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# Quantum Linguistics

## The Advanced Language Patterns of NLP

### **Presuppositions**

(The equivalent of linguistic assumptions)

#### **Two Purposes:**

**Recognize:** You can recognize the assumptions of your client's speech.

**Utilize:** Use presuppositions to directly affect someone's internal representations.

It doesn't matter if the presuppositions are positive or negative as the internal representation is still the same. E.G.: "Don't think of a blue tree."

### **Hierarchy of Ideas**

(The level of abstraction in your language makes a difference)

#### **Two Purposes:**

**Chunk Up:** Chunk up to gain greater agreement, and trance.

**Chunk Down:** Chunk down for greater distinctions, and to bring them out of trance.

You can control the level of abstraction of the conversation using your language, and the Meta Model and the Milton Model.

### **Quantum Linguistics**

(You can directionalize your language to affect internal representations)

#### **The Purpose:**

**Change:** Neurological changes can be made using directionalized language. You can control the client's internal representations during conversation.

# Presuppositions

## Two:2

**Definition:** Presuppositions are **Linguistic Assumptions** and are useful for:

- **Recognizing** what is assumed by the client's speech and assisting in
- **Creating new I/R's** for the client.

1. **Existence** – (Tip-off: Nouns)
2. **Possibility/Necessity** – (Tip-off: Modal Operators)
3. **Cause – Effect** – (Tip-off: "Makes", "If ... then" )
4. **Complex Equivalence** – (Tip-off: "Is", "Means" )
5. **Awareness** – (Tip-off: Verbs with V, A, K, O, G)
6. **Time** – (Tip-off: Verb Tense, "Stop", "Now", "Yet")
7. **Adverb/Adjective** – (Tip-off: An adverb or adjective)
8. **Exclusive/Inclusive OR** – (Tip-off: "Or")
9. **Ordinal** – (Tip-off: A List)

## Exercise #1

*(We know that the examples are gender specific, male. They are written that way to avoid confusion.)*

In the following sentences, please distinguish between the presuppositions and the distortion. Put a 'P' or an 'D' next to each one:

1. "I'm not convinced whether or not I can use NLP language patterns easily at home."

- ☐ A. He has a home
- ☐ B. He wants to communicate better
- ☐ C. He is convinced of something
- ☐ D. He knows when he is convinced

2. "I don't see why everyone gets better results than I do!"

- ☐ A. He feels that he's not good enough
- ☐ B. He wants to make a good impression
- ☐ C. He knows when he is getting results
- ☐ D. All his friends are overachieving perfectionists!

3. "If I don't make enough effort, I won't get anywhere."

- ☐ A. He feels motivated
- ☐ B. He doesn't know how to get it together
- ☐ C. He wants to make more effort
- ☐ D. His travel is connected to his effort

4. "I have to stop making limiting decisions."

- ☐ A. He can't stop making decisions
- ☐ B. He feels trapped
- ☐ C. He made a decision
- ☐ D. He knows when he's being limited

5. "Wow, I feel so much better now, since I have decided to do what I want to do."

- ☐ A. Some behavior he engaged in was related to some internal state
- ☐ B. He has feelings
- ☐ C. He has much more control of his life now
- ☐ D. He fixed himself so he should be certified

## Exercise #2

In the following sentences, please identify the major presupposition as well as what else is presupposed:

1. "If the cat meows again, I'll have to put him outside."
2. "It was her friendly smile that made me walk up and say, 'Hey'."
3. "If only he had come home on time, the party wouldn't have gotten out of control."
4. "People have always given me more to do than I can handle."
5. "P.R. people are always easygoing."
6. "Stop watching so closely, and listen to me."
7. "Not only you can learn this."
8. "Either she goes crazy or I do."
9. "First the winds came, then the rain."
10. "Opera makes me want to cry."
11. "Why can't I have what I want?"
12. "It's hard to focus on new learnings, because my brain doesn't work that way."
13. "These concepts are brand new therefore they are difficult."
14. "I can either take care of business or learn this."
15. "I cannot do what I want when I want, since my family demands too much from me."
16. "There is only one way to do it and that is my way."
17. "You should have realized, by now that I am always right."
18. "The first thing I had to discover was that I did not really know how to communicate."
19. "For some time now, it has been much easier for me to not think for myself."

# Embedded Commands

(How to deliver ones that work!)

Two:5

## Two Elements:

2 times (or 2 words) MEANS — “How to do it.”

1 time (or 1 word) END — “What to do.”

The key is three in a single sentence. Delivered **Lower & Louder!**

## The Steps:

1. Decide Outcome
2. Develop Sentence
3. Deliver It
4. Calibrate for Results — Outcome

Deliver it congruently

# Cartesian Coordinates

Two:6

<p>Converse</p> <p><b><math>\sim AB</math></b></p> <p><b>Example:</b></p> <p>What wouldn't happen if you did?</p>	<p>Theorem</p> <p><b><math>AB</math></b></p> <p><b>Example:</b></p> <p>What would happen if you did?</p>
<p>Non-Mirror Image Reverse</p> <p><b><math>\sim A \sim B</math></b></p> <p><b>Example:</b></p> <p>What wouldn't happen if you didn't?</p>	<p>Inverse</p> <p><b><math>A \sim B</math></b></p> <p><b>Example:</b></p> <p>What would happen if you didn't?</p>

# Symbolic Logic

Two:7

And

Or (Inclusive Or)

Not

Not equal to

If... Then

Less Than

Greater Than

Either-or, neither-nor (Exclusive Or)

Equivalent

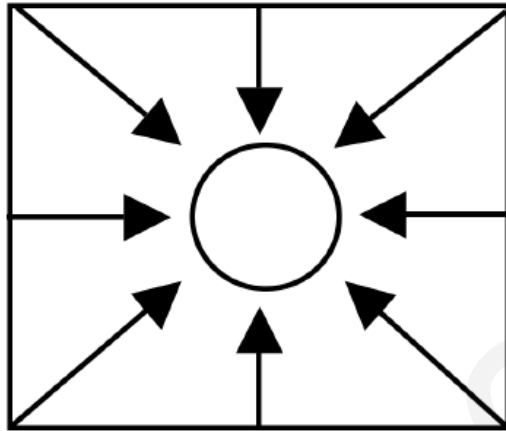
Causes

Universal quantifiers, Total



# Inductive & Deductive Language

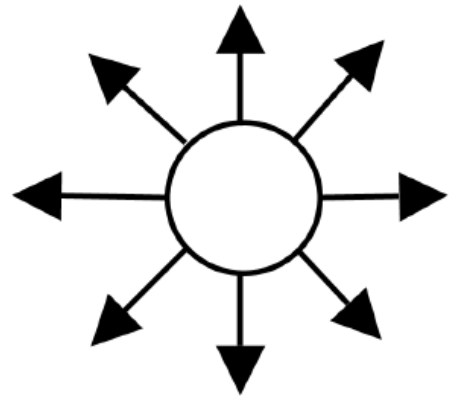
Two:8



**DEDUCTION**

Deduction: "Since I can't drive any car, I won't be able to drive a Cadillac."

