesthetic.
4. Bring back the old picture (#1), **NOW STEP INTO THE PICTURE**, fully associated.
5. Now insert in the lower left hand corner, a small, dark picture of the desired state.
6. Simultaneously, have picture of current state rapidly shrink and recede to a distant point while dark picture explodes into full view. (This *can* be accompanied by either an internal or external *SWIISSH* sound, but *is not necessary*—speed is!)
7. Repeat #6 a minimum of five times. Enjoy the results!

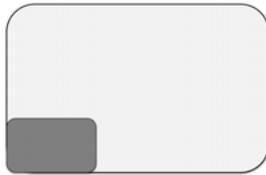
Notes to Keep In Mind

- a. Be fully associated in old pattern.
- b. Have detailed sensory-specific representations in the desired state.
- c. If client is associated in final picture = **OUTCOME**
- d. If client is disassociated in the final picture = **DIRECTION** (This is usually preferred to create a compelling future.)
- e. Make sure to have a break state between each Swish Pattern so as not to loop them. Close eyes during each step of process and open them between steps.

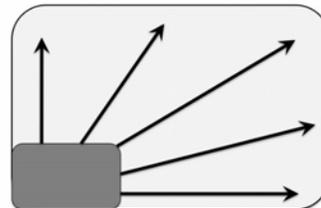
Swish Pattern

Process

1. Elicit Present State or Behavior: “How do you know it’s time to _____? (eg: feel bad.) When you think of that _____ (State or Behavior) do you have a picture?” (**Break State**) [If client gives you a K answer, then say, “How do you know it is time to feel...”]
2. Elicit Desired State: “How would you like to (feel/act) instead? When you think of that _____ (State or Behavior) do you have a picture?”
3. If necessary, assist client in adjusting the visual intensity of the Desired State for the most positive kinesthetic. Say to the Client, “Step into your body.” (Now, adjust the SubModalities.)
4. “Good, now step out of the picture, so you see your body in the picture. Take the picture and make it small and dark in the lower left hand corner.” (**Break State**)



5. “Now, can you take the old picture and bring it up on the screen? Make sure that you are looking through your own eyes.”
6. “Good, as you have the old picture on the screen, can you see the new picture in the lower left hand corner, small and dark? Make sure you see your body in the picture.”
7. “Good, now have the picture explode big and bright, and have it explode up so that it covers the old picture, while the old picture shrinks down and becomes small and dark in the lower left hand corner, and do that as quickly as sssswishhhhh.”

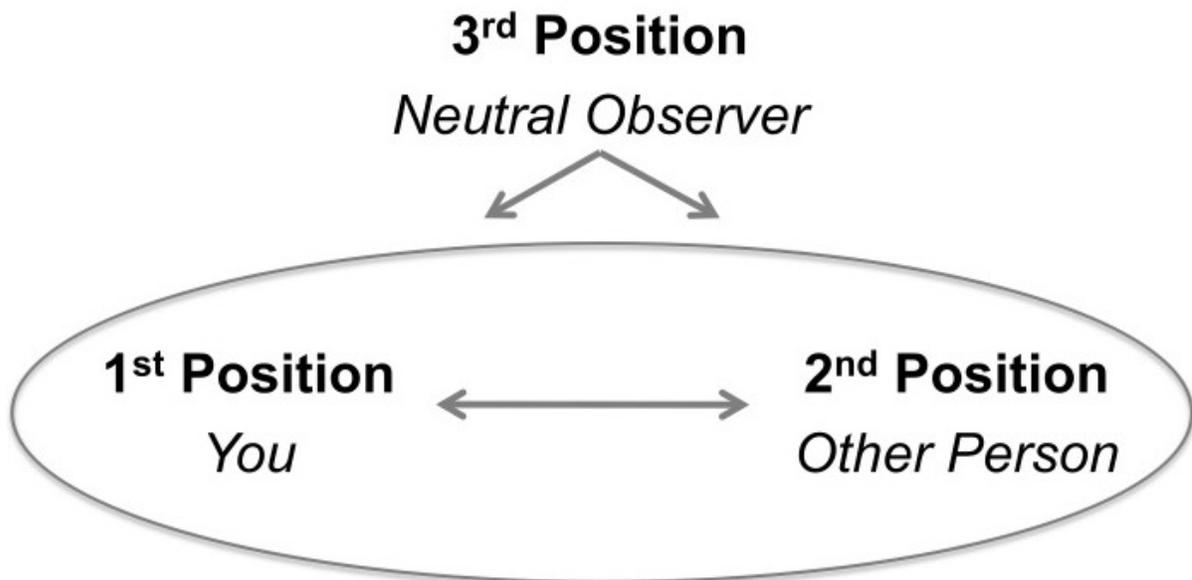


8. “O.K., sssswishhhhh.”
9. “Now, clear the screen.”
10. Repeat steps 5, 6, 8, and 9 until the unwanted state or behavior is not accessible.
11. Test and future pace.

Perceptual Positions

Perceptual Position describes your point of view in a specific situation: That is, it defines who's eyes you're seeing a situation or circumstance through.

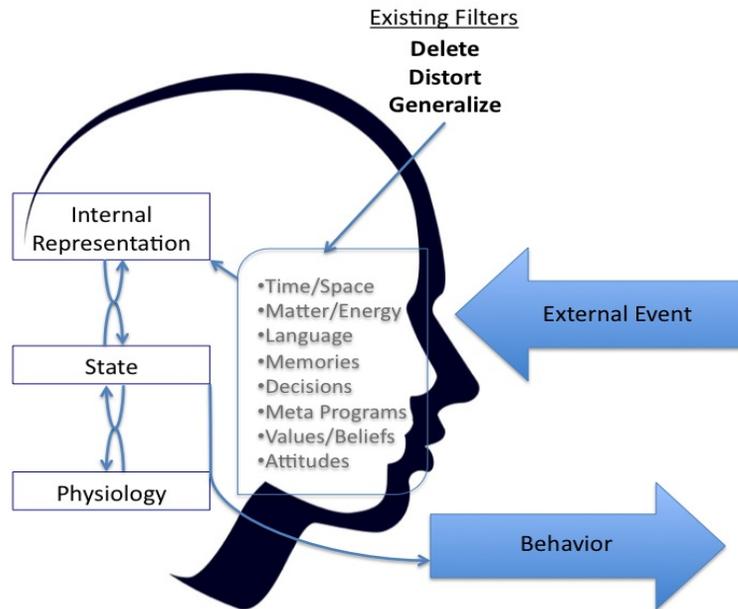
- First Position is our own point of view.
- Second Position is usually someone else's point of view.
- Third position is the point of view of a dissociated observer.



Language

Purpose:

To learn to consciously understand and use language patterns to affect the internal representations of yourself / others and communicate more effectively.



