

Introduction to Neuro-Linguistic Programming

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TRANSFORM
D · E · S · T · I · N · Y

3334 E Coast Hwy #325
Newport Beach CA 92625
(714) 408-4281 · (800) 497-6614
www.transformdestiny.com

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Welcome

Hi there,

This manual accompanies the free NLP video training at www.freenlphomestudy.com. The training is 100% free, so be sure to visit that site to watch the videos so you understand what's in this manual.

Welcome to the Transform Destiny Intro to NLP video training.

We are committed to your success, and that means we're willing to do what it takes to make sure your learning is the best it can be. All of us at Transform Destiny are available to answer your questions, clarify points, to help you learn a pattern or to discuss the finer points of NLP.

Call us at 800-497-6614, 714-408-4281 or email us at cs@transformdestiny.com.

And when you're ready to learn more NLP or to be certified in the fields of NLP, TIME Techniques, Hypnotherapy, EFT and Success Coaching, visit our main website at www.transformdestiny.com.

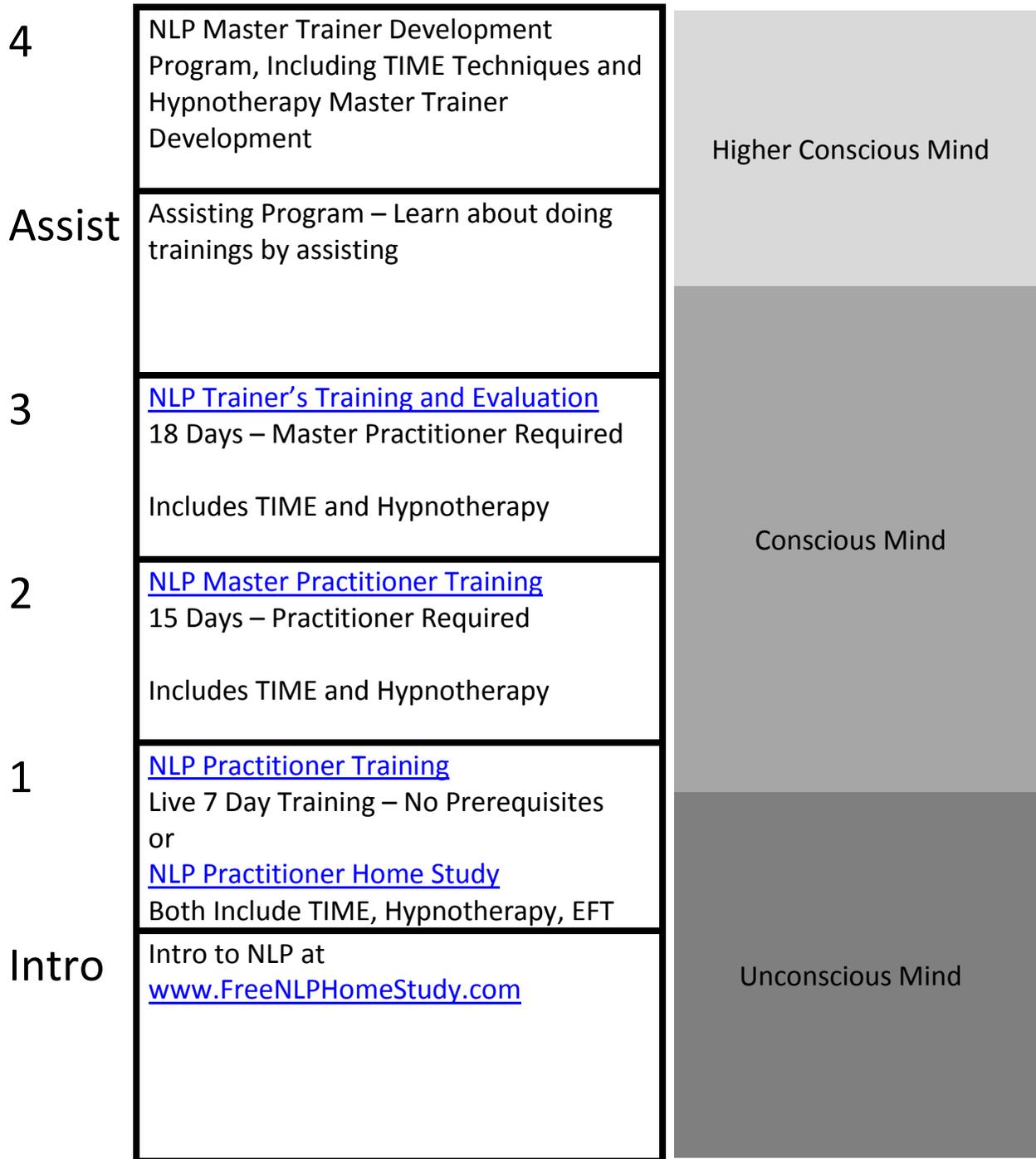
Enjoy!



Michael Stevenson MNLP, MTT, MHt
Certified NLP Master Trainer

For Your Future Personal Development

Future Trainings from Transform Destiny:



Definition of NLP

Neuro: Our nervous system, or our mind, which we use to experience the world, through our senses:

- **Visual**
- **Auditory**
- **Kinesthetic**
- **Olfactory**
- **Gustatory**

Linguistic: The language and other communication we use to store experience and give it meaning, including the following things we experience inside our mind:

- **Pictures**
- **Sounds**
- **Feelings**
- **Smells**
- **Tastes**
- **Internal Dialog (self-talk)**

