An excerpt from:

NLP
Neural Linguistic Programming

How to tell if someone is lying to you

Pauper's Press

Eckhard Hess began to study pupil dilations as a psychologist at the University of Chicago. His research stimulated a great deal of interest in 'expressive eyes,' showing that pupil dilation or constriction is an extremely accurate indicator of that person's response to stimulation. Results demonstrated that when a person is interested or aroused, the pupil dilates. When confronted with unpleasant or noxious stimuli, the pupil constricts.

These are only the surface of what is covered within this booklet. From reading and studying this information you will be able to better control the outcome of encounters with people and will be able to determine whether they are being honest or not, through the cues they show you. We all give each other cues; we cannot stop them and we are all unaware they occur.

Pauper's Press - 2009

Ocular Accessing Cues

When someone is trying to 'remember' something, part of what you see, if you watch closely, are specific patterns of movement and changes in the person's physiology related to the process of remembering. As you read the following examples, imagine that you are closely watching the people described.

> Rita told us that she was confused. She sat for a long moment with her head bowed, and she shook it slowly from side to side. Finally, gazing down at the floor to her left, she muttered, 'Somehow, it just doesn't feel right.'

From Rita's words, you can easily guess that she is very much into her feelings. However, there is another piece of important information given by just her eyes alone.

> As if the ceiling behind me could somehow give him the answer, he searched intently back and forth over my brow, saying, 'Let me see now.'

This person's words provide one immediate clue: he is somehow visually 'searching' for information. And again we are presented with analog gesturing just as informative as the words: what he is doing with his eyes.

In the mid 1970's Bandler and Grinder began to study the patterns of movements of people's eyes as people thought and spoke. They discovered that these movements correlated fairly well with certain types of information retrieval behaviors. These systematic patterns of behavior were eventually formalized into a model called accessing cues.

Eye Scanning Patterns

When people are thinking and talking, they move their eyes in what is known as eye-scanning patterns. These movements appear to be symptomatic of their attempts to gain access to internally stored or internally generated information. This information is encoded in our minds

person 'goes inside' to retrieve a memory or to create a new thought, he exhibits certain behaviors indicative of the representational system he is accessing at the moment. The two examples given above demonstrate these accessing behaviors in action.

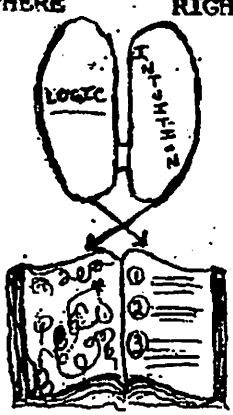
Split-Brain Theory : Two-In-One

Split-brain studies at the California Institute of Technology during the 50's and 60's opened up a whole new field of brain research. Under the direction of Roger Sperry, a Cal Tech group conducted research on patients whose epileptic seizures had been controlled by an operation which severed the corpus callosum and related commissures. This procedure isolated one cerebral hemisphere from the other by severing the communication pathways between them.

Major results of the research indicated a hemispheric specialization. Each hemisphere of the brain apparently employs different modes of processing information - see below. It is possible that this specialization of brain function is being emulated by a person's eye scanning movements when he is thinking and calling upon different portions of the brain to process information.

The following list of words from J.E. Bogen indicates parallel ways of 'knowing.' The drawing represents the two hemispheres of the brain and the bilateral crossover which is most obvious as 'handedness.' A right handed person has a dominant left hemisphere; a left handed person has a dominant right hemisphere.

LEFT HEMISPHERE	RIGHT HEMISPHERE
Intellect	Intuition
Convergent	Divergent
Digital	Analogic
Secondary	Primary
Abstract	Concrete
Directed	Free
Propositional	Imaginative
Analytic	Holistic
Lineal	Nonlinear
Rational	Multiple
Sequential	Subjective
Objective	Simultaneous
Successive	Intuitive



Eye scanning patterns are the most easily observable accessing behavior. Descriptions which follow are based on patterns usually exhibited by right handed people - left hemisphere dominant. The patterns are reversed for some left handed individuals. Please notice that this is another generalized model. It is advisable when possible to check out your observations by either direct questioning or by correlating eye patterns with other accessing behaviors. See also the section of 'Mapping' in this chapter.

