

NLP Neuro-Linguistic Programming

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**INTERNATIONAL NEURO-LINGUISTIC
PROGRAMMING TRAINERS ASSOCIATION (INLPTA)**

**PRACTITIONER TRAINING
PDF MANUAL**

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THE MIND AND HOW IT WORKS

Our brain has two halves. The left side is linear, logical, analytic and contains the language center of the brain. The right side is involved in creativity, pattern recognition and synthesis.

We also have both a conscious and an unconscious mind. The conscious mind is capable of reasoning and planning. The unconscious controls most of our behavior.

We will use language to program our brains to be more effective trainers and consultants.

The model we will use is based on four general principles:

- Know your outcome.
- Have sufficient sensory acuity to know if what you are doing is moving you toward your outcome.
- Vary your behavior until you get the response that you want.
- Take action now.

Presuppositions of Success:

- The meaning of a communication is the response that you get.
- The map is not the territory.
- Language is a secondary representation of experience.
- Mind and body effect each other.
- In any system that element with the greatest flexibility of behavior or range of choices will control the system.
- Behavior is geared toward adaption.
- Under every behavior is a positive intent.
- People have all the resources they need to make the changes they want.
- Possible in the world and possible for me is only a matter of how.
- The highest quality information about people is behavioral.
- It is useful to make a distinction between behavior and self.
- There is no such thing as failure, but there is only feedback.
- A salesmen and a buyer form a cybernetic system and each affects the other.

COMMUNICATION PRINCIPLES

1. Communication is based on perception.
2. People actively try to make sense out of their environment.
3. Perceptions are organized and structured within a brief period of time.
4. People use stereotypes to organize their perceptions.
5. People tend to see others as similar to themselves.
6. People attempt to maintain their original perceptions regardless of contradictory information.
7. People feel obligated to repay others regardless of whether they like the gift or the giver.
8. People have a need to be consistent.
9. People are more easily influenced by others they perceive as similar to themselves.
10. People are more easily influenced by people they like.
11. The perception of credibility increases with the perception of authority.
12. People are more easily influenced when they believe the source to be scarce or valuable.
13. People are more easily influenced by those they perceive as credible.
14. The perception of credibility is based on three factors:
 - 1) competence/expertness
 - 2) trustworthiness
 - 3) dynamism.
15. People are influenced by the way the message is structured and delivered.
16. The perception of credibility is influenced by personal attributes.
17. People choose leaders rapidly and on limited information.
18. People use information other than facts in making decisions.
19. People make decisions by emotions (unconscious mind) and validate them with logic (conscious mind).
20. People more easily retain information which is anchored.
21. People seek to render a judgement which they perceive as equitable.

NLP IS:

- Attitude
- Methodology
- Trail of Techniques

NLP ATTITUDE

- Be purposive - act from intention
- Professionalism gets results
- Wed competence and confidence
- Flexibility: be outrageous or crazy
- Experiment: try things
- View life as a challenge
- Use common sense: take only calculated risks
- Be fascinated and curious:
 - ask how
 - wide eyed factor
 - awe and radical amazement
- Always act from integrity

ELEMENTS OF ATTITUDE

12 C's

- Congruency
- Competence
- Confidence
- Creativity
- Concern
- Care
- Commitment
- Curiosity
- Choice
- Challenge
- Clarity
- Consequences

12 E's

- Excellence
- Excitement
- Envision
- Energize
- Enable
- Ecology
- Entertain
- Enlightenment
- Expectation
- Experiment
- Ecstasy
- Eliminate seriousness

4 I's

- Integrity
- Impeccability
- Integration
- Intentionality

NLP CHANGE PROCESS

- Put self in optimum physiology, attitude and mental space
- Get and maintain rapport
- Gather information on present state and desired state
- Do ecology check
- Determine outcome and approach
- Use techniques to produce desired change
- Test results
- Contextualize and future pace

KINDS OF TECHNIQUES/SKILLS

- Linguistic: what you say
- Behavioral: what you do
- Awareness: what you sense
- Analytic: how you think
- Emotional: how you feel

ADVICE

- Master basics first, then be creative.
- Generate new patterns.
- Always remember that NLP does not end with John and Richard.

NEURO-LINGUISTIC PROGRAMMING

Neuro-Linguistic Programming (NLP) was created in the early 1970's by Richard Bandler (a computer scientist and Gestalt therapist) and Dr. John Grinder (a linguist and therapist). They invented a process called "modeling" which enabled them to study three of the world's greatest therapists (Dr. Milton Erickson who is the father of modern hypnotherapy, Fritz Perls who is the creator of Gestalt therapy, and Virginia Satir who is the mother of modern day family therapy), to determine what it was that made them effective and to train others in their methods. What is marketed commercially today as Neuro-Linguistic Programming is the product of this modeling process.

Neuro-Linguistic Programming is a set of powerful techniques for rapid and effective behavioral modification and an operational philosophy to guide their use. It is based on four operational principles. These are: 1) Know what outcome you want to achieve. 2) Have sufficient sensory acuity to know if you are moving toward or away from your outcome. 3) Have sufficient flexibility of behavior so that you can vary your behavior until you get your outcome. 4) Take action now.

The importance of having specific outcomes can not be stressed enough. Many people do not have conscious outcomes and wander randomly through life. Neuro-Linguistic Programming stresses living with conscious purpose. In order to achieve outcomes it is necessary to act and speak in certain ways. Neuro-Linguistic Programming teaches a series of linguistic and behavioral patterns that have proved highly effective in enabling people to change the beliefs and behaviors of other people. In using any of these patterns Neuro-Linguistic Programming stresses the importance of continuous calibration of the person or persons one is interacting with in order to see if what one is doing is working. If it is not working then it is important to do something else. One varies one's behavior until one gets the results one wants. This variation in behavior is not random, however, but involves the systematic application of the Neuro-Linguistic Programming patterns. It is also important to take action, since nothing ever happens until someone takes the initiative. In short Neuro-Linguistic Programming is about thinking, observing and doing in order to get what one wants out of life.

The importance of knowing your outcome can not be stressed enough. Many people do not have conscious outcomes. Others have no idea what they want but know what they do not want. Their life is based on moving away from those things they do not want. Neuro-Linguistic Programming stresses the importance of moving toward those things that one does want. Without outcomes life becomes a process of wandering

aimlessly. Once an outcome is determined one can begin to focus on achieving that outcome.

Neuro-Linguistic Programming lists certain "well formedness conditions" that outcomes should meet. The first of these is that the outcome should be stated in positive terms. This means that the outcome must be what one wants and not what one does not want to happen. Outcomes must be things that are capable of being satisfied. It is both logically and practically impossible to give someone the negation of an experience. One cannot engage in the process of "not doing." One can only engage in the process of doing.

The second well formedness condition for outcomes is that the outcome must be testable and demonstrable in sensory experience. There must be an evidence procedure. Unless this is the case there is no way to measure progress toward the achievement of the outcome. With an evidence procedure for the outcome it is possible to determine if one is making progress toward achieving the outcome or not.

Third, the desired state must be sensory specific. One must be able to say what one would look like, sound like and feel like if one achieved the outcome.

Fourth, the outcome or desired state must be initiated and maintained by the subject. This places the locus of control and responsibility for achieving the outcome with the subject and not with someone else. It is not a well formed outcome that someone else do something or change in some way. All one can do is have as an outcome that one change them self or their behavior so as to bring about a change in someone else.

Fifth, the outcome must be appropriately and explicitly contextualized. This means that outcomes must not be stated as universals. One must never want something either "all the time" or "never," but only under specific circumstances. In Neuro-Linguistic Programming one always strives to create more choice and never to take away choice or reduce the number of possible responses. The goal instead is to make the choices or responses available in the appropriate circumstances.

Sixth, the desired outcome should preserve any positive product of the present state. If this is not the case then symptom substitution may occur.

Seventh and finally, the outcome or desired state must be ecologically sound. One should consider the consequences for oneself and for other people and not pursue outcomes that lead to harm to oneself or other people.

Once one knows their outcome they must next have sufficient sensory acuity to know if they are moving toward it or not. Neuro-Linguistic Programming teaches the ability to calibrate or "read" people. This involves the ability to interpret changes in muscle tonus, skin color, skin shininess, lower lip size and breathing rate and location. The Neuro-Linguistic Programming practitioner uses these and other indications to determine what effect they are having on other people. This information serves as feedback as to whether the other person is in the desired state. An important and often overlooked point is to know to stop when the other person is in the state that one desires.

The third and final operational principle of Neuro-Linguistic Programming is to vary ones behavior until one gets the response that they want. If what one is doing is not working, then they should do something else. One should use their sensory acuity to determine if what they are doing is leading them in the desired direction or not. If what one is doing is leading toward one`s outcome, then one should continue. If, on the other hand, what one is doing is leading away from their goals, then they should do something else.

There are certain presuppositions underlying Neuro-Linguistic Programming. These are things that are presupposed in effective communication. Some of the presuppositions of Neuro-Linguistic Programming are as follows.

1) The meaning of a communication is the response one gets. In communication it is usually assumed that one is transferring information to another person. One has information which "means" something to them and intends that the other person understand what it is that they intend to communicate. Frequently one assumes that if they "say what they mean to say," then their responsibility for the communication is over. Effective communicators realize that their responsibility does not end when they finish talking. They realize that for practical purposes what they communicate is what the other person thinks they say and not what they intend to say. Often the two are quite different. In communication it is what the other person thinks that one says and how they respond to it that is important. This requires that one pay attention to the response that they are getting. If this is not the response that they want, then they need to vary their own communication until they get the desired response.

There are several major sources of "misunderstanding" in communication. The first arises from the fact that each person has a different life experience associated with each word in the language. Frequently what one person means by a word (their complex equivalence for that word) may be something quite different than what another person

means by it. The second arises from the failure to realize that one's tone of voice and facial expression also communicates information, and that the other person may respond to this as much as they do to what is said. As the old saying goes "actions speak louder than words," and in Neuro-Linguistic Programming one is trained that when the two are in conflict that one should pay more attention to the actions.

2) The map is not the territory. Good communicators realize that the representations which they use to organize their experience of the world are not the world. It is important to distinguish between several semantic levels. First is the world. Second is one's experience of the world. This experience is one's "map" or "model" of the world and is different for each person. Each person creates a unique model of the world and thus lives in a somewhat different reality than anyone else. One does not operate directly on the world but on one's experience of it. This experience may or may not be correct. To the extent that one's experience has a similar structure with the world it is correct and this accounts for its usefulness. One's experience or map or model or representation of the world determines how one will perceive the world and what choices one will see as available to them. Many Neuro-Linguistic Programming techniques involve changing one's representation of the world to make it more useful and to bring it more in line with the way the world actually is.

3) Language is a secondary representation of experience. Language is a third semantic level. First is the stimulus coming from the world, second is one's representation or experience of that stimulus, and third is one's description of that experience via language. Language is not experience but a representation of experience. Words are merely arbitrary tokens used to represent things one sees, hears or feels. People who speak other languages use different words to represent the same things that English speakers see, hear or feel. Also since each person has a unique set of things that they have seen, heard and felt in their lives, their words have different meanings to each of them. To the degree that these meanings are similar people are able to communicate effectively. When they are too dissimilar then problems in communication begin to arise.

4) Mind and body are parts of the same cybernetic system and effect each other. There is no separate "mind" and no separate body." Both words refer to aspects of the same "whole" or "gestalt". They act as one and they influence each other in such a way that there is no separation. Anything that happens in one part of a cybernetic system like a human being will effect all other parts of the system. This means that one thinks effects how they feel and that the condition of their physical body effects how they think. A person's perceptual input, internal thought process, emotional process, physiological response and behavioral output all occur both simultaneously and

through time. In practical terms this means that one can change how they think by either directly changing how they think or by changing their physiology or their feelings. Likewise one can change their physiology or their emotions by changing how they think. One important corollary of this, which will be explored later, is the importance of visualization and mental rehearsal in improving the conduct of any activity.

5) The law of requisite variety which states that in any cybernetic system including human beings, that element or person in the system with the widest range of behaviors or variability or choice will control the system. Control in human systems refers to the ability to influence the quality of one's own and other people's experience in the moment and through time. The person with the greatest flexibility of behavior, i.e. number of ways of interacting, will control that system. Choice is always preferable to no choice and more choice is always preferable to less choice. This also relates to the third general principle of Neuro-Linguistic Programming which was mentioned previously. This principle says to vary one's behavior until one gets their desired outcome. If what one is doing is not working, then one should vary their behavior and do something else. Anything else is better than what does not work. One should keep varying their behavior until they find something that does work.

6) Behavior is geared toward adaptation. One's behavior is determined by the context in which that behavior originates. One's reality is defined by one's perceptions of the world. The behavior that one exhibits is appropriate to their reality. All of one's behavior whether good or bad is an adaptation. Everything is useful in some context. All behavior is, or was, adaptive given the context in which it was learned. In another context it may not be appropriate. People need to realize this and change their behavior when it is appropriate to do so.

7) Present behavior represents the very best choice available to that person. Under every behavior is a positive intent. Given who a person is and based on all of their life experiences and the choices that they are aware of they make the best choice available to them at any moment in time. If given a better choice they will take it. To change someone's inappropriate behavior it is necessary to give them other choices. Once this is done they will behave accordingly. Neuro-Linguistic Programming has techniques for providing these additional choices. Also, in Neuro-Linguistic Programming one never takes away choices. One only provides more choices and explicitly contextualizes the existing choices.