Filters

Deletions

Distortions

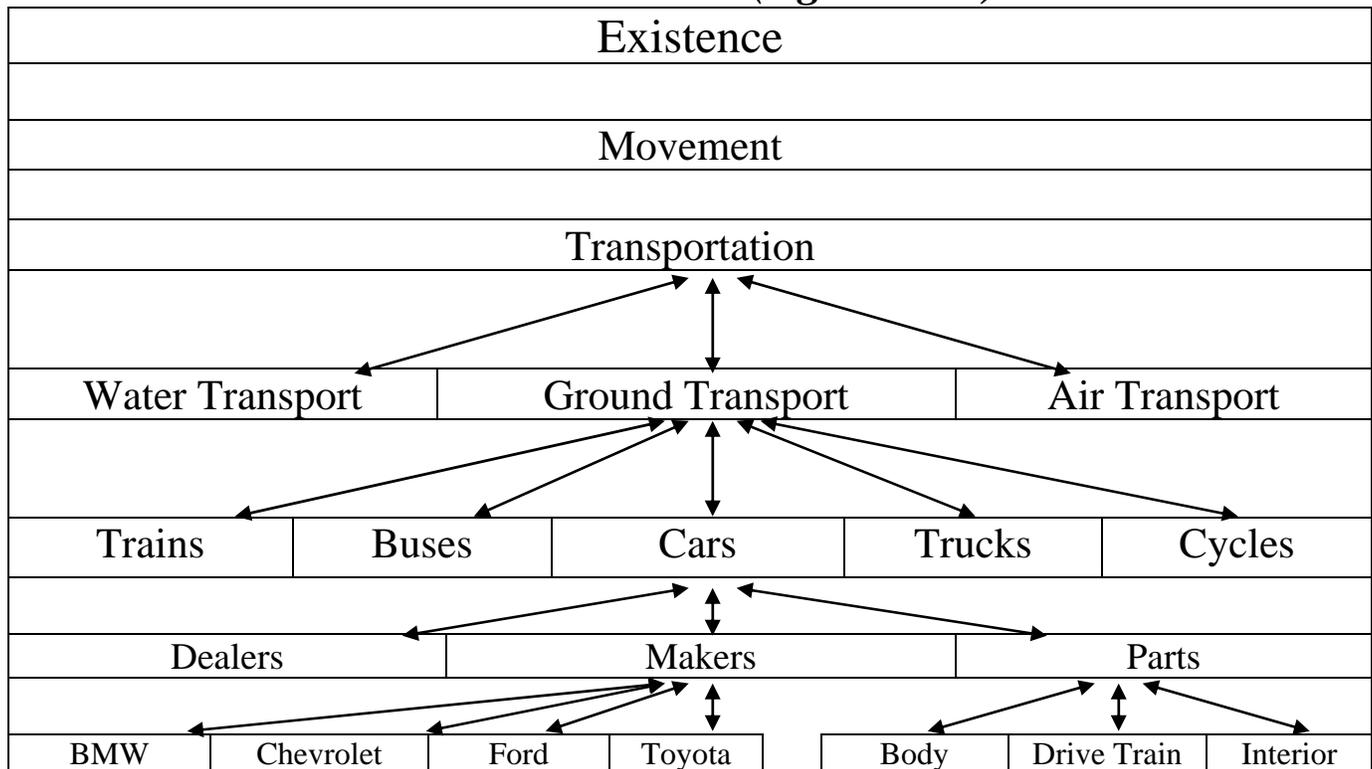
Generalizations

Chunking The Model

Purpose:

Chunking is an easy way to move your thinking between abstract/general and specific/detailed concepts so that you can communicate in ways that are most effective for producing the outcomes you want.

General / Abstract (Agreement)



And so on...

And so on...

Detailed / Specific

Chunking up = more generalized or abstract. (Milton model)

- For what purpose?
- What is this an example of?
- What is the intention of... ?

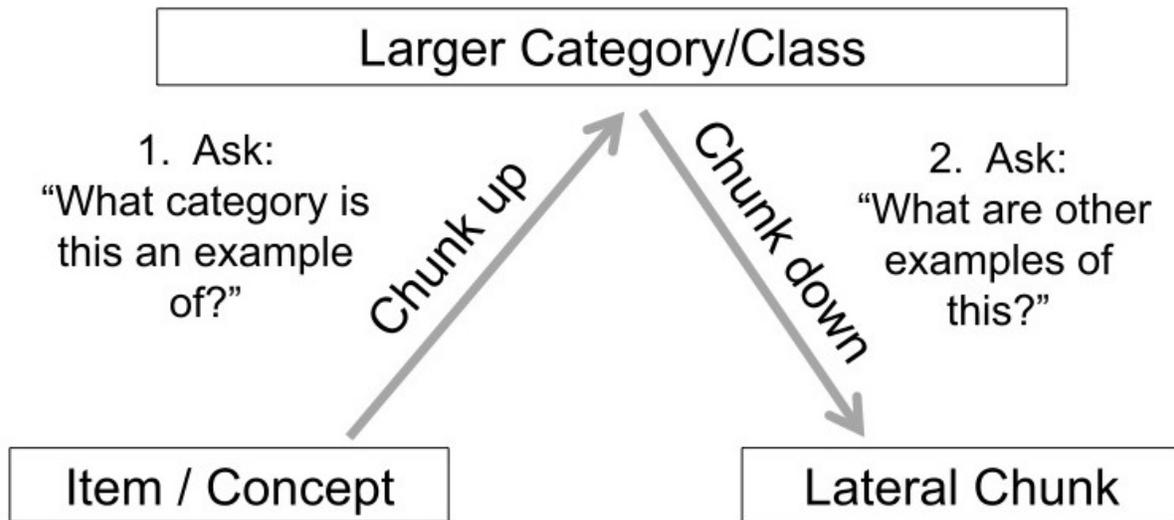
Chunking down = more detailed or specific. (Meta model)

- What are some examples of this?
- What specifically...?

Lateral Chunking

Purpose:

Lateral Chunking moves you easily from one type of item/concept to another within the same logical category/class. It is useful when looking to expand the range of choices available to yourself or others.

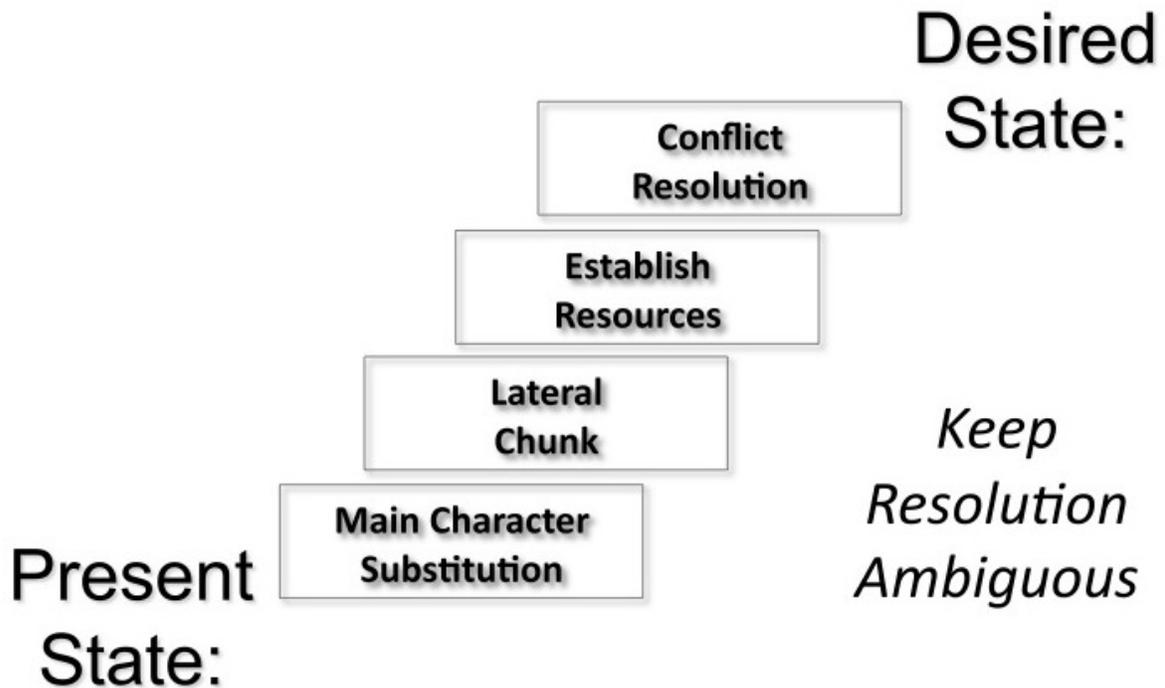


Metaphor

Purpose:

Metaphors are stories designed to lead the client to a desired state and/or outcome.