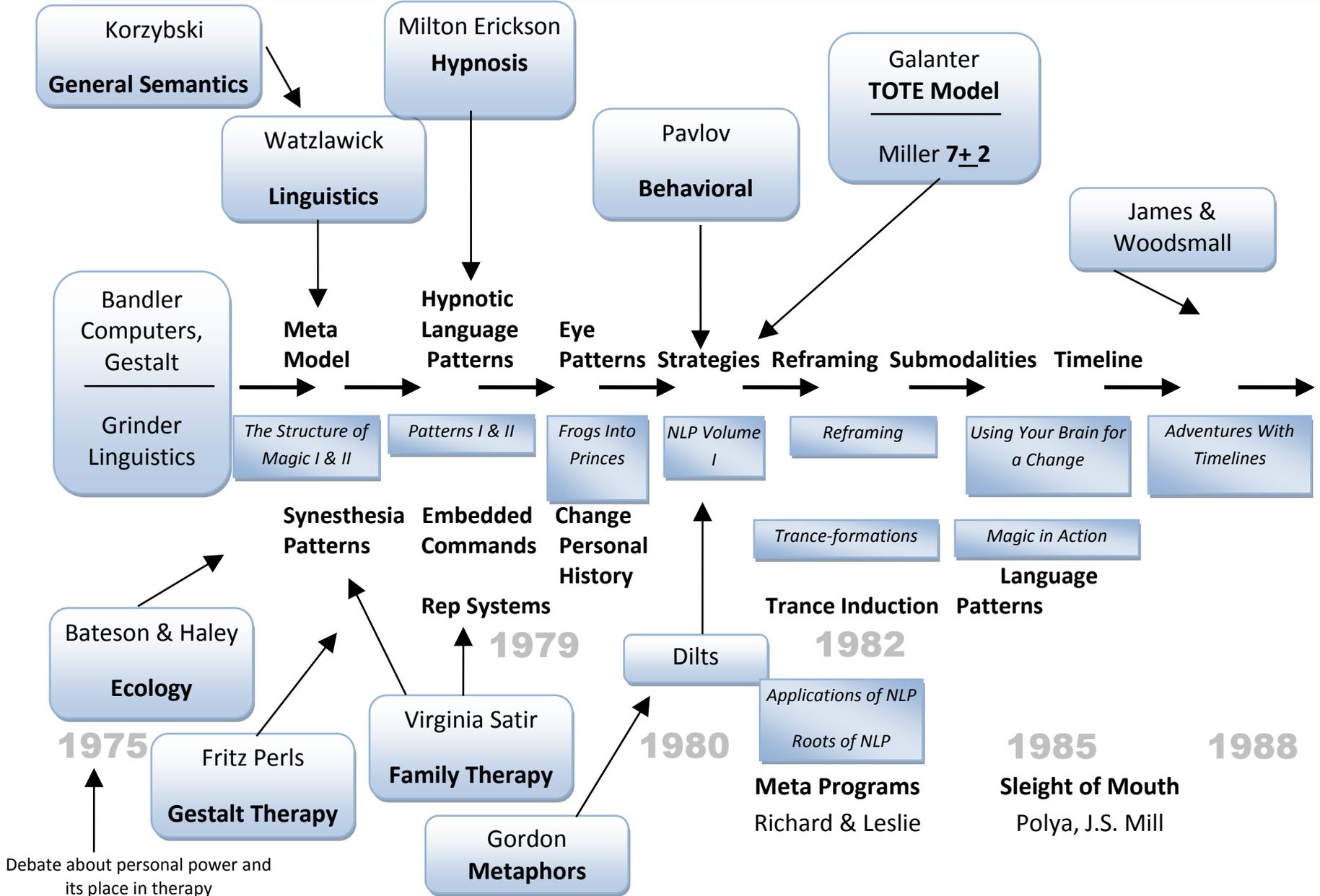
Programming: Discovering and using the programs, patterns and strategies we run in our mind to achieve our goals.

In other words, NLP is how we use the basic language of our mind to consistently achieve the results we want in life.

Other Definitions:

- **An attitude and methodology that leaves behind a trail of techniques.**
- **The study of subjective experience.**
- **The realization that our words don't describe the world we live in, but determine it.**

The History of NLP



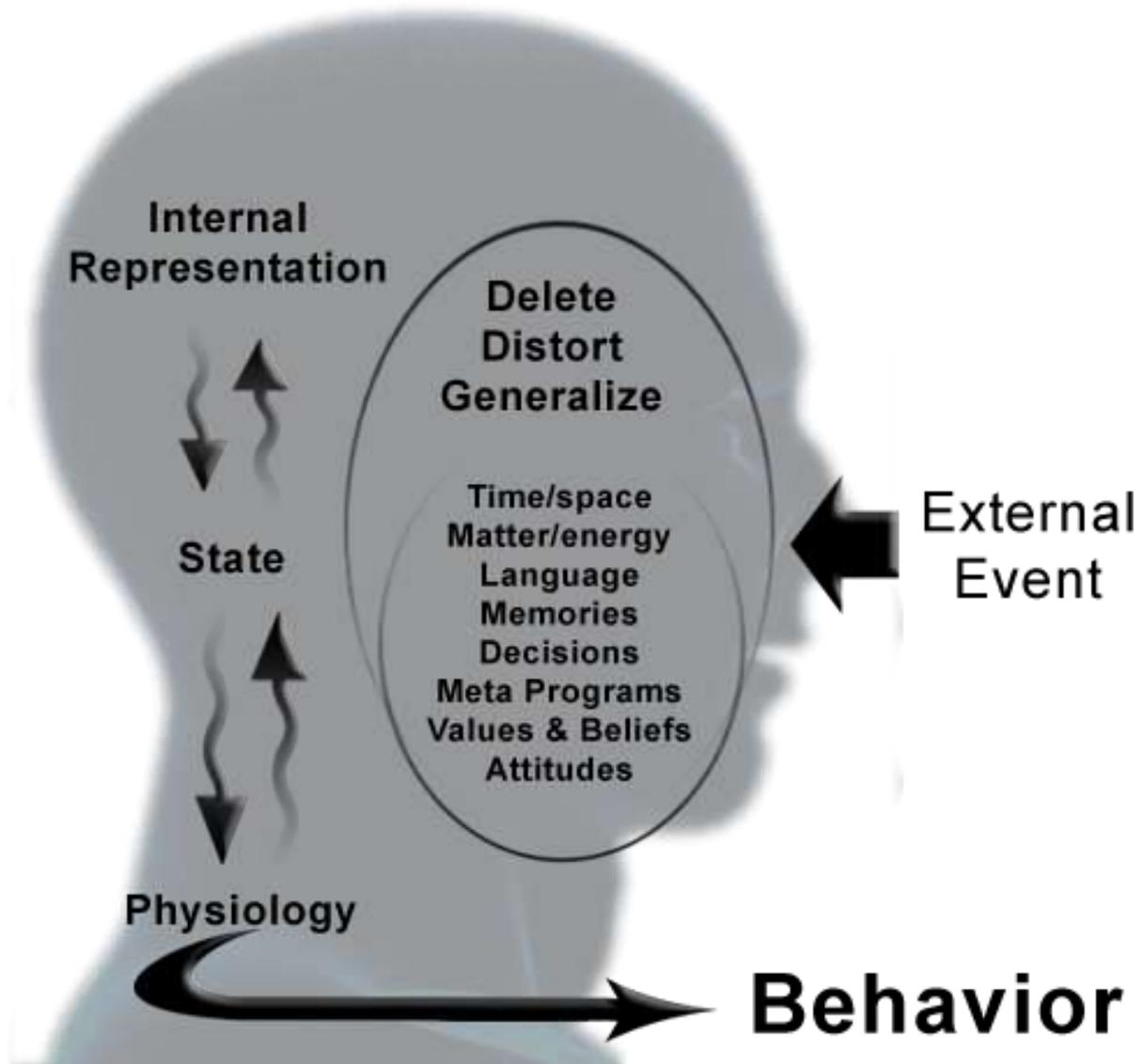
Cause and Effect

The Formula for Success

C > E

Which side of the Cause and Effect formula are you on? Are you the cause in your life, or are you at the effect side of things in your life?

