

# **Welcome**

Module 11

# Module 11 Learning Outcomes

- **Have a key understanding of NLP methods including:**
  - **Representational Systems**
  - **Eye Accessing cues**
  - **Anchoring**
  - **'Swish 'Technique**
  - **The Fast Phobia Cure (The Rewind Technique)**

**For more resources and in-depth specialist training on NLP do take a look at <https://www.nlpworld.co.uk/>**

# Introduction to NLP (Neuro Linguistic Programming)

According to Wikipedia ...

“Neuro-linguistic programming (NLP) is an approach to communication, personal development, and psychotherapy created by Richard Bandler and John Grinder in California, USA in the 1970s. Its creators claim a connection between the neurological processes ("neuro"), language ("linguistic") and behavioral patterns learned through experience ("programming") and that these can be changed to achieve specific goals in life.

Bandler and Grinder claim that the skills of exceptional people can be "modeled" using NLP methodology, those skills can then be acquired by anyone. Bandler and Grinder also claim that NLP can treat problems such as phobias, depression, habit disorder, psychosomatic illnesses, myopia, allergy, common cold and learning disorders, often in a single session. NLP has been adopted by some hypnotherapists and in seminars marketed to business and government.”

# Representational Systems

According to Bandler and Grinder the human mind stores and processes information using different Representational Systems (also known as Sensory Modalities and abbreviated to VAKOG).

The central idea of this model is that whatever we experience in life is represented in our mind in sensorial terms i.e., via our five senses:

- Sight (Visual - V)
- Sound (Auditory - A)
- Touch/Feel (Kinaesthetic - K) • Smell (Olfactory - O)
- Taste (Gustatory - G)

According to Bandler and Grinder the words and phrases we choose give an indication of which sensory system we are accessing or referencing.

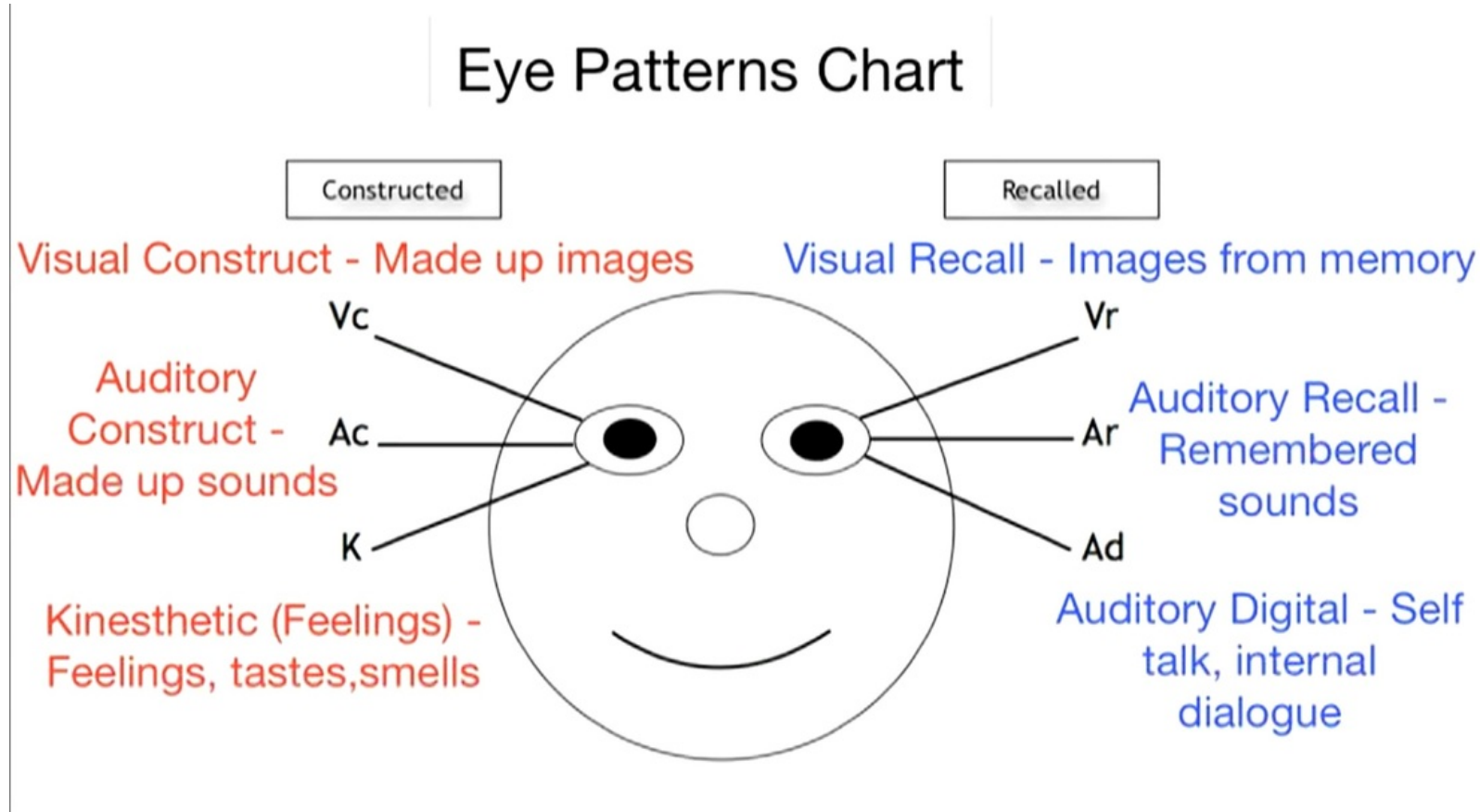
For example, the words ...