Simple Metaphor Structure



Milton Model

Hypnotic Language Patterns

1. **Mind Read:** Claiming to know the thoughts or feelings of another without specifying the process by which you came to know the info.

“I know that you are wondering...”

2. **Lost Performative:** Value judgments (which may include an unspecified comparison) where the performer of the value judgment is left out.

“And it’s a good thing to wonder...”

3. **Cause & Effect:** Where it is implied that one thing causes another. (Including attribution of cause outside of self.) Implied Causatives include:
 - a. C>E makes (the verb to make)

b. If... then...

c. As you... then you...

“Because...”

4. **Complex Equivalence:** Where two things are equated – as in their meanings being equivalent.

“That means...”

5. **Presupposition:** The linguistic equivalent of assumptions.

“You are learning many things...”

6. **Universal Quantifier:** A set of words which has:

a. a universal generalization and

b. no referential index.

“And all the things, all the things...”

7. **Modal Operator:** Words, which implies possibility or necessity, which often form our rules in life.

“That you can learn...”

8. **Nominalization:** Process words (including verbs), which have been frozen in time by making them into nouns.

“Provide you with new insights, and new understandings.”

9. **Unspecified Verb:** Where an adjective or adverb modifier does not specify the verb.

“And you can,”

10. **Tag Question:** A question added after a statement, designed to displace resistance.

“Don’t you think?”, “Isn’t it?”, “Wouldn’t you?”

11. Lack Of Referential Index: A phrase, which does not pick out a specific portion of the listener’s experience.

“One can, you know...”

12. Comparative Deletion (Unspecified Comparison): Where the comparison is made and it is not specified as to what or whom it was made.

“And it’s more or less the right thing.”

13. Double Bind: Where the client is given two choices (both of which are preferable or desired) separated by an “or”.

“And that means that your unconscious mind is also here, and can hear (phonological ambiguity) what I say. And since that’s the case, you are probably learning about this and already know more at an unconscious level than you think you do. So, it’s not right for me to tell you, learn this or learn that, learn in any way you want, in any order.”

14. Extended Quotes: Quotes which are extended beyond what is normally used to displace resistance.

“Last week I was with Richard who told me about his training in 1983 at Denver when he talked to someone who said...”

15. Ambiguity:

a. Phonological: Where two words with different meanings sound the same.

IE: *“Hear”, “Here”*

b. Syntactic: Where the function (syntactic) of a word cannot be immediately determined from the immediate context.

“They are visiting relatives”

“Selling salesmen can be tricky!”

“I am really over managing managers.”

c. Scope: Where it cannot be determined by linguistic context how much is applied to that sentence by some other portion of the sentence.

“Speaking to you as a child...”

“The old men & women...”

“The disturbing noises & thoughts...”

“The weight of your hands & feet...”

d. Punctuation: Either the punctuation is eliminated as in a run on sentence or pauses occur in the wrong place.

“I want you to notice your hand me the glass.”

The Meta Model

Introducing the Model

The Meta Model is a communication model, developed by **John Grinder** and **Richard Bandler**, which bears a close resemblance to the list of ten “cognitive distortions” found in *Cognitive-Behavioral Therapy*. The meta model identifies commonly occurring language patterns which actually hamper good communication, and shows how they can be tackled to open up clearer, more effective communication.

Grouped under three basic headings – Deletions, Distortions, and Generalizations – the meta model covers a variety of misleading language patterns such as: unspecified nouns, unspecified verbs, unqualified comparisons, unqualified absolutes and unquestioned rules, missing referential indices, etc. These are each described elsewhere in the glossary under the relevant headings: **Deletions**, **Distortions**, **Generalizations**, **Nouns**, unspecified, **Verbs**, unspecified, and so on.

William Horton

From the work of Alfred Korzybski

Meta Model Key Questions

- 1) What do you want?
- 2) What will that do for you? (specifically)
- 3) How will you know when you have it?
- 4) How will this affect other aspects (or people) in your life?
- 5) What stops you from having this already?
- 6) What resources do you already have that will help you obtain your outcome?
- 7) What additional resources do you need to obtain it?
- 8) How are you going to get there?
 - a) First step. Be specific and achievable.
 - b) Is there more than one way to get there?

The Meta Model Chart

Pattern	Response	Prediction
<i>DISTORTIONS</i>		
1. Mind Reading: Claiming to know someone's internal state. Ex: "You don't like me."	"How do you know I don't like you?"	Recovers Source of the Info.
2. Lost Performative: Value judgments where the person doing the judging is left out. Ex: "It's bad to be inconsistent."	"Who says it's bad?" "According to whom?" "How do you know it's bad."	Gathers evidence. Recovers source of the belief, the Performative, strategy for the belief.
3. Cause—Effect: Where cause is wrongly put outside the self. Ex: "You make me sad."	"How does what I'm doing cause you to choose to feel sad?" (Also, Counter Ex., or "How Specifically?")	Recovers the choice.
4. Complex Equivalence: Where two experiences are interpreted as being synonymous. Ex: "She's always yelling at me, she doesn't like me."	"How does her yelling mean that she..?" "Have you ever yelled at someone you liked?"	Recovers Complex Equivalence. Counter Example.
5. Presuppositions: Ex: "If my husband knew how much I suffered, he wouldn't do that." There are 3 Presuppositions in this sentence: (1) I suffer, (2) My husband acts in some way, and (3) My husband doesn't know I suffer.	(1) "How do you choose to suffer?" (2) "How is he (re)acting? (3) "How do you know he doesn't know?"	Specify the choice & the verb, & what he does. Recover the Internal Rep., and the Complex Equivalence
<i>GENERALIZATIONS</i>		
6. Universal Quantifiers: Universal Generalizations such as all, every, never, everyone, no one, etc. Ex: "She never listens to me."	Find Counter Examples. "Never?" "What would happen if she did?"	Recovers Counter Examples, Effects, Outcomes.
7. Modal Operators: a. Modal Operators of Necessity: As in should, shouldn't, must, must not, have to, need to it is necessary. Ex: "I have to take care of her." b. Modal Operators of Possibility: (Or Impossibility.) As in can/can't, will/won't, may/may not, possible/impossible. Ex: "I can't tell him the truth."	a. "What would happen if you did?" ("What would happen if you didn't?" Also, "Or?" b. "What prevents you?" ("What would happen if you did?")	Recovers Effects, Outcome. Recovers Causes
<i>DELETIONS</i>		
8. Nominalizations: Process words which have been frozen in time, making them nouns. Ex: "There is no communication here."	"Who's not communicating what to whom?" "How would you like to communicate?"	Turns it back into a process, recovers deletion, and Ref. Index.
9. Unspecified Verbs: Ex: "He rejected me."	"How, specifically?"	Specifies the verb.
10. Simple Deletions: a. Simple Deletions: Ex: "I am uncomfortable." b. Lack of Referential Index: Fails to specify a person or thing. Ex: "They don't listen to me." c. Comparative Deletions: As in good, better, best, worst, more, less, most, least. Ex: "She's a better person."	a. "About what/whom?" b. "Who, specifically, doesn't listen to you?" c. "Better than whom?" "Better at what?" "Compared to whom, what?"	Recovers Deletion. Recovers Ref. Index. Recovers Comparative Deletion.

The Fast Phobia Model

This technique neutralizes the powerful, negative feelings of phobias and traumatic events.