NLP Communication Model



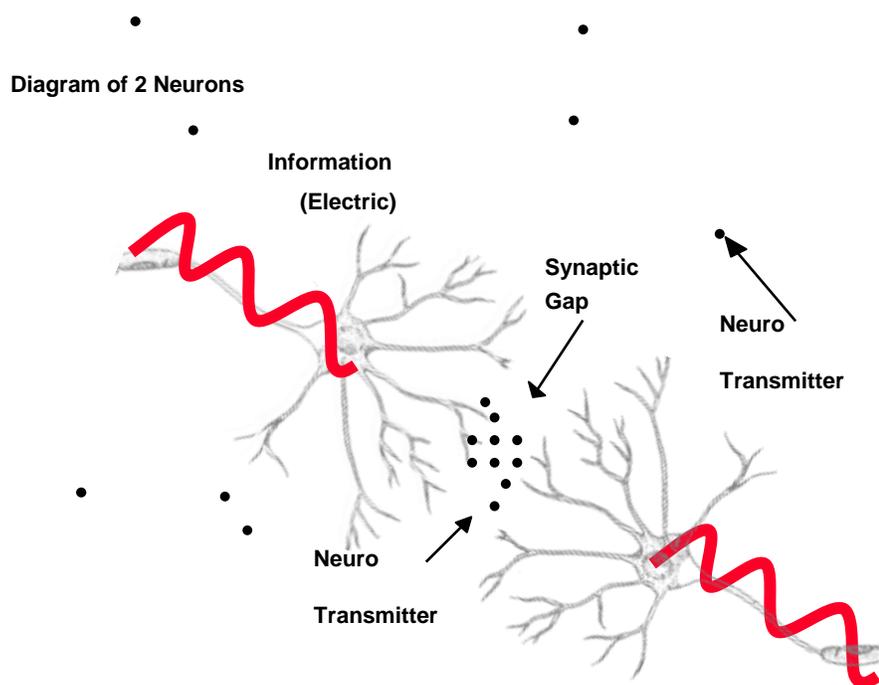
Neurological Connections

There are...

$$(10^{10})^{11}$$

... neurological connections in your body. That's the number 10 with 10 zeros after it, written eleven times!

100,000,000,000,000,000,000,
000,000,000,000,000,000,000,000,
000,000,000,000,000,000,000,000,000,
000,000,000,000,000,000,000,000,000,000



Focus

You Get What

You

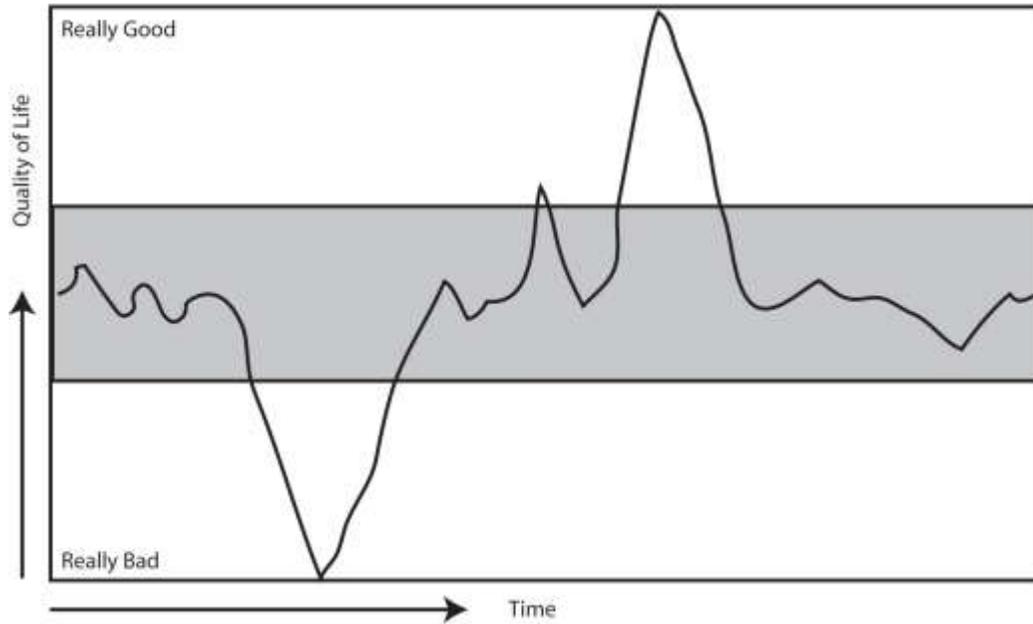
Focus On

So

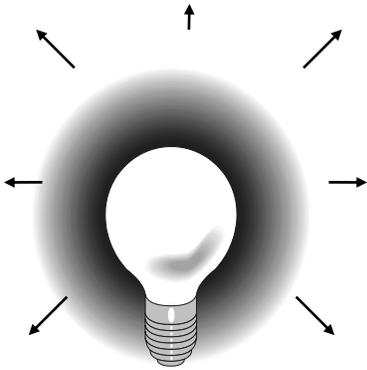
Focus On What

You Want!

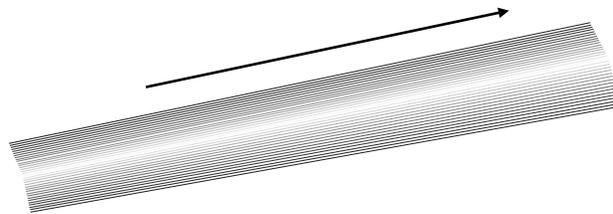
The Gray Zone



Aligning Thoughts



40w Light Bulb



40w Laser

Five Principles for Success

- 1. Know your outcome**
- 2. Take action**
- 3. Have sensory acuity**
- 4. Have behavioral flexibility**
- 5. Operate from a physiology and psychology of excellence**

States vs. Outcomes

In NLP, we recognize a difference between states and outcomes. To set achievable goals or outcomes, you must know the difference:

Value or State	Goal or Outcome
Stated ambiguously	Stated specifically
Write affirmations	Write goals/outcomes
You can have it now	Time is involved
No steps – Just associate	Steps needed to get there
Infinite or not measurable	Measurable
Stated for self and/or others	Stated for self only

Creating Achievable Outcomes

A goal is, “an aim or an end in mind.” We use SMART goals to get what we want.

S

Simple
Specific

M

Measurable
Meaningful to You

A

As If Now
Achievable
All Areas of Your Life

R

Realistic
Responsible / Ecological

T

Timed
Toward What You Want

My Outcomes for this Workshop

1.

2.

3.

4.

The Presuppositions of NLP

Convenient assumptions for creating profound shifts in your clients and yourself

1. **Respect** for the other person's model of the world.
2. Behavior and change are to be evaluated in terms of context, and **Ecology**
3. **Resistance** in a client is a Sign of a lack of rapport. (There are no resistant clients, only inflexible communicators. Effective communicators accept and utilize all communication presented to them.)
4. **People** are not their behaviors. (Accept the person; change the behavior.)
5. **Everyone** is doing the best they can with the resources they have available. (Behavior is adaptable, and the current behavior is the best choice available. Every behavior is motivated by a positive intent.)
6. **Calibrate** on Behavior: The most important information about a person is that person's behavior.
7. The map is not the **Territory**. (The words we use are NOT the event or the item they represent.)
8. **(U) You** are in charge of your mind, and therefore your results (and I am also in charge of my mind and therefore my results).
9. People have all the **Resources** they need to succeed and to achieve their desired outcomes. (There are no unresourceful people, only unresourceful states.)
10. All procedures should increase **Wholeness**
11. There is **Only** feedback! (There is no failure, only feedback.)
12. The meaning of communication is the **Response** you get.
13. The **Law** of Requisite Variety: (The system/person with the most behavioral flexibility controls the system.)
14. All procedures should be **Designed** to increase choice.