8) Behavior is to be evaluated and appreciated or changed as appropriate in the context presented. One needs to evaluate their behavior in terms of what they are capable of becoming. One needs to strive to be all they are capable of being.

9) People have all the resources which they need to make the changes they want. The task is to locate or access those resources and to make them available in the appropriate context. Neuro-Linguistic Programming provides techniques to accomplish this task. What this means is that in practice people do not need to spend time trying to gain insight into their problems or in developing resources to deal with their problems. They already have all the resources which they need to deal with their problems. All that is necessary is to access these resources and transfer them to the current time frame.

10) Possible in the world and possible for me is only a matter of how. If any other human being is capable of performing some behavior then it is possible for me to also perform it. The process of determining "how" they do it is called "modeling" and is the process by which Neuro-Linguistic Programming came into being in the first place.

11) The highest quality information about other people is behavioral. Listen to what people say but pay more attention to what they do. If there is any contradiction between the two, then rely on the behavior. Look for behavioral evidence of change and don't just rely on people's words.

12) It is useful to make a distinction between behavior and self. In other words just because one "screws up" on something it does not mean that they are a "screw up." Behavior is what a person says, does or feels at any moment in time. This is not one's self however. A person's self is greater than their behaviors.

13) There is no such thing as failure, but there is only feedback. It is more valuable to view one's experience in terms of a learning frame than in terms of a failure frame. If a person does not succeed in something, this does not mean that they have failed. It just means that they have discovered one way not to do that particular thing. One then needs to vary their behavior until they find a way to succeed.

Neuro-Linguistic Programming consists of a set of powerful techniques to effect change. Some of these techniques are:

- Anchoring - The process of associating an internal response with some external trigger so that the response may be quickly, and sometimes covertly, re-accessed by activating the trigger. Anchors may be naturally occurring or set up

deliberately. They may be established in all representational systems and serve to control both positive and negative internal states.

- **Stacking Anchors** - The process of associating a series of events with one specific anchor so as to strengthen the intensity of the subjects response to a specific anchor.
- **Collapsing Anchors** - A process of neutralizing negative states by triggering two incompatible responses at the same time.
- **Chaining Anchors** - A process by which a series of anchors are created to lead from an undesired state through a series of intermediary states to a desired state.
- **Associated State** - Being fully present in a state so as to experience the kinesthetics of it. For past states this involves being in the experience looking from the perspective of one's own eyes.
- **Dissociated State** - Recreating a past experience from the perspective of an onlooker or observer. This means one does not re-experience the original emotion but instead experiences the emotion of an observer.
- **Double Kinesthetic Dissociation** - The process of watching oneself watching a movie of a past experience. This is used in cases of phobias and extreme psychic trauma.
- **Calibration** - The process of reading a subject's internal responses in an ongoing interaction by pairing them with observable behavioral cues.
- **Change History** - A process of guiding a subject to re-experience a series of past situations by the use of selective anchoring. Resource states are developed for each situation and installed in the subjects repertoire in order to change the significance of the past events.
- **Rapport** - The process of establishing a relationship with a subject that is characterized by harmony, understanding, and mutual confidence. This is done by reducing the perceived difference at the unconscious level to a minimum.
- **Reframing** - A process used to separate a problematic behavior from the positive intention of the internal part responsible for that behavior. New choices of

behavior are established which maintain the positive intent but don't, have the problematic by-products.

- Strategy - A set of explicit mental and behavioral steps used to achieve a specific outcome.
- This is represented by a specific sequence of representational systems used to carry out the specific steps.
- Submodalities - The subclassification of external experience. The decomposing of a picture, sound, or feeling into its components.

NLP Neuro-Linguistic
Programming

CALIBRATION: HOW TO GET FEEDBACK AND TEST UNDERSTANDING

Sensory acuity is necessary for you to be able to adjust your behavior in response to a customer.

The nine key nonverbal indicators to read a person by are:

1. Skin color
2. Skin shininess
3. Muscle tonus
4. Lower lip size
5. Pupil dilation
6. Breathing location
7. Breathing rate
8. Breathing depth
9. Breathing pauses

A person's eyes reveal how they are accessing information.

The following charts show the eye accessing patterns for normal right and left handed people.

Visual
Construct

Auditory
Construct

Kinesthetic

RIGHT HANDED PERSON

Visual
Remember

Auditory
Remember

Auditory
Digital

Visual
Remember

Auditory
Remember

Auditory
Digital

LEFT HANDED PERSON

Visual
Construct

Auditory
Construct

Kinesthetic

RAPPORT: THE KEY TO TRUST AND RESPONSIVENESS

Rapport according to the dictionary is "a harmonious or sympathetic relation or connection."

It is not necessary that someone like you for them to be in rapport with you.

Rapport is the ability to reduce the perceived difference at the unconscious level between you and someone else to the minimum. People like people who are like them.

The key to rapport is "pacing" which means meeting the other person where they are, reflecting what they know or assume to be true, or matching some part of their ongoing experience.

Critical things to match and mirror to gain rapport with a person:

- Posture
- Gestures
- Voice tone
- Voice volume
- Voice tempo

People speak four different languages which are:

- Visual
- Auditory
- Kinesthetic
- Digital

When you have achieved rapport with another person they are likely to follow the next step you take.

Leading is doing something different from what the other person is doing and having them follow you.

Pacing and leading are the road to influence.

Sorting by others is the key to successful rapport.

The goal of sorting by others is that the other person feels that you are interested in them and are concerned about their welfare.

Physical indicators of sorting by others are:

- Eye contact
- Head nodding
- Appropriate facial responses
- Leaning forward

The goal of pacing is to lead the other person in the direction you want them to go.

Persuasion involves validating something someone else already knows to be true, and then leading them to consider and finally to accept other possibilities.

Congruence is essential to rapport, since your unconscious gestures can undercut you.

Adopt a resourceful physiology.

The most powerful rapport building technique there is the synchronization of breathing.

Cross over mirroring is a way to pace one aspect of a person's behavior with a different aspect of your behavior.

Use linear postures if you want to confront.

Use non-linear postures to entice a person.

Teasing is a way of communicating intent without having to be explicit.

RAPPORT

NLP operates out of four fundamental principles that separate it from other disciplines. These are: 1) Know your outcome. 2) Have sufficient sensory acuity to tell whether you are moving toward or away from your outcome. 3) Have sufficient flexibility of behavior to vary your behavior until you get the response that you want. 4) Take action now. NLP works because it is purposive. An NLP Master always has an aim in any interaction. This is one of the keys to success. The NLP Master is also in up time with his attention directed toward the other person. This Master also has the ability to do whatever it takes to accomplish his outcome. He is a master of the art of being systematically outrageous. Finally he is prepared to take action. He does not just set and wait.

There are four keys to success in any human interaction. These are: 1) To put oneself in a state of optimal resourcefulness. This means being physically and mentally alert and optimally congruent. It is amazing the number of people that go into interactions in less than resourceful states. This is inexcusable given the power of resource anchors and NLP change techniques. 2) To have a purpose, aim, direction or outcome for the interaction. 3) To establish rapport. 4) To have a plan as to how to proceed. This article will focus on the subject of rapport.

Rapport is the ability to reduce the perceived difference between you and someone else at the unconscious level to a minimum. The person does not have to like you to be in rapport with you. What is important is that they feel comfortable with you at the unconscious level. Two aspects of rapport are pacing and leading. Pacing comes from matching certain aspects of their behavior until they begin to feel comfortable with you. Once this happens the next step is to begin to lead them in the direction which you want them to move in. The test is whether they follow your lead. Following your lead is the true test of rapport. If the person does not follow then you have not paced adequately. At this point go back to pacing and do so with more precision.

You can get rapport with the person's conscious mind. The way that one normally does that is by sharing interests with the person. NLP focuses on getting rapport at the unconscious level. If you have a choice as to whether you would like to be in rapport with someone's conscious or unconscious mind, which are you going to go for? It would be nice to have both, but if you are going to have only one then go for rapport at the unconscious level. Pacing and leading are techniques designed to get establish rapport at the unconscious level.

The secret behind rapport and the reason it works is contained in one sentence. This is that we are most comfortable with those we perceive to be most like us. All rapport is a series of techniques that make other people feel that we are most like them. The most basic way to establish rapport is through matching and mirroring. Matching is replicating a person's physiology exactly. This means that your right and left sides correspond to their right and left sides. Mirroring is matching the mirror image of the person's physiology. In this case right and left are reversed. Both matching and mirroring seem to work equally well. Most people find it easier to mirror than to match.

Matching and mirroring is often done sloppily and with limited effect. The following pointers should add more precision to this vital process. Suppose that you are meeting someone and want to establish rapport with them. Put yourself in an optimally resourceful state before you meet them and have an outcome in mind. Shake their hand using the same amount of firmness as they do. Be sure to listen for and remember their name.

After you greet them, let them sit down first. Once they sit down, it is easier then to simply sit down and mirror their posture. If you are already sitting and they sit down after you, then you will have to make a shift to get into the posture which they are in.

The key to matching and mirroring posture has to do with the position of your spine in the chair. You are either sitting straight up or you are sitting at an angle. The first thing that you want to observe about someone else's posture is where their spine is in relationship to the chair. You will have to make some allowances for differing heights. Are they leaning back, sitting up or leaning forward? What is the angle. You want to match that angle as closely as possible. Next check their shoulders. Make sure that yours are at the same angle. Next check their head. Match the head angle precisely. Next check facial expression. Are they smiling or are they expressionless? Match facial expressions as closely as possible. Also look for muscle tension. If tension is present where is it located and how intense is it. Match muscle tension as closely as possible.

A common sign of interest in our society is leaning forward toward the other person. People who are empathetic have a natural tendency to do this. It is important to be aware of this tendency. If the person you are mirroring is leaning back then make sure that you do the same. Do not move forward until they do are until you are able to lead them into that position.

The next thing to match is the leg position. Do this as closely as possible. Make sure that if their legs are crossed that yours are crossed at the same place and with the

appropriate one on top. There are certain sexual differences obviously in the way people position their legs. A male may open his legs, but a woman will usually not be sitting with her legs wide apart. Often when you are mirroring someone of the opposite sex you will only be able to mirror from the waist up. If you can mirror their whole body posture then do so, and do it as closely as possible.

Gestures are the next thing to pay attention to. People talk with their hands, but they don't listen with their hands. Observe the types of gestures that the person uses when they talk. Are their gestures symmetric or asymmetric? Are the palms down, up or sideways? Are they pointing? Are their hands open or closed? Observe the tempo of their gestures. Also observe how they position their hands when they are listening. When you are talking match the gestures that they used in talking previously, and when you are listening put your arms and hands in the same position they assume when they are listening.

Notice if they are setting still or if they are moving. Is their head or their feet swaying? If so is the movement regular or irregular? Try to match any repetitive movements as closely as possible. Matching repetitive movements can be very powerful.

Next match their voice. Speak at the same volume they speak at. Do not be too loud or too soft. Match their volume precisely. Match their voice tone as closely as possible. There are sexual differences, and you may not be able to do this precisely. Speak at the same rate and tempo that they do. If they are fast talkers, then talk fast. If they are slow talkers, then speak slowly. Also note if they speak continuously or if they pause often. Match this tempo. Also note the length and complexity of the sentences that they speak. Match the sentence lengths and complexity as closely as possible.

In addition to matching the tonal qualities of their voice, pay attention to the predicates which they are using. Listen to hear if they are using primarily visual, auditory tonal, kinesthetic, or auditory digital predicates. They will probably be using a mixture of several of these. Pay close attention to the kinds of predicates that they are using and to the approximate proportion of each. Match this proportion as closely as possible.

The final and most important thing to match is their breathing. Breath is the element that has the greatest effect on a person's physiology and mood. Note the rate, depth, and location of their breathing. Are they breathing rapidly or slowly? Is the length of the inhalation the same as the length of the exhalation? Are they breathing continuously or do they pause? Is the pause between the inhalation and the exhalation

or between the exhalation and the inhalation? Is their breathing deep or shallow? Are they breathing from the upper chest, the mid chest, or the abdomen? Match their breathing as precisely as possible with respect to these parameters.

Sometimes the person's rate or depth of breathing may be uncomfortable for you. In this case use cross over mirroring. This is where you pace one aspect of their physiology with a different aspect of your physiology. For instance, you may match their breathing with finger movements, or with head nods or with your voice.

A final and more esoteric thing to match is the person's rate of vibration. There is evidence that everyone has an inner rhythm. If you can detect and match this rhythm it is a powerful source of rapport.

Once rapport is established the next step is to lead. This means varying one or more parameters of the physiology gradually and getting the other person to follow. It is best to begin with a gentle and gradual lead. If the person follows then move them slowly in the direction which you want them to move in. This is usually towards relaxed receptivity. Muscle tension and breathing are two key parameters to vary to produce this state. If you want the person in another state, then lead them appropriately. Advanced rapport has to do with being able to lead other people into emotional states that you want them to go into.

COMMUNICATION: THE CONSTRUCTION OF LEVERAGE

You communicate both verbally and nonverbally.

Your nonverbal communication is more critical than your verbal communication.

The meaning of your communication is the response that you get.

The best way to find out is to ask.

However, don't always believe what you are told.

Be precise when you want the other person to know what you are thinking.

Be imprecise when you want the other person to remain unsure as to what you are thinking.

Use the power of silence.

The "agreement frame" uses the word "and" and not the word "but" to disagree. Its formula is:

I understand ...

And I appreciate ...

And ... (stating the opposite of what they say)

The "conditional close" is used to gather agreement as you go along so that you wouldn't be nicked and dimed.