Remember: most people learned to be phobic in a single situation that was actually dangerous, or seemed dangerous. The fact that individuals can do what psychologists call “one-trial learning” is proof that a person’s brain can learn quite rapidly. That ability to learn rapidly makes it easy the subject to learn a new way to respond to any phobia or trauma.

1. *Assess fear/trauma on a level of 1 to 10.*
2. “With your eyes open or closed, imagine you’re sitting in the middle of a movie theater looking at the screen.”
3. “Now, float out of your body and up into the projection booth.”
4. “Look down from the projection booth and see yourself sitting in the movie theater seat looking at the screen.”
5. “Now, watch and listen, from the projection booth, as you see a black and white movie of a younger you going through a situation in which he/she experienced that phobia/trauma. Watch the whole event, starting from some time before the beginning of that incident and observe until you are beyond the end of it, when you felt safe and everything was OK again.”
6. “Freeze frame the movie at the final frame, in that place where you felt safe.”
7. “Next, float out of the projection booth and into the freeze frame of the younger you on the screen, who is feeling OK again, at the movie’s end.”
8. “Looking through your own eyes, switch from black and white to color and run the entire movie of that experience backwards as quickly as possible (taking two seconds or

less to do so). Be sure to go all the way back to before the beginning. See, hear, and feel everything going backwards in those two seconds or less as best you can.”

9. *Break State.* “Now clear the screen.”

10. “Now float out of the image on the screen, and back into the projection booth. Once again notice yourself sitting in the theater seats, looking up at the screen.”

11. “Place on the screen the final black and white freeze-frame image of you in the movie.”

12. *Repeat steps 6 – 10 with the client as many times as necessary to completely neutralize the feelings of fear. Test on a 1 – 10 scale.**

13. *Break state for 30 seconds.*

14. *Future pace the client.* “Go out to a time in the future when the same thing could happen, how do you respond differently?”

** To test the process, ask the client to try in vain to return to the phobic state in any way they can. Ask, “What if you were in that situation now?” Assess the fear/trauma again with the client to ensure it has been reduced. If you still get a phobic response, continue to repeat steps 6 to 10 again, faster each time, until none of the phobic response remains.*

Reframing

Reframing is changing the way you perceive an event and in so doing also changing the meaning. When you change the meaning, the response and behavior changes too.

Purpose of Reframing

The purpose is to change the meaning of a behavior through a change in the context, meaning or content. When reframing, you separate the Intention from the Behavior.

Basic types of Reframe:

- Context Reframe
- Meaning Reframe

Context Reframe:

Changing contexts to change meaning. Come up with a different context in which the person will respond differently to the same behavior.

Key Question

What's another context for this behavior so that the meaning will be different?

Examples of contexts/context changes:

- Time
- Circumstances
- Business vs. Family
- Chunking up or down.

Meaning/Content Reframe:

Changing the meaning/content within the same context. What is it (within this context) that this person hasn't noticed that will change the meaning, and change his response?

Key Questions:

- What's a different content for this that will change the meaning?
- What else could this mean?
- How is that a problem?

The 'But' Reframe:

The 'but' reframe is simply a reversing of the terms on either side of the 'but'. Switching the order, changes the perceived importance of each.

Examples:

- Original – “I'm on a diet, but I really want that piece of chocolate cake.”
Reversed – “I really want that piece of chocolate cake, but I'm on a diet.”
- Original – “I want to take your course, but I don't have enough time.” “
Reversed – “You don't have enough time, but you want to take my course.”
- Original – “I'd like to go to the concert, but I'm short on money right now.”
Reversed – “I'm short on money right now, but I'd like to go to the concert.”

Anchoring

Purpose of Anchoring:

To be able to anchor a state in a person, at any time in any modality.

Basics:

- When a person is in an *associated, intense* state, and a specific stimulus is applied at the peak of that experience, the two will become neurologically linked together.
- Anchoring provides a means to easily regain access to past states and to link the past state to the present and the future.

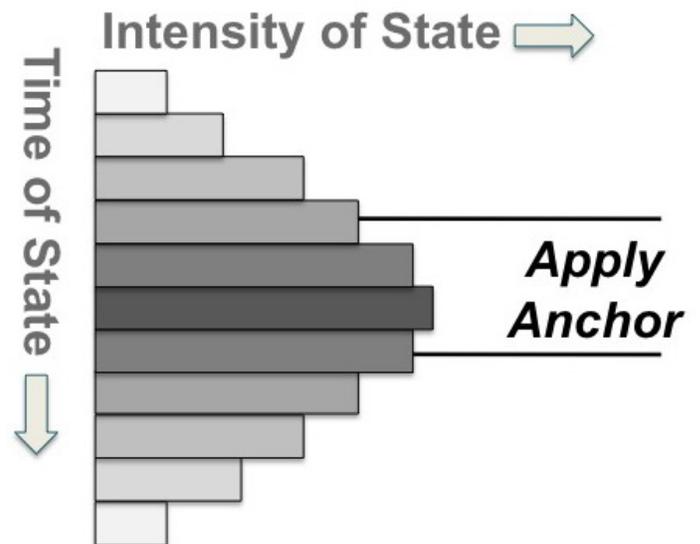
Process:

Four Steps of Anchoring:

1. **Recall** a past intense emotion or experience.
2. **Anchor** the memory to a chosen stimulus at peak intensity. (see chart below)
3. **Change** the person's state
4. **Evoke the Emotion** – Test the state by firing the trigger.

Applying an Anchor:

Time / Intensity Chart



Process:

Five Essentials of Anchoring:

1. **Intensity** of the Experience
2. **Timing** of the Anchor
3. **Uniqueness** of the Anchor
4. **Replication** of the Stimulus
5. **Number** of Times

Anchoring State Elicitation

Order of preference for states to anchor:

1. Naturally occurring states.
2. Recalled, vivid, highly associated states.
3. Constructed/imagined states.

Elicitation Script:

1. Can you remember a time when you were totally _____?
2. Can you remember a specific time?
3. Go back to that time now.
4. Float down into your body and see what you saw, hear what you heard, and feel the feelings of being totally _____.

Stacking Anchors

States for Stacking Anchors

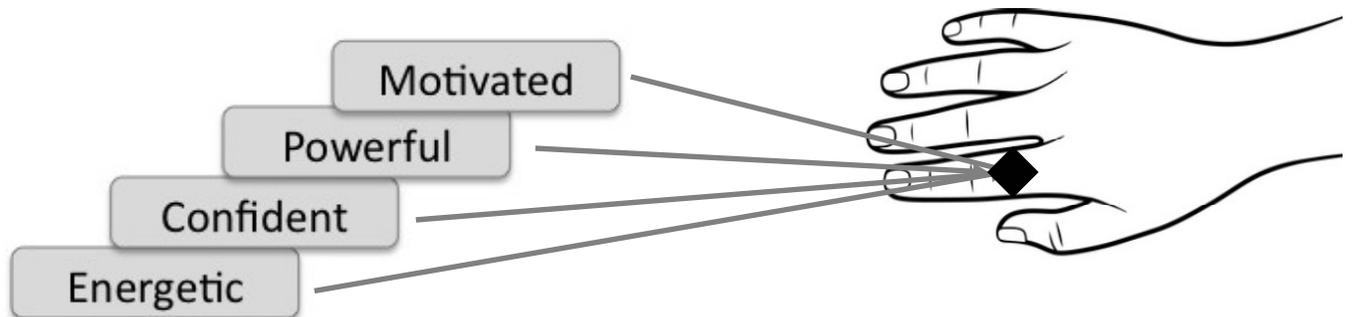
To stack anchors elicit several instances of states and anchor them in the same place. The state chosen for a particular stacked anchor can be the same or different.