RESPECT-UR-WORLD

Prime Directives of the Unconscious Mind

1. **Stores memories**
Temporal (in relationship to time) and atemporal (not in relationship to time)
2. **Is the domain of the emotions**
3. **Organizes all your memories**
Uses a Gestalt on the timeline
4. **Represses memories with unresolved negative emotions**
5. **Presents repressed memories for resolution**
To release emotions
6. **May keep the repressed emotions repressed for protection**
7. **Runs the body**
Has a blueprint of body as it is now, and of the body in perfect health
8. **Preserves the body**
9. **Is a highly moral being**
The morality you were taught and accepted
10. **Enjoys serving, needs clear orders to follow**
11. **Controls and maintains all perceptions**
Both regular and telepathic, and transmits them to the conscious mind
12. **Generates, stores, distributes and transmits “energy”**
13. **Maintains instincts and generates habits**
14. **Needs repetition until a habit is installed**
15. **Is programmed to continually seek more and more**
There is always more to discover
16. **Functions best as a whole integrated unit**
Does not need parts to function
17. **Is symbolic**
Uses and responds to symbols
18. **Takes everything personally**
The basis of Perception is Projection
19. **Works on the principle of least effort**
Path of least resistance
20. **Does not process negatives**
Don't think of a blue tree

Rapport

When people are like each other, they tend to like each other. The NLP process of rapport creates a feeling *as if* the participants like each other. Rapport is a process of responsiveness, and not necessarily “liking.”

Rapport is established by pacing and leading. The Following are major elements of rapport:

Physiology (55%)

Posture

Gestures

Facial expressions and blinking

Breathing

Tonality (38%)

Voice

Tone (pitch)

Tempo (speed)

Timbre (quality)

Volume (loudness)

Words (7%)

Predicates

Key words

Common experiences and associations

Content chunks

You can also match one part of the body with another (for example, breathing with finger tapping). This is called cross-mirroring, and can highly covert.

Representational System Preferences

For each of the following statements, please place a number next to every phrase. Use the following system to indicate your preferences:

4 = Closest to describing you

3 = Next best description

2 = Next best

1 = Least descriptive of you

1. I make important decisions based on:

- _____ gut level feelings
- _____ which way sounds the best
- _____ what looks best to me
- _____ precise review and study of the issues

2. During an argument, I am most likely to be influenced by:

- _____ the other person's tone of voice
- _____ whether or not I can see the other person's point of view
- _____ the logic of the other person's argument
- _____ whether or not I am in touch with the other person's true feelings

3. I most easily communicate what is going on with me by:

- _____ the way I dress and look
- _____ the feelings I share
- _____ the words I choose
- _____ my tone of voice

4. It is easiest for me to:

- _____ find the ideal volume and tuning on a stereo system
- _____ select the most intellectually relevant point in an interesting subject
- _____ find the most comfortable furniture
- _____ select rich, attractive color combinations

5. I am very:

- _____ attuned to the sounds of my surroundings
- _____ adept at making sense of new facts and data
- _____ sensitive to the way clothing feels on my body
- _____ responsive to colors and to the way a room lo

Scoring the Preference Test

Step One: Copy your answers from the previous page to here:

- | | | |
|---|---|---|
| <p>1. _____ K
 _____ A
 _____ V
 _____ Ad</p> | <p>2. _____ A
 _____ V
 _____ Ad
 _____ K</p> | <p>3. _____ V
 _____ K
 _____ Ad
 _____ A</p> |
| <p>4. _____ A
 _____ Ad
 _____ K
 _____ V</p> | <p>5. _____ A
 _____ Ad
 _____ K
 _____ V</p> | |

Step Two: Add the numbers from each letter, above. There are five entries for each letter.

	V	A	K	Ad
1				
2				
3				
4				
5				
Totals:				

Step Three: The scores in each column will show your preferences for using each of the four major Representational Systems.

Introduction to Submodalities

Submodalities use the basic language of the mind to change the way we encode thoughts and ideas. By changing the submodalities, we change what that thought means, and that changes the way we feel about those things.

Techniques Include:

1. **Contrastive Analysis:** Find the submodalities of two things and compare them to find the possible Drivers.
Example: Comparing the I/Rs of Ice Cream and Frozen Yogurt to find the drivers.
2. **Mapping Across (A.K.A. Like to Dislike):** Shifting the drivers found in Contrastive Analysis to change the meaning of one internal representation to another.
Example: Changing the Submodalities of Ice Cream (liked) to Frozen Yogurt (disliked) should cause the client to dislike Ice Cream.
3. **Swish Pattern:** Replaces an unwanted Internal Representation with a desired one. Swish works well for changing minor states or behaviors. For example, you can use it to switch the client's bad habit (i.e., biting nails) to a more desired one (i.e., brushing hair with fingers.)
4. **Dissociative Techniques:** Shifting viewpoints and viewing an Internal Representation from a dissociated position. You can use this to reduce the negative emotion on a memory, so a client can look at it without feeling the feelings. This works well to help clients get rid of phobias during the Phobia Model.
5. **Perceptual Positions:** Shifts the Internal Representation between three empowering viewpoints:
 - **First Position** is looking through your own eyes.
 - **Second Position** is looking through another person's eyes (usually a significant person in the event).
 - **Third Position** is observing the entire scene from a dissociated position (say, above the entire event as a video camera). This is useful as a Dissociative Technique and for incorporating learnings.

How to Dislike a Tempting Food

This script requires the submodality worksheet on page 24

1. Ask yourself, “Is it alright with my unconscious for me to dislike _____ today, and for me to be consciously aware of it?”

2. What is it that you like that you wish you didn’t?

As you think about how much you like that now, do you have a picture in your mind?

3. Write down the submodalities using column one of the submodalities worksheet.

4. Break State – Focus on something else for a few seconds

5. Now, what’s something that’s similar, but that you absolutely dislike?

As you think about how much you dislike that now, do you have a picture in your mind?

6. Write down the submodalities using column two of the submodalities worksheet.

7. Break State – Focus on something else for a few seconds

8. Look at the sheet for the differences. Location and Associated/Dissociated are the most common drivers.

9. Break State – Focus on something else for a few seconds

10. Think about how much you like that first thing and notice the picture.

11. Change the submodalities of the item in column one, to those of the item in column two. *Note: We are only changing the submodalities of the first picture, not the content itself. The second picture is no longer needed. It was only needed for reference purposes.*

12. Lock it in. You know the sound a Master Lock makes when you close it? Lock it in place, just like that. Tell your unconscious to leave it there.

13. **Test:** Now, what about that old thing you used to like? How’s it different now?

14. **Future Pace:** “Imagine a time in the future when, if it had happened in the past, you might have been tempted to eat _____, and tell me what you do instead.”

Submodalities Worksheet

Visual	1	2	3	4
Black & White or Color?				
Near or Far?				
Bright or Dim?				
Location?				
Size of Picture?				
Associated / Dissociated?				
Focused or Defocused?				
Focus (Changing/Steady)				
Framed or Panoramic?				
Movie or Still?				
Movie-Fast/Normal/Slow				
Amount of Contrast				
3D or Flat?				
Angle Viewed From				
# of Pictures (Shift?)				
Auditory	What sounds are important?			
Location				
Direction				
Internal or External?				
Loud or Soft?				
Fast or Slow?				
High or Low? (Pitch)				
Tonality				
Timbre				
Pauses				
Cadence				
Duration				
Uniqueness of Sound				
Kinesthetic	What feelings are important?			
Location				
Size				
Shape				
Intensity				
Steady				
Movement/ Duration				
Vibration				
Pressure/Heat?				
Weight				

The Conscious Use of Language

In this section you will learn how to use language to achieve your communication goals and control conversations by Chunking Up or Down to levels of greater ambiguity or specificity.