"see", "clear", and "image" are references using the Visual Representational System.

"sounds", "rings a bell" "music to my ears" are references using the Auditory Representational system.

"I feel", "get a grip", "warms the heart" are references using the Kinesthetic Representational system.

# Eye Accessing Cues



# Eye Assessing Cues

One of the theories of NLP is the topic of Eye Accessing Cues. The theory is that a person's eye movements will give you an indication of how they are processing information internally, which can then help you communicate more effectively with them.

For example, if you ask a person a question and they mainly look up before answering, there is a reasonable chance they are accessing images - either memories (remembered) or imaginations (constructed).

If they look down and to the right, the implication is that they are accessing feelings, whilst if they look down and to the left, they are accessing internal dialogue.

A lot of emphasis has been placed on skilled communicators being able to recognise these patterns - known as “strategies” - and therefore being able to communicate back effectively, matching the client's “strategy”.

For example, if you ask a client about when they were able to make a successful decision about something, you may observe that they:

- Look up to the left (remembering an image of when they made that decision)
- Then look down to the right (remembering the feeling/ sensation/emotion)
- Then across and to the left (remembering sounds and external conversations)
- Then down and to the left (remembering auditory digital - internal self-talk making sense of things)
- Then finally up to the right (for constructing an image of an imagined positive outcome)

Traditional NLP'ers will suggest that this series of cues is this particular person's “strategy” for making a decision. If they are having trouble making a new decision about something, you can help them follow the same “strategy”.

# “Calibrating” Eye Accessing Cues

In NLP, calibration is about observing how a client responds to a certain set of questions, for example, so that you can make a more accurate assessment when they respond to a different set.

Although the diagram for eye accessing cues shows the typical, most accepted movements, you cannot make the assumption that that is the way it is for everyone.

To do this, simply ask them a few questions that you know how they will be answering and pay attention to how they respond.

For example, ...

If you ask them to think about the colour of their front door ... where they parked their car ... what they were wearing yesterday ... for each of these questions you know (if they are being compliant and helpful) that they will be accessing visual memory/remembered and so you can make note of their eye accessing cues for each of these.

If you ask them to imagine (Visual constructed) something instead ... you may notice their eyes moving in a different direction.

