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Neuro-Linguistic Programming

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presented by

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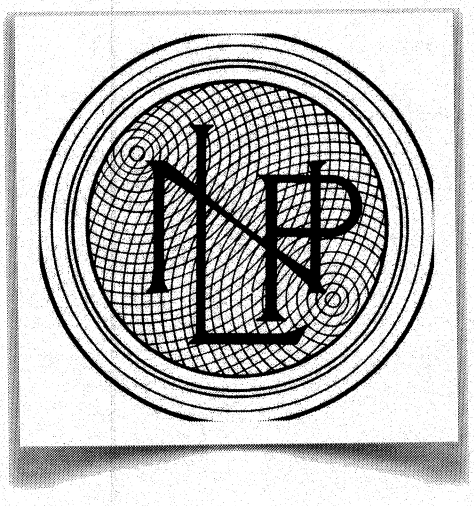

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PREDICATES AND EYE MOVEMENTS

Neuro-Linguistic Programming has identified a number of verbal and non-verbal indicators that may be used as clues to uncover pieces of someone's mental processes with or without their conscious cooperation.

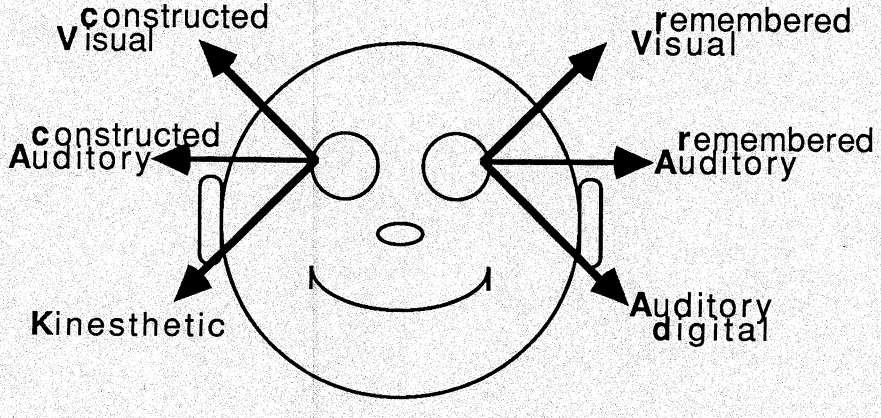
1. Linguistic Clues

'Predicates' are words, such as verbs, adverbs and adjectives, which indicate actions or qualities as opposed to things. This type of language is typically selected at an unconscious level and thus reflects the underlying mental structure which produced them. Below is a list of commonly used predicates which indicate the use of one of the representational systems

VISUAL	AUDITORY	KINESTHETIC
"see"	*"hear"*	*"grasp"*
"look"	*"listen"*	*"touch"*
"sight"	*"sound"*	*"feeling"*
"clear"	*"resonant"*	*"solid"*
"bright"	*"loud"*	*"heavy"*
"picture"	*"word"*	*"handle"*
"hazy"	*'noisy"*	*"rough"*
"brings to light"	*"rings a bell"*	*"connects"*
"show"	*"tell"*	*"move"*

2. Eye Movements

Automatic, unconscious eye movements often accompany particular thought processes indicating the accessing of one of the representational systems. These eye positions can also stimulate access to and support activity in a particular sensory system as well. NLP has categorized these cues into the following pattern:



Eye Movement Chart

III. Short Term versus Long Term Memory Strategies.

A. Short Term Memory

Often you will find that a person with a good short term memory for a particular set of characters will have an internal strategy that matches the representational system used to present the characters. For instance, a high scorer in the visual task will exhibit visual accessing cues and a completely visual strategy, while a poor visual performer will exhibit auditory or kinesthetic accessing cues and strategies. An auditory high performer may show exclusively auditory accessing and representation while a poor performer will show a mix of other accessing cues and representational systems. A kinesthetic high performer will use a kinesthetic representation (or perhaps a K-V overlap strategy), while a poor kinesthetic scorer (who may be a high scorer for memory in a different representational system) may use an exclusively auditory or visual approach and become confused.

B. Long Term Memory Strategies.

"The chain is no stronger than it's weakest link."

Wait some significant length of time and find out if anyone still remembers their characters (even if they only got a few of them right). You may notice that their accessing cues and strategy will go to all representational systems as they recall the characters. This is because the more the brain senses something, the more it remembers it. Long term memory is more a function of chunking and overlapping information to other senses than simply matching the representational system to the input channel.

For example, in one seminar, a woman was able to have perfect recall for the random sequence: 'A24705S58B'. She described her strategy for memorizing in the following way, *"I work in the food service business so I related the characters to my work. For instance, '**A**' is for Apple and is at the beginning of th alphabet. '**24**' is how old I was when I changed jobs last. '**705**' means I'm 5 minutes late getting up. '**S**' is for Salmon - and it kind of looks likes a fish swimming. '**5**' and '**8**' were difficult to find an easy meaning for so I just imagined that they were twice as big as all of the other characters and were bright red. '**B**' is for Bacon and it follows A in the alphabet, so A and B kind of bracketed the whole group."* Often, just by hearing this story, people will be able to remember these characters very easily, demonstrating that it is the strategy, not the degree of effort, that is responsible for effective learning.

BASIC LANGUAGE LEARNING COMPREHENSION STRATEGY FOR WRITTEN AND SPOKEN LANGUAGE

A. Simple Vocabulary

1. Find a native or expert speaker of the language you want to learn to use as a model. The same strategy will work for a foreign language as well as English.

2. Have the model make a list of six specific objects (eg. door, chair, book, wall, etc.) and six actions or activities (eg. run, jump, touch, hold, etc.) that are in the immediate environment or are easy to act out.

a. Include articles, etc., if they are a necessary part of the name.

3. Have the model show and pronounce the word and then either draw or point to it (if it is an object) or act it out (if it is an action). Repeat three times.

4. Have the model say and/or show the name of one object and one action (or vice versa depending on the syntax of the language).

a. If the word is spoken, the student must pretend that he or she is the model and mimic the pronunciation and expression (including gestures) of the model. (NOTE: This is different than trying to pronounce the word "correctly.")

b. If the word is shown, the student must copy the characters that make up the word. Initially you may allow the student to look at the characters as she or he is copying it. Later you can require that it be done from memory.

c. Once the students are familiar with the words you may (1) show the words and require the students to pronounce them; or (2) say the words and require the students to write them.

5. The student must act out the indicated action to or with the indicated object. If the student makes a mistake, the model presents the words again and demonstrates the appropriate behavior.

6. Once the student has mastered all of the combinations created by pairing single objects with single actions, the model may string together combinations of object-action pairs (adding in articles and conjunctions as needed).

7. To continue building basic vocabulary, repeat the process adding other sets of objects and actions.