When you observe people talking or thinking, you may notice their eyes constantly in motion, darting back and forth, up and down, occasionally glancing at objects and people but just as often 'focused' on inner experiences. As previously mentioned, these movements are symptomatic of the way they are thinking. In the descriptions that follow, the word 'looking' refers to the movement of a person's eyes in the direction indicated. 'Left' means towards that person's left, and 'right' means towards his right. It is helpful to keep in mind that this accessing behavior represents 'looking' internally. That is, during the moment of information retrieval, people are generally not conscious of external visual stimuli. Rather, they are concentrating on internally stored or internally generated images, sounds, words, and feelings. Please notice also that the italicized words below indicate the kind of information being accessed.

Looking up and to the Right: Constructed images. These are visual images or pictures which are created by the individual. They can be recombinations of pieces of previously experienced visual input into new or novel forms or sequences, or they can be created images which are constructed in response to other sensory stimuli. Constructed images are usually characterized by flatness or lack of depth and sometimes by a lack of color.

Looking up and to the Left: Eidetic Images. These are stored visual images or pictures of past events and other previously experienced visual stimuli. this includes dreams and constructed images that have already been experienced. these images are usually characterized by having both depth and motion - as in a

moving as well as color.

Looking level and to the Right: Constructed Speech. this pattern is usually associated with the process of creating spoken language. Inthis position, the person is 'putting into words' what he wants to say next.

Looking level and to the Left: Remembered Sound. this includes such tonal representation as the 'alphabet tune' and letters, advertisement jingles, phone numbers, and colloquialisms like slang and swearing. This is also where a person often moves the eyes when remembering auditory tape loops: Messages stored in short, often tuneful or rhythmic patterns which have been so often repeated that the person has lost conscious awareness of their existence. One example of this is the 'Remember to get the milk on the way home from work' line that is recited so often during the course of the morning that it eventually drops from conscious awareness.

Note: The next two eye-scanning patterns are often reversed in both right and left handed people. It is important to determine which pattern is being used by an individual before you can use the information gained from eye movements.

Looking down and to the Right: Feelings. In this position a person can access both derived feelings - emotions - and stored Kinesthetic memories. Think of the position you often see a depressed person in: head bowed, shoulders rounded, body drawn into itself. That person really fits 'into his feelings.' Remember that for some individuals, accessing feelings will be down and to the left.

Looking down and to the Left: Internal dialog. Usually associated with 'deep thought,' these are the words and sounds made internally that accompany this process. At times these sounds and exclamations may 'leak' out without a person's being aware of it: 'Please stop mumbling to yourself' is an often heard response to

this leakage. Typically, internal dialog is a running commentary on your current experience. At quieter moments, it can be an analytic tool of complex, rational, logical thinking. This would be 'rational' and 'logical' only in relation to the individual's model of reality, not necessarily to a general consensus of reality. This accessing pattern may be down and to the right for some individuals.

Defocused eyes: Visualization. This may be in any of above positions and is very often used during face to face conversations by individuals who communicate using the 'look to listen' rule. This is usually accessing of either eidetic or constructed visual imagery. However, it may also indicate accessing of other forms of information. When in doubt, check it out.

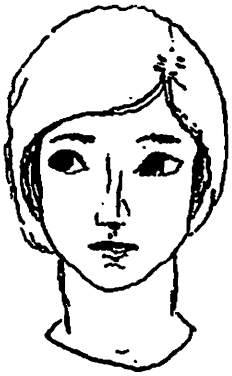
Closed eyes: Taste and Smell. Although people often close their eyes in order to remember a particular taste or smell, watch for movements of the eyes under the lids. These movements can indicate any of the previously discussed accessing cues and can be interpreted as if the eyes were open. The following illustrations demonstrate how the eye positions can appear to the observer. Put together, they form the accessing cues schematic.