**INDUCTION**



Induction: "If I can learn to do this, I can learn anything."

# The Basis of all NLP Patterns

Two:9

What are we really doing when we do an NLP pattern?

- Associate Present State
- Dissociate Present State
- Associate to Resources
- Associate Resources to Present State
- Future Pace Resources

# Advanced Presuppositions

Two:10

## The Process

The purpose of this process is to learn how to just loosen the client's model, not necessarily to solve the problem, which you may do anyway, by undercutting the original presuppositions. (This segment was developed jointly with John Overdurf.) The process is simple:

**1. Identify the most basic presuppositions** (write them down).

Ask: "How is this a problem now?"

Identify ALL presuppositions in the sentence.

**2. Determine which one(s) will have the greatest effect on the problem.**

**3. Structure the response as a question, and presuppose a solution in the question.**

(How? — By doing a Mind Read on what solution will work and asking a question that presupposes it.)

**4. Bring the presuppositions into consciousness** (restate the problem).

**5. Ask the question.**

**Examples:**

**Presenting Problem:** Husband says, "I get pissed off at my wife every time I come home and see the kids' toys all over the floor."

**Process:** Go out just past the point of resolution, look at the ecology, and then ask them a question with an ecological viewpoint.

**Response:** "What are you going to do with all that time when you see the toys in place?" -or- "How good will your wife feel when you only get pissed off at the kids?" -or- "How good will your wife feel when the room's clean?"

## More Examples

### Construct a solution for each presupposition:

#### 1. **Existence:** Are you sure?

Evidence challenge with not + time

*Example:* I have anxiety.

*Response:* When are you sure it's not there?

*Example:* I have depression.

*Response:* When are you sure it's not there?

*Example:* I have a lot of stress.

*Response:* When are you sure it's not there?

#### 2. **Awareness:** Pace the presupposition, plus switch Referential Index (you can also add "not").

*Example:* I didn't realize that upset you.

*Response:* What you didn't realize was what else you were communicating, you're upset.

*Response:* I didn't realize how upset you were.

*Example:* I didn't realize that I offended you.

*Response:* I didn't realize that you were offended.

#### 3. **Possibility:** If Modal Operator of Impossibility, remember it's "can do the process of not".

*Example:* I can't stop drinking.

*Response:* How can you... not stop drinking?

*Example:* I can't stop eating.

*Response:* How can you... not stop eating?

*Example:* I can't be successful.

*Response:* How can you... not be successful?

*Example:* I can't start exercising.

*Response:* How can you... not start exercising?

If Modal Operator of Necessity, chain it to Modal Operator of Possibility, i.e. can.

4. **C>E:** Switch position, chunk up effect, switch Referential Index, and do a “not” on Cause.

*Example:* My wife doesn’t understand me.

*Response:* What is it that you don’t totally understand in yourself that causes you to think that she doesn’t understand you?

*Example:* My boss doesn’t appreciate me.

*Response:* What is it that you don’t appreciate in yourself that causes you to think that your boss doesn’t appreciate you?

5. **C=Eq:** Take the opposite, pace it to the limit and use a counter example with a Referential Index Switch to the solution.

*Example:* My boss didn’t give me a raise; that means he doesn’t value me.

*Response:* How much do you have to value yourself in order to earn the income you want.

6. **Time:** Since time is a Nominalization, you can use the decision destroyer or other perceptual shifts in time.

*Example:* I regret my decision.

*Response:* When did you decide that? Before regretting it, what were you deciding?

*Example:* I have a problem.

*Response:* What was the problem?

*Example:* I have a problem.

*Response:* That was a big problem, wasn’t it?

*Example:* I am anxious about my upcoming presentation.

*Response:* How good will you feel after having completed the presentation successfully?

7. **Adjective, Adverb:** Comparative Deletions

(Same behavior—different context.)

8. **Or:** Chunk up to a common intent (which gives you a Mind Read), what, when, how, plus exclusive or.

*Example:* I can't decide if I should take the Trainer's Training or go home.

*Response:* So if you don't do what you want, how will you learn what you need to learn?

*Example:* Should I stay in this relationship or not?

*Response:* How will you ever be able to relate to anyone if you aren't free to do what you want?

*Example:* I'm not sure if I should stay in my job or start my own business?

*Response:* If you don't choose the right path for you, how will you be able to create the income and security that you really want?

9. **Ordinal:** Reverse the order and apply one on top of another.

*Example:* I need to know why I do it before I change what I do.

*Response:* So why don't you change while you do it?

*Example:* I need everything lined up before I launch my business.

*Response:* Why not launch your business while you get things lined up?

*Example:* I need to lose weight before I can get into a relationship.

*Response:* Why don't you work on getting into a relationship while you lose weight?

# Presuppositions in Quantum Linguistics

Two:14

## The Exercise

1. Discover the Presenting Problem. Ask: "How is this a problem now?"  
Make sure you (Master Practitioner) understand how the problem could be a problem.
2. Send client away, and Master Practitioner and Observer huddle to identify the most basic presuppositions.
3. Structure several responses as questions, which presuppose the solution in the question. (If possible:)
  - Associate problem
  - Dissociate problem
  - Associate resources
  - Associate resources present state
4. Bring client back and light up the neural networks. "A moment ago you said that your problem was \_\_\_\_\_."
5. Ask the Question(s), and calibrate for physiological shifts.

# Hierarchy of Ideas

## The Model

Two:15

Meta K-Type

Chunking Up  
**Agreement**



**“What is this an example of?”**  
**“For what purpose...?”**  
**“What is your intention...?”**

In mediation, chunk up to get agreement. Chunk-up until you get a Nominalization.

### The Structure of Intuition:

The ability to chunk-up to find connections & relationships, and then to chunk back down & relate to the current situation. It's rare to find a large chunker who sorts for information—they are usually small chunkers.