Elements and Techniques in the Conscious Use of Language:

- 1. Using Specificity or Ambiguity in Language - Chunking up or down**
- 2. Hypnotic Language Patterns – The Milton Model**
 - Utilization, Unspecified language and Conversational Hypnosis
- 3. The Agreement Frame**
 - Useful for sharing your point of view without breaking rapport
- 4. The Purpose Frame**

For discovering motivation
- 5. The ‘What If’ Frame**

For getting the client to consider possibilities
- 6. The Backtrack Frame**

For bringing people’s focus off of a tangent back to the topic at hand.
- 7. The Relevancy Frame**

For challenging irrelevant comments or topics that don’t fit the agenda of the meeting.
- 8. The Contrast Frame**

For providing the proper contrast to help the subject make the desired decision.
- 9. Use Words that Create Positive I/R’s – Say it the way you want it:**
 - At least 5 positive I/R’s of being involved
- 10. Conditional Close:**
 - Used to find out if it’s ok to close a sale or convince them of your point of view.
- 11. Tag Questions:**
 - Displaces resistance.

Persuasion Principles

1. Everyone's favorite radio station is WIIFM (What's In It For Me?!)
2. Use your rapport and physiology to pace and lead
3. Use the seven laws of influence
 - Reciprocation
 - Consistency
 - Commitment
 - Social Proof
 - Liking
 - Authority
 - Scarcity
4. Discover their strategies (motivation, decision, reassurance, buying, etc) and use them to motivate
5. Discover their peak values and use them to motivate
6. Speak in the way their mind listens (Representational Systems)
7. Use hypnotic language to speak to the Unconscious

Conversational Hypnosis Patterns

The Milton Model – Modeled from Milton H. Erickson, M.D.

1. **Mind Reading:** Claiming to know the thoughts or feelings of another person without saying how you knew, as if you were reading their mind.
 - *"I know that you're wondering..."*

2. **Lost Performative:** Sharing a value judgement on someone or something, but not saying who is did the judging.
 - *"And it's a good thing to wonder..."*

3. **Cause and Effect (C>E):** Implying that one thing causes or caused another. It's not necessary for it to be true, only to sound plausible. Implied Causatives include:
 - a. *"Because..."*
 - b. *"Makes"*
 - c. *"If..., then..."*
 - d. *"As you... then you..."*
 - e. *"Since..."*
 - f. *Any C>E relationship, regardless of the language used to imply it.*

4. **Complex Equivalence (CEq):** Referring to two things as being equal, as in their meanings being equivalent.
 - *"That means..."*

5. **Presuppositions:** Any language that presupposes something.
 - *"You are learning many things..."*

6. **Universal Quantifiers:** Universal generalizations that don't specify who or what you're referring to.
 - *"And all the things, all the things..."*

7. **Modal Operators:** Words of possibility or necessity. These words usually form the rules in life (can/can't, should/shouldn't, must/musn't, will/won't, etc.)
 - *"That you can learn..."*

8. **Nominalizations:** Verbs or processes that have been frozen in time by turning them into nouns. The test is, "Can I put it in a wheelbarrow?"
 - *"Provide you with new insights, and new understandings."*

9. **Unspecified Verbs or Unspecified Predicates:** Verbs that don't specify the action taken.
 - *"And you can wonder..."*
10. **Tag Question:** A question added after a statement, designed to displace resistance.
 - *"Can't you?"*
11. **Lack of Referential Index:** A phrase where the subject is not a specific person or thing.
 - *"One can, you know..."*
12. **Comparative Deletions (Unspecified Comparison):** Comparison to someone or something that's not specified.
 - *"And it's more or less the right thing..."*
13. **Pacing Current Experience:** Describing the client's experience in a way which is undeniable.
 - *"You are sitting here, listening to me, looking at me..."*
14. **Double Binds:** Offering the illusion of choice to make sure the client does what you want them to, because both choices are the same.
 - *"And that means that you can learn this easily, or without any effort at all. It's totally up to you."*
15. **Conversational Postulate:** A permissive command that sounds like a question.
 - *"Would you feel more comfortable if your eyes were closed?"*
16. **Extended Quotes:** Quoting a person, who quotes another, who quotes another, etc, becoming impossible to tell where one quote leaves off and the next begins.
 - *"Last week I was with Michael who told me about his training in 2006 in Orange County when he talked to a student who said that her mother learned from a magazine article that change is easy."*
17. **Selectional Restriction Violation:** Personifying an inanimate thing. For example, a body part.
 - *"And I wonder how your ears feel, having heard such a thing..."*

18. Ambiguities

- a. Phonological:** Words with different meanings that sound alike.
- "Hear," "Here"
 - "There," "They're," "Their"
 - "Son," "Sun"
- b. Syntactic:** Words with ambiguous syntax – where you can't tell what part of the sentence a word applies to.
- "They are visiting relatives"
 - "Speaking to you as a child..."
- c. Scope:** Words with ambiguous scope – where you can't tell how much of the sentence a word applies to.
- "The old men & women..."
 - "The disturbing noises & thoughts..."
 - "The weight of your hands & feet..."
- d. Punctuation:**
- Run on sentences:**
- "I want you to notice your hand me the glass."
- Pause at improper places.**
- "Can you please pass out (pause) the flyers?"
- Incomplete sentences:** The sentence is left unfinished (forced mind-reads)
- "Would you rather go into a nice, deep..."

19. Utilization: Using what the client has said, done or related from their model of the world.

Client says, "I am not sold."

You say, "That's right you are not sold, yet, because you haven't asked the one question that will have you totally and completely sold."

Putting it all together:

"I know that you're wondering... and it's a good thing to wonder... because... that means... you are learning many things... and all the things, all the things... that you can learn... provide you with new insights, and new understandings. And you can wonder, can't you? One can, you know. And it's more or less the right thing. You are sitting here, listening to me, looking at me, and that means that you can learn this easily, or without any effort at all. It's totally up to you. Can you feel this is something you understand? Because, last week I was with Michael who told me about his training in 2006 in Orange County when he talked to a student who said that her mother learned from a magazine article that change is easy. I wonder how your ears feel, having heard such a thing. You can hear that here..."

Anchoring Basics

Anchoring allows you to feel any state or emotion any time you want, and to help others do the same. Anchoring is based on the Stimulus/Response effect pioneered by Russian researcher, Ivan Pavlov in 1904.

Any time a person is at the peak of an intense, associated state, if you provide a unique internal or external stimulus, you'll create a neurological association that you can instantly trigger by simply providing the stimulus again. This allows you to tap into past, positive resources and to link them to the future for ultimate success.