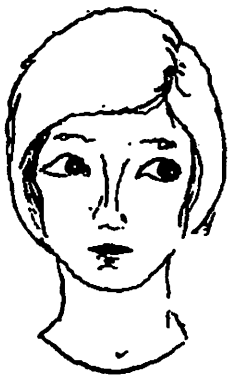
Looking up and
To the RIGHT
Constructing Speech



Looking up and
To the LEFT
Remembering Images



Looking Level and
To the RIGHT
Constructing Images



Looking Level and
To the LEFT
Remembering Sounds



Looking Down and
To the RIGHT
Feelings



Looking Down and
To the LEFT
Internal Dialog

NOTE: The schematic is reversed for
some left-handed people

Other Accessing Patterns

Breathing: There are other observable behaviors associated with accessing patterns. Breathing, for example, can be an excellent indicator of certain information retrieval patterns. Often when people are accessing visually, either constructing an image or remembering eidetic images, their breathing becomes very shallow. It can even stop all together. The following recounting of a therapy session demonstrates how this kind of information can be useful.

The therapist has noticed that when the husband - Joe - faces his wife, there are often long pauses in his breathing. At particularly stressful times he even holds his breath. Joe has just indicated that whenever his wife looks at him 'a particular way,' he feels upset.

Therapist: 'Would you tell me, Joe, how your wife's looking at you that way causes you to be upset?'

Joe's immediate nonverbal response to the question is to glance up and to his left. As he does so, his breathing almost stops, and there is a long pause before he speaks. This matches the behavior previously observed by the therapist. Joe: 'I don't know. I just get the idea she's disgusted or angry with me or something.'

Form Joe's analog response, the therapist has a very important and potentially useful piece of information. His behavior indicates a strong possibility that Joe is 'seeing' an internal image from some past experience - an eidetic image. When Joe 'sees' this image, he becomes upset. it is important to note that Joe is completely unaware of this process... 'I don't know. I just get the idea...'

If this is true, then it is not actually his wife's looking at him that 'certain way' that is upsetting

is elicited or brought to mind by that look. In effect, Joe is responding to an internally generated experience rather than to the externally presented stimuli. After determining from Joe that his wife is still looking at him 'that way,' the therapist's intervention demonstrates how a slight change in Joe's behavior can have a dramatic effect on his experience.

10

Therapist: 'Joe, I wonder if you could look at your wife again, and as you do, I would like you to do two things: I want you to continue to look at her rather than looking away, and, as you look at her I want you to take several slow deep breaths. Will you do that?'

Joe: 'Uh, sure, I guess so.' As he carries out the therapist's instructions, Joe experiences a moment of confusion, but as it passes, he comments: 'Say, you know I didn't feel that way this time.'

A portion of the remaining session was devoted to instructing Joe on how and when he could use this 'new behavior' to help him achieve his goal of 'better communication' with his wife.

Body Posture: Body Posture can also be a good indicator of how a person is accessing information. It is much easier to 'visualize' when you can assume a 'visual's' posture: back straight and erect, chin raised and forward, eyes looking up, and breathing shallow. To access feelings, round the shoulders and back, lean forward, and breather deeper into the abdomen. Taking the 'telephone' posture with the head tilted to one side we can facilitate tonal information accessing, while the arms-folded, head back posture of the 'digital' is a good way to become digitized.

Minimal Cues: Often people will exhibit very slight shifts or variations from their 'normal' stature. These behaviors are minimal cues. By training yourself to be alert to these slight shifts, you can often catch subtle nuances of communication that pass most people by at the conscious level.

Auditory accessing is often simply a slight tilt of the head as the person recalls 'tape loops' or tries to remember what someone has said. Deep thought utilizing internal dialog looks much like Rodin's famous sculpture of 'The Thinker,' with various personal modifications. A slight stiffening of the spine or tensing of the shoulders can indicate visual processing, while the opposite minimal cues - rounded shoulders and curved spine - can indicate that a person is 'getting in touch' with the information.