**“What are examples of this?”**  
**“What specifically...?”**  
**—any Meta Model Question**



**Details & Distinctions**

Chunking Down

Meta Ad-Type

## In Trance

Intuitor

Big Picture

Abstract—Milton Model

*The Structure of Overwhelm:**Too Big Chunks***Existence**

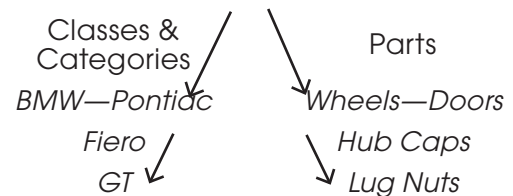
Movement



Transportation



Buses -- Boats -- Cars -- Planes -- Trains



*The Structure of Nit-Picking:*  
*Chunking Down and Mismatching*  
 Specific — Meta Model

Details

Sensor

## Out of Trance



# NLP Negotiation Model

Two:16

1. Discover the positions of each of the parties in the conflict.  
(Make sure agreement is possible. Make sure that both parties can make a decision.)
2. Begin with one side (generally the least solid) and Chunk up - until you get beyond the boundaries of what the position originally was. You will know this when the original position becomes meaningless. After you spent 5 minutes on one side you have to re-establish rapport with other side.
3. Separate intention from behavior.
  - Use a conditional close.
  - "So if you get 'X' then however we do it is OK."
4. Chunk down only as quickly as you can maintain agreement.  
(If maintenance of agreement is not possible, then chunk objecting party higher.)

# The Meta Model

Two:17

Pattern

Response

Prediction

## Distortions

<b>1. Mind Reading:</b> Claiming to know someone's internal state. Ex: "You don't like me."	"How do you know I don't like you?"	Recovers source of the Information.
<b>2. Lost Performative:</b> Value judgments where the person doing the judging is left out. Ex: "It's bad to be inconsistent."	"Who says it's bad?" "According to whom?" "How do you know it's bad."	Gathers evidence. Recovers source of the belief, the Performative, strategy for the belief.
<b>3. Cause Effect:</b> Where cause is wrongly put outside the self. Ex: "You make me sad."	"How does what I'm doing cause you to choose to feel sad?" (Also, counter ex., or "How Specifically?"	Recovers the choice.
<b>4. Complex Equivalence:</b> Where two experiences are interpreted as being synonymous. Ex: "She's always yelling at me, she doesn't like me."	"How does her yelling mean that she..?" "Have you ever yelled at someone you liked?"	Recovers Complex Equivalence. Counter example.
<b>5. Presuppositions:</b> Ex: "If my husband knew how much I suffered, he wouldn't do that." There are 3 Presuppositions in this sentence: (1) I suffer, (2) My husband acts in some way, and (3) My husband doesn't know I suffer.	(1) "How do you choose to suffer?" (2) "How is he (re)acting?" (3) "How do you know he doesn't know?"	Specify the choice & the verb, & what he does. Recover the Internal Rep., and the Complex Equivalence

## Generalizations

<b>6. Universal Quantifiers:</b> Universal Generalizations such as all, every, never, everyone, no one, etc. Ex: "She never listens to me."	Find counter examples. "Never?" "What would happen if she did?"	Recovers counter examples, effects, outcomes.
<b>7. Modal Operators:</b> <b>a. Modal Operators of Necessity:</b> As in should, shouldn't, must, must not, have to, need to it is necessary. Ex: "I have to take care of her." <b>b. Modal Operators of Possibility:</b> (Or Impossibility.) As in can/can't, will/won't, may/may not, possible/impossible. Ex: "I can't tell him the truth."	a. "What would happen if you did?" ("What would happen if you didn't?" Also, "Or?") b. "What prevents you?" ("What would happen if you did?")	Recovers effects, outcome. Recovers causes

## Deletions

<b>8. Nominalizations:</b> Process words which have been frozen in time, making them nouns. Ex: "There is no communication here."	"Who's not communicating what to whom?" "How would you like to communicate?"	Turns it back into a process, recovers deletion, and Ref. Index.
<b>9. Unspecified Verbs:</b> Ex: "He rejected me."	"How, specifically?"	Specifies the verb.
<b>10. Simple Deletions:</b> <b>a. Simple Deletions:</b> Ex: "I am uncomfortable." <b>b. Lack of Referential Index:</b> Fails to specify a person or thing. Ex: "They don't listen to me." <b>c. Comparative Deletions:</b> As in good, better, best, worst, more, less, most, least. Ex: "She's a better person."	a. "About what/whom?" b. "Who, specifically, doesn't listen to you?" c. "Better than whom?" "Better at what?" "Compared to whom, what?"	Recovers Deletion. Recovers Ref. Index. Recovers Comparative Deletion.

# Milton Model

Two:18

## Hypnotic Language Patterns

1. **Mind Reading:** Claiming to know the thoughts or feelings of another without specifying the process by which you came to know the info.
  - *"I know that you are wondering..."*
2. **Lost Performative:** Value judgments where the performer of the value judgment is left out.
  - *"And it's a good thing to wonder..."*
3. **Cause & Effect:** Where it is implied that one thing causes another. Implied causatives include:
  - a. **C>E** makes
  - b. If... then...
  - c. As you... then you...
    - *"Because..."*
4. **Complex Equivalence:** Where two things are equated - as in their meanings being equivalent.
  - *"That means..."*
5. **Presuppositions:** The linguistic equivalent of assumptions.
  - *"You are learning many things..."*
6. **Universal Quantifiers:** A set of words that have the following characteristics:
  - a. Universal generalizations and
  - b. No referential index.
    - *"And all the things, all the things..."*
7. **Modal Operators:** Words which imply possibility or necessity, and which form our rules in life.
  - *"That you can learn..."*

# Milton Model

Two:19

8. **Nominalizations:** Process words that have been frozen in time by making them into nouns.
  - *"Provide you with new insights, and new understandings."*
9. **Unspecified Verbs**
  - *"And you can,"*
10. **Tag Question:** A question added after a statement, designed to displace resistance.
  - *"Can you not?"*
11. **Lack of Referential Index:** A phrase that does not pick out a specific portion of the listener's experience.
  - *"One can, you know..."*
12. **Comparative Deletions:** (Unspecified Comparison) Where the comparison is made and it is not specified as to what or whom it was made.
  - *"And it's more or less the right thing."*
13. **Pacing Current Experience:** Where client's experience (verifiable, external) is described in a way which is undeniable.
  - *"You are sitting here, listening to me, looking at me, (etc.)..."*
14. **Double Binds:** Wherein the illusion of choice is offered using an "or". However, usually both choices are desired.
  - *"And that means that your Unconscious Mind is also here, and can hear (phonological ambiguity) what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to tell him, learn this or learn that, let him learn in any way he wants, in any order."*

# Milton Model

## Two:20

**15. Conversational Postulate:** The communication has the form of a question, a question to which the response is either a “yes” or a “no”. If I want you to do something, what else must be present so that you will do it, and out of your awareness? It allows you to choose to respond or not and avoids authoritarianism.