Remember a time when you felt:

- Totally powerful.
- Totally loved.
- That you could have whatever you wanted – you could have it all.
- Totally energized.
- Totally confident.
- Like rolling on the floor laughing.

Process: Stacking Anchors

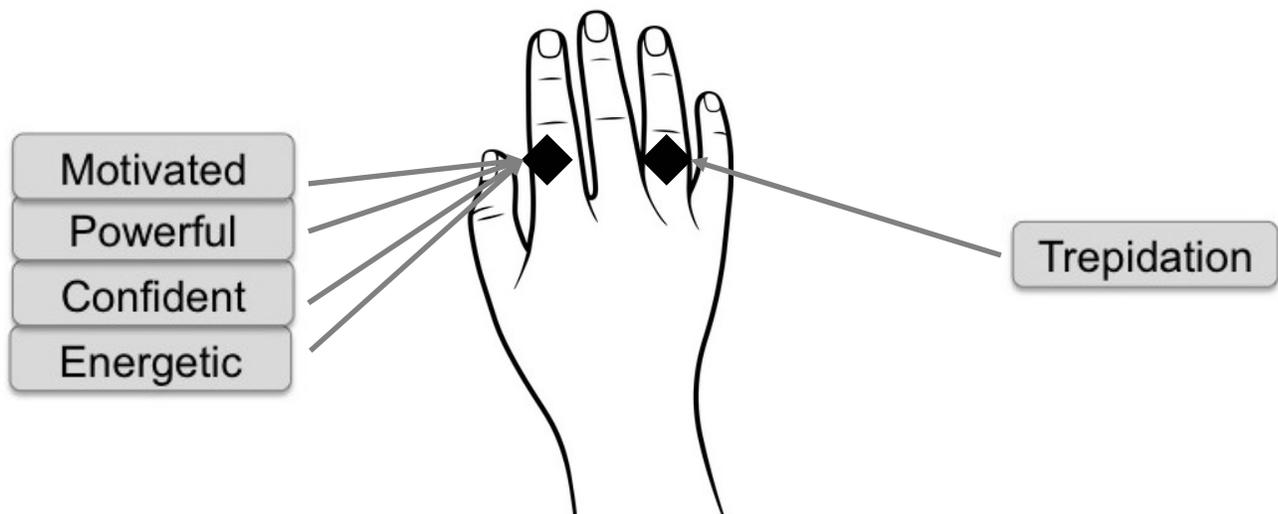
Anchor multiple, desirable states into one location.



Collapse Anchors

Process:

1. Get into rapport with the client.
2. Tell the client what you are about to do: “In just a moment I am going to do a process called ‘Collapse Anchors’ (explain what it is), and during that process I will need to touch you. Is that okay?”
3. Decide on which Positive/Resource states are needed, and decide on the Negative state to be collapsed. Make it clear which states specifically are involved.
4. As you elicit the Positive states get into each one yourself, before you elicit it in the client.
5. Make sure that the client is in a fully associated, intense, congruent state for each of the states you anchor
6. Anchor all the positive states in the same place, I.E. a knuckle or other easily identifiable place.
7. Anchor the negative state once.
8. Fire anchors at the same time until they peak, and the integration is complete.
(Watch the client as they will usually exhibit signs of asymmetry until the integration is complete.)
9. Release the negative anchor
10. Hold the positive anchor for 5 seconds and then release
11. Test: “Now how do feel about that old state?”
12. Future Pace: “Can you imagine a time in the future when you might be in a similar situation, and what happens?”



Chaining Anchors

Purpose

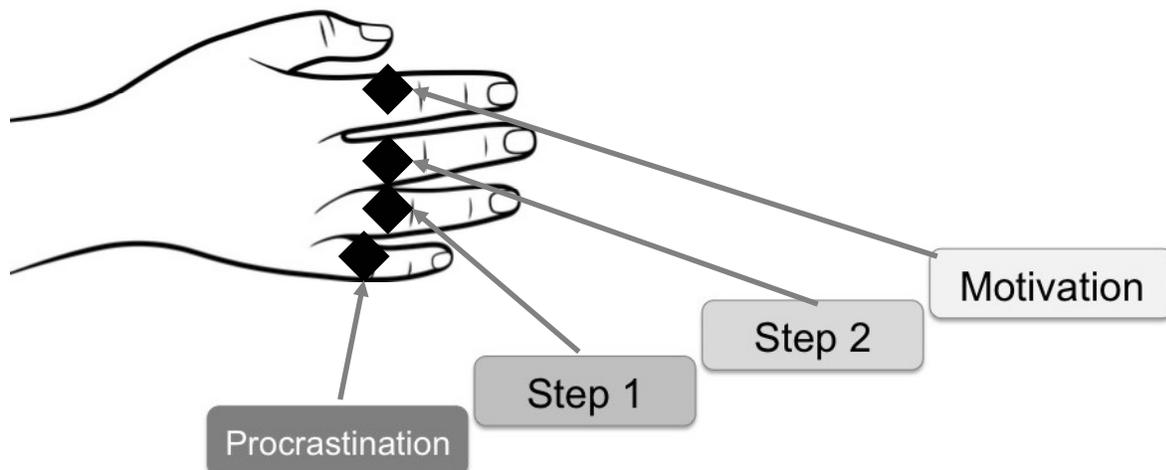
You can Chain Anchors together when the desired Positive state is far removed from the undesired Negative state. This is especially useful when the Negative state is a ‘stuck’ state with very little or no movement.

Guidelines for Designing the Chain:

Determine beginning and end states. Then choose intermediate states that will move the client from the undesired state to the desired state.

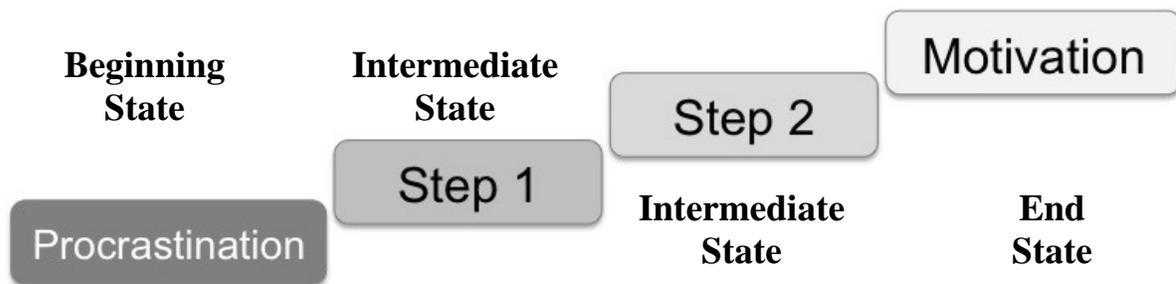
- Second state can be *toward* or *away*
- Third state & beyond should be *toward*.
- States should have movement.
 - Movement means *Doing* or *Having*
 - No Movement means *Being*
- Each state should be sufficiently *intense* to move client to next state.
- All states should be *Self-initiated*.
- The state should be *different* than what they already do.
- Avoid using major *negative emotions*.
- Typically chains should have no more than 4 – 5 *steps* (states) total.

Example:



Chaining Anchors Process

1. Get in rapport with the client.
2. Tell the client what you are about to do: “In just a moment I am going to do a process called ‘Chaining Anchors’ (explain what it is), and during that process I will need to touch you. Is that okay?”
3. Identify the undesirable present state (e.g. Procrastination), and decide on the positive/resource end state (e.g. Motivation).
4. Design the chain: Decide on what intermediate states are needed to lead to the end state. (e.g. “You’re procrastinating, what gets you out of that state?”)