//

Going Through The Motions

Have you ever walked into a room and then, having forgotten what it was that you were after, found yourself retracing your steps in order to remember? What you are doing is literally placing your body back into physical positions which will help you remember. Of course, visual and other cues along the way also help. Often, in order to accurately describe a particular, complex motion like a golf swing or tennis serve, the person giving the description will find himself literally going through the motions. These are both examples of a special case of kinesthetic accessing involving movement. As you become more alert to minimal cues people give as they communicate, you will notice people's muscles involuntarily responding with subtle movements as they recall the gross motor movements of the actions they are accessing.

Mapping

Mapping is a process by which you can determine both an individual's preferred representational system and also that person's eye-scanning accessing patterns. For example, with Part A that follows, you can determine whether a person systematically looks down left for feelings of for internal dialog. Since accessing cues may be reversed in some left handers, it can be important to determine which side of the visual eye scanning pattern is eidetic imaging and which is

constructed imaging. Once you know this information, you will find that it remains fairly constant for any individual. Though accessing patterns seem to remain stable in adults, children below the age of six or seven do not demonstrate patterns as consistent as children who are older. This may occur due to the development of hemispheric dominance which theoretically doesn't develop before that age.

Part B of the mapping process demonstrates how a person is responding to the environment at that particular moment and may also indicate habitual patterns of information accessing. With this information, you can discern a person's preferred representational system and representational system hierarchy. Remember, however, that these can change depending on such variables as setting, amount of stress the individual is experiencing, and his or her internal response to you.

Mapping may be used to simply verify the meaning of one small piece of behavior or information. In the example where Joe exhibited the analog behavior of glancing up and to the left, the therapist could verify that he was 'seeing' an eidetic image by simply asking the appropriate mapping question. Or you can map a person completely prior to a formal counseling session. Mapping can be done overtly, or the questions can be embedded in the course of an ordinary interview. Eventually, as you 'tune' yourself to the people around you, you may find that the process of mapping people becomes an automatic part of your own communicative behavior. Done in this way, almost unconsciously, it can be a tremendously useful means of both gathering important information and gaining rapport.

Part A
Mapping The Accessing Cue Schematic

As you ask the questions which follow, pay attention to the person's eyes as well as to shifts in posture and breathing. Sometimes the response is so minimal it is hard to detect. If you fail to get a satisfactory response, go on to the next question and come back to it

later. The questions given here are only examples. You can be creative and generate questions of your own, but pay attention to the predicates you use. If they presuppose a representational system which is different from the one you are testing, the person may be led into the accessing pattern associated with that system. 13

1. **Constructed Images.** Ask a visual question about the future, like, 'What do you imagine I, this town, that tree, will look like ten years form now?' This requires the person to construct an image of something he has not yet experienced.

2. **Eidetic Images.** Ask a visual question about the past like, 'What color was your first car?' or about specific information like, How many windows are there on the front of your house?' This calls to mind some previously experienced image.

3. **Constructed Speech.** Ask for a complex verbal response like, 'What does it mean to be 'predisposed'?' If you preface this question with the directions, 'just think about what you would say without answering,' you allow for the 'rehearsal' of speech.

4. **Remembered Sounds.** Ask for auditory recall from the recent past or from a well rehearsed 'tape loop' like, 'What was the first question I asked you?' or 'What letter comes before 'p' in the alphabet?'

5. **Feelings.** Ask a question which presupposes the kinesthetic system, especially derived from feelings like, 'How did you feel on the day before your last birthday?' or 'what was the most exciting, scary, happy experience you ever had?' Again, asking the person to simply think of the experience without verbally responding may give you a better analog response.

6. **Internal Dialog.** Often the most difficult to detect, this cue is best observed as it naturally occurs, usually when a person is not being required to interact with others. Sometimes this cue can be elicited by asking questions such as, 'During the quiter

elicited by asking questions such as, 'During the quieter moments in your life, what do you find yourself thinking about?'