The formula for the "conditional close" is:

If I agree to ..., then will you agree to

HOW TO COMMUNICATE WITH PRECISION

People use the same words to mean different things, because they have different experiences.

Language is a representation of our experience of reality and is not either our experience or reality itself.

The map - language - is not the territory.

We create maps or models of the world which we use to guide our behavior.

We use these maps or models in describing our experience to ourselves and to others.

All human behavior makes sense in the context of the choices generated by the person's maps and models of the world.

When someone says something that does not "make sense" to us all we know for sure is that our maps are different.

We construct and modify our models of the world by generalizing, deleting and distorting the input we receive through our sensory channels. These are three universal modeling processes.

Generalization is the process by which elements or pieces of a person's model become detached from their original experience and come to represent the entire category of which the experience is an example.

Deletion is the process by which we selectively pay attention to certain dimensions of our experience and ignore or exclude others.

Distortion is the process which allows us to make shifts in our experience of sensory data.

The three universal modeling processes are both useful and limiting.

These processes when overused in our conversations with ourselves interfere with our experience of reality and in our conversations with other people interfere with the transmission of information about our experience of reality.

We can remove a great deal of this interference by being aware of ten of the most common forms of overuse and by asking specific questions to remove the deletion, distortion and generalizations.

The ten most common forms of deletion, distortion and generalization and questions to elicit the required information:

Deletion - important information is missing - ask "what/how/who specifically?" or "about whom/what?"

Lack of referential index - information is vague, overgeneralized or not specific - ask "who/what specifically?"

Unspecified verb - verb is too general to permit clear understanding - ask "how specifically?"

Unspecified comparison - a comparison in which what the comparison is to is left out - ask "compared to what?"

Nominalization - a process has been turned into a static event, a verb has been turned into a noun - turn noun back into a verb and challenge as an unspecified verb with "how specifically?"

Universal quantifier - all or none categories with no exceptions and therefore no choices such as every, all, each, everybody, no one, never, always, nobody - exaggerate or ask "Has there ever been a time when this wasn't true?"

Modal operators - verbs of necessity such as have to, must, need to, should, ought to and verbs of possibility such as can't, impossible to, unable, not possible all of which offer no choice -ask "what would happen if you did?" or "what stops or prevents you?"

Cause and effect - attributing inner states to someone else's behavior so that one thinks that someone/something causes/makes/forces someone to feel something - ask "how specifically do you know?" or "how specifically does ... cause you to feel ...?"

Mind Reading - someone claims to know what someone else is thinking or feeling without direct communication from that person - ask "how specifically do you know?"

Lost performative - generalizations which have become detached from each individuals model so that they are projected and one lays trips on others or on the world - ask "who says?" or "for whom?" or "according to whose model of the world?"

NLP Neuro-Linguistic
Programming

ANCHORING LINKING A CHOSEN STIMULUS WITH A DESIRED RESPONSE

- * Know what responses you want from a person you are influencing.
- * Wait for that desired response to occur spontaneously or evoke the response by making appropriate suggestions or by asking the right questions.
- * To elicit those responses make suggestions or ask questions to have the person remember a time when they felt that way or have them feel that way now.
- * The purpose of eliciting certain responses is to establish a more favorable and receptive ground for communicating your ideas effectively.
- * Anchoring is a process in which one uses the powerful unconscious responses of others to get the responses you want.
- * In the process of anchoring a memory, a feeling or some other response is associated with (anchored to) something else.

In other words, when we are with someone who is experiencing a strong emotion what ever we are saying or doing at that point in time becomes unconsciously for them associated with that emotion.

When we subsequently do or say the same thing in the same way in that person's presence we will tend to re-stimulate for them some portion of the previous feeling.

To anchor elicit a response and at its peak associate it with some behavior of your own such as a touch, a sound, a word, or an expression or gesture. To trigger the anchor perform the exact same behavior at another time when you desire the same response from the person.

The keys to successful anchoring are:

- Calibration of the state
- The intensity of the state

- The timing of the application of the anchor
- The uniqueness of the anchor or stimulus
- The strength of the anchor
- The replicability of the anchor

Negative states can be reduced or eliminated by anchoring them and collapsing them with more powerful positive anchors. To do this anchor both states and then fire the anchors simultaneously.

You have been anchored when you consistently respond the same way to some external stimulus. To erase unwanted anchors collapse them with positive anchors or habituate to the stimulus.

NLP Neuro-Linguistic
Programming

ANCHORING

An anchor is a sensory stimulus (i.e., touch, image, sound, smell or taste) that is attached to an internal state of consciousness, so that when the stimulus is repeated it recreates the state in the subject. Anchors are the "handles" that allow us to move experiences around in time. They are used to "capture" states (both current and past) so that those states can be made available (in the same or altered form) in other contexts in the present or the future. Anchors are naturally occurring all around us everyday. In NLP we use this process as a conscious tool to make internal states (especially resource states) available in other contexts and to depotentiate dysfunctional states (or the memories of those states) that may be interfering with optimal functioning. Anchors are also used to restructure internal processes and to alter future responses to certain situations. Anchoring is probably the most important and powerful "tool" in the NLP arsenal.

The process of anchoring involves the connection or association of a touch, sound, image, smell (or theoretically a taste) called the "stimulus" or "anchor" with a particular internal state so that when the anchor is replicated or "fired" in the present or future the associated internal state will also be accessed.

The mechanics of anchoring are straight forward and require the ability to elicit internal states and to calibrate changes in internal states. The steps in establishing a kinesthetic anchor are as follows:

- Calibrate the state the person is in.
- Elicit the state that you want to anchor.
- As you calibrate that the person starts to change from the state that they are in to the desired state apply the anchor with firm steady pressure in a location that you can return to exactly.
- As soon as you calibrate that the person that you are anchoring is starting to change again to another state release the anchor immediately.
- Use a separator state to distract the persons attention. While they are distracted fire the anchor using the same location and pressure. Hold the anchor for five to fifteen seconds.
- Calibrate to see if the persons physiology changes to the same as when you elicited the state and anchored them initially. If it does then you have anchored them successfully. If it does not then your anchor was not successful and you need to repeat the process again more carefully.

Critical Factors Involved In Successful Anchoring

In order to anchor successfully one must anchor at the right place at the right time and be able to reproduce the anchor precisely. The following factors are critical:

- The intensity of the state to be anchored.
- The purity of the state to be anchored.
- The timing of the application of the anchor.
- The uniqueness of the anchor or stimulus.
- The strength of the anchor.
- The replicability of the anchor.

People vary in the time that it takes them to change internal states and in the intensity with which they re-experience these states. Some people change states almost instantly while other may take a long time to change states. It is critical to successful anchoring to be able to calibrate when and the speed at which the subject is going into the desired state. If one anchors too soon the subject may not be in the desired state and if one anchors too late the subject may already be changing into another state. If one anchors either too soon or too late one is not anchoring the pure state but either a diluted version of the state or a mixture of the state and some other state.

The key to anchoring is to capture the pure state at the peak of its intensity. Thus, the best time to anchor is as the subject is starting to change into the desired state. As the change increases slightly increase the firmness of the anchor. The best time to release the anchor is just at the peak of the experience. As soon as the subject starts to change again into another state then release the anchor immediately.

If the person reaches a plateau in the experience and you want to move on, then release the anchor and direct them to return to the here and now. It is thus critical to calibrate when the subject is beginning to change into the desired state and when they are beginning again to change out of it. The best indication of a change in state is a change in breathing. Thus one should be particularly sensitive to the location and the depth of the subject's breathing. Other factors to observe are skin color and shine, muscle tension and lower lip size

People vary in the intensity with which they are able to access states. The best time to anchor a state is when the person is in it naturally. In this case they are already there and it is not necessary to elicit the state. All one has to do is anchor it. To do this one must be constantly alert for opportunities to anchor. With families and close friends one

has the opportunity to share many experiences and one should always be alert for the natural occurrence of strong positive states and anchor them for future use.

One can also anchor these states oneself as we will discuss later. By establishing a resource bank in this way one invests for rainy days ahead when these positive states will come in handy.

In cases where one does not have the opportunity to anchor states when they occur it is necessary to access the memories of these states at a later time. This requires artistry on the part of the person doing the anchoring and cooperation on the part of the person being anchored.

There are two ways to re-experience a previous internal state. One is to see oneself reliving the experience as if one was watching a movie of oneself. This is called dissociation, and in this state one remembers an experience but instead of re-experiencing the feelings one experienced at the time one experiences the feelings one would have watching the experience happen. The second way to re-experience a past experience and the one that is critical to anchoring is what is called association. In association one relives the experience so to speak seeing what one saw at the time and hearing what one heard and most important of all feeling what one felt at the time. In association one is remembering from inside ones own body the event in the way they experienced it at the time.

To anchor successfully it is necessary to get the subject into an associated state. To do this one usually says something like the following: "Relax. Close your eyes. Take a deep breath. Now I want you to go back and remember a time when you were extremely happy. See what you saw. Hear what you heard. Feel what you felt. Be there in the experience reliving it as it happens. If you see yourself in the picture, then I want you to float over and step into your own body and re-experience the experience as it happens." It is best to say this in a calm, happy, confident hypnotic voice timing the rhythm of your voice to the subjects breathing.

Some people have a difficult time remembering past experiences in an associated state. It may take considerable time to get them into the experience and some people cannot get there at all. In some cases, however, these people are able to change their feelings in the present. In this case tell the person something like: "I want you to be happy right now. Look like you would look if you were happy. Say what you say if you were happy right now. Breathe like you would breathe if you were happy right now. Be happy right now."

One difficulty some people have is that when asked to remember a time when they were X they either cannot remember a time or they remember a whole bunch of times and their memory keeps jumping between these instances. Many of these people store most of their history in terms of gestalts instead of isolated events. These people are difficult to anchor by getting them to recollect past experiences. In anchoring a past memory of say happiness the anchor will be the more effective the more intense the original experience was.

Some memories are so intense that they effect people for their whole life. In psychology they call these "traumas" and they may produce avoidance responses called "phobias."

In anchoring a past memory it is important for the subject to choose the most powerful reference experience they have had. This process may take a few minutes. To facilitate this process it is helpful to say something like: "I want you to take a moment to go back through your personal history and identify several experiences where you were very happy and to choose the one where you were the happiest you have ever been. I do not want you to re-experience that time yet but just to identify it. When you have found it let me know. If you need any assistance in this process then let me know." By identifying the reference experience in advance in this way one is able to arrive at one pure experience to anchor and prevent the process of the subject jumping around between experiences trying to find the most powerful one while you are wondering what is happening to them.

In summary in anchoring one needs to elicit one pure intense experience from the subject. Insist on them remembering one specific experience and try to avoid the subject jumping around between different experiences since this dilutes the anchor.

The next critical factor in anchoring is the uniqueness of the anchor or stimulus. This is determined by the location of the anchor on the subject's body, by the area or size of the anchor, by the length of time the anchor is held and by the amount of pressure on the subject's body.

In choosing a location to anchor on one should select a location that one can get to easily and that one can return to precisely. As a practical matter in a therapeutic context I always tell the subject ahead of time that I am going to be touching them in a certain location and that I would like their permission to do so.

In non-therapeutic contexts where one is anchoring covertly the touching should be natural and appropriate. To do this easily it is better to come on as touchy feely to

begin with. If you come on as a stiff touching will seem unnatural and inappropriate and raise suspicion.

In anchoring it is important to choose an area that is not touched on a regular basis and that is clear of cuts, scars or bruises since these are already negative anchors. A person may already have negative anchors connected to certain spots on their body which they may or may not be aware of. There is often no way to know this in advance and one must calibrate constantly and stop and anchor in another location if one gets a negative reaction. Do not anchor on a part of the body that is touched often (such as the palm of the hand) since this location already has many experiences anchored to it and since whatever you anchor there will be quickly collapsed by future touching. In choosing a location to anchor on it is a good idea not to anchor on clothing since it may shift position on the body making it difficult to return to precisely the same spot. A good place to anchor is the back of the hands. I always tell the person that I am going to touch them there and ask them to rest there hands with there palms on their knees so that I can get to them easily.

In anchoring covertly it is often necessary to anchor on the shoulder or the elbows. It takes considerable practice to be able to return to these spots precisely. It is important that the location of the anchor be one that you can get to easily and quickly. You do not want to be off balance or uncomfortable in anchoring and you may have to be able to get to the spot very rapidly if the person starts to go into state very quickly. Obviously one should plan ahead of time where one is going to anchor and be careful to remember the exact location of the anchor.

If you anchor a lot of people it is a good idea to set up a system for yourself so that you can quickly remember where you have set what anchors. If necessary write them down and keep a record on people that you deal with regularly.

It is better to anchor over a small area than over a large area since this is more easy to replicate. For this reason for precise anchoring it is best to anchor with your finger nail on one on the grooves of one of the subject's knuckles. At most anchor with the tip of one of your fingers. By anchoring with several fingers or even worse your entire hand it becomes very difficult to replicate the anchor exactly. Also it is not a good idea to use cross pressure or to pinch since this is also difficult to replicate. The anchor is wherever the subject is touched. I have watched beginners very carefully anchoring with one of their fingers on the subject's knuckles while being oblivious that the rest of their hand was resting on the subjects hand or knee. It is important to only touch the subject on the spot being anchored and not to touch them with any other part of your body.

The ideal anchor then is on a place on the subject that is marked by a groove or a freckle and which you can return to precisely. If this is not the case (as in some cases of covert anchors) it may be necessary to feel around for the exact location while calibrating to see when one finds it. Obviously it is easier and more effective to be precise in the first place.