- *"Would you feel more comfortable if your eyes were closed?"*

**16. Extended Quotes:** Where it is not possible for one to tell where one quote leaves off and the next one begins.

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

**17. Selectional Restriction Violation:** A sentence that is not well formed in that only humans and animals can have feelings.

- *"A chair can have feelings..."*

### 18. Ambiguities

a. **Phonological:** Where two words with different meanings sound alike.

- *"Hear", "Here"*

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

- *"They are visiting relatives"*
- *"Speaking to you as a child..."*

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

- *"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

- *"Would you rather go into a trance now or..."*

**19. Utilization:** Utilize all that happens or is said by mentioning what is verifiable.

- **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 are 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, can you not? 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 your Unconscious Mind is also here, and can hear what I say. And since that's the case, you are probably learning about this and already know more at an unconscious level than you think you do, and it's not right for me to tell him, learn this or learn that, let him learn in any way he wants, in any order. Do you feel this... is something you understand? Because, last week I was with Richard who told me about his training in 1983 at Denver when he talked to someone who said, 'A chair can have feelings... You can hear that here...'

## Examples

**Note:** Often, more than one Milton Model Pattern will appear in a single phrase or sentence. A few of these are pointed out from time to time. We know you'll have even more fun discovering the rest of them on your own.

### 1. Mind Reading

I know you're wondering. . .  
I know you believe...  
I know you came here for a purpose.  
I know how you like that.  
I know you enjoy...  
I know that you knew that  
I know you're thinking how wonderful trance is.  
I know that you're in a nice trance now.  
I know that you're learning a lot here today.  
I know that tomorrow you will learn even more than today.  
I know that when you leave this training, you will be much wiser.  
I know you all studied very hard before you came here.  
We know you don't care.  
I knew you were thinking that.  
I'm sure you're aware...  
I'm sure you felt...  
You probably are aware...  
You probably also know...  
I bet you're upset about that.  
I realize you already know  
I can tell you're happy.  
I can tell how you feel...  
I can tell you're happy.  
I can tell you've had a trying day.  
I can see you believe...  
I see that you know...  
You are enjoying the sound of Matthew's voice as he speaks to you.

## 2. Lost Performative

It's bad to...  
 That's good.  
 That's right.  
 That's too bad.  
 It's good when...  
 That's perfect !  
 It is important to...  
 It's wrong to cheat.  
 One doesn't have to...  
 Today is a great day !  
 It's best to do therapy.  
 It's good to study hard.  
 It's important to learn.  
 It's good to dispute that.  
 No one should judge others.  
 It's great to always be right!  
 It's great that you can change.  
 It's really good that you say that.  
 It's better to give than to receive.  
 It was not right of you to say that.  
 You're wrong. (Or: "That's right... you're wrong.)  
 And its a good thing to wonder. (Nominalization: "thing")  
 You shouldn't be judging the comments of other people.  
 It's best to add your own examples here now.

## 3. Cause and Effect

(Note: Embedded Commands cause the Unconscious Mind to access whatever is mentioned, regardless of the structure of the rest of the sentence. A few Embedded Commands are underlined here in the **C > E** pattern. Can you *discover more of them in other patterns?*)

If I help you, then *you'll learn this*.  
 As you *sit there*, then *you can feel...*  
 Don't X, unless you want to Y.  
 Don't *sit there* unless you want to *go into trance*.  
 Don't *move your foot* unless you want to *go deeper*.  
 If you *sit in this chair*, you'll *go into trance*.  
 As you listen closely, you will learn faster.  
 As you sit there, you can feel more confident.  
 Reading this sentence, you get better and better.  
 You can hear the music helping you to *relax now*.  
 Just your being here makes you want to *learn this*.



As you ask that question, then you begin to understand.  
 Because we are here, you are learning many new things.  
 As you sit here and listen to this, you are learning so much.  
 Because you are here you are learning NLP more easily.  
 You will become more relaxed as you feel the fresh air coming in.  
 As you contemplate Milton Model, you can go deeply into trance.  
 ...And that's because it's artfully vague.  
 Since you're reading this sentence, you can think of several more examples.

#### **4. Complex Equivalence**

You are relaxing, so you're in trance.  
 When you get moved, you'll be happy.  
 Being here means that you will change.  
 Your question means you know it already.  
 Asking questions means you are learning.  
 Going to bed early means you will be alert.  
 Your body relaxes as you let go each breath.  
 You know the answer, so you are competent.  
 Regular exercise makes you a better athlete.  
 Your being in this group deepens your trance.  
 Being here means you will enjoy the process.  
 Breathing that way means you'll go even deeper.  
 Sitting in this room, you are learning many things.  
 Your relaxed body means that you are in trance now.  
 The fact that you want to learn, means that you will.  
 Just getting here means that you're willing to change.  
 As you master these skills, you'll be a better therapist.  
 You're learning many things because he is a good teacher.  
 As you exercise regularly, it means you will get healthy.  
 Keeping your eyes open like that means you'll go into trance.  
 And closing your eyes means you'll go even deeper. (Double bind)  
 You've come a long way, and that means that you're ready to change.  
 You're listening closely means you're learning wonderful things.  
 Your ability to go into trance enables you to change your behavior.  
 Having gotten this far means you can write more examples of this pattern.

#### **5. Presuppositions**

You can do this even better.  
 You're learning many things.  
 You are changing all the time.

How else do you go into trance?  
You can see this more clearly now.  
You're seeing things differently now.  
You'll be able to learn even more tomorrow.  
You are going to go into a deeper trance soon.  
After you pass this class, the next one is easier.  
You can go through this process even more easily.  
You realize you have more resources than ever before.  
Since your Unconscious Mind is listening all the time.  
You can easily move in the direction of your past memories.  
You will write most of the best examples of this pattern here.

## **6. Universal Quantifiers**

Nobody's perfect.  
Everything you know.  
All the things to learn.  
All the people, all the time.  
Everything you have learned.  
So every time you think of that...  
All the feelings there are to feel...  
After all you have learned from the tapes...  
With everything that's happening in the world...  
  