It is important to not that people will often lead with the accessing pattern which is most comfortable to them. A 'visual,' for example, may first access with a visual accessing pattern when asked to say what letter comes before the letter 'p' in the alphabet. What he is doing is using a visual lead system to create an image of the alphabet in order to answer the question. When a person persists in using one of the accessing patterns as the initial step in gaining the information, it may take several questions of the same type before you can observe the accessing cue for which you are testing.

One thing which can assist you in eliciting the pattern you are testing for is to model the posture, tonality, and other minimal cues which match the communication category and representational system presupposed by the question you are asking. For example, when asking a kinesthetic question, rounding your shoulders slightly, bending forward, speaking somewhat lower, and using a 'placating' palm-up hand gesture may help direct the person's attention at an unconscious level to that accessing pattern.

Part B
Preferred System and Hierarchy

In the following sections you will again be watching for accessing cues - eye movements, shifts in breathing and posture, and other indications of systematic use of information retrieval behaviors. since it is important in the sections which follow to know what a person's typical accessing patterns are - whether down left or down right for feelings, for example - it is necessary to have already mapped the person's accessing cues schematic; see Part A. As you observe how a person responds in each of the sections below, you will be able to identify both his preferred representational system and his representational system hierarchy. As in Part A, the wording of the instructions given are only

representative of what could be said. Use your own ideas in creating the instructions and questions that will be most compatible with your normal way of communicating.

Section I. Give the instructions before proceeding with the three steps below: 'I'm going to say a few words, and I want you to listen to them, think about them, and be sure that you know what they mean. You don't have to tell me anything. Just listen and understand. Are you ready?'

1. Concrete Noun. Say a concrete noun like 'dog,' 'tree,' or 'boat,' then pause and observe the nonverbal response as the person hears and makes sense of what he has heard. These responses will be so fast and subtle that it will require your utmost attention.

What you are watching for is an accessing pattern. For example, upon hearing the word 'dog,' a 'kino' might look down and to the right as he accesses the feelings associated with his understanding of what the word 'dog' represents to him. A 'visual' might glance up and to the left, creating an image of a dog associated with his understanding, while a 'tonal' or 'digital' may glance from one side to the other, repeating the word 'dog' and associating it with other auditory elements. Watch for consistent use of one of these patterns as you continue below.

2.Abstract Noun. Say an abstract noun - a nominalization - like 'friendship' or 'manifestation,' then wait for the nonverbal response. The responses will usually be almost immediate.

3. Nonsense Syllables. Say a nonsense word like, 'termonacar' or 'frucerah' - be inventive, then pause and wait for the response. This technique is particularly effective because in order to make sense of what he has heard, the person must draw upon information from his own model of the world.

You have disrupted his expectations by saying a word that doesn't make sense, and the confusion that results from the surprise nonsense syllables creates a mildly stressful situation in which he will most likely retreat to his preferred system in order to make sense of what he has just experienced.

Section II. Give these instructions prior to the next two steps: 'I'm going to ask you to think about some things you may have experienced or you might experience, but I won't ask you to describe them to me. Just think about them. Ready?'

1. Past event. 'Can you remember your last birthday, vacation, fun weekend?' By asking the person to draw on his experience in a general way using the unspecified verb, 'remember', you allow him to recall the experience in the way that is most comfortable to him, usually his preferred representational system. Again, allow time for the person to fully respond before going to the next question.

2. Future event. 'Where do you think you will be living ten years from now?' Notice the use of the nonsensory specific word 'think.' Observe which system the person uses in order to create the response to this question.

Section III. This final section requires some spontaneity on your part as well as attention to what you do and to what you say: they will be different! Your goal will be to determine which of two simultaneously presented, incongruent - different - messages is received by the person you are working with. This will give the person's representational system hierarchy. Study these examples closely and practice them before trying them out. Notice that each step has two parts, 'Say' and 'Do,' which overlap as indicated.

1. Auditory/Visual incongruence.

Say: "I'm going to ask you to pay attention to your internal experience while we do, See 'do' below, two things."

Do: As you say the word 'two' above, hold up three fingers for just a moment, then put them down. Do this

moment ago?'