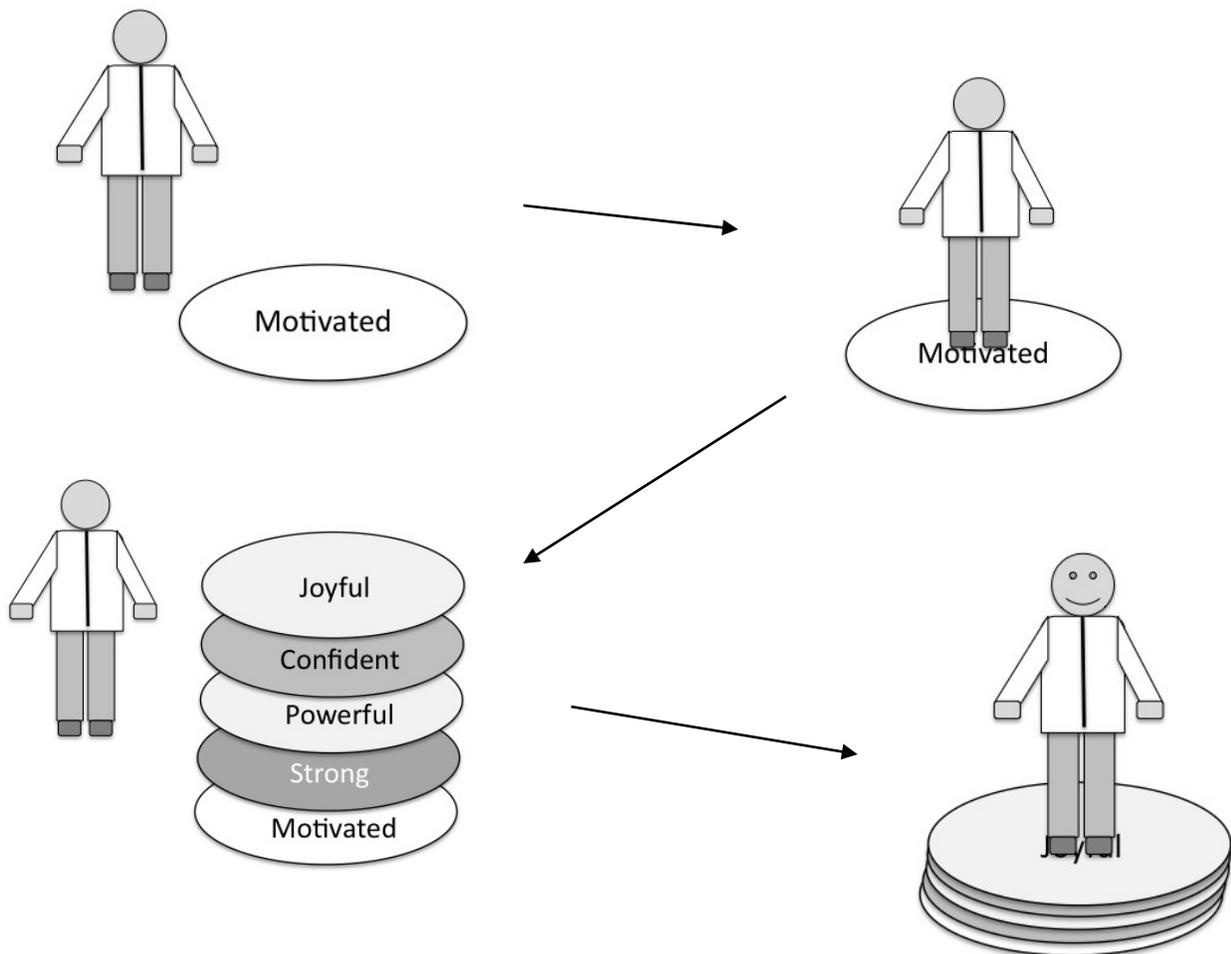


5. Get into each state as you elicit and anchor each state separately, beginning with the present state through the end state. (You will have to stack all states to get a high intensity.) Make sure that the subject is out of previous state prior to anchoring the next one. (Break State between states, especially between the last one and the first one.)
6. Test each state. Make sure that the client goes into each one.
7. Chain each state together firing #1 and when #1 is at its peak add #2, and then release #1. When #2 comes to the peak, add #3, then release #2. Add #4, etc. in the same way. (This is NOT the same as a collapse because the two states do not peak at the same time.)
8. Test: Fire present state anchor. Client should end up in final state.
9. Ask the client, “Now how do you feel about _____.” EG: How do you feel about procrastination?
10. Future Pace: “Can you think of a time in the future which if it had happened in the past you would have _____ (e.g. Procrastinated) and tell me what happens instead?”

The Ring of Power Process

A resource anchor can be anything that is an anchor and helps you to recall the state. The Ring of Power is a resource anchor that is useful in many circumstances as a resource anchor.

1. Anchor a number of positive powerful states to an imagined circle on the floor: “Imagine a Ring of Power in front of you as a circle about 2-3 feet in diameter.”
2. Now remember a time when you were totally motivated and when you are totally motivated, then step into the Ring.
3. When the state begins to subside then step out of the ring.
4. Add additional desired states in the same way.
5. When done adding all states, step into the Ring of Power and test.



Intro to Strategies

Definition:

A strategy is the internal process a person uses to do anything they do. It is the recipe of external and internal experience that consistently produces a specific result. Human experience is an endless series of representations. To deal with this endless sequence it is useful to suspend the process, and view it in terms of outcomes.

Steps:

1. **Determine:** The first step is to determine the person's current strategy using the elicitation process.
2. **Utilize:** The next step is to utilize the strategy by feeding back information to the person in the order and sequence that it was elicited.
3. **Change / Design:** The next step is to then be able to change the strategy – to make changes in it so that it produces the desired outcome.
 - a. A sub-component of this is to design an effective strategy that will make the changes needed for the desired outcome.
4. **Install:** The final step is to install a new strategy if needed.

Types of strategies

Strategies are involved in everything we do. Every one of our daily activities is generated and maintained by strategies. Whether or not we finish what we do is governed by a strategy. We have strategies for *everything we do*. Including:

- Decision
- Motivation
- Happiness
- Sex
- Eating
- Health
- Disease
- Creativity
- Love
- Hate
- Learning
- Forgetting
- Parenting
- Sports
- Communication
- Sales
- Relaxation
- Tension
- Fun
- Boredom
- Marketing
- Wealth
- Depression
- Poverty

plus everything else you do...

Strategies

Shorthand Notation

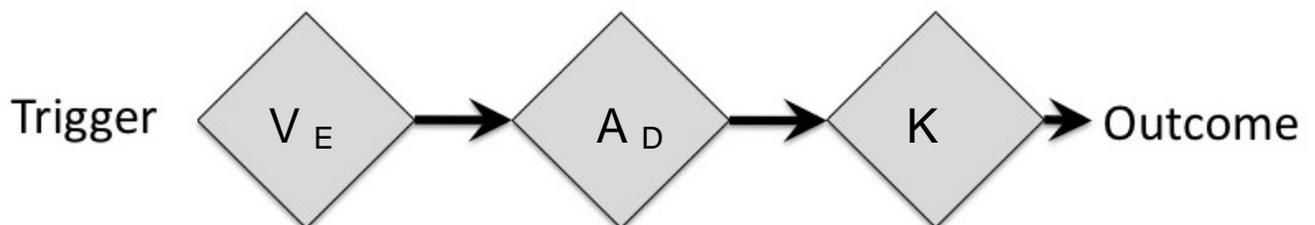
Components:

- *Elements*
- *Sequence*

Elements:

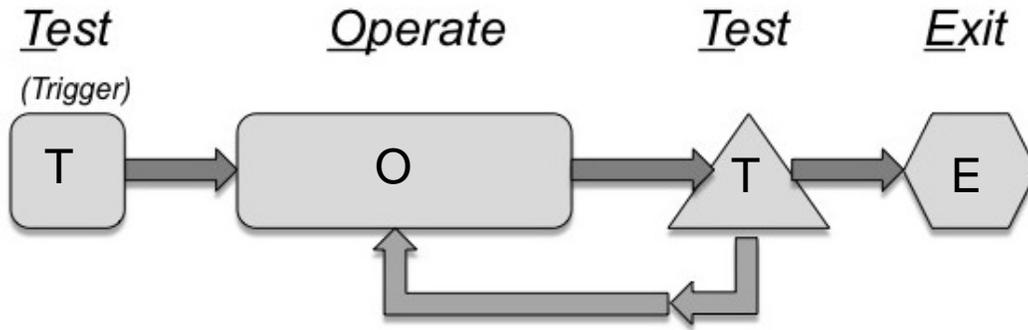
- **Visual**
 - External
 - Internal
 - Constructed
 - Recalled
- **Olfactory**
 - External
 - Internal
 - Constructed
 - Recalled
- **Auditory**
 - External
 - Internal
 - Constructed
 - Recalled
- **Gustatory**
 - External
 - Internal
 - Constructed
 - Recalled
- **Auditory Digital**
- **Kinesthetic**
 - External
 - Internal
 - Constructed
 - Recalled
 - Proprioceptive
 - Tactile
 - Meta

Sequence:



T.O.T.E. Model of Strategies

T.O.T.E. stands for Test, Operate, Test, Exit which is a sequence based on computer modeling. It was first published in 1960 in *Plans and the Structure of Behavior* published by Miller, Galanter and Pribram.



1. The first **T**est is a cue or **trigger** that begins the strategy. It establishes the criteria “fed forward” and used as a standard for the second test.
2. The **O**peration accesses data by remembering, creating, or gathering the information required by the strategy from the internal or external world.
3. The second **T**est is a comparison of some aspect of the accessed data with the criteria established by the first test. The two things compared must be represented in the same representation system.
4. The **E**xit, or Decision Point, or Choice Point is a representation of the results of the test. If there is a match, the strategy exits. If there is a mismatch, the strategy recycles.
5. The strategy may recycle by:
 - Changing the outcome or redirecting the strategy.
 - Adjusting the criteria, chunking laterally or reorienting.
 - Refining or further specifying the outcome.
 - Accessing more data.

Strategy – Well Formedness

Well-Formedness Conditions

Structural

- Has a well-defined representation of desired outcome.
- Uses all three Major representational systems.
- Has at least three points in each loop.
- An exit point is included in each loop.
- Uses the least number of steps to get the outcome.
- Has a logical sequence with no missing steps.
- Preserves positive by-products and eliminates negative consequences.
- Uses T.O.T.E. model.
- Minimizes bad feelings.

Functional

- Trigger – starts the process and carries with it the final criteria.
- Operations – alter the present state to bring it closer to the desired state.
- Test – compares the present state to the desired state.
- Decision point – determines the next step based on the outcome of the test.

Knowing these functional well-formedness conditions allows you to ask very specific and directed questions. Knowing the functional properties of strategies allows you to recognize when you receive an answer to a different question than what you asked.

Strategies – TOTE

TOTE Questions

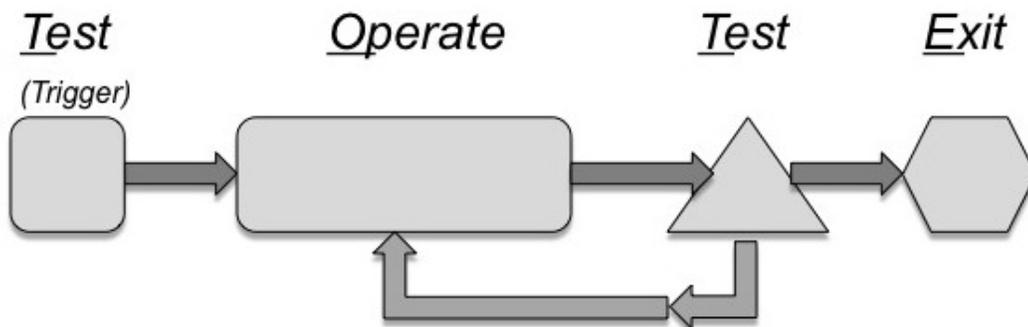
For a *Decision Strategy*:

Test: What let you know it was time to decide?
 When did you begin deciding?
 How did you know it was time to decide?

Operate: How did you know there were alternatives?
 How do you generate alternatives?

Test: How do you evaluate alternatives?
 What has to be satisfied in order for you to decide?

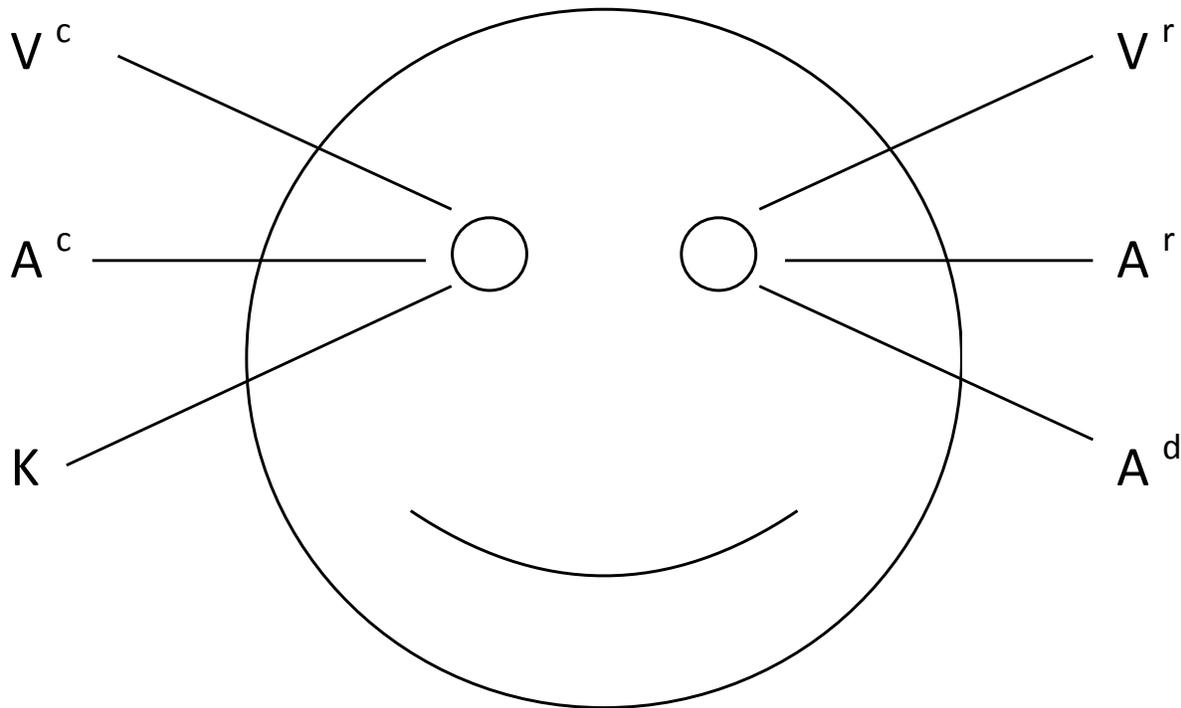
Exit: How do you select which alternative to take?
 How do you know (or what lets you know) that you have decided?



Strategy Elicitation

Eye Pattern Chart

Eye patterns are to be used as an additional resource in strategy elicitation.



