

Language and Communication as Integral Parts of Vision and Visual Thinking

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Vision the Emergent

- *Vision* is the deriving of meaning and direction of action as triggered by light.
- *Vision* is an emergent of the interplay of the person's use of four sub-processes.
 - *Antigravity*: Where am I & where are my body parts one in reference to one another?
 - *Centering*: Where is it? How do I manipulate it?
 - *Identification*: What is it?
 - *Speech & Language*: Can I communicate about it both to myself and to others?

Kraskin on Skeffington

(Paraphrased)

“Skeffington was smart enough to know that the 4th circle had to be there but he didn't have a good ability to communicate his understanding of all that it encompasses.”

Skeffington on the 4th circle

“And the fourth circle is the speech and language circle.”

Speech/Auditory (Communication)

- This is the manner in which we inform ourselves; how we are conscious about that which we are experiencing either in the here-and-now, or in the imagined sense.
- In addition, this is also how we use language to communicate our experiences to others and to understand what they tell us.

Joseph Church

“Language is not just another faculty or skill, it is what makes thought possible, what separates thought from non-thought, what separates the human from non-human.”

Language Defined

- The words, their pronunciation, and the methods of combining them used and understood by a considerable community.
- Audible, articulate, meaningful sound as produced by the action of the vocal organs.
- A systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.
- The means by which animals communicate.

From the Merriam-Webster Ninth Collegiate Dictionary

Communication Defined

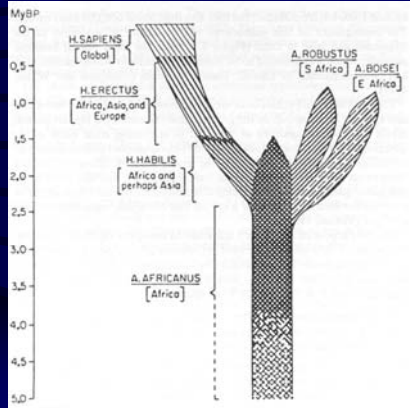
- An act or instance of transmitting
- A process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.

From the Merriam-Webster Ninth Collegiate Dictionary

Language/Communication in Vision

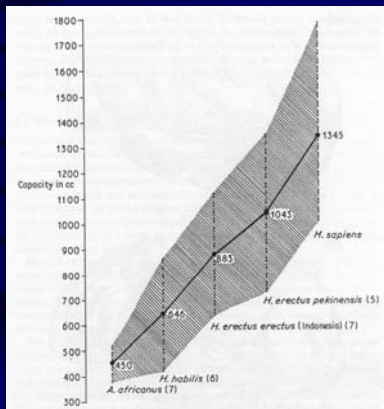
- Forms
 - May be in standard “auditory” or “spoken” forms but may occur through different vectors as well.
 - Body language
 - Thinking in “pure meanings”
 - Internal picturing, feeling through movement, hearing the volume of space by the blind, etc.

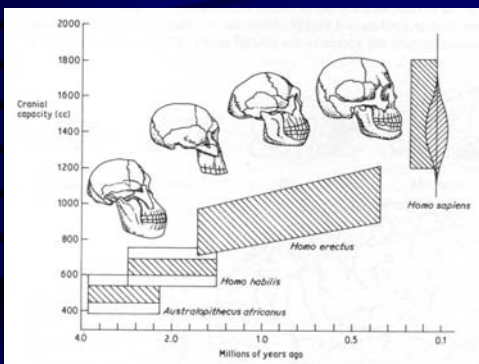
Hominid phylogeny from Eccles



Cranial Capacity over 3 million years the size triples!