Everything is wonderful.  
We are all in trance now.  
Everything means nothing.  
There is always tomorrow.  
Everyone knows it to be true.  
There is always more to learn.  
All the meanings will be clear.  
Everybody knows this part is easy.  
Everyone here has something to learn.  
One can never know all there is to know.  
Everybody knows you can learn all things.  
Everything in this room enhances your learning.  
Everyone can learn everything we're doing here today.  
All the people doing this process are learning many new things.  
None of the most hypnotic phrases have been written yet. You have them  
all in your head. Write every one you can think of here.

## **7. Modal Operators** (of Possibility or Necessity)

You should care for others.

You should now clearly see.

You should not hurry into trance just yet.

You shouldn't go into trance too quickly, now.

You should know it's OK to learn in this room.

You could learn this now.

You could write this down... or not.

(Also: Double bind)

You could feel more and more peaceful.

(What's the presupposition here?)

You must be aware...

You must be getting this now... at some level... You may discover you can learn here.

You can change overnight.

You may hear the words of wisdom.

You can begin to get that change now.

And you can trust your Unconscious Mind.

You might be able to learn this quite easily.

It's possible to learn everything easily and quickly.

You could list a few more examples on the lines below.

## **8. Nominalizations**

(With minimal restructuring, I have taken various Nominalizations and linked them together for your reading enjoyment. Every (yes every) line contains a nominalization.)

NLP is easy

as you just trust in the process

while you're in trance

and allow your intuitions

to help you notice new feelings

as those feelings come

and other feelings may go

your behavior improves

so the renewed communication

in your relationships

means you have made many new learnings.

Because that communication

shows respect

for those relationships

and all your new decisions

showed your trust

in the importance of  
your Unconscious Mind's  
remarkably powerful desires  
and your demonstration  
of those new learnings  
and understandings  
showed your sense of wonder  
at the importance  
of all the work you've been doing  
in your life  
which is a perfect demonstration  
of the simple truth  
that trance works  
doesn't it ?

(By the way, did you notice that "nominalization" is a nominalization?)

Your thoughts on nominalizations are an important form of  
communication

### **9. Unspecified Predicate** (Unspecified Verb)

I was wondering  
if you knew  
when you are feeling like you could  
just let go  
and notice how easily  
you begin to enjoy  
and as you continue  
breathing  
you may  
or you may not  
notice going deeper  
and you could go deeper  
since you really enjoy  
doing this  
and you could even continue  
or if you don't  
you may discover  
how much you remember  
about how you're improving, now  
and you will, of course  
be wondering  
just where this might be going

so remember  
if you will  
that your being  
and your learning  
can only help  
you to move  
towards understanding  
just how easily you can  
be changing  
and inducing  
or simply t r a n c i n g o u t  
aren't you?

Now perhaps you could continue to write right here now.

### **10. Tag Question**

didn't I?  
isn't it?  
have you?  
will you ?  
won't you?  
haven't you?  
aren't we ?  
aren't you ?  
don't you now?  
don't you think?  
won't you, now?  
couldn't you. . . ?  
wouldn't you know?  
and you can, can you not?  
You'll add more to the list now won't you?

### **11. Lack of Referential Index**

People can.  
It is, you see.  
That's the way.  
People can learn.  
Now you've got it!  
You will, you know.  
One can easily see.  
You know the feeling.

You may not know it.  
 You have, and you know it.  
 You can just let it go now.  
 A person can, you know...  
 That would help you go deeper.  
 It puts people through changes.  
 Do you see this more clearly, now?  
 One can, you know, accomplish a goal.  
 When you can notice that certain sensation right there.  
 Please help them; they couldn't think of any more of these.

## 12. Comparative Deletions

Right or wrong...  
 Even more relaxed.  
 It's a higher thought.  
 You will enjoy it more.  
 You're doing better now.  
 Now and then, things happen.  
 But that's neither here nor there.  
 You're going deeper and deeper...  
 Sooner or later you will understand.  
 This is more or less the right time.  
 Before or after you come out of trance...  
 At one time or another, you may notice...  
 And it's more or less the right thing to do.  
 But it's better to change now. (Also: Lost Performative)  
 And it's better to do it that way. (Also: Lost Performative)  
 You're a better person than you were before. ( Did you notice both?)  
 Sooner or later, you'll write more comparative deletions that are more or less better than the ones above, as they occur to you from time to time.

## 13. Pacing Current Experience

You hear my voice...  
 We are in this group...  
 As we sit here now...  
 And you're sitting here...  
 As you notice each blink...  
 As you continue breathing...  
 As you look at me like that...  
 And as you breathe in. . . and out...

As you kneel there sipping your tea,  
 As you feel the weight of the notebook on your lap...  
 As you're looking around (only if your sensory acuity verifies!)  
 More of your muscles are relaxing.  
 (only if your sensory acuity verifies it!)  
 As you stop and look and listen  
 (only if your sensory acuity verifies it!)  
 you can feel the warmth of the cup on  
 your lips...  
 While you are sitting there writing...  
 As you hear that plane overhead...

As your eyes continue reading the words on this page while you're looking at it and from time to time you may become aware of the thoughts in your mind or those sensations in your hand or down there on the soles of your feet you could also begin to wonder if you could think of how artfully you can pace a person's ongoing experience and you might even like to make a note or two right here now about pacing.

#### 14. Double Binds

Do you want to begin now, or later ?  
 As you dream, or upon awakening...  
 Either before, or after, leaving this room...  
 When you go to bed you will either dream,  
 or not.  
 Will you begin to change now or after  
 this session?  
 Would you like to quit smoking today  
 or tomorrow?  
 Would you like to buy the car now, or test drive it first.  
 Would you rather do that before or after  
 your meeting?  
 You either will or you won't (followed by an unspecified verb).  
 Would you like to go to bed at 8:45, or at a quarter till nine?  
 Do you want to learn that today or during your next session?  
 Take all the time you need to finish up in the next five minutes.  
 You can change as quickly or as slowly as you want to now.  
 If you don't write at least one more double bind in the space below now,  
 you will either think of one automatically very soon, or else wonder when  
 the next one will come to mind, so you can write it down then.

#### 15. Conversational Postulate

Can you imagine this?  
 Can you close the door?  
 Will you just let go now?

Can you picture doing this?  
 Can you see what I'm saying?  
 Can you reach that level now?  
 Would it be all right to feel this good?  
 Do you know that you know it already?  
 Could you open your mind for a moment?  
 How easily do you think you can do this?  
 Can you remember to be kind to yourself?  
 Does this sound like it will work for you?  
 Do you feel prepared to sign the contract now?  
 Do you think you can make the changes you want?  
 Would you like. . . to just sit here. . . and relax now?  
 Wouldn't you like to just drift into that peaceful state?  
 Would you mind writing down a couple more conversational postulates here?