Normally Organized Person – As you face them.

Left Eye

V^c – Visual Constructed

A^c – Auditory Constructed

K – Kinesthetic (Feelings)

Right Eye

V^r – Visual Recalled

A^r – Auditory Remembered

A^d – Auditory Digital (Self-talk)

Strategy Elicitation Steps

Formal Strategy Elicitation

1. Can you recall a time when you were totally _____?
2. Can you recall a specific time?
3. As you go back to that time now ...
4. What was the very first thing that caused you to be totally _____?
 - 1) Was it something you saw (or the way someone looked at you?),
 - 2) Was it something you heard (or someone's tone of voice?), or
 - 3) Was it the touch of someone or something?
5. What was the very first thing that caused you to be totally _____?
6. After you (saw, heard, felt) that, what was the very next thing that happened as you were totally _____?
-  7. Did you picture something in your mind?
 -  1) Say something to yourself, or
 - 2) Have a certain feeling or emotion?
-  8. What was the next thing that happened as you were totally _____?
-  9. After you (list previous), did you know that you totally _____, or... 


(Continue until complete.)

Representational Systems

Characteristics

1. Each representational system can best represent the aspect of the world that it responds to directly. Many people get into trouble by representing experience with the wrong representational system.
2. Digital descriptions are always secondary experience so they contain less information than the primary experience which they describe.
3. Auditory digital is valuable as a filing system:
 - A. To keep track of experience.
 - B. To categorize experience.
 - C. To plan and set direction.
 - D. To summarize.
 - E. To make a running commentary on raw data.
 - F. To draw conclusions.
 - G. To make sense of things.
4. Auditory tonal can add emphasis and help flesh out raw data.
5. Visual can represent an enormous amount of data simultaneously and instantaneously.
6. Auditory processing is sequential and takes longer than visual processing which is simultaneous.
7. The kinesthetic system has more inertia and duration than the visual and auditory systems.
8. When making decisions it is difficult to fully represent possibilities using only sounds, words or feelings. The visual system is helpful, because it enables one to simultaneously picture different options and make comparisons between them.
9. Kinesthetic tactile and proprioceptive sensations help provide raw data.
10. Kinesthetic Meta is the primary way people evaluate experience.
11. Congruent feelings are perceptual feelings of events, involving direct tactile and proprioceptive sensations. They are purely perceptual or sensory experiences without evaluations.
12. Meta-feelings are evaluative feelings about events in response to criteria, and usually have a positive or negative value. They are what we usually call emotions or feeling states. Meta-feelings may be created through past anchoring of experiences and/or beliefs.

Installing Strategies

Installing or Changing Strategies

- Rehearsing
- Reframing
- Metaphor
- Anchoring
- Dissociated state rehearsal

Strategy Design Principles

Designing

- Maintain the function.
- Intervene before the strategy goes haywire.
- Calibrate.
- Reframe or use SubModalities on unpleasant feelings or voices.
- Delete unnecessary steps.
- Make sure that the criteria are accessed sequentially and not simultaneously.
- Make least amount of change to get the results you want.

Redesign

- Make up what you think could work.
- Check your own strategy for applicability.
- Model someone else who has a good strategy.

Motivation Strategies

People either move toward or away. People who move toward too strongly may never get around to doing unpleasant things which are necessary. People who move away may never move until things get bad enough. The key to motivation is to be able easily and effortlessly to do things that are unpleasant. Most people do not need help in doing things that are pleasant.

Typical Motivation Strategies

- Visual construct of task accomplished leading to positive K.
- V^C of negative consequence of not doing task leading to negative K.

Motivation strategies are related to procrastination strategies. They are the flip sides of the same phenomenon.

Elements Of An Effective Motivation Strategy

1. Voice (if present) has good tonality.
2. Voice uses modal operators of possibility instead of necessity.
3. Includes a representation of what is desirable about the task (the completion or consequences) rather than a representation of the process of doing the task.
4. The task is chunked appropriately.
5. Toward strategies are more enjoyable and result in less stress than away.
6. Toward, away and mixed strategies work; mixed is the most general.
7. If mixed, think of negative first and then positive.
8. Try to replace away with toward strategy. Set frame that “if you do not learn a new strategy you will have to feel bad over and over again in the future” which uses their current strategy of moving away.
9. Association and dissociation are critical elements.
10. Good strategies work across contexts.
11. Always check ecology before removing negative feelings or anxiety.
12. It may be necessary to adjust the SubModalities of the representation of the task being done in order to get a strongly motivated response.
13. If representing the task as completed does not produce strong motivation, then focus on the consequences.
14. Procrastinators are often good planners.

Strategy Problems

Typical Problems in Motivation Strategies

1. **Begins with Overwhelm:** Person begins with feeling of overwhelm and needs to chunk down.
2. **The person only moves away.** Either this is not enough to motivate them or the person experiences too much stress, anxiety and unpleasantness.
3. **Uses MOP's of Necessity:** Person uses modal operators of necessity with harsh tonality resulting in bad feelings.
4. **Caution:** There are some things that one should move away from. Be careful about removing away strategies entirely. It is better to design a strategy with both elements.
- 5.

Typical Problems with Decision Strategies

1. Problems with generating options.

- a) No visual construct.
- b) Not enough options.
 - Only one choice.
 - Either/Or.
- c) Person keeps generating choices with no way to exit.

2. Problems with representing options.

- a) Options are not represented in all representational systems which makes it difficult to evaluate them.
- b) Person needs to go external to get necessary data.
- c) Options and criteria are not revised according to circumstances.

3. Problems with evaluating options.

- a) Criteria for selection are inappropriate.
- b) Criteria are not prioritized.
- c) Criteria are considered sequentially and separately rather than simultaneously. Polarity response is an example.
- d) Person does not get an overall evaluation of each criterion.

Strategy Examples

Example Types

Buying Strategies

1. Motivation
2. Decision (to buy)
 - Convincer Strategy
3. Reassurance

Love Strategies

1. Attraction
2. Recognizing Attraction
3. Deep Love

Strategy Elicitation

Deep Love

Deep Love Strategy

1. How do you know someone else loves you?
2. Can you remember a time when you were totally loved?

A specific time?

3. In order to know you are totally loved, is it necessary for you:
 - A. To be taken places and bought things or to be looked at with that special look?
 - B. **OR** that you hear that special tone of voice or those special words?
 - C. **OR** is it necessary that you are touched in a certain way or a certain place?

Practitioner Certification Completion

Congratulations on coming to the completion of your NLP Practitioner training! In a short amount of time you have learned and absorbed so much. You have developed new understandings and gained the ability to help yourself and others make significant life changes quickly and efficiently.

Whether you think that right now you can consciously recall all the information you've learned or not, be assured that all of it now resides in your unconscious mind. It is there waiting and ready to serve you when you need it. You can simply call it up to be able to serve you.

Now we want to make sure that you've completed all of the requirements of your Practitioner Training. In this way you'll be clear and ready to move on to start your Master Practitioner Training, with all of the advanced interventions and so much more.

Practitioner Completion Requirements:

The requirements for successful completion of your Practitioner Certification are:

1. Actively watch and take notes on each training video.
2. Complete and submit an “Intervention Process Report” confirming that you've successfully performed each of the processes learned.
 - A. Week 2 Interventions:
 - 1) Like to Dislike
 - 2) Belief Change
 - 3) Swish Pattern
 - 4) Phobia Model
 - B. Week 3 Interventions
 - 1) Stack Anchors
 - 2) Collapse Anchors
 - 3) Chaining Anchors
 - 4) Ring of Power
 - 5) Strategy Elicitation – Motivation Strategy
3. Complete and submit your Practitioner Exam.