from Eccles

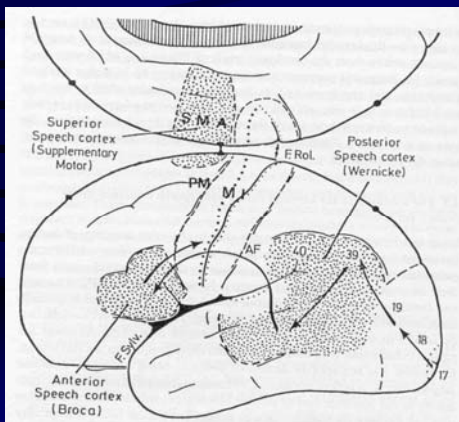




From Darwin to DNA, Molecules to Humanity by GL Stebbins reprinted in Eccles

The development of speech

- Study from *H. habilis* skulls shows that the growth was even greater in certain specific areas:
 - Inferior frontal lobule, which would become Broca's area.
 - Inferior parietal lobule, which would become Wernicke's area.
- The increase in the speech areas of *Homo Habilis* indicates their usage.



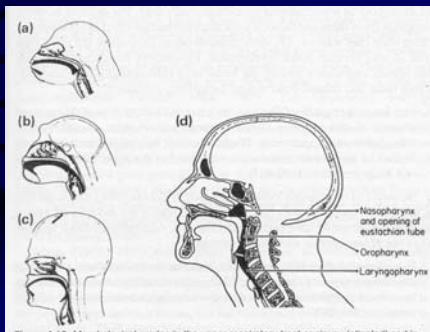
What do these areas do?

- Wernicke – ideational aspects of speech. Aphasia here causes the person to be unable to understand speech written or spoken. Person can speak with normal speed and rhythm and with normal syntax but it is nonsense!
- Broca – motor aspect of speech. Can understand speech but has tremendous difficulty expressing self. Motor aphasia is not due to paralysis of the vocal musculature.

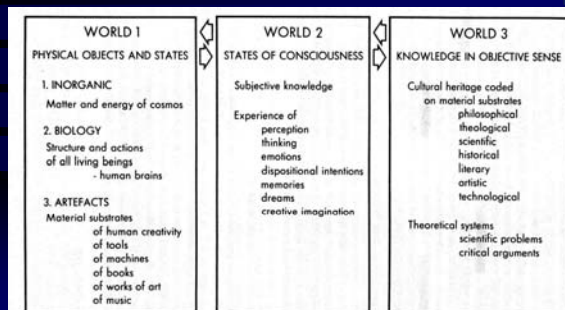
Early neurological development

- “Both cerebral hemispheres participate in speech initially.” (Basser, 1962)
- “Normally the left hemisphere becomes dominant in speech performance, both in interpretation and in expression, presumably because of its superior neurological endowment.” (Eccles)
- “The process of transfer is complete by 4 or 5 years.” (Kimura, 1967)
- “In about 5% of the cases the lateralization is reversed.” (Eccles)
- “If the speech areas are not used by puberty, they will have lost their capacity to learn.” (Eccles)

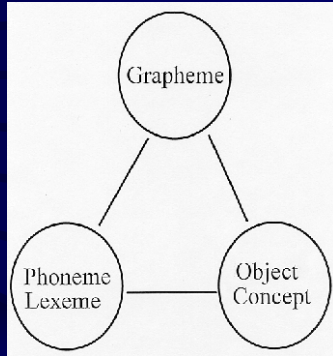
Evolution of the vocal tract: monkey, chimp, human



Popper/Eccles 3 World Philosophy of Linguistic Expression



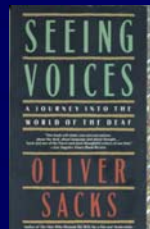
The Sub-processes of Reading / Spelling



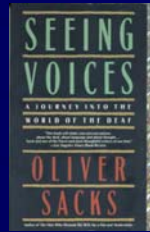
- “Words are triggers that tend to bring into your consciousness certain parts of your experience and not other parts.”
- “In order for you to understand what I am saying to you, you have to take the words – which are nothing more than arbitrary labels for parts of your personal history – and *access* the meaning, namely, some set of images, some set of feelings, or some set of sounds, which are the meaning for you.”