## 16. Extended Quotes

Last year, in San Diego, John Grinder was telling us about  
 this African drummer who asked Judy if she had heard the  
 village chief say how easy it is to generate extended quotes.  
 Last year, I met a woman who said she knew a man  
 who had mentioned  
 that his Father told him...  
 Matthew said that in a training four years ago,  
 he had told the story about when  
 Richard Bandler was quoting  
 Virginia Satir, who used to say that...  
 I was speaking with a friend the other day, who told me of a  
 conversation she had had with a therapist who told her  
 about a session he'd had with a client who said...  
 When I went to Laguna the other day with Van and Carlo,  
 one of them told a story about when his mother would sit  
 down and explain to the children how Father had said...  
 The other day, a participant in the training was telling me  
 that her husband said Matthew had told him to ask you to  
 write a couple of extended quotes down right here.

## 17. Selectional Restriction Violation

My rock said...



The walls have ears.  
 That nail hurt my tire.  
 Flowers like to picked.  
 My car knows how to get here.  
 Put the noise down in your toe, and let it listen.  
 What did your actions say to you?  
 Could you open your mind for a moment?  
 ... and just listen to what the butterfly has to tell you.  
 ... Because the words have power of their own.  
 The cat doesn't care about the furniture's outrage from the scratching.  
 As he picked up the spoon, the Jell-O trembled with fear.  
 And if your pen told us all the things it has learned...  
 My car loves to go fast when the road beckons.  
 Do trees cry when they drop their leaves?  
 Sometimes the cookies just call to you.  
 Do you know what the pen thought?  
 These wall can tell such stories.  
 Your pen knows how to write selectional restriction violations very easily, if  
 you will just lead it to the lines below now.

## 18. Ambiguities

### a. Phonological Ambiguities

you're / your  
 there / their  
 here / here  
 son / sun  
 bare bear bottoms  
 There's no "their" in there.  
 He reddened as he read in it.  
 You are the one who has won.  
 After all you have learned from the tapes  
 and here today as, you hear your Unconscious Mind...  
 You can trust you're Unconscious Mind now.  
 So you think you can't deal with your lover? Love her, can't you?

### b. Syntactic Ambiguities

running water  
 shooting stars  
 babbling brook

Hypnotizing hypnotists can be tricky.

**c. Scope Ambiguities**

Your deep breathing and trance...

**d. Punctuation Ambiguities** (a run-on sentence)

Let me take your hand me the pen.

See the butterfly drifting over the hilltop is a beautiful valley.

(punctuation)

My wife left me. . . to go to Texas.

I was looking for my tie... into this thought.

If you hear any ambiguities, it's all right to write them right here.

**19. Utilization**

Client: "I don't think I know."

Practitioner: "That's right, you don't you know."

Client: "I can't be hypnotized."

Practitioner: "That's right. You can't be hypnotized yet."

Customer: "I'm not sold."

Salesperson: "That's right, because you haven't asked the one question yet that will let you be sold."

*We are all indebted to all the 1993 Irvine Accelerated NLP Practitioner Certification<sup>®</sup> Training students for these patterns.*

# Meta Model III

Two:34

## Directed Questioning for a Specific Result

### Start

1. "What's wrong?"

2. "What caused this problem?"

3. "How have you failed to resolve this?"

4. "How can you overcome the solution to your problem?"

### Flip

5. "What would you like to change?"

6. "When will you STOP IT from being a limitation?"

7. "How many ways do you know you have solved this?"

8. "I know you are changing and seeing things differently."

### Confirm

Problem

Solution

# Modal Operators

Two:35

## Classification of Modal Operators

### 1. Negative Necessity

Doesn't allow  
Don't have to  
Got to not  
It's not time  
Must not  
Not necessary  
Ought not  
Shouldn't  
Supposed not to

### 2. Improbability

Couldn't  
Don't dare to  
Don't deserve  
Don't let  
Don't prefer  
Don't pretend  
Don't wish  
Had better not  
May not  
Might not  
Wouldn't

### 3. Impossibility

Am not  
Can't  
Doesn't permit  
Don't choose to  
Don't decide  
Don't intend  
Impossible  
Try not  
Unable to  
Won't

### 4. Necessity

Allow  
Got to  
Have to  
It's time  
Must  
Necessary  
Need to  
Ought to  
Should  
Supposed to

### 5. Probability

Could  
Dare to  
Deserve  
Had better  
Let  
May  
Might  
Prefer  
Pretend  
Try  
Wish  
Would

### 6. Possibility

Able to  
Am  
Can  
Choose to  
Decide  
Do  
Intend  
It is possible  
Permit  
Will

# Prepositions

Two:36

A preposition is a word that connects a verb and a noun by indicating a relationship between the things for which they stand.

Prepositions limit verbs (much like adverbs) as to some circumstance of space, time, manner, degree, cause or reason. Whereas an adverb limits a verb in and of itself, a preposition requires a noun: "Mary is in (the house)."

aboard	concerning	like
about	considering	notwithstanding
above	despite	of
according to	down	off
across	during	on
after	excepting (except)	on account of
against	exclusive of	on behalf of
along	for	onto
along side of	for the sake of	opposite
along with	from above	out of
amidst	from among	outside of
among	from behind	over
apart from	from beneath	owing to
around	from between	past
as against	from over	pending
as between	from under	regarding
as compared with	in	regardless of
as for	in addition to	relating to
aside from	in behalf of	relative to
as to	in case of (in the event of)	respecting
at	including	round
barring	inclusive of	saving
because of	in comparison to (with)	short of
before	in compliance with	since
behind	in consequence of	through
below	in consideration of	throughout
beneath	in front of	to
beside(s)	in lieu of	touching
between	in opposition of	toward(s)
beyond	in place of	under
by	in preference to	underneath
by means of	in regard to	until ('till)
by reason of	inside of	unto
by virtue of	in spite of	up (upon)
by way of	instead of	via
into	with	without
with the intention of	with a view to	without a view

*"What is the question that I can ask which by the very nature of the presuppositions in the question itself will cause the client to make the greatest amount of change by having to accept the presuppositions inherent in the question?"*

--Matthew James, 1990

# Spatial Prepositions

Two:37

Across	Down	Onto
After	Except	Out of
Along (side)	From above	Outside
Apart from	From below	Over
Around	In	Relative to
Aside	Including	Short of
At	In front of	Through
Before	In place of	Toward
Behind	Inside	Under
Beside	Into	Up
Between	Off	With (in/out)
Beyond	On	
By		

## Other Spatial Predicates: Special

Here	There
This	That
Away	Above

# Temporal Prepositions

Past	Present	Future	Atemporal
Before	Here	After	-
Then	Now	When	-
Look back	Already	Look ahead	Looking
Just	During	Soon	
Did	-	Want to	Until
-	-	Would be	Like
-	-	If	-
Happened	Happen	Will happen	Happening
Was	Is	Will be	Being
Made	Make	Will make	Making
Did	-	May	
Decision	-	-	Deciding
Different	-	Differently	

# Time Scramble

Two:38

## An Example of Temporal Language

Go inside and try in vain to have the same problem.