In anchoring it is important to apply firm steady pressure. The touch should never be painful but should not be too faint either. There is a tendency for beginners and stiff people to be afraid of touching the subject which often leads to light and ineffective touching. It is also a good idea if possible to gradually increase the pressure as the subject goes into the experience. It is important to both touch firmly and to hold the anchor for a long enough time.

There is a tendency for beginners and people who are afraid to touch to just tap the other person. The anchor should be held for an absolute minimum of five to fifteen seconds. The anchor may be held up to a minute or longer if the subject is deeply in the experience.

In replicating or "firing" the anchor it is necessary to return to the precise location with the same stimulus and the same pressure for the same amount of time. There is a tendency for beginners to want to tap the anchor and then wander why it does not bring back the desired state. It will take time for the subject to completely re-experience the state so it is necessary to hold the anchor until the subject is truly into the experience.

In learning to anchor initially and when in a therapeutic context where the subject has requested assistance it is advisable to have the subject signal to you when they are in the desired state and when they start to come out of it. This information can assist in learning to calibrate. Also, when you replicate the anchor ask the subject if you have returned to the precise same spot.

One should always test any anchor one sets to make sure that it is effective. The best way to do this is to distract the subject and then unobtrusively touch the anchor in the precise location with the same pressure for the necessary amount of time while you are calibrating the subjects responses. The anchor is effective if the subjects physiology changes to match that of when they were anchored initially. It is not necessary that the subject have a subjective experience of seeing the same pictures again or of flashing on the same memory. This often happens, but it is not necessary as long as the physiology changes. Probably the most important change to look for in the physiology is in the

breathing. If the change does not occur when the anchor is tested, then the anchor was not successful and it is necessary to anchor again with more precision.

Stacking Anchors

In order to reinforce anchors or to make them more powerful or to broaden their scope it is necessary to "stack" more than one experience on the same anchor. The experiences to be stacked may be more examples of the same experience or may be different but complimentary experiences. Stacking anchors are used to build powerful all purpose resource anchors or to reinforce single purpose anchors. It is usually necessary to stack together a number of strong positive experiences to get a powerful enough total to neutralize or cancel out a strong negative experience. This process which is called "collapsing anchors" will be discussed in the next section.

To stack anchors follow all of the steps described earlier to anchor the first experience. Once the first experience is anchored and you have tested the anchor, then repeat the same procedure to anchor another experience on the precise same location. To stack more anchors repeat the process again and again. You can also stack anchors over a period of time by anchoring in the same location whenever the subject naturally is in the state which you desire to anchor.

Collapsing Anchors

This is one of the most powerful techniques in the whole NLP arsenal. It is used to depotentiate or cancel out negative experiences that are getting in the way of functioning. By removing or reducing the "charge" around memories of negative experiences or of present negative states it is possible to allow the subject to function more effectively.

The steps in collapsing anchors are as follows:

- The subject will either already be in the negative state or there will be an event in the past that is getting in the way. If the person is already in the negative state which you want to eliminate, then anchor them in that state using the previous description of how to anchor. If the person is not in the negative state, then it is a good idea to anchor them in their "here and now" state. This is sometimes called a "bailout anchor". It is to be used in case the subject starts to collapse into heavy negativity and provides an insurance policy to get them back to the present.
- Have the subject in a dissociated state, if possible, remember the situation where they responded with feelings which they did not like.

- Once they have identified the situation have them remember the opposite feeling and remember a number of experiences where they had that feeling or have them decide what resources they would have needed to experience the original negative experience in a positive way.
- Access and stack the positive experiences using the method described previously for stacking anchors. If the experience is only mildly negative then it may only be necessary to stack several positive experiences. If the experience is very traumatic then it may be necessary to stack a large number of positive experiences of a wide variety.
- Calibrate and test the anchor.
- Put the subject back in a neutral state.
- Once the positive anchor is created then elicit the negative state (if they were not in it originally, in which case you have already anchored it) and anchor it in a different location using your other hand. Make sure you choose locations for the two anchors where you can later touch both of them simultaneously and easily. Follow the same procedure for anchoring the negative state as in the previous description for how to anchor. Make sure that the subject is associated.
- Calibrate and test the anchor.
- Do not stack negative anchors.
- Collapse negative experiences one at a time.
- Make sure that the subject is in a neutral state. Distract the subject's attention and then unobtrusively touch both anchors at once. Hold both anchors while calibrating. Often the subject may show bilateral asymmetry in their body and have a dazed look. Be sure and hold both anchors until the integration of the two states occurs and until fluctuations in physiology stop. This may take several minutes.
- When the subject stabilizes and the integration has occurred then release both anchors but hold the positive one a few seconds longer than the negative one. The subject may report that the experience was weird and that it was like trying to feel two experiences at the same time or that the two experiences kept going back and forth until one of them won out.
- To test the collapse anchors either fire the negative anchor and calibrate for a change from the first time or have them remember the previous negative experience and calibrate for a change from the first time when you anchored it originally. Usually the negative experience will not be eliminated entirely, but it should be far less intense.
- If the negative experience is still strong then it may be necessary to build an even more powerful resource anchor and collapse it again.
- At the end of the whole procedure fire the positive anchor to erase any residue left from testing the negative.

Transferring A Resource To Another Context And Future Pacing

This is a version of the collapse anchors paradigm which is useful when the subject experiences recurrent situations in their life where they react in an undesirable fashion. An example would be a lack of confidence in social situations. The outcome of this technique is to change the subjects behavior in the future in similar situations to one that is more desirable. For example they would be relaxed and confident in social situations.

The steps in the technique of transferring a resource to another context and future pacing are as follows:

- Have the subject remember a situation where they respond in an undesirable fashion and calibrate their response. Make sure that they are associated in the experience. The situation should be one instance of a repetitive pattern of undesirable responses in similar contexts such as the previous example of lack of confidence in social situations.
- Anchor this situation.
- Have the subject remember times when they had the opposite response or some other desirable response. For example times when they felt strongly confident.
- Stack an anchor for these desirable responses.
- Be sure the subject is associated.
- Test the anchor and calibrate.
- Have the subject go back to the original situation where they responded inappropriately and have them discover what it was that happened just before they had the undesirable response. This is called the "trigger." The subject needs to determine what it is in external reality that lets them know that they are in a situation where they will respond in the undesirable fashion. This will either be something they see or something they hear or both. For example, what happens just before you feel a lack of confidence? You may see someone approaching you or someone may ask you a question. If the subject has difficulty remembering the trigger have them observe closely the next time that they are in that situation to discover what it is.
- Anchor the resources that you stacked earlier to this context. Have the subject remember the picture or sound (the trigger) several times and while they are remembering this fire the resource anchor.
- Finally collapse the resource anchor with the negative anchor.
- Test by having the subject remember the original situation and calibrate to see that there response is different.

- Next have the subject think of a future situation where they will be in a similar situation and calibrate their response. Have them report back to you on the acid test which is when they are in the actual situation again. Also suggest that if they are experiencing difficulty in that future situation that they use their resource anchor at that time.

Change Personal History

This is one of the more important techniques. It is to be used when an individual is negatively affected by their sense of the past. It is used to "reconstruct" their past into one that supports them in the present. The tremendous effectiveness of changing history is evident by observing how people can distort their internally generated experience and then act on this distortion while forgetting that they created it in the first place.

Once a constructed image is made it can be stored as an eidetic image and many people cannot tell the difference between the remembered constructed image and the image of what actually happened. To do this it is necessary to remember that the image was constructed in some system other than visual. Changing personal history is a utilization of this same process, and the richer and fuller the internally generated history change is the more likely that the mind will give it equal validity with the "real" history. Because of the human ability to store experiences and draw upon them as resources, the changed history becomes an accomplished experience and can thus serve as a foundation for the future.

The change personal history process begins with the realization that some unwanted and recurrent feeling is getting in the way of optimum functioning. This feeling is used as an anchor to go back and locate specific instances of it. Resources are then generated and these specific instances are then replayed with the new resources. The newly constructed instances are then stored as a new history.

The steps in the change personal history process are as follows:

- Establish a bail out anchor.
- Elicit and anchor the unwanted or unpleasant feeling. To do this help the subject find a recent experience when they felt that way. Have them re-experience the feeling completely and anchor it.
- Calibrate.
- Use this anchor to assist the subject in going back through time finding other times when they felt that way. Find four or five isomorphic experiences when

they felt the same way. Try to get at least one experience when they were very young (preferably before they were six years old).

- While holding the search anchor have the subject go back through their past history. When exaggerations of the calibration are noticed have the subject stop. Have them identify the experience. Then release the search anchor and have them see the full experience in which they experienced the unwanted feeling. Have them see the full experience as it actually happened and note their age at each experience.
- Anchor each experience with a separate anchor to assist the subject in getting back later to the specific experience. After anchoring the experience release the experience anchor and reapply the search anchor and have the subject go back until another exaggerated change is noted. Then repeat the process.
- Ask the subject what specific resources they would have needed to have in those past experiences for them to be satisfying experiences. Be sure that the resources are ones which influence the subject's behavior and subjective experience. Be sure that the resources call for the subject to be different and do not involve other people being different. It is not beneficial for the subject to think that everything would have been fine if only the other people involved in the situation were somehow different. Instead the subject needs to realize that they need to have been different so as to elicit different responses from the other people involved in the past experience.
- Once the necessary resources are identified assist the subject in accessing experiences where they genuinely exhibited the resources fully.
- Anchor these resources.
- Stack resources until the subject feels that they have all the needed resources to change their history.
- Using the resource anchor have the subject go to each of the already identified past experiences and change their history using the added resources until each experience becomes as satisfying and fulfilling as the subject wants. Use the anchors for each of the experiences to assist the subject in going directly to them. When the subject is satisfied with the changed experience, have them nod and move on to the next experience. If the subject is not satisfied with the changed experience, then have them identify what other resources they would need. Assist them in eliciting and adding those resources to the resource anchor. As a last resort cover all of the other experiences and then collapse the resource anchor with the anchor for the experience the subject is having difficulty getting to come out satisfactorily.
- To test have the subject remember each of the past experiences with no anchors and calibrate their response. Also ask the subject to report if indeed the memories have been subjectively changed.

- When all of the past experiences have been changed to the subjects satisfaction, then future pace the change by having the subject imagine an isomorphic situation in the future. As they imagine the situation have them implement the resources in the context. Use no anchors in this test. This will reveal if the changes have generalized successfully.

Chaining

Chaining is a technique that creates a different pathway to a more desirable outcome than the pathway that is currently available to a person. It is a way of breaking up habitual patterns and helping to get people out of ruts in behavior by substituting pathways that lead to more desirable patterns of behavior. For example, in a testing situation time pressure may lead to panic or it may lead to increased clarity. If a person habitually panics under time pressure, then chaining would be an appropriate technique to install an alternative pathway leading to a more desirable outcome such as increased clarity.

To do this it is necessary to elicit and anchor a series of internal responses that are universal and that re-sequence or divert the person's habitual sequence to a more desirable outcome. To design a successful chain it is first necessary to identify the present state feeling (i.e., the trigger) that leads to the stuck state. Next it is necessary to determine a desired state or outcome that would be a more useful state to end up in. Now the real artistry begins with the design of a sequence of internal states or responses that lead inevitably from the trigger to the desired end state. The steps must be doable for the subject, i.e. they must be able to go from one state to the next and they must lead to the desired outcome.

The question arises as to why not just chain the trigger directly to the desired state and forget the intermediate steps. Usually this will not work, and it is more effective to create a chain of three to five intermediate steps. In doing this it is helpful to choose internal responses for the chain that are universal, because the subjects personal history may differ radically from the programmers.

Once all of the steps of the chain are determined the process of installing the chain begins. To install the chain follow the following steps:

- Elicit and anchor each step of the chain with a different anchor. It is usual practice to anchor each step on a different finger in order to facilitate the process of setting the chain.
- Test each anchor and calibrate the response.

- To set the chain fire off each anchor in sequence. As you fire each anchor calibrate the response and just at the peak of the experience fire off the next anchor in the sequence.
- After the last anchor put the person in a neutral or separator state. Then repeat the process several times being sure to use a separator state each time so as not to chain the end state in a circle to the initial state.
- To test the chain fire off the first anchor and calibrate that the entire sequence fires off as planned and that the person ends up in the desired end state.
- Future pace by having the subject imagine a future time where they will be in the same situation and see if they end up at the desired place.

Visual and Auditory Anchoring

So far only kinesthetic anchors have been discussed. It is also possible to anchor both visually and auditorially and advantageous to do so in certain circumstances.

Kinesthetic anchors have both advantages and disadvantages. They are easy to use and can be made very precise. They gain part of their power from the natural tendency of the body to pay close attention to touches on it to decide if they represent a threat to it. The disadvantage of kinesthetic anchors are that they are hard to do covertly and that certain circumstances preclude touching or make it awkward.

In those situations visual and auditory anchors are valuable. Both are more covert but require more practice to master. Auditory anchors are particularly effective in our society since they are outside most people's conscious awareness. Visual anchors are obviously not available in those situations where the subject is accessing with their eyes closed. It is possible to anchor in all three systems simultaneously for maximum effect. Auditory and visual anchors are more difficult to use because of the difficulty of replicating the sound or the image exactly.

To master auditory and visual anchoring select five to ten sounds or gestures or facial expressions that you do not normally use unconsciously and practice them until you can repeat them exactly. Practice the visual anchors in front of a mirror until you can repeat them exactly. Practice the auditory anchors such as finger snaps and ways of pronouncing a word until you can replicate them exactly. Once you have developed your repertoire begin to practice in the real world using these anchors covertly. The result will be well worth the effort.