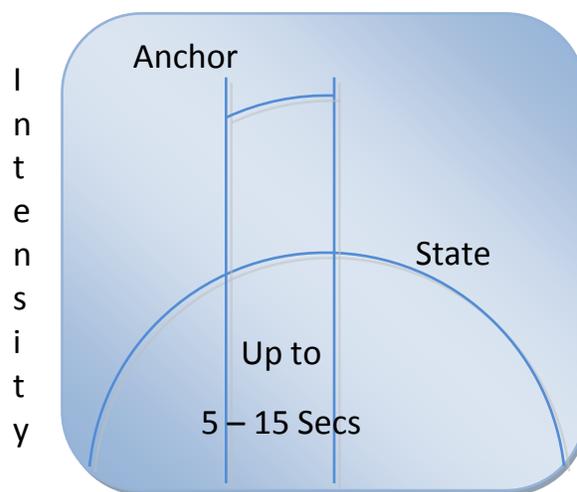
There are Four Basic Steps to Anchoring

1. **Recall** a past, vivid experience.
2. **Anchor** at the peak.
3. **Change** the person's state.
4. **Evoke the State** using the anchor.



The Five Keys to Creating Successful Anchors Are

1. The **Intensity** of the state.
2. The **Timing** of the anchor.
3. The **Uniqueness** of the stimulus.
4. The **Replication** of the stimulus.
5. The **Number** of times applied.



Time and Rate of Peak of State

Script for Evoking a Vivid State

1. "Can you remember a time when you felt totally _____?"
2. "Can you remember a specific time?"
3. "As you go back to that time now, go right back to that time, float down into your body and see what you saw, hear what you heard, and really feel the feelings of feeling totally _____."

As you elicit positive states in your subject, it's important that you get into that state yourself. While in rapport, you will lead your client into that state, making it easier for them to associate.

Note: *The best states you can anchor are naturally occurring states. The next best are past, vivid, and highly associated states. The least preferable are constructed states. If the client is not currently in the state, and can't remember a time when they were, the last choice is to have them construct it (make it up).*

Stacking Anchors or Resource Anchor

Stacking anchors is useful for creating powerful, positive anchors, sometimes called Resource Anchors. Resource anchors can be used to Collapse Anchors and Chain Anchors, and can also be used as a powerful state elicitor, for when you need to be in a peak state.

In order to stack anchors so your client will instantly be in a strong and powerful state, you need to elicit several states, anchoring them all in the same place at the peak, using the script on the previous page.

You can choose to anchor the same state over and over, or choose different states each time. It's totally up to you.

Possible States for Stacking:

- A time when you felt totally powerful.
- A time when you felt totally loved.
- A time when you felt really energetic, when you had a ton of energy.
- A time when you fell down laughing.
- A time when you felt totally confident.
- A time when you really felt you could have whatever you wanted, a time when you could have it all.

Note: *When using Resource Anchors and Collapse Anchors, the stacked states should be different each time.*

When using Chaining Anchors, the stacked states should be the same each time.

The Ring of Power Script

The Ring of Power is a “portable” resource anchor that’s useful for feeling powerful and empowering states, any time you want.

- 1. Elicit positive states:** “If you could feel any positive and empowering emotions at any time you wanted, what would they be?”
2. “Imagine a Ring of Power in front of you as a circle about 2 feet in diameter.”
- 3. Anchor each state:** “Can you remember a time when you felt _____? Can you remember a specific time? Good, as you remember that time now, step into your body, see what you saw, hear what you heard, feel the feelings of being totally motivated, and then step into The Ring.”
- 4. Step out of the ring** when the state begins to subside.
- 5. Repeat step three for any additional desired states.** Stack as many states as it takes to feel totally empowered.
- 6. Test** by stepping into the Ring of Power.

Strategies – Overview

Strategies are the programs of our mind. Every action we take is dictated by a series of steps (made up of Internal Representations) that run in the same sequence every time. Strategies are so predictable, that once you find out someone’s decision strategy, for instance, you can consistently help them to make a decision. Once you have someone’s motivation strategy, you can consistently motivate them – regardless of the content... even yourself!

The Components :

- **Discover:** The first step is to discover the person’s strategy through the process of elicitation.
- **Utilization:** The next step is to utilize the strategy by feeding back information to the person in the order that it was elicited.
- **Change & Design:** The next step is to change and design the strategy so it produces the desired outcome.
- **Installation:** Finally, if needed, install the new strategy.



Types of strategies

All of our daily activity is generated and maintained by strategies. Whether or not we finish what we do is governed by a strategy. We have strategies for....

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

... and actually, everything else we do.

Shorthand Notation:



Spelling Strategies

Good spellers are not born, they're made. The same is true for bad spellers. Bad spellers are not learning disabled – they were teacher disabled. Spelling is simply a strategy, and can be changed almost instantly.

INFORMAL ELICITATION OF THE SPELLING STRATEGY

1. "When, I give you a word, what's the first thing you do inside your mind?"
2. "So first you (V/A/K). What's the next thing?"
3. "When you see/hear/feel that, how do you know that it's right?"

Make sure the strategy includes a way for them to know if the word is right. Some spellers don't have one. Get only as much detail as you need.

INAPPROPRIATE SPELLING STRATEGIES

- Begins with a feeling (K^i)
- Phonetic - sounding it out. Only 50% accuracy.
- V^c - creative spelling - piece by piece

EXCELLENT SPELLING STRATEGIES

- When asked to spell the word they may repeat it internally (A_d).
- See the word (V^R) may defocus rapidly. If asked to spell backwards, they can do it rapidly.
- Feeling of familiarity or not ($K^{i+/-}$). Look for shift in breathing or gestures.
- How good of a speller they are depends on what they read.
- Secondary strategy for words for which no memory image exists (V^c). If there's no feeling of familiarity, use Visual Construct until the person gets the feeling.
- Results should create a positive Kinesthetic as a motivator for continual improvement.

Installing the Spelling Strategy

1. Ask, “Do you have any objections to being a bad speller? You understand this strategy is only for the context of spelling, right? The results of this strategy will get better the more you read. Are you willing to read more?”
2. This installation uses eye patterns, so check for reverse organization by using the questions on page **Error! Bookmark not defined..**
3. Get an index card and two colored markers. Write the word “success” in two colors – red and blue – separating it by syllables:
SUC · CESS
4. Hold the card in the clients V^R. Ask them to take a good look at it and remember it, then to go down to K and get a good feeling of familiarity or not.
5. Take away the card. Ask them to spell the red part, then the blue part.
6. Watch their accessing cues. If they return to the old strategy, interrupt the pattern and get them up into V^R. Tell them to remember the paper and read it off the paper.
7. Ask them to spell the blue and red parts, both forward and backward, randomly, 10 -15 times. At the end, they should be able to spell the entire word backward, easily and quickly.
8. Move on to bigger words with more syllables and rehearse this strategy for 10 – 15 minutes. Fire off K⁺ anchor each time to enhance the motivation to learn.

COMMON PROBLEMS

1. Trying to create the word while looking in Visual Remembered. “Look up here and wait until you see the word the way you have seen it before.”
2. If people draw a blank, write out the word and hold it up in Visual Remember. Have them look at it and then close their eyes and see it internally as a memory image.
3. Hold the word up for a short period. If too long some people will try to describe it rather than see it.
4. Have them visualize the word on something that they can remember easily.
5. A person keeps going back to their old strategy rather than using the new one. Reframe the persistent voice. If first step is a negative K, then create a Resource Anchor (or use a dissociated-state rehearsal, if necessary).