It was a terrible problem, wasn't it?

You want to make changes haven't you?...

What would it be like when you have made those changes, now?

In the future as you look back and see what it was like to have had that problem... as you think about it now, if you could make this change for yourself so that you could STOP... having made that change and see yourself now.

Do you like the way you look if you could make that change and look back at yourself having made that change now!

# Reality

Two:39

## Reality is a construction

- Space
- Time
- Matter
- Energy

## How We Construct Reality

- We create what we observe.
- We observe with our minds.
- Observations are measurements.
- Measurements transform nothing into something.
- We make measurements through our language.



# Decision Destroyer

Two:40

Where client says, "I've already decided."

*This process requires rapport!*

1. Pace the problem. Get the client back to the decision.
2. "Where were you when you were deciding that?"
3. "...just before that where were you?"
4. "NOW, as you think about your present situation in life, notice how many options you have, now."
5. "Think of that problem and notice how you feel now."
6. "As you think about the next time you may do X, knowing what you know now, notice how much better you feel, not doing it."

# Going Beyond Boundaries

Two:41

"It's a good thing to NOT know"

1. What is it?
2. What is it not?
3. How do you know what it is not?
4. What is it that you need to not know to know this?

(Alternatively: "What is it that you are pretending to not know to know this?")

# Linguistic Re-Sourcing

Two:42

1. What's the problem?
2. How do you know (it's a problem)?
3. When did you decide that?
4. When don't you do it now?
5. What are you not deciding when you don't do it?
6. How is that different from how you were?
7. How do you know that, now?
8. What other changes would you like to make?

# De-Identification Pattern

Two:43

This pattern is useful for going beyond limiting (and therefore false) identifications, usually in the form of a **CEq**. Complex equivalences are the language construction of identification. With a slight adjustment of the language you can use this easily on yourself therapeutically or as a meditation if you continue to repeat steps 3 through 6.

1. Elicit the identification in the form of a Complex Equivalence. Listen for:
  - the verb "to be"
  - or "means"
2. Pace and feedback the complex equivalence. "So, you are \_\_\_\_\_."
3. "Is that all you think you are?" (Look for a physiological shift.)
4. "Aren't you more than that?" (There should be agreement.)
5. "So, what are you that's not (the previous identification)?"  
 You want a verbal answer from the client. (We have gone beyond the boundaries, and we need a word to stabilize the shift.)
6. "And beyond (the word elicited in #5), is that all you are? How much more are you than that?"  
 For extra leverage use Tag Question:  
 "You do know you are more than that, don't you?"
7. "How do you know?"  
 Anchors the change to the client's reality strategy.

# Linguistic Parts Integration

Two:44

This pattern can be useful in integrating Parts. Here's how you would resolve a Part's conflict using Prime Concerns.

Process for Integrating Parts:

**1. Discover the Function/Behavior for Each Part:**

"What is the behavior of the Part, or what is the function that the Part plays?"

**2. Discover the Purpose/Intention of the Behavior:**

"What is the purpose of this behavior? What is the intent of the behavior?"

**3. Make sure the Learnings are Preserved:**

"Preserve any Positive Learnings."

**4. Switch the Purpose/Intention of One Part to the other:**

Take the intention from part A and talk about it as though it was the intention of part B, while at the same time talking about the original intention for part B as though it was the intention for part A.



**5. Test for Integration**

# Prime Concerns Elicitation

## Starting, Changing, Stopping

For our purposes in elicitation there are six possibilities that operate in conjunction with one another. In other words, a person will usually be best at one and worst at one. So there are two questions to use, and they should be asked in order.

### **First Question:**

"What are you best at — starting things, changing things, or stopping things?"

### **Second Question:**

"What are you worst at — starting things, changing things, or stopping things?"

### **Third Question:**

"So (who/what) is it that you are not (being/doing/having) that you want to (be/do/have)?"

## Prediction:

- The person who's worst at starting things will have trouble being who they want to be. "Why can't I be who I want?"
- The person who's worst at changing things will have trouble doing what they want to do. "Why can't I do what I want to do?"
- The person that's worst at stopping things will have trouble having what they want. "Why can't I ever get what I want?"

So, are we suggesting "Be", "Do" and "Have" as Prime Concerns, or as the presenting problem? Yes, either one. The second question will give you an idea of what area is missing for them. The third question will give you more specifics on what is missing, and may give you a Prime Concern.

## The Ecstatic State Elicitation<sup>1</sup>

In looking for a Prime Concern, we are not really looking for the ecstatic state, we are looking for the Non Mirror-Image Reverse of the Ecstatic state. This elicitation will provide a tremendous amount of information.

### Process:

#### First Question

*"Can you remember a time when you were totally ecstatic? Do that, would you please?"*

#### Second Question:

*"As you remember a time when you were totally ecstatic, what was present in that state that's not usually present?"* Write down the exact words the client gives you as you do this. Make sure the client is fully accessing the state!

#### Third Question:

*"When you are in the ecstatic state, what was missing that's usually present in your normal, usual, waking state?"* Again, write down the client's exact words as you do this. Make sure the client is fully accessing the state!

What's Present that is usually Missing?	What's Missing that's usually Present?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Prediction:** The answer the client gives to #2 and #3 will give you a level of words that are either Prime Concerns or leading to Prime Concerns.

<sup>1</sup> The notion of the ecstatic state comes from Steve Andreas.