Self Anchoring

Anchoring is a very important technique to use on yourself. It is wise to create a large number of resource anchors for yourself. I know people who have every knuckle on their hands full of self anchors. The best time to anchor is in the present time when you are experiencing some important internal state, internal process or external behavior. You are always available to anchor yourself. Continue to stack or reinforce these anchors whenever opportunity arises. These anchors become "money in the bank" to use in future situations where you need resources. They can also be used to collapse negative states either in the present or past.

Also you can be very precise in self anchoring since you know better than anyone when you are at the peak of the state and can tell if you are touching the exact same spot. To create a self resource anchor place yourself in the desired state by recalling an appropriate associated memory. As the state intensifies push the fingernail of your index finger into one of the knuckles of your opposite hand. When you pass the peak of the state release the anchor. Test it and see if you return to the same state. Stack it with other memories.

To collapse a painful memory anchor the painful memory in a location you can touch later simultaneously with the resource anchor. Do this and then check to see if the negative state has been decreased. One last word. If you use self anchors remember where you put them. If necessary write them down on a card and carry it with you. Self anchors allow one to perform all the NLP anchoring techniques on themselves which is an invaluable tool for one's own personal growth and evolution.

Erasing, Transferring and Stealing Anchors

If you are aware that someone has anchored you and you do not want to be anchored by them then collapse the anchor yourself. If they have touched you then put yourself in a positive state and touch the anchor yourself at the same spot. After you have collapsed it test it and see what state you go into. Auditory and visual anchors are harder to collapse and you may have to do it in your imagination remembering the sound or the image.

Often we are negatively anchored without being aware of it to many gestures, expressions and voice tones of our relatives and friends. Detecting and collapsing the ones of these that are negative can be a great help in improving a relationship. Also utilizing the positive anchors can help to keep a relationship on a positive keel.

Transferring anchors is the type of process that makes intelligence agents smile. The idea is for one person to establish positive rapport with the subject and to establish a positive anchor with them. The second person is told the location of the anchor and practices it until they can replicate it perfectly. They then use the anchor which was established by the first person to get the desired state in the subject.

Stealing anchors is an even more interesting technique. As mentioned previously most people have many anchors in their relationships of which they are not consciously aware. In stealing anchors one has to observe the interaction between two other people carefully to detect these anchors. One then steals them by touching the other person in the same way or using the same expression or saying the same word with the same voice tone. This is a particularly good way to get rapid rapport with and exert unusual influence on people you hardly know as well as to gain positive responses from other people which you do know and who you would like to respond to you the way they do to someone else.

NLP Neuro-Linguistic
Programming

ACCESSING CUES

Neuro Linguistic Programming is a powerful model for modifying human behavior. The basic building blocks of the NLP model are representational systems. They are the processes by which human beings perceive, represent and operate on the world. All human experience (both external and internal) may be decomposed to these basic primitives. The basic representational systems are visual, auditory, kinesthetic, olfactory and gustatory. These correspond to the senses of sight, hearing, touch, smell and taste. A fundamental presupposition of NLP is that all individual skills are a function of the development and sequencing of representational systems. These combinations and orders are called strategies.

The fact that human experience is the result of the internal or external perception of sense data is a useful insight. For this insight to have utility, however, it is necessary to be able to determine which representational system a person is accessing at any given moment in time. Part of the power and utility of NLP comes from the techniques it uses to perform this task. There are certain indicators as to when a person is internally or externally experiencing in a particular sense modality. They are called accessing cues, because they are the cues that tell us when a person is accessing in a given modality.

The eye scanning patterns are one of the things that is frequently most surprising and intriguing to people when they are first exposed to NLP. Everyone realizes that other people move their eyes continuously. What is news is that these movements follow a systematic pattern and that these movements correlate to what the person is experiencing. Many people have noticed that students when asked a question often look up at the ceiling, but they have passed this off as arbitrary and random behavior. Other people may have wondered at the origin of certain expressions in our language such as "that's down right obvious," but they have merely assumed that these are just idiomatic expressions. The news is that these behaviors and expressions are not just random or arbitrary, but they follow a systematic pattern.

How was this pattern "discovered" by the founders of NLP. I once asked Richard Bandler this question. He told me that in the early days when he and John were teaching that they would ask certain questions to a class and that they noticed that many of the students would look in the same direction before answering the question. Richard and John noticed this behavior and then began to look for the pattern in it. This led to the "discovery" of eye scanning patterns. They have already observed that in talking people used certain sensory predicates to describe their experience. They discovered that the internal and external processes that people experienced were correlated with both eye movements and predicates.

What Richard and John "discovered" was that most right handed people follow the following pattern of eye movements.

Visual Construct

Visual Remembered

Auditory Construct

Auditory Remembered

Kinesthetic

Auditory Digital

A central focus indicates visualization.

They also "discovered" that most left handed people follow the following reversed pattern of eye movements.

Visual Remembered

Visual Construct

Auditory Remembered

Auditory Construct

Auditory Digital

Kinesthetic

A central focus indicates visualization.

They even discovered a few people who did not fit either pattern. They discovered, however, that these people were systematic in following another pattern and that they were consistent in their particular pattern. This all seems very straight forward. Every NLP practitioner has verified this model for themselves thousands of times. But is the matter really so simple and straight forward? It turns out that not everyone thinks so. To understand the possible complications it is necessary to study the subject further.

In *The Structure of Magic I and II*, published in 1975 and 1976 Grinder and Bandler describe representational systems and describe predicates and other accessing cues, but they make no mention of eye scanning patterns. Eye scanning patterns are first mentioned in *Frogs Into Princes* which was published in 1979. It is evident that Grinder and Bandler "discovered" eye scanning patterns some time between when they wrote *The Structure of Magic* and when they delivered the workshops that were transcribed and edited into *Frogs Into Princes*.

Bandler and Grinder were not the only people studying eye movements at the time. The discovery of the split brain led to research into what each half controlled. Some of this research focused on eye movements. One of the first studies of eye movements was an article by M. Day called *An Eye Movement Phenomenon Relating to Attention, Thoughts, and Anxiety* published in 1964 in *Perceptual Motor Skills*. Day concluded that individuals do exhibit characteristic eye movement patterns from the age of three in response to differential questioning. J. Duke in an article *Lateral Eye Movement Behavior* published in the *Journal of Psychology* in 1968 found that subjects exhibit greater eye movements in response to reflective questions than to factual questions. These studies were followed by further research published in two articles in 1972. These are K. Kocel's article "Lateral Eye Movements and Cognitive Mode" in *Psychon Sci* and M. Kinsbourne's article "Eye and Head Turning Indicates Cerebral Lateralization" in *Science*. Kinsbourne replicated Duke's study by presenting subjects with verbal, numerical and spatial questions. He found that in right handed subjects that there was consistently more right eye movement in response to verbal questions and more left eye movement in response to spatial question.

Further studies on representational systems and eye scanning patterns were conducted at the Langley porter Neuropsychiatric Institute in San Francisco in the early 1970's by Katherine Kocel, David Galin, Robert Ornstein and Edward L. Merrin. Some of the results of these studies were published by Galin and Ornstein in 1974 in an article in *Neuropsychologia* Vol. 12 entitled "Individual Differences in Cognitive Styles - Reflective Eye Movements. Their results were confirmed in a similar study at Yale University by psychologists Bonnie B. Meskin and Jerome L. Singer.

These studies have concluded that the direction of eye movements is related to cerebral hemispheric specialization. Left eye movements activate right hemispheric cognitive processes, and right eye movements activate left hemispheric cognitive processes. Research on brain lateralization indicates that the left hemisphere favors sequential cognitive processes and specializes in verbal-linguistic skills while the right hemisphere favors simultaneous cognitive processes and specializes in visual-spatial skills. Actually each eye provides data to both hemispheres. What happens is that the left visual field of each eye is combined in the optic chiasm and processed in the right visual cortex, and the right visual field of each eye is combined in the optic chiasm for processing in the left visual cortex. This is consistent with the fact that, in terms of motor control, the left hemisphere controls the right side of the body and the right hemisphere controls the right side of the body.

When this is related to the NLP model the conclusion emerges that when a person accesses visual and auditory remembered and auditory digital they are engaging the

right hemisphere which processes information simultaneously and parallel and which specializes in images, patterns and wholes. This hemisphere is nonrational (emotive), intuitive and metaphorical and reacts most strongly to visual or tactile inputs. When a person accesses visual and auditory construct and kinesthetic they are engaging the left hemisphere which processes information linearly, serially and sequentially and which specializes in words, numbers, and parts. This hemisphere is logical, rational and analytic and reacts most strongly to verbal-linguistic inputs. This does not seem to make sense. Kinesthetic would seem to be a right hemisphere activity and auditory digital would seem to be a left hemispheric activity. Also constructing a picture or a sound appears to be more right brained than remembering a picture or sound. It should be remembered that the right and left brain model applies to visual external and that the NLP model in dealing with internal visualization. Perhaps the process somehow switches internally. Perhaps by flooding the opposite hemisphere with external input it is easier to gain access internally to the same hemisphere. In any case it is difficult to reconcile the brain lateralization model and the NLP model. More research in this area is definitely in order.

Combining the left right brain model and the NLP model one is drawn to the conclusion that visual and auditory memory as well as auditory digital is basically nonrational (emotive), intuitive, metaphorical, simultaneous and parallel. Visual and auditory construct and kinesthetic, on the other hand, are rational, logical, analytic, linear, serial and sequential.

It is interesting that not all of this research on eye patterns agrees with the eye scanning model codified by Bandler and Grinder. The person outside of NLP who has most popularized eye patterns in this country is the educational psychologist Steven Devore. Devore is the founder and president of Syber Vision which is the largest distributor of sports performance enhancement video tapes in the world. Devore worked out his process called Neuro-Muscular Programming with the help of Dr. Karl Pribram of Stanford University. Dr. Pribram developed the model of the holographic brain. He also is co-author with Gallanter and Miller of *Plans and the Structure of Behavior* which presents the TOTE model which serves as the basis for the NLP strategy model.

Devore and Pribram's eye scanning model for a right handed person as presented in Devore's books *Syber Vision Muscle Memory Programming for Every Sport* (1981) and *The Neuropsychology of Achievement Study Guide* (1982) is presented below.

Memory of Smell

Visual Construction

Visual Memory Recall

Auditory Construction

Auditory Memory Recall

Body Sensation Recall

Memory of Emotion

Memory of Taste

A central focus indicates a sensory synthesis.

Their model for a left handed person is as follows.

Memory of Smell

Visual Memory Recall

Visual Construction

Auditory Construction

Auditory Memory Recall

Body Sensation Recall

Memory of Emotions

Memory of Taste

A central focus indicates a sensory synthesis.

As can be seen, their model differs in some interesting ways from the standard NLP model. Some of these differences are:

1. Devore's model adds eye accessing patterns for taste and smell.
2. Devore's model has memory of emotions in place of auditory digital.
3. Devore's model has body sensation recall in place of kinesthetic.
4. Devore's model has a central focus as representing sensory synthesis rather than just visualization as in the NLP model.
5. Devore's model for a left handed person only reverses visual memory recall and visual construction. (Devore later modifies this to say that some left handers also switch auditory memory recall and auditory construction. Other than these shifts

Devore claims that "all of the other eye shift positions remain the same for both right- and left-handed people."

6. Devore claims to have discovered the physiological basis of eye scanning patterns. His explanation on pages 12 and 13 of *The Neuropsychology Of Achievement Study Guide* is as follows:

Besides being the organ for vision, research tells us that the eye acts as a mechanism to open up channels into and out of the brain for the input and recall of sensory information. Certain patterns of eye movement have been found to beam electrical impulses to the brain. These impulses act as reference beams that stimulate and unfold our holographically stored memory.

Scientists have discovered a basic and ancient mechanism in the depths of the brain that physiologically relates eye movements to sensory memory recall. Called the "reticular formation," this dense bundle of nerves serves as a sensory filter for the brain, deciding which messages are significant enough to be sent to the conscious mind for attention.

The nerves that control eye movements, a set of three nerves (the oculomotor, the trochlear and the abducens) which we'll refer to simply as the oculomotor nerves, originate and derive from the reticular formation area. It is thought that whenever the eye is moved to a particular position, either instinctively or intentionally, the reticular formation is activated to send a beam or impulse to the brain to stimulate a particular sensory motor recall.

Devore and Pribram's model is interesting and indicates that further research into the area of eye scanning patterns is in order. It is also worth mentioning in passing that there have been many "scientific studies" to test the NLP eye scanning model. Many of these studies have shown conclusively that the NLP model is invalid. In defense of NLP, most of these studies have been based on poor research design, serious errors in methodology, as well as a lack of understanding of the conceptual-theoretical basis of the NLP model. These studies are not likely to lead any NLP Practitioner to give up the NLP model, but every NLP Practitioner should be aware of them since they are often used in scientific circles to refute the entire NLP model.

Another person who has done some interesting research on eye patterns is the Canadian educational psychologist and Certified NLP Trainer Dr. Lloyd Flaro. Dr. Flaro is an expert on child learning disabilities. He has made some interesting discoveries while using the NLP model in his work with "learning disabled" kids. Some of these are written up in his excellent book *Mending Broken Children*. Dr. Flaro's research reveals the following interesting additions to the NLP model. When a person accesses visual

construct they are also accessing short term visual memory. When a person looks straight up they are often doing visual motor processing. They see the movement and feel it at the same time. The great hockey player Wayne Gretzky often does this. When a person looks straight ahead and dilates their pupils they are visualizing externally to themselves. When a person looks straight ahead and constricts their pupils this seems to be associated with internal dialogue or internal kinesthetic sensations.