From Bandler & Grinder

“The speechless patient has lost speech, not only in the popular sense that he cannot speak aloud, but in the fullest sense. We speak not only to tell people what we think, but to tell ourselves what we think. Speech is a part of thought.” Hughlings-Jackson



“What is naming for? It has to do, surely, with the primal power of words, to define, to enumerate, to allow mastery and manipulation; to move from the realm of objects and images to the world of concepts and names. A drawing of an oak tree depicts a particular tree, but the name ‘oak’ denotes the entire class of oak trees, a general identity – ‘oakhood’ – that applies to all oaks.” Sacks



Hunger for names

- In talking about working with a deaf child when he hit this particular point in development: “Now he perceived that an object, or an image, might be represented by a *name*, he developed a tremendous, violent hunger for names.”
- “A child has a veritable word hunger, asking for names and practicing incessantly even when alone.” (Papousek, 1985).
- “The child abstracts regularities and relations from what it hears and applies these syntactic principles in building up its linguistic expressions.” (Eccles)

Generalizations

“A word does not refer to a single object but to a group or class of objects. Each word is therefore already a generalization. Generalization is a verbal act of thought and reflects reality in quite another way than sensation and perception reflect it. To make the ‘dialectic leap’ between sensation and thought requires the achievement of a generalized reflection of reality, which is also the essence of word meaning.” L.S. Vygotsky

The Generalization Sphere

“Our ordinary concepts are structured in a sphere-like manner, with the most primary examples forming the core and with less typical examples forming the outer layers. Such sphericity imbues any concept with an implicit sense of what its stronger and weaker instances are.” Hofstadter, D.R.

The Generalization Sphere (2)

- “But in addition to slowly building up richly layered spheres around *concepts* (a process that stretches out over years), we also quickly build spheres around *events* or *situations* that we experience or hear about.”
- Surrounding every event on an unconscious level is a *commonsense halo*.
- “Generalization outwards from a conceptual center is an automatic, unconscious process that pervades thought – indeed, it *defines* thought.”

Hofstadter, D.R. – “Fluid Concepts and Creative Analogies”

Generalizations

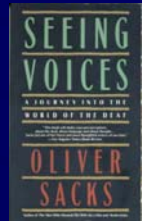
“All generalizations are lies.”

Bandler & Grinder, “Frogs into Princes”

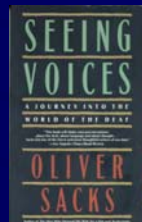
How does language emerge?

- Whomever talks to the child, “leads the infant step by step to higher levels of language and into the world picture it embodies.”
 - First this is the primary caregivers’ “world-picture” as described by their view.
- They, “must always be a step ahead, in what Vygotsky call the ‘zone of proximal development’”.

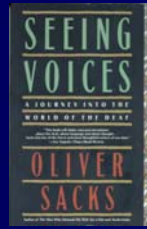
“Dialogue launches language, but once it is launched we develop a new power, ‘inner speech,’ and it is this that is indispensable for our further development, our thinking. ‘Inner speech’, is speech almost without words....it is not the interior aspect of external speech, it is a function in itself.”



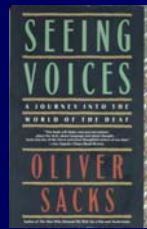
“While in external speech thought is embodied in words, in inner speech words die as they bring forth thought. Inner speech is to a large extent thinking in pure meanings.”



“We start with dialogue, with language that is external and social, but then to think, to become ourselves, we have to move to a monologue, to inner speech. Inner speech is essentially solitary, and it is profoundly mysterious.”



“Our real identity lies in inner speech, in that ceaseless stream and generation of meaning that constitutes the individual mind. It is through inner speech that the child develops his own concepts and meanings; it is through inner speech that he achieves his own identity; it is through inner speech finally, that he constructs his own world.”