# Observing Eye Accessing Cues

The point of this exercise is to familiarise you with observing the eye accessing cues when talking to a client. From experience this is not an exact science and many of the eye movements may be very rapid. But I want you to do this exercise so that you can be more aware of the phenomenon.

In this practice exercise your aim is to see if you can identify whether your subject is:

(a) remembering or

(b) constructing (imagining) information

... relating to places they have visited, by observing their eye accessing cues alone.

Procedure

(Work in pairs or small groups or with a friend or family member)

1. “Calibrate” your subject person by asking them some general questions that you would like them to answer honestly, to assess how they process visual remembered vs visual constructed information.
2. Get the subject person to describe (in a random order) in detail, two places they know well and have visited and 1 place they haven't.
3. The task is for the observers to try to figure out which two are genuine descriptions and which one is made up.

You can ask relevant questions if you want to elicit more information. Swap around so that each person gets an opportunity to be a ‘describer ’and an ‘observer ’and make a “guess” at which places they have visited and which they have not.

Be sure to write up the experience in your RPJ.



# Anchoring

- Anchoring is the NLP lingo for “conditioning”.

The typical aim of Anchoring/Conditioning in a therapeutic context, is to find a positive, constructive, creative, or productive state of mind or feeling from a person’s past and set up a stimulus which, when applied, will bring back that same positive state, so that the person can benefit in some way.

# Principles of Anchoring

## 1. Intensity of the Experience

The more "intense" or genuine the original experience, the better the chances of creating a good anchor. Aim to find a vivid, emotive memory of the state you are looking for. You can use an imagined one if the client cannot find a genuine positive memory or past experience.

## 2. Timing of the Anchor

As we want to capture the maximum intensity of feeling (the peak state), for maximum effect the Anchor should be applied just before and/or during the maximum intensity (peak state) of the memory, i.e., don't apply it too early or too late.

## 3. Uniqueness of the Anchor

The anchor should be unique and not something that could happen randomly as part of the day, such as a normal breath, standing up. It should be specific so that the triggering of the anchor only occurs by deliberate intent and you specifically know that you are triggering the anchor. Rubbing together finger and thumb is a common stimulus used as an anchor for conditioning.

## 4. Replication of the Stimulus

This refers to our ability to replicate the stimulus in the same way each time. It is no good having an anchor that we cannot apply easily when we need to or is difficult to do the in the same way each time.

## 5. Number of Times

This refers to the number of times you set the anchor initially. Usually, the more times the better, within reason, often using different memories/ideas to create the same feeling. In NLP, applying the anchor multiple times is usually referred to as Stacking the Anchor.

# Simple Anchoring Exercise

## PREPARATION :

1. Have a chat to establish an area where the client would like to feel a certain way when carrying out a certain action. Be sure to find out what they don't want and what they do want, to clarify what the desired feeling is. (Remember: What they do want, will usually be the opposite of what they don't want).
  2. Use a simple 2 - 3-minute induction of your choice.
  3. Now say something like ... "I'd like you to think about [the topic/behaviour they are seeking help for]. Can you remember a time when you felt really ... [the positive, desired feeling/ state they are wishing to recreate]?"
  4. "Go back to the the now...let your mind drift right back to that time, and just be there in your mind. Feel, sense, picture, imagine being there once again. Seeing now what you were seeing then, hearing now what you were hearing and really feeling now what you were feeling then, really feel that ["Desired Feeling"].
  5. The usual way is to ask the client to make the scene as vivid as possible, enhancing the colours, sound, textures, etc. and when it is as good as it can possibly be (at its peak) apply the anchor - or ask the client to apply the anchor him/herself.
- You can do this once or go to several different memories and apply the anchor to each one.
6. Then change the state (i.e., ask them to think of something else) because you want the subject to come out of the experience, in order to be able to test getting them back into it.
  7. Re-apply the anchor (stimulus) to trigger/test the response. If this is all set up correctly, the person should be able to feel the desired feeling on application of the anchor.