It is evident that eye movement patterns are not as simple as they seem. Rather than simply accepting the traditional NLP model in an unquestioning fashion all NLP practitioners are well advised to study this whole area more closely.

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APPENDICES

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INLPTA NLP PRACTITIONER CERTIFICATION PROCESS

ACCREDITATION GUIDELINES

TRAINING STRUCTURE

Requirements for certification as an INLPTA NLP Practitioner are:

- 1) Trained by an INLPTA registered NLP Trainer.
- 2) The certification training meets INLPTA training structure requirements.
 - minimum of 130 hours of formal course room training.
(excluding breaks longer than 30 minutes)
 - minimum of 18 days of formal course room training.
- 3) The attended training meets the INLPTA accreditation competency standards and guidelines. (see below)
- 4) The candidate has successfully met the competency standards of INLPTA for NLP Practitioner, as assessed by the registered INLPTA Trainer.

The assessment criteria for the competency of an INLPTA NLP Practitioner is based on:

- ATTITUDE (embodiment of the presuppositions of NLP)
- CONTENT KNOWLEDGE (frames, principles, techniques, distinctions)
- BEHAVIORAL SKILLS (demonstrated integration of leanings)

GENERAL CRITERIA

- 1) Certification assessment will occur over the length of the entire training as well as at the designated assessment period.
- 2) The focus of certification will be on the process of feedback, learning and integration, not on the issue of "testing".
- 3) Students are expected to show progressive skill development over the entire training with the final assessment period being a confirmation of this development.
- 4) Students will be assessed for attitudes, skills and knowledge.
- 5) Students will be provided with feedback by their trainer on the areas of their greatest strengths and of the areas needing improvement.
- 6) Students that are not immediately certified will have explained to them why, and what they need to do next in order to attain certification.
- 7) Unethical or consistent unecological use of the NLP technology can lead to non-accreditation.
- 8) The most critical factors in evaluating practitioners will be their ability to:
 - work within an outcome frame
 - establish and maintain states of resourcefulness
 - sort by others
 - establish and maintain rapport
 - respect and pace other people's models of the world
 - do effective and ecological change work
- 9) Certification requirements are the successful completion of the following:
 - written examination for intellectual competence
 - behavioral examination for behavioral competence
 - case study documentation
 - personal/ professional application project report

**INLPTA
NLP PRACTITIONER
ASSESSMENT CRITERIA**

The NLP Practitioner Certification process is based on your integration of self evolving and ecological attitudes, proficiency in NLP skills and abilities, and content knowledge of NLP principles and techniques.

The NLP Practitioner Certification process will also be based upon your ABILITY TO ELICIT RESPONSES in the formal classroom setting and informally between yourselves. You will be evaluated as follows:

1. Your ability to work from an OUTCOME FRAME, RESOURCEFUL STATES, SENSORY BASED CALIBRATIONS, and BEHAVIORAL FLEXIBILITY.
2. Your ability to MAINTAIN RAPPORT between yourself, the other participants, staff, instructors, assistants, and anyone else associated with the training. If rapport is lost, you have the responsibility to re-establish it and maintain it through time.
3. Your ability to ELICIT the STATES and RESPONSES you are after within both yourself and others.
4. Your ATTENTION to and FACILITATION of ECOLOGY in all of your interactions with SELF and OTHERS.

Evaluation begins when you say "hello" and does not end; the evaluation is continuous and on a daily basis. Your skills will be evaluated periodically and suggestions made for improvement if necessary. A considerable amount of your evaluation rests on how you treat yourself, your peers and the trainers over time.

THE MOST POWERFUL FORM OF COMMUNICATION IS BEHAVIOR.

Integrating the NLP skills and concepts into your BEHAVIOR (what you do... how you act) is the evidence procedure for certification as a Neuro-Linguistic Programmer.

1) ATTITUDE ASSESSMENT

As an INLPTA NLP Practitioner, you are expected to demonstrate your behavioral integration and embodiment of the basic presuppositions of NLP.

2) CONTENT KNOWLEDGE

An INLPTA NLP Practitioner is expected to know the following NLP content at appropriate levels of frames, concepts, principles, processes, techniques, and distinctions:

- The Presuppositions of NLP
- The Legs of NLP
- The Present to Desired State Model
- Well Formedness Conditions for Outcomes
- State Management
- Rapport
- Pacing and Leading
- Calibration
- Sensory acuity
- 7±2
- Uptime/Downtime
- Representational systems
 - Primary
 - Lead
 - Reference
- Predicates
- Eye Patterns
- Synesthesia
- Overlapping
- 4-tuple, 6-tuple
- Inventory
- Association and Dissociation
- V-K Dissociation, Double Dissociation
- Meta-Model
- Milton Model
- Deep and Shallow Metaphors
- Basic Inductions
 - Pacing and Leading
 - Overlapping
- Anchoring
 - Basic anchoring
 - Stacking anchors
 - Collapsing anchors
 - Chaining anchors
 - Future Pacing
 - Change Personal History

- Circle of Excellence
- Self Editing
- Strategies
 - TOTEs
 - Well Formedness Conditions for Strategies
 - Eliciting, Calibrating and Utilizing Strategies
 - Pattern Interrupts
- Submodalities
 - Analogue and Digital submodalities
 - Critical and Driver submodalities
 - Phobia Cure
 - Swish Pattern
 - Designer Swish
 - Standard Belief Change (mapping across submodalities)
- NLP Frames
 - Outcome frame
 - Backtrack frame
 - Relevancy frame
 - As If frame
 - Open frame
 - Discovery frame
 - Contrast frame
 - Ecology frame
- Agreement frame
- Secondary Gain
- Triple Descriptions
- Reframing
 - Content/Context reframes
 - 6 Step reframe
 - Spacial reframe
 - Creating a New Part
- Simultaneous and Sequential Incongruity
- Visual Squash
- New Behavior Generator
- Chunking and Sequencing
- Basic Timeline work
- In time - Through time
- Basic Modeling

3) BEHAVIORAL COMPETENCE

NOTE: All of the NLP skills listed below are required to be *behaviorally demonstrated* with both self and others.

- State Management - ability to:
 - a) access, elicit, and maintain any state as appropriate to the context
 - b) change and maintain any state as appropriate to the context
 - c) access and maintain supportive internal dialogue and external language patterns
 - d) access and maintain supportive internal images
 - e) access and maintain supportive physiologies

- Ability to work within these Frames as appropriate:

- Agreement Frame	- Responsibility/Choice Frame
- Relevancy Frame	- Backtrack Frame
- Discovery Frame	- 3 Legs of NLP
- Act As If Frame	- Presuppositions of NLP
- Present State to Desired State model	- Unconscious/Behavioral Competence

- Ability to separate process from content (alter consciousness to go Meta).
- Ability to shift consciousness to external or internal as required by the task at hand.
- Demonstration of ability to use NLP techniques on self and others.
- Ability to shift between process, form and content as appropriate.
- Chunking up, down, and laterally in internal processes and language patterns.

- Ability to associate and dissociate as appropriate.

- Sensory Acuity Development
 - Behavioral flexibility throughout all representational systems
 - Accessing split consciousness for multi-tracking
 - Accessing Uptime and Downtime as appropriate to the context

- Ability to Establish and Maintain Rapport
 - ability to pace and lead (VAKAd)
 - ability to match and mirror (VAKAd)
 - whole body
 - part body
 - crossover mirroring

- Ability to Calibrate Non-verbal Cues
 - self
 - others

- Ability to Detect and Utilize Representational Systems
 - Primary
 - Lead
 - Reference
 - Synesthesia

- Ability to Detect and Work With Incongruity
 - simultaneous incongruity
 - sequential incongruity
 - within self
 - within others

- Ability to Meta Model
 - self
 - others
 - ability to distinguish between sensory specific and non-specific language

- Ability to Establish a Well Formed Outcome
 - self
 - others
 - ability to work from a Present to Desired State model

- Anchoring Skills
 - basic anchoring in all representational systems
(Visual - Auditory - Kinesthetic - Auditory Digital - VAKAd)

 - Collapsing Anchors
 - Chaining Anchors
 - Future Pacing
 - Change Personal History
 - Self Editing
 - Circle of Excellence

- Ability to Work From and Maintain Ecology Frames
 - Ability to Check Ecology

- Ability to Milton Model to do Milton Model Work

- Ability to Create Deep and Shallow Metaphors

- Ability to do Reframing Patterns
 - Content
 - Context
 - 6 Step
 - Spacial
 - Creating a New Part
 - Visual Squash

- Ability to Work With Strategies
 - Ability to Elicit, Detect, and Utilize TOTES

 - Ability Detect, Install, Separate, and Utilize Synesthesia patterns

- Ability to Design a Well Formed Strategy
- Ability to do Effective and Ecological Pattern Interrupts
- Ability to Do Submodality Work
 - basic elicitations
 - working with critical and driver submodalities
 - basic mapping across
 - standard belief change
 - swish patterns
 - phobia cure
 - designer swish
 - basic timeline work
- Ability to Facilitate The New Behavior Generator
- Ability to do Triple Descriptions when Relating with Others

INLPTA NLP Practitioner Written Integration

NLP FOUNDATIONS & PRESUPPOSITIONS

1. List the presuppositions of NLP

Thorsons Principles of NLP - O'Connor and McDermott
see your INLPTA Trainers Training manual, under Neuro-Linguistic Programming in Practitioner section.

2. What is the Law of Requisite Variety?

Frogs Into Princes - Bandler and Grinder
Introduction to Cybernetics - Ashby
Neuro Linguistic Programming Vol 1, Dilts, Grinder, Bandler, Bandler, DeLozier, p. 151

3. What are the 3 legs of NLP? What are some of its variations?

Frogs Into Princes - Bandler and Grinder
see your INLPTA Trainers Training manual, under Neuro-Linguistic Programming in Practitioner section.

4. What does "the map is not the territory" mean?

NLP Vol. 1
Korzybski
The Structure of Magic Vol 1 and 2, Bandler and Grinder

5. What is the difference between the distinctions of "process", "pattern" and "content"? Why are these distinctions important to know?

6. What is meant by the conscious and unconscious? Why is the difference important to know?

Frogs Into Princes - Bandler and Grinder
Trance-Formations - Bandler and Grinder
Patterns 1

7. What are some of the existing definitions of NLP?

Frogs Into Princes
NLP Vol. 1
Using Your Brain For a Change
Turtles All The Way Down

8. What is your definition of NLP? Explain thoroughly.
9. What is the magic number 7 ± 2 and why is it useful to know?

The Magic Number 7 ± 2 - George Miller

Transformations – Grinder and Bandler, pg 80, 83, 191

10. List the well formedness conditions for outcomes.
see your INLPTA NLP Trainers Manual, Practitioner Section.

FRAMES

11. Describe the following frames and when to use them:
 - a. Backtrack (*Precision - Grinder and McMaster*)
 - b. Relevancy (*Precision - Grinder and McMaster*)
 - c. As If (*Precision - Grinder and McMaster; The Enneagram and NLP, Linden and Spalding – Appendix 4*)
 - d. Open
 - e. Discovery
 - f. Outcome (*Precision - Grinder and McMaster*)
 - g. Contrast
 - h. Ecology
 - i. Agreement
Frogs into Princes, Bandler and Grinder, pp 175 ff
Reframing, Bandler and Grinder, pg 162
 - j. Absurdity

META MODEL

(for this entire section, unless where noted: The Structure of Magic Vol. 1 - Bandler and Grinder)

12. What is the meta model? When is it used?
13. What are the three universal processes of modeling on which the meta model is based? What are the definitions of each?
14. What is a nominalization? What is its appropriate meta model response?
15. What is a deep structure?

16. What is a surface structure?
17. What is a derivation? Transformation?
18. What are the following meta model distinctions and their appropriate responses?
 - a. simple deletion
 - b. unspecified verbs
 - c. "ly" adverbs
 - d. comparative deletion
 - e. nominalizations
 - f. complex equivalence
 - g. cause-effect
 - h. mind reading
 - I. unspecified or lack of referential index
 - j. universal quantifier
 - k. modal operator of necessity
 - l. modal operator of possibility
 - m. lost performative
19. List the various forms of linguistic presuppositions.
(*The Structure of Magic Vol. 1, Appendix B - Bandler and Grinder*)
20. What is the difference between the Precision Model and the Meta Model?
The Structure of Magic Vol. 1 - Bandler and Grinder
Precision - Grinder and McMaster
21. What are the two most common ways in which the meta model is chunked in NLP?
The Structure of Magic Vol. 1 - Bandler and Grinder
Applications of Neuro-Linguistic Programming - Dilts, Section V, pg 2.

MILTON MODEL

(for this entire section, unless where noted: *Transformations - Bandler and Grinder, and Patterns of the Hypnotic Techniques of Milton H. Ericksom, MD, Vol. 1*)

22. What is the Milton Model? When is it used?
23. What is transderivational search (TDS)? How do you activate it?
24. What is an embedded command? How do you do it?
25. What is fractionation?