# Prime Concerns

Two:47

## Overview of the Process:

### 1. Gather Information Re: The Presenting Problem

Starting, Changing, Stopping

Ecstatic State

### 2. Listen/ Look for:

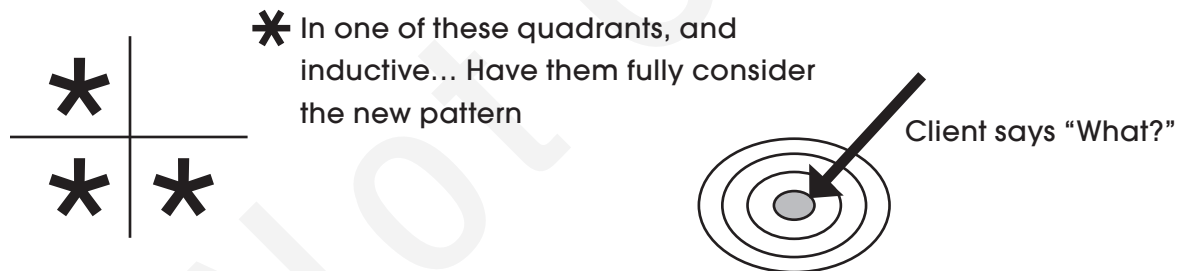
Significant, analogically marked words

### 3. Test Words: (Use the Same Words)

Feed them back and see which ones are the big ones.

### 4. See If the Neural Networks are Activated.

### 5. Generate a New Pattern



Client says "What?"

### 6. Use the pattern to go back and forth across the threshold and the boundaries — 3x or 7x or 21x.

### 7. Resolution: The problem disappears

- They can't hear you
- Parts integrate
- Boundary disappears
- Capacity of words to act as linguistic marker disappears

### 8. Test and Future Pace



# Prime Concerns Elicitation

Two:48

## **Elicitation #1 - Starting, Changing, Stopping**

- a) What are you best at?
- b) What are you worst at?
- c) (Who/What) are you not (Being/Doing/Having) that you want to (Be / Do / Have)?
  - (Write Answers in Column 1 on Prime Concerns Notes)

## **Elicitation #2 - Ecstatic State**

- a) "Can you remember a time when you were totally ecstatic? Do that, would you please?"
- b) "As you remember a time when you were totally ecstatic, what was present in that state that's not usually present?"
  - (Write Answers in Column 2 on Prime Concerns Notes)
- c) "What was missing in the ecstatic state that is usually present in your normal, usual, waking state?"
  - (Write Answers in Column 3 on Prime Concerns Notes)

# Prime Concerns Notes

Two:49

## Elicitation 1c

"What are you not Being  
/ Doing / Having that you  
want to (Be / Do / Have)?"

**Be / Do / Have**

## Elicitation 2b

"What was present in that  
state that's not usually  
present?"

**Present/Missing**

## Elicitation 2c

"What was missing that's  
usually present in your normal,  
usual, waking state?"

**Missing/Present**

# Prime Concerns Notes

Two:50

## Elicitation 1c

“What are you not Being  
/ Doing / Having that you  
want to (Be / Do / Have)?”

**Be / Do / Have**

## Elicitation 2b

“What was present in that  
state that’s not usually  
present?”

**Present/Missing**

## Elicitation 2c

“What was missing that’s  
usually present in your normal,  
usual, waking state?”

**Missing/Present**

# Prime Concerns Intervention Scripts

Two:51

## **It's a good thing NOT to know (On the Problem)**

1. What is it?
2. What is it not?
3. How do you know what it is not?
4. What is it that you need to (Pretend to) not know to know this?

## **Linguistic Re-Sourcing (On the Problem)**

1. What's the problem?
2. How do you know (it's a problem)?
3. When did you decide that?
4. When don't you do it now?
5. What are you not deciding when you don't do it?
6. How is that different from how you were?
7. How do you know that, now?
8. What other changes would you like to make?

## **Cartesian Logic - Positive Word**

1. What would happen if you were WORD?
2. What would happen if you weren't totally WORD?
3. What wouldn't happen If you were totally WORD?
4. What wouldn't happen if you weren't totally WORD?

## **Bonus Patterns**

1. Anything less than (total opposite of the problem) is not (intention).
2. It's not just about (intention), isn't it?

# Metaphor Outline

Two:52

The major purpose of a metaphor is to pace and lead a client's behavior through a story. The major points of construction consist of:

1. Displacing the referential index from the client to a character in a story.
2. Pacing the client's problem by establishing behaviors and events between the characters in the story that are similar to those in the client's situation.
3. Accessing resources for the client within the context of the story.
4. Finishing the story such that a sequence of events occurs in which the characters in the story resolve the conflict and achieve the desired outcome.

**The basic steps to generate a metaphor are as follows:**

**Premapping:**

1. **Identify the sequence of behavior and/or events in question:** This could range from a conflict between internal parts, to a physical illness, to problematic interrelationships between the client and parents, a boss or a spouse.
2. **Strategy analysis:** Is there any consistent sequence of representations contributing to the current behavioral outcome?
3. **Identify the desired new outcomes and choices:**  
This may be done at any level of detail, and is important that you have an outcome to work for.
4. **Establish anchors for strategic elements involved in this current behavior and the desired outcome:** For instance, in one knee, you might anchor all of the strategies and representations that stop the client from having the necessary choices, and on the other knee you might anchor any personal resources (regardless of specific contexts) that the client may have.

**Mapping Strategies:**

5. **Displace referential indices:** Map over all nouns (objects and elements) to establish the characters in the story. The characters may be anything, animate or inanimate, from rocks to forest creatures to cowboys to books, etc. What you choose as characters is not important so long as you preserve the character relationship. Very often you may want to use characters from well-known fairy tales and myths.

6. **Establish an isomorphism between the client's situation and behavior, and the situation and behaviors of the characters in the story - map over all verbs (relations and interactions):** Assign behavioral traits, such as strategies and representational characteristics, that parallel those in the client's present situation (i.e., pace the client's situation with the story). Make use of any anchors you have established previously to secure the relationship.
7. **Access and establish new resources in terms of the characters and events in the story:** This may be done within the framework of a reframing or reaccessing of a forgotten resource, again, using any appropriate pre-established anchors. You may choose to keep the actual content of the resource ambiguous allowing the client's unconscious processes to choose the appropriate one.
8. **Use nonsequiturs, ambiguities and direct quotes** to break up sequences in the story and direct conscious resistance, if such resistance is present and is hindering the effect of the metaphor. Conscious understanding does not, of course, necessarily interfere with the metaphoric process.
9. **Keep your resolution as ambiguous as necessary** to allow the client's unconscious processes to make the appropriate changes. Collapse the pre-established anchors and provide a future pace, if possible, to check your work.

# Making Metaphors Work

Two:54

1. Present State
2. Desired State
3. What Prevents You?
4. What's of Interest, or Value to You? What's Important to you?
5. (without Client) What is this an example of? What are other examples of this?
6. Metaphor: Bridge the Gap to New Resources