The person's response to the question will indicate whether he was more alert to the auditory portion of the experience of to the visual portion. If he points out the incongruity between what you said and what you did, he scores visual over auditory.

2. Kinesthetic/Auditory incongruence. 17

Say: 'Pay attention to your thoughts as I touch you on your right knee.'

Do: As you say the word 'right' above, reach out and gently touch the person on his left knee. This is especially effective if you maintain the person's visual contact with your face, rather than with your hand. Do this by watching the person's face as you are speaking and reaching over to touch his knee. When you are through, ask, 'What were you aware of as I touched you a moment ago?' If the person detects the incongruity, he scores kinesthetic over auditory.

3. Visual/Kinesthetic incongruence

Say: 'Tell me what you are aware of as I do this.'

Do: As you say the word 'this,' with one hand gently touch the person, while with the other hand 'scribe an arc' across the person's field of vision.

Again, this will indicate where the person's attention is drawn. The person's response will let you know how to score.

Of course this hierarchy testing leaves out the digital representational system. A 'digital' will be more likely to score auditory and visual over kinesthetic. However, a 'digital' will also tend to score visual over auditory, while an 'auditory' will tend to score auditory over visual. In any event, it is important to take into consideration all aspects of a person's communicative output. The mapping skills described above are only one of the ways to facilitate understanding and determine which system of communication to use in order to obtain the rapport and trust necessary for influential communication.

Summary

The visual model provides us with a format for

seeing, understanding and utilizing consistent patterns of observable behavior. Based in part on research and pragmatic applications of the Bandler-Grinder model, these techniques provide a quick and efficient means for determining the representational system being used by an individual at any particular moment.

Pupil response is a very accurate indicator of interest or arousal. With food light, pupil response can be seen from as far away as five feet or more. Close observation of a person's eyes during the uttering of key words or phrases can assist you in determining his areas of concern and interest. As both the jade dealers and the Arabs have realized, this response cannot be controlled, since it is governed by the sympathetic nervous system.

Eye scanning patterns or accessing cues also provide information about how an individual is thinking. Combined with breathing and postural shifts, they can prove to be extremely useful in assisting people to discover and change limiting and pain producing behaviors. As in the example where Joe creates uncomfortable feelings from an unconscious eidetic image these behaviors usually operate outside a person's awareness and control.

The mapping process can assist you in determining the meaning of certain patterns of behavior. Part A is designed to help you identify the specific eye motion associated with each type of thinking. Sections 1 and 2 of Part B give you information about what representational systems a person habitually uses, thepreferred system, and Section 3 shows you how to examine a person's representational system hierarchy.

By knowing a person's preferred system, you can more easily facilitate the rapport and trust important to effective communication. Knowing a person's representational system hierarchy can help you understand how people systematically delete certain aspects of experience from their awareness and what those aspects of the environment are most likely to be. With this information, you can help people become alert to situations in which they consistently stop themselves from seeing, feeling or hearing input. As was shown in other experiments, deletion of portions of experience from a person's model of the world is potentially harmful and limiting to a positive and

These mapping techniques can be used at any time during the course of an interview, therapy session or any setting where verbal communication is taking place. The important thing to remember is to maintain continuity and rapport. To suddenly turn to someone and say, 'Can you tell me the color of your first car?' may be much less effective than casually, during the course of a conversation, mentioning an anecdote about your first car. Then you can say, 'You know, I don't even remember what color it was... Do you remember the color of your first car?'

People access all the time. Once you get used to the concept and its uses, you will find that it is usually unnecessary to go through the formal mapping process. Many people will give you all the information you need during the course of a normal conversation.

>- Some Pauper's Press Works -<

Psychological Visibility - Concepts that apply to us each day.
How to tell if someone is lying to you:NLP
The 8½ Laws of Rumor Spread
Needle Newsletter

-> DIY and more by Salerno -<

How to use the law library and write your own law work
Criminal Law Forms
Criminal Law Case Citator
Criminal Law Concepts
A Letter From Home

www.freesalerno.com



South Chicago ABC
Zine Distro
P.O. Box 721
Homewood, IL 60430