Frogs into Princes, Bandler and Grinder, pg 156

26. List the 4 types of ambiguity and give a definition and examples of each.
27. What is analogue marking?
28. What are Inverse Meta Model Patterns?
29. What are Stacked Presuppositions? Please give an example.
30. What are Conversational Postulates? Please give an example.
31. What are Causal Linkages? Please give an example for each of the following types:
 - a. Simple conjunction
 - b. Implied Causitives
 - c. Direct Cause-Effect
32. What are Factive Predicates? Please give an example.
33. What are Lesser Included Structures? Please give an example.
34. What are Embedded Questions? Please give an example.
35. What are Temporal Predicates? Please give an example.
36. What are Spacial Predicates? Please give an example.
37. What are Quotes? Please give an example.
38. What are Tag Questions? Please give an example.
39. What are Lesser Included Structures? Please give an example.
40. What are Behavioral Presuppositions? Please describe an example.
41. What is a Selectional Restriction Violation? Please give an example.
42. What is a referential index shift? ? Please give at least 3 ways in which you might facilitate it within a context relevant to your area of interest.

Frogs Into Princes, Bandler and Grinder pg. 159

43. What is the difference between a deep and shallow metaphor? how do you construct each? When and why would you use either?

Therapeutic Metaphors - David Gordon

44. What are at least 4 uses for metaphors.

Therapeutic Metaphors - David Gordon

45. What is a leverage induction? Please give at least 4 examples.
46. What are at least four ways to induce an altered state of consciousness?
47. What is a pattern interrupt? When is it used? What are its effects?
48. When would you use the Meta Model vs. the Milton Model and vice versa? Explain the differences between the two in structure, intent and application.

STATE MANAGEMENT

49. What is meant by a “state”?
50. What is meant by a stuck state?
Introducing Neuro-Linguistic Programming – O’Connor and Seymour, p. 63-65.
51. What is meant by “going meta”?
52. What is the relationship between internal representations, physiology, state and the quality of your behaviors and results (the “face map”)? Why are these distinctions important and how can you use them?
53. What is a physiology of excellence and why is it important?
54. What is the difference between confusion and overwhelm? When and why would you use either?
Using Your Brain –for a Change – Bandler, chap. VI
Transformations – Grinder and Bandler, pp. 80-84
55. What is the difference between association and dissociation? When is each useful and not useful?
Using Your Brain for a Change - Bandler pg. 40 onwards
Change Your Mind and Keep the Change - Andreas and Andreas (see index listings)
The Enneagram and NLP, Linden and Spalding – see Glossary
56. How do you facilitate association and dissociation?
Using Your Brain for a Change - Bandler pg. 40 onwards
57. How do you facilitate a V-K dissociation? Double dissociation?
Using Your Brain for a Change - Bandler pg. 37 - 48
Frogs Into Princes - Bandler and Grinder, pg 116

STRATEGIES

(for this entire section, unless where noted: Neuro Linguistic Programming Vol 1, Dilts, Grinder, Bandler, Bandler, DeLozier, and see your INLPTA NLP Trainers Training Manual)

58. What is a strategy? How is it both different from and related to a state?
59. How do you elicit a strategy? What questions would you use?
60. What is a synesthesia?
Neuro Linguistic Programming Vol 1, Dilts, Grinder, Bandler, Bandler, DeLozier, p. 28, p. 635

Introducing Neuro-Linguistic Programming – O'Connor and Seymour, pg 50

61. How do you change or streamline a strategy?
62. How do you install a strategy?
63. What are the well formedness conditions for strategies?
64. What are the 8 learning strategies of Generative Learning?
(will be covered in the INLPTA Trainers Training sessions)
65. What is a TOTE? Please describe the details of its structure thoroughly.
66. What are the ways to notate the various representational distinctions with TOTEs?
Neuro Linguistic Programming Vol 1, Dilts, Grinder, Bandler, Bandler, DeLozier. pg 38-40,

SENSORY ACUITY AND CALIBRATION

67. What is sensory based language?
Frogs Into Princes - Bandler and Grinder
68. What is projection?
69. What is hallucination?
Frogs Into Princes - Bandler and Grinder
70. What is calibration? How do you do it? Why do you do it?
Transformations – Grinder and Bandler, pp 201-212
Introducing Neuro-Linguistic Programming – O'Connor and Seymour, p.65
71. Calibration is based on which presuppositions of NLP?
72. List at least 7 things you can calibrate.
Trainers Manual
73. What is the difference between uptime and downtime and when would you use either?
Frogs Into Princes - Bandler and Grinder, pg 163
The Enneagram and NLP, Linden and Spalding – see Glossary
74. List 3 ways you can develop each of the following:
 - a. visual external acuity
 - b. visual internal awareness and flexibility
 - c. auditory external acuity
 - d. auditory internal awareness and flexibility
 - e. kinesthetic external acuity

- f. kinesthetic awareness and construct
- g. olfactory acuity
- h. gustatory acuity
- i. uptime

Frogs into Princes, Bandler and Grinder, p. 163

- j. downtime

The Enneagram and NLP, Linden and Spalding – see Glossary

- k. auditory digital

75. What is meant by taking inventory on yourself?

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 151

76. What is meant by multi-tracking? How are some ways to do it?

77. What is the difference between simultaneous and sequential incongruity? How do you calibrate each? How do you handle each?

The Structure of Magic Vol 2, Bandler and Grinder, 29-96
Reframing, Bandler and Grinder pg. 179-203

78. What is the single most important component of physiology to work with and why?

ANCHORING

79. What are the keys to anchoring?

See your INLPTA Trainers Training Manual

80. What are the steps to anchoring someone?

Frogs Into Princes - Bandler and Grinder, pp 82-96

81. What does it mean to collapse an anchor?

Frogs Into Princes - Bandler and Grinder, pg 106

82. What are the steps to collapsing an anchor and when would you do it?

See your INLPTA Trainers Training Manual

83. How do you do a visual squash? When would you use it? How is it related but different to collapsing an anchor?

Frogs Into Princes - Bandler and Grinder, pg 129

84. What is chaining anchors, how do you do it and when?

See your INLPTA Training Manual

85. What is a stacked anchor? How and when do you do it?

- Introducing Neuro-Linguistic Programming – O'Connor and Seymour, pg 72*
86. What is a search anchor? How and when do you do it?
See your INLPTA Training Manual
87. What is a resource anchor? How and when do you do it?
Introducing Neuro-Linguistic Programming – O'Connor and Seymour, pg 72
Frogs into Princes, Bandler and Grinder, pg 115
88. How do you do a Change Personal History? When do you do it?
Frogs Into Princes - Bandler and Grinder
89. What is the single most powerful representational system to anchor in? Why?
90. Give an example of an anchor that spans all rep systems.
91. What is a lifeline? How would you set one up and when would you use one?
Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 76 onwards
92. What is a future pace and how do you do it?
Introducing Neuro-Linguistic Programming – O'Connor and Seymour, pp 77-78
Transformations – Grinder and Bandler, pg 158
The Enneagram and NLP, Linden and Spalding , pg 134
Frogs into Princes, Bandler and Grinder, pg 87
93. How do you do a circle of excellence? When is it used?
94. Describe at least 3 ways to do a self edit/personal edit.

RAPPORT

(See your INLPTA Trainers Training Manual)

95. What is an NLP definition for rapport?
96. What is meant by pacing and leading?
Frogs Into Princes - Bandler and Grinder, pg 80
97. List at least 7 things you can match in establishing rapport.
See your INLPTA Trainers Training Manual
98. What is the difference between matching and mirroring?
See your INLPTA Trainers Training Manual
99. What is crossover mirroring?
Frogs Into Princes - Bandler and Grinder, pg 79
100. What is the test for rapport?
See your INLPTA Trainers Training Manual

REPRESENTATIONAL SYSTEMS

101. Draw a diagram of the eye patterns for a “normally wired right hand person”.

Frogs Into Princes - Bandler and Grinder

See your INLPTA Trainers Training Manual

102. What is meant by a primary representational system and what are at least 5 ways to detect it.

Frogs Into Princes - Bandler and Grinder

103. What is a lead representational system? How do you detect it if it is different from a person’s primary representational system?

Frogs Into Princes - Bandler and Grinder

104. What is a reference system?

Frogs Into Princes - Bandler and Grinder

105. What is overlapping? How do you do it? When would you use it?

Frogs Into Princes - Bandler and Grinder

106. What is another term often used for the technique of overlapping?

107. What is the difference between the rep systems of auditory tonal and auditory digital?

See Woodsmall’s book on Strategies

SUBMODALITIES

108. What are submodalities? What do they allow us to do?

Using Your Brain For a Change - Bandler

Insiders Guide to Submodalities - Bandler and MacDonald

109. What is the difference between analogue and digital submodalities?

Change Your Mind and Keep the Change - Andreas and Andreas, pg 11

Introducing Neuro-Linguistic Programming – O’Connor and Seymour, pg 58

110. What are critical submodalities?

111. What are driver submodalities?

Change Your Mind and Keep the Change - Andreas and Andreas, pp 90-93

112. Describe the standard swish pattern. When would you use it?

Using Your Brain For a Change - Bandler, pg 131-152

Insiders Guide to Submodalities - Bandler and MacDonald, pg 64

113. Describe how to design and conduct a designer swish.

Change Your Mind and Keep the Change - Andreas and Andreas, pg 50 onwards

Insiders Guide to Submodalities - Bandler and MacDonald, pg 81-83

114. What are the two major ways to do a compulsion blow out? How and when would you use them?

Change Your Mind and Keep the Change - Andreas and Andreas pg 89-113

115. How do you do the ecstasy pattern. Why would you use it?

116. What is a phobia?

Heart of the Mind, Andreas and Andreas pg 61

117. Describe how to remove a phobia.

Using Your Brain for a Change - Bandler pg. 43 -48

Heart of the Mind, Andreas and Andreas pg 55-71

Frogs into Princes, Bandler and Grinder, pg 109

118. Describe how to create a compelling future.

Change Your Mind and Keep the Change - Andreas and Andreas pg 33-34

119. How do you do the following patterns and when:

a. confusion to understanding

Using Your Brain for a Change - Bandler pg. 83- 101

Insiders Guide to Submodalities - Bandler and MacDonald pg 13-16

b. belief change

Using Your Brain for a Change - Bandler pg. 103-115

Beliefs - Dilts

Insiders Guide to Submodalities - Bandler and MacDonald, pg 73-75

120. How do you elicit a timeline?

Change Your Mind and Keep the Change - Andreas and Andreas

Timeline and the Basis of Personality - Woodsmall and James

121. What is the difference between temporal submodalities and timeline intervention methods?

Change Your Mind and Keep the Change - Andreas and Andreas pg 1-36

Heart of the Mind, Andreas and Andreas pg 191-212

122. What is the difference between in time and through time?

Timeline and the Basis of Personality - Woodsmall and James

REFRAMING

123. What is the premise upon which reframing is based?

Reframing, Bandler and Grinder, pg. 9

124. When do you use a reframe?

Reframing, Bandler and Grinder, pg. 96

125. What are the two basic categories of reframes? When do you use one or the other?

Reframing, Bandler and Grinder, pg. 9, 3-43

126. What are the steps to a 6 step reframe? When do you use it?

Reframing, Bandler and Grinder, pg. 114

Frogs Into Princes, Bandler and Grinder, pp. 137-160

Transformations – Grinder and Bandler, pp 147-159

127. What are the steps to negotiating between parts? When do you use it?

Reframing, Bandler and Grinder, pg. 45 - 56

128. How do you do the pattern of creating a new part? When do you do it?

Reframing, Bandler and Grinder, pg. 57-103

ECOLOGY

129. What is ecology? Why is it important?

Frogs Into Princes, Bandler and Grinder, pg 147-149

Change Your Mind and Keep the Change - Andreas and Andreas, pp 105-106, pp 126-127.

130. Describe at least 5 ways to do ecology checks.

Frogs into Princes, Bandler and Grinder, pg 149

MODELING

131. What are the elements to basic modeling? What presuppositions of NLP is modeling based on?

see your INLPTA Trainers Training Manual

PERCEPTUAL SORTING

132. What is meant by a perceptual position?

Using Your Brain for a Change - Bandler pg. 37 - 48

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 197 onwards

133. What is meant by position shifting?

Using Your Brain for a Change - Bandler pg. 37 - 48

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 197 onwards, and pg. 366

134. What is the value of establishing multiple points of reference?

Using Your Brain for a Change - Bandler pg. 37 - 48

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 197 onwards

135. What is a triple description and why is it important to do? Please give a thorough explanation of 1st, 2nd and 3rd position.

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 197 onwards

136. How do you actually do a triple description?

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and Delozier, pg. 197 onwards

137. What are the 4 perceptual positions based on time? Why are they important to do?

ADDITIONAL DISTINCTIONS

138. What are the 4 stages of learning (the learning ladder)? How is it different from 4 logical levels of learning?

Introducing Neuro-Linguistic Programming – O'Connor and Seymour (see index listings)

Steps to an Ecology of Mind, Bateson

(This material will be covered in your training.)

139. What is a 4-tuple? 6-tuple?

Patterns of the Hypnotic Techniques of Milton H. Erickson, MD, Vol. 2

Magic Demystified, Lewis and Pucelik, chap. 1

140. What is chunking and why is it useful to be flexible with it? Give examples of

chunking up, down, and laterally.

Introducing Neuro-Linguistic Programming – O'Connor and Seymour, pp 150-152

141. What is sequencing and why is it important?

Patterns of the Hypnotic Techniques of Milton H. Erickson, MD, Vol. 2 pg 91 - 96.