NLP Glossary

Accessing Cues	External signs that give us information about what we do inside. The signs include breathing, gestures, posture, and eye patterns.
“As-If” Frame	This is “acting as if” something were true. I.E.: Pretending that you are competent at something that you are not, like tennis. The idea is that the pretense will increase your capability.
Analogue	(As opposed to Digital) Analogue distinctions have discrete variations, as in an analogue watch.
Anchoring	The NLP Technique whereby a stimulus is linked to a response. An Anchor can be intentional or naturally occurring.
Associated	It deals with your relationship to an experience. In a memory, for example, you are associated when you are looking through your own eyes, and experiencing the auditory and kinesthetic at the same time.
Auditory	Hearing.
Backtrack	To go back and summarize or review what was previously covered, as in a meeting.
Behavior	Any external verifiable activity we engage in.
Beliefs	Generalizations we make about the world and our opinions about it.
Calibration	Usually involves the comparison between two different sets of non-verbal cues (external verifiable behavior). It allows us to distinguish another's state through non-verbal cues.
Chunking	As in thinking – moving up or down a logical level. Chunking up is moving up to a higher, more abstract level that includes the lower level. Chunking down is moving to a level, which is more specific. (See Hierarchy of Ideas)
Complex Equivalence	This occurs when two statements are considered to mean the same thing, E.G.: “She doesn’t look at me, and that means she doesn’t like me.” (See Meta Model.)
Congruence	When the behavior (external verifiable) matches the words the person says.
Conscious	That of which we are currently aware.
Contrastive Analysis	This is a Submodality process of analyzing two sets of Submodalities to discover the Drivers, I.E.: What makes them different. For example the difference between Ice Cream (which the client likes) and Yogurt (which the client does not like) are based on Submodality distinctions. (See Introduction to Submodalities.)

Content Reframe	(Also called a Meaning Reframe) Giving another meaning to a statement by recovering more content, which changes the focus, is a Content Reframe. You could ask yourself, “What else could this mean?” or “What is something you had not noticed?” (See Meaning Reframe.)
Context Reframing	Giving another meaning to a statement changing the context. You could ask yourself, “What is another context in which this behavior would be more appropriate?” (See Context Reframing.)
Criteria	The NLP word for values – what is important to you. (See Master Practitioner.)
Crossover Mirroring	Matching a person's external behavior with a different movement, E.G.: Moving your finger to match the client’s breathing.
Deep Structure	The unconscious basis for the surface structure of a statement. Much of the deep structure is out of awareness.
Deletion	One of the three major processes (including distortion and generalization) on which the Meta Model is based. Deletion occurs when we leave out a portion of our experience. (See Meta Model.)
Digital	Digital (As opposed to Analogue) Digital distinctions have distinct variations of meaning as in a Digital watch, or an “On/Off” switch.
Dissociated	It deals with your relationship to an experience. In a memory, for example, you are dissociated when you are not looking through your own eyes, and you see your body in the picture.
Distortion	One of the three major processes (including deletion and generalization) on which the Meta Model is based. Distortion occurs when something is mistaken for that which it is not. In India there is a metaphor which explains this: A man sees a piece of rope in the road and thinks it is a dangerous snake, so he warns the village, but there is no snake. (See Meta Model.)
Downtime	Downtime occurs whenever we go inside. It can occur when we go internal for a piece of information or when we get in touch with feelings. (See Up Time.)
Drivers	In Submodalities, drivers are the difference that makes the difference. Discovered through the process of Contrastive Analysis, Drivers are the critical Submodalities, and when changed tend to carry the other Submodalities with them.
Ecology	In NLP, Ecology is the study of consequences. We are interested in the results of any change that occurs. It is often useful to look at the ecology in making any change as to the consequences for self, family (or business), society and planet.
Elicitation	Inducing a state in a client, or gathering information by asking questions or observing the client’s behavior.

Eye Accessing Cues	Movements of the eyes in certain directions which indicate visual, auditory or kinesthetic thinking.
Epistemology	The study of knowledge or <u>how</u> we know <u>what</u> we know.
First Position	This is one of the Perceptual Positions. First Position is when you are in touch with only your own inner Model of the World.
Frame	A frame sets a context, which is a way we can make a distinction about something, as in As-If Frame, Backtrack Frame, Outcome Frame.
Future Pace	Mentally rehearsing a future result to install a recovery strategy so that the desired outcome occurs.
Generalization	One of the three major processes (including distortion and deletion) on which the Meta Model is based. Generalization occurs when one specific experience represents a whole class of experiences. (See Meta Model.)
Gustatory	Taste.
Incongruence	When the behavior (external verifiable) does not match the words the person says.
Intent	The outcome of a behavior.
Internal Representations	The content of our thinking which includes Pictures, Sounds, Feelings, Tastes, Smells, and Self Talk.
Kinesthetic	This sense includes feelings, and sensations.
Law of Requisite Variety	The Law of Requisite Variety states that "In a given physical system, that part of the system with the greatest flexibility of behavior will control the system."
Leading	After pacing (matching or mirroring) a client's behavior, leading involves changing your behavior so that the other person follows your behaviors.
Lead System	This is where we go to access information. The Lead System is discovered by watching Eye Accessing Cues.
Logical Level	The level of specificity or abstraction. (E.G.: Money is a lower logical level than Prosperity.)
Logical Type	The category of information. (E.G.: Ducks are a different logical type from Cars.)
Mapping Across	Following Contrastive Analysis, Mapping Across is the SubModality process of actually changing the set of SubModalities of a certain Internal Representation to change its meaning. E.G.: Mapping the SubModalities of Ice Cream (which the client likes) over to those of Yogurt (which the

	client does not like) should cause the client to dislike Ice Cream. (See Submodalities – Mapping Across.)
Matching	Deliberately imitating portions of another's behavior for the purpose of increasing rapport. (E.G.: If we both raise our right hand, then I am matching you.)
Meaning Reframe	(Sometimes called a Content Reframe) Giving another meaning to a statement by recovering more content, which changes the focus, You could ask yourself, “What else could this mean?” or “What is something you had not noticed in this context which will change the meaning of this?” (See Meaning Reframe.)
Meta Model	Meta Model means “Over” Model. A model of language, derived from Virginia Satir that allows us to recognize deletions, generalizations and distortions in our language, and gives us questions to clarify imprecise language. (See Meta Model.)
Meta Programs	These are unconscious, content-free programs we run which filter our experiences. Toward & Away From, and Matching & Mismatching are examples of Meta Programs. (See <i>Time Line Therapy and the Basis of Personality</i> , 1988; see also, our NLP Master Practitioner Training Collection.)
Metaphor	A story (analogy or figure of speech) told with a purpose, which allows us to bypass the conscious resistance of the client and to have the client make connections at a deeper level.
Milton Model	The Milton Model has the opposite intent of the Meta Model (Trance), and is derived from the language patterns of Milton Erickson. The Milton Model is a series of abstract language patterns which are ambiguous so as to match our client’s experience and assist her in accessing unconscious resources.
Mirroring	Matching portions of another person's behavior, as in a mirror. (E.G.: If you raise your right hand, and I raise my left, then I am mirroring you.)
Mismatching	This generally relates to contradictory behavior or words, and is one of the Meta Programs.
Modal Operator	Modal Operator of Necessity relates to words, which form the rules in our lives (should, must, have to, etc.). Modal Operator of Possibility relates to words that denote that which is considered possible (can, cannot, etc.).
Model	In NLP, a Model is a description of a concept or a behavior, which includes the Strategies, Filter Patterns and Physiology so as to be able to be adopted easily.
Modeling	Modeling is the process by which all of NLP was created. In Modeling we elicit the Strategies, Filter Patterns (Beliefs and Values) and Physiology