Doctor Patient Language/Communication

- “One of the systematic things that Erickson and Satir do is to notice unconsciously how the person they are talking to thinks.”
- When you make initial eye contact with a person he will either be generating visual images, having feelings, or talking to themselves and hearing sounds.

Bandler & Grinder, “Frogs into Princes”

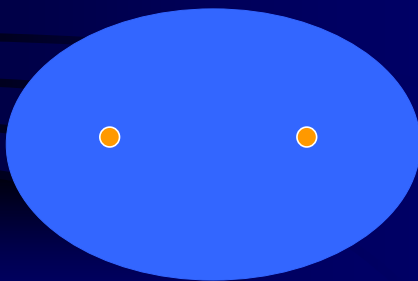
Individual differences

- Two examples
 - Law School Demonstration
 - The speeding ticket

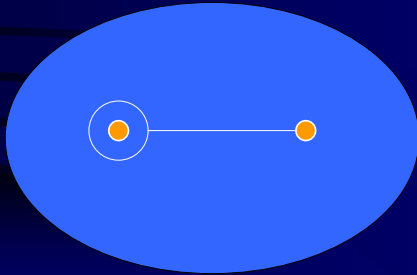
Clinical Pearls

- “If you want to get good rapport, you can speak using the same kind of predicates that the other person is using. If you want to alienate the other person, you can deliberately mismatch predicates.”
- “The predicates indicate what portion of this complex internal cognitive process they bring into awareness.”

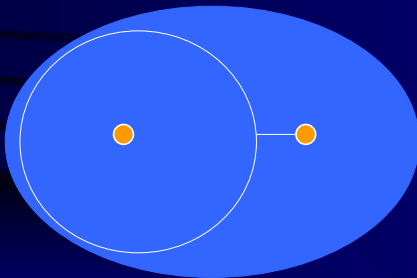
Embeddedness/Idea Space



Embeddedness/Idea Space Highly Embedded



Embeddedness/Idea Space Unembedded



More Clinical Pearls

- “One of the pre-requisites of your being effective is to have patterns of communication which make good rapport with their unconscious resources to assist them in making changes.” Bandler & Grinder
- Ex. Mixed messages: the voice says yes and the body no. Demonstrate the near point double question.

Even More Clinical Pearls

- “If you ask a person a question that involved a motor program, you can observe the parts of their body they have to use in order to access the information”.
- Ex. Headache location, where is the double vision?

Setting the Stage

- Raise the probability that you will get good communication by:
 - Mirroring
 - Pacing
 - Tone Matching

The power of the subconscious

- Once a message is caught it is potentiated and active all the time causing a massive increase in the power of the “suggestion”.
 - Positive Mental Attitude
 - Pain Management

Speaking to the subconscious

- Factors are nearly too numerous to list!
 - Office location, phone number, first view of office, tone of staff during communication, the greeting, physical distances during case history and case presentation, interposition of a desk, ego wall, tone of OD during communication, voice (cadence, speed, volume, level of vocabulary, etc.), etc.!

Afraid of giving the answers away!

- MVPT
- Visagraph post recording questions
- Increase awareness about how you might be subconsciously helping your patients get the “right” answer!

Some things to watch for

- Patient says, “I can’t...”
 - See if you can get them to restate what they mean in a way that leaves open the possibility that they *may* be able to get this in the future.
 - Then if this is effective go the next step. Get them to say it in a way that gets them to believe that it will be different.

Putting it all together and example:

“I phoned Mr. W.R. of Harley Street, who said he would see me the next day. I presented myself hopefully, but with no particular expectations. He was a ruddy, genial man, who immediately put me at ease, and listened with attention, occasionally asking a penetrating question. ...”

Putting it all together and example:

“...He gave me the sense that he was interested in *me* – me as a person, no less than as a problem; and he seemed to have all the time in the world, though I knew he was one of the most sought-after men in England. He listened with perfect concentration and courtesy, and then examined me, swiftly, but authoritatively in detail.”

References

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