Neuro Linguistic Programming Vol 1, Dilts, Grinder, Bandler, Bandler,

DeLozier. pg 20 onwards

Reframing, Bandler and Grinder, pg 151

142. What are values and why are they important to work with?

Timeline and the Basis of Personality, Woodsmall and James

Change Your Mind and Keep the Change - Andreas and Andreas, chap. IV

Introducing Neuro-Linguistic Programming – O'Connor and Seymour, pp 147 ff.

143. What are the 5 Satir Categories? How are they useful in change work?

The Structure of Magic Vol 2, Bandler and Grinder, pg 47 onwards

144. List at least 5 things you can do with your internal dialogue.

145. What is a contextual marker? Why are they important to work with?

146. What is meant by 1st and 2nd attention?

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and

Delozier, pg. 62 onwards

147. What is meant by epistemology? Why is it important to study it?

148. What did Gregory Bateson mean by calling "I" the ultimate nominalization?

Turtles All The Way Down: Prerequisites to Personal Genius - Grinder and

Delozier, pg. 195 onwards

149. What is meant by the difference between 1st and 2nd order change?

Change - Watzlawick, Weakland and Fisch

150. Describe a personal evolution process that you can do in 5 minutes on a daily basis for yourself.

151. How will you celebrate having finished all these questions?

ENGLISH GRAMMAR

Ways of Functioning:

Factors in substance or the situation. We encounter things or factors functioning as:

Operations (verbs) - what we encounter directly in substance or the situation

Powers (nouns) - discriminated in encountered situations, in both action and understanding

Ways of Operating (adverbs) - structures, something discriminated in concrete operations and cooperations

Kinds of Power (adjectives)

Connectives (conjunctions)

Things "are" what they can "do"

The objective or object of inquiry and knowledge is adverbs or ways, i.e. how operations take place, their functional structure, how something is or can be done, the functional structure of verbs or behaviors, the ways of adverbs themselves (their degrees)

The ultimate *quaesita* is not merely "how" something can be done, and not even "how" to do it - but rather "how best" to do it

Evaluation - the determination of the "better" and the "worse" ways of acting, or "adverbs" is fundamental in every universe of action that has an intermediate stage of reflecting, inquiry, and knowing, and is not merely the operation of habit or impulse.

Principal Elements:

A(n) _____ is the word or words that _ _ _:

Verb - describes the action or state of being of the subject

Subject - performs the action indicated by the verb or that is in the state of being described by the verb

Direct Object - receives the action indicated by the verb

Compliment - complete the meaning of verbs that express *feeling, appearing, being, and seeming*

Indirect Object - receives the direct object

Modifiers - all words in a sentence that are not verbs, subjects, direct objects, indirect objects, or compliments

Phrase - a logical grouping of words that does not contain a subject or verb

Clause - a logical grouping of words that does contain a subject and verb

Independent Clause - makes a complete statement and can stand alone as a sentence

Dependent or Subordinate Clause - cannot stand alone as a sentence

Nouns and Articles:

Noun - the name of a person, place, thing, quality, activity, concept or condition

Proper Noun - the name of a specific *person, place or thing*

Common Noun - the name used for any unspecified member of a class of *persons, places, things, qualities or concepts*

Noun Clause - has a subject and verb and functions as a noun - usually introduced by *that, what, who, whoever, whatever, why, when, where, how, or which*

Definite Article - the

Indefinite Article - a and an

Verbs:

Verb - the word or words that describe the action or state of being of the subject of a sentence or clause

Predicate - the verb in a clause or sentence plus the modifiers and objects or complements of that verb

Transitive Verb - must have a direct object

Intransitive Verb - does not have a direct object

Copulative Verb - joins a subject with its complement - does not take an object - *be, seem, appear, become, look, smell, sound, taste, feel, act, sound, grow*

Auxiliary Verb - used with other verbs to form the tenses, voices, and moods of those verbs - alter the meaning or time of the action of the verb

Mood - the characteristic of a verb which tells the reader which function is intended

Indicative Mood - makes statements of fact or of what is believed to be fact and asks questions

Subjunctive Mood - expresses conditions contrary to fact and wishes, suppositions and doubts

Imperative Mood - expresses a command or makes an urgent demand

Active Voice - the subject of the verb is performing the action

Passive Voice - the subject of the verb is acted upon

Tense - the characteristic of verbs that indicates the time of the action or state of being described

Pronouns:

Pronoun - a word or words used in place of a noun, a noun and its modifiers, or another pronoun

Antecedent - the element replaced by a pronoun

Types of Pronouns:

Personal - refer to people -I, you, he, she, we, they, one

Impersonal - refer to everything but people - it, they

Relative - refer to people and objects - who, which, that, what, whoever, whichever

Demonstrative - replace nouns and function in the same manner as nouns - this, that, these, those, former, latter, other, such, so, same, and the ordinal numbers

Interrogative - used in asking questions - who, which, what, whoever, whatever

Reflexive - used in sentences containing verbs whose actions are directed toward the subjects of the verb - myself, yourself, himself, herself, ourselves, yourselves, themselves, itself

Intensive - used as appositives to strengthen the subject of a verb - myself, yourself, himself, herself, ourselves, yourselves, themselves, itself

Reciprocal - each other, one another

Indefinite - imprecise words that can function as pronouns - all, another, any, anybody, anyone, anything, both, each, each one, either, everybody, everyone, everything, few, little, many, more, much, neither, nobody, none, no one, nothing, oneself, other, others, several, some, somebody, someone, something, such

Cases of Pronouns:

Nominative - used as subject, predicate complement or in apposition - I, you, she, he, it, we, you, they

Objective - used as object of the verb, as indirect object, and as object of a preposition - me, you, her, him, us, them

Possessive - used to denote possession - my, mine, your, yours, his, her, hers, its, our, ours, their, theirs

Adjectives:

Adjectives - modify nouns and pronouns or complete a copulative verb

Types of Adjectives:

Descriptive - name a quality or condition of the element modified - expresses either the kind or condition or state of the living being or lifeless thing spoken of

Proper - descriptive adjectives that are derived from proper names

Limiting - identify or enumerate the element modified

Demonstrative - indicates or specifies the noun or pronoun it modifies - this, these, that, those, the same, such, the, the one, yonder, yon, both, each, every, all

Indefinite - indicates less precisely the noun or pronoun it modifies - a, an, all, any; this, that and the other; every, some, many, many a, a great many, another, much, more, little, less, few, a few, enough, several, sundry, divers

Interrogative - asks a question - what, which

Intensifying - used to intensify or add emphasis - myself, ourself, thyself, yourself, himself, herself, itself, ourselves, yourselves, themselves, oneself, one's self

Numerical - specifies a number - cardinal, ordinal and multiplicatives

Possessive - denotes ownership - my, thy, his, her, its, our, your, their

Relative - introduces a subordinate clause - which, what, whichever, whatever

Exclamatory - used in exclamations - what, what a

Predicate - complete copulative verbs

Comparison

Absolute

Comparative

Superlative

Adverbs:

Adverbs - modify verbs, adjectives, and other adverbs, (and entire clauses and all the rest of a sentence)

Types of Adverbs:

Manner - answer the question *how?* - well, slowly, fast, neatly, how, so, otherwise

Degree, Amount, Number - answer the question *how much?* - very, nearly, almost, much, little, once, twice, so, more, less, too, completely, much, equally

Time - answer the question *when?* - now, when, then, finally, never, lately

Place, Direction, Arrangement - answer the question *where?* - here, there, in, out, up, down, around, first(ly), where, whither, whence, where...from, any place, some place, no place, every place, anywhere, somewhere, nowhere, everywhere

Cause - answer the question *why?* - why, for what reason, therefore, wherefore, consequently

Purpose - answer the question *why?* - why, for what purpose

Assertion - answer the question *true or false?* - yes, no, not

Inference, Results - answer the question - therefore, hence, so, thus

Comparison

Absolute

Comparative

Superlative

Adverbial Clauses - modify verbs, adverbs, adjectives and other clauses

Types of Adverbial Clauses - classified according to the type of modification they provide

Cause - introduced by *as, because, since, that, not that...but because, but, not that not...but because, not but that...but because, now, now that, for the reason that, by reason that, on the ground that, seeing, seeing that, considering, considering that, when, after, as long as, whereas, inasmuch as, for fear (that), lest, in that, for, for that, for*

Comparison - introduced by *as, than*

Concession - introduced by *although, even if, even though, though, if, although, while, when, whereas, where, as...as, so...as, in spite of the fact that, despite that, notwithstanding (that), for all that, for as little as, granting, granted (that), admitting that, assuming that, albeit, and, an, whether...or, whether,,,or whether, if...or*

Condition or Exception - introduced by *if, on condition that, provided that, unless, if not, were it not that, except for the fact that, only that, unless, without, saving, except,, but, but that, provided (that), provided only, providing (that), so that, so as, so, so only, so long as, while in case that, in the event that, suppose, supposing, say, once*

Degree:

Comparison - introduced by *as...as, so...as, than, that*

Proportionate Agreement - introduced by *as, according as, according to how, in degree as, in proportion as*

Restriction or Extent - introduced by *so far as, as far as, in so far as, as regards, so as, to such an extent as*

Manner:

Alternative Agreement - introduced by *according as, according to how*

Manner Proper - introduced by *so, in this way, in what manner, how, in whatever manner, in that*

Comparison - introduced by *as, as if, as though, like as, like*

Attendant Circumstance - introduced by *as, that, but, but that, without, but what*

Manner Clause of Result - introduced by *that, as, so, so that, so as*

Means - introduced by *by the fact that* (plus clause)

Place - introduced by *where, wherever, whence, from whence, from where, whither, where...from, everywhere, everywhere that, wheresoever, whithersoever*

Purpose or End - introduced by *in order that, so, that, for the purpose that, to the end that, in the hope that, but that, unless that, that...not, for fear that, lest, so that*

Result - introduced by *so, that*

Time - introduced by after, as, before, since, when, while, until, as soon as, as long as, as often as, at the same time as, whenever, whensoever, so surely as, when as, when that, the time (that), by the time (that), the year (that), the month (that), the moment (that), every time (that), the next time (that), any time (that), whilst, once, directly, immediately, instantly, since, against, by the time that, ere, till, no sooner...than, scarcely...when, hardly...when, scarcely...but

Conjunctive Adverbs - join elements of a sentence and influence meaning in a way that a conjunction cannot - accordingly, also, anyhow, besides, consequently, furthermore, hence, henceforth, indeed, instead, likewise, moreover, meanwhile, namely, nevertheless, otherwise, still, therefore, thus

Intensive Adverbs - used to emphasize the meaning of an adjective or adverb - certainly, extremely, highly, least, much, quite, somewhat, such, too, tremendously, very

Prepositions:

Preposition - a word that conveys a meaning of position, direction, time, or other abstraction

Prepositional Phrase - consists of a preposition, its object, and any modifier of the object and is used to modify a verb, noun, pronoun or adjective - adapted for, adapted to, adapted from, agree on, agree to, agree with, argue about, argue for, argue with, confide in, confide to, consist in, consist of, denounce as, denounce for, die from, die of, differ about, differ from, differ in, differ on, differ with, disappointed by, disappointed in, disappointed with, enter at, enter for, enter in, enter into, enter upon, impatient at, impatient with, live at, live in, live on, prejudice against, reconcile to, reconcile with,

Prepositions - aboard, about, above, according to, across, after, against, ahead of, along, alongside, alongside of, along with, amid, amidst, among, apart from, apropos, around, as against, as between, as compared with, as far as, as for, as regards, aside from, aslant, astern of, as to, at, athwart, back of, barring, bating, because of, before, behind, behind in, below, beneath, beside, besides, between, betwixt, beyond, but, by, by dint of, by means of, by reason of, by virtue of, by way of, concerning, considering, contrary to, despite, down, due to, during, ere, except, excepting, exclusive of, for, for the sake of, from, from above, from among, from behind, from beneath, from between, from over, from under, in, in accordance with, in addition to, in back of, in behalf of, in case of, in the case of, including, inclusive of, in comparison to, in comparison with, in compliance with, in consequence of, in consideration of, in default of, independently of, in front of, in lieu of, in light of, in opposition to, in place of, in preference to, in regard

to, in the event of, inside, inside of, in spite of, instead of, into, in view of, like, near, notwithstanding, of, off, on, on account of, on behalf of, on board, onto, opposite, opposite to, out, out of, outside, outside of, over, owing to, past, pending, per, regarding, regardless of, relating to, relative to, respecting, round, round about, saving, short of, since, through, throughout, till, to, touching, toward, towards, under, underneath, until, unto, up, upon, up to, via, with, within, without, with the intention of, with reference to, with respect to,, with regard to, without regard to, with a view to, with the view of,without a view,

Conjunctions:

Conjunctions - join words, phrases or clauses

Coordinating Conjunctions - join words, phrases, and clauses - and, but, for, nor, or, so, yet

Correlative Conjunctions - Coordinating conjunctions that occur in pairs - either...or, neither...nor, not only...but, not only...but also, both...and, whereas...therefore, whether...or

Subordinating Conjunctions - connect sentence elements of less than equal value - choose the appropriate conjunction to show the relationship between the clauses -

To show cause - as, because, inasmuch as, now that, since

To indicate concession - although, even if, though

To express a condition - but that, except that, if, if only, in case, provided that, unless

To make a comparison - as, as if, more than, rather than, than

To show manner - as, as if

To explain place - where, wherever

To indicate purpose - in order that, so, so that, that

To express results - so that, so...as, so...that, such...that

To fix a time - after, as, as long as, as often as, before, ever since, just as, now that, since, till, until, when, whenever, whereupon, while, yet

Also how and why, (and also the relative pronouns that, which, what and who)

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