	that allow someone to produce a certain behavior. Then we codify these in a series of steps designed to make the behavior easy to reproduce.
Model of the World	A person's values, beliefs and attitudes that relate to and create his or her own world.
Neuro Linguistic Programming	NLP is the study of excellence, which describes how our thinking produces our behavior, and allows us to model the excellence and to reproduce that behavior.
Nominalization	A process word which has been turned into a noun, often by adding "tion". (See Meta Model.)
Olfactory	The sense of smell.
Outcome	Desired result.
Overlap	Using a preferred representational system to allow us to gain access to another, E.G.: "Imagine walking (preferred rep system) along the beach and hearing the birds. Now, look down at the sand and feel the cool wet sand beneath your feet."
Pacing	Pacing is matching or mirroring another person's external behavior so as to gain rapport.
Parts	Parts are a portion of the unconscious mind, which often have conflicting beliefs and values. (See Parts Integration.)
Parts Integration	An NLP technique, which allows us to integrate parts at the unconscious level by assisting each one to traverse logical levels (by chunking up) and to go beyond the boundaries of each to find a higher level of wholeness. (See Parts Integration.)
Perceptual Position	Describes our point of view in a specific situation: First Position is our own point of view. Second Position is usually someone else's point of view. Third position is the point of view of a dissociated observer.
Phonological Ambiguity	This occurs when there are two words, which sound the same but have different meanings. (See Milton Model.)
Preferred Rep System	This is the representational system that someone most often uses to think, and to organize his or her experiences.
Presuppositions	Presuppositions literally means assumptions. In natural language the presuppositions are what is assumed by the sentence. They are useful in "hearing between the lines" and also for communicating to someone using assumptions that will have to be accepted by the listener so that the communication makes sense. (See Linguistic Presuppositions.)
Presuppositions of NLP	Assumptions or convenient beliefs, which are not necessarily "true," but which if accepted and believed will change our thinking and improve our results as an NLP Practitioner. (See Presuppositions of NLP.)

Primary Rep System	This is how we represent our internal processing, externally. (It is discovered by listening to Predicates and looking at Physiology.)
Punctuation Ambiguity	Ambiguity, which is created by changing the punctuation of a sentence by pausing in the wrong place, or by running-on two sentences. (See Milton Model.)
Quotes	This is a Linguistic Pattern in which your message is expressed as if by someone else. (See also Extended Quotes and Milton Model.)
Rapport	The process of Matching or Mirroring someone so that they accept, uncritically, the suggestions you give them. (Originally in Hypnosis 'Rapport' had a different meaning, which was, a state where the subject in Hypnosis sees, hears only the Hypnotherapist.) This is not the meaning in NLP where it relates to establishing trust and rapport between two people.
Reframing	The process of changing the frame or context of a statement to give it another meaning. In selling this process is called, "Answering Objections."
Representation	A thought in the mind which can be comprised of Visual, Auditory, Kinesthetic, Olfactory (smell), Gustatory (taste), and Auditory Digital (Self Talk).
Representational System	One of the six things you can do in your mind: Visual, Auditory, Kinesthetic, Olfactory (smell), Gustatory (taste), and Auditory Digital (Self Talk).
Resources	Resources are the means to create change within oneself or to accomplish an outcome. Resources may include certain states, adopting specific physiology, new strategies, beliefs, values or attitudes, even specific behavior.
Resourceful State	This refers to any state where a person has positive, helpful emotions and strategies available to him or her. Obviously the state implies a successful outcome
Second Position	Relating to a Perceptual Position: Second Position describes our point of view in a specific situation. Second Position is usually someone else's point of view. (First Position is our own point of view, Third position is the point of view of a dissociated observer.)
Sensory Acuity	This relates to observational skills. Having Sensory Acuity means that we can notice things about our client's physiology that most people would not notice. (See Observing Other People – Sensory Acuity.)
Sensory-Based Description	Is describing someone's verifiable external behavior in a way that does not include any evaluations, but in a way that just relates the specific physiology. E.G.: "She is happy," is (in NLP terminology) an hallucination. A sensory based description would be, her lips are curved upward at the end, and her face is symmetrical.

State	Relates to our internal emotional condition. I.E.: A happy state, a sad state, a motivated state, etc. In NLP we believe that the state determines our results, and so we are careful to be in states of excellence.
Strategy	A specific sequence of internal and external representations that leads to a particular outcome.
Submodalities	These are distinctions (or subsets) that are part of each representational system that encode and give meaning to our experiences. E.G.: A picture may be in Black & White or Color, may be a Movie or a Still, may be focused or defocused – these are visual Submodalities.
Surface Structure	This is a linguistic term meaning the structure of our communication, which generally leaves out the completeness of the Deep Structure. The process is Deletion, Generalization and Distortion. (See also Deep Structure.)
Synesthesia	A two-step strategy, where the two steps are linked together with one usually out of awareness, as in “I want to see how I feel.”
Syntactic Ambiguity	Where it is impossible to tell from the syntax of a sentence the meaning of a certain word. Often created by adding “ing” to a verb, as in “Hypnotizing Hypnotists can be easy.”
Third Position	Relating to a Perceptual Position: Third Position describes our point of view in a specific situation. Third position is the point of view of a dissociated observer. (First Position is our own point of view, Second Position is usually someone else's point of view.)
Time Line	Our Time Line is the way we store our memories of the past, the present and the future.
TIME Techniques™	A specific process that allows the client to release negative emotions, eliminate limiting decisions and to create a positive future for himself.
Trance	Any altered state. In Hypnosis it is usually characterized by inward one-pointed focus.
Unconscious	That of which you are not conscious, or which is out of awareness.
Unconscious Mind	The part of your mind that you are not conscious of ... right now.
Universal Quantifiers	Words that are universal generalizations and have no referential index. Includes words such as “all”, “every”, and “never” (See Meta Model and Milton Model)
Uptime	A state where the attention is focused on the outside (as opposed to Downtime where attention is focused inward).
Values	High-level generalizations that describe that which is important to you – in NLP sometimes called criteria. (See Master Practitioner.)
Vestibular System	Having to do with the sense of balance.

Visual

Having to do with the sense of sight.

Visual Squash

(Now called Parts Integration.) An NLP technique which allows us to integrate parts at the unconscious level by assisting each one to traverse logical levels (by chunking up) and to go beyond the boundaries of each to find a higher level of wholeness.

Well Formedness

Along with the Keys to an Achievable Outcome (see page 15), the Well Formedness Conditions allow us to specify outcomes that are more achievable, because the language conforms to certain rules.