

# READ FASTER

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*Quickly Improve Speed and Comprehension*

By Joseph Bennette

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ISBN 1451532415

EAN-13 9781451532418

## Thanks To

- Win Wenger, PhD, for his kind willingness to share his Socratic Method for learning. Learn more about the Socratic Method, Project Renaissance, and Dr. Wenger's own methods at [www.winwenger.com](http://www.winwenger.com).
- Ranae Johnson, Founder of the Rapid Eye Institute, and creator of Rapid Eye Technology, for her inspiration to go forward with this project, for sharing insights into the eye exercises and patching used in this book, and for her kind permission to use the Rapid Eye Technology Emergency Process in the Emotional First Aid section.
- Gary Craig, creator of Emotional Freedom Technique, for his kind permission to include a simplified EFT protocol into this book.
- Suzie Lyda for technical assistance, editorial feedback, and constructive criticism.
- The many students of my original speed reading course who helped me define, refine, and organize my methods in ever more effective ways.

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# Read Faster Now

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A Quick Boost

# **Kick in the Afterburners!**

**Quickly accelerate your reading speed**

Let's jump right in right now with a quick and easy reading speed accelerator. For some, this section alone will be all they want from this book – and that's great! For others, they will feel excited to continue to learn all there is to learn about reading faster and how they can gain higher comprehension rates.

## **Step 1 – Warm-ups**

Since you'll be using your eyes and brain to read each page, you'll want to warm those muscles up a bit before you put them to work. Muscles inside the eye also perform duties like focusing – you'll want to warm those up, too. If you experience any discomfort during these exercises, stop and perform one of the stress relief processes described in the Emotional Support section.

- Look to your left knee then to your right knee. Look back and forth until your eyes feel like they want to blink a lot.

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- Roll your eyes in large circles as far as you can stretch them to the periphery.
- Continue rolling your eyes first clockwise then counterclockwise 2-3 times.
- Stop and shut your eyes very tightly - then open - closed tightly - then open -- continue for 5 blinks.
- Focus near (16 inches) – then far (beyond 48 inches) 5 times. You can accomplish this by looking out a window – focus on the window pane then to something off in the distance – then repeat.
- Hum a bar or so of music (“Happy Birthday”).
- Count from 1 to 10 forward, then backward from 10 to 1.
- Hum a bar or so of music (“Happy Birthday”) again.
- Sigh deeply - take a deep breath and exhale all at once.

### **Step 2 – Pre-Read**

- Open your book or magazine and look over the table of contents to get

a feel for what it is about – the general “flow” of the story (if a novel). If the book is a textbook, look for the specific item you want to read – and while you’re looking, get a feel for what is before and after the item you want to read.

- Flex the book or magazine to make the pages easier to turn. Flip the pages like a deck of cards to loosen them.
- If a novel, develop a “preview” or “movie trailer” of the story before you read.
- If this is a book you’ve been reading, get a sense and recall of the story up to the point you are now. Make some mental guesses as to where the story will lead next.

### **Step 3 – Read Faster**

- Read as you normally would – but stretch yourself to read faster. Allow your eyes to capture more words at once. This is made easier using the Soft Focus method described later in this book.



## Read Faster - How to Speed Up Your Reading

- Always continue reading forward even if you think you missed something important. Your mind will fill in the missing details later as you go along – particularly if the story stops making sense or a character acts out of character.
- Remember to breathe now and then – in deeply, filling your lungs to the very bottom – then release the breath in a nice big easy sigh. Simply remembering to breathe as you read should take care of this business while you are reading, making reading much easier, faster, and help you comprehend and retain more of what you read.

### **Step 4 – Evaluation**

Ask yourself the following questions about what you just read (these questions can bounce around inside your head while you read, too):

- What do you think are some of the many ramifications of the main point of what you read?
- What main point of what you just read do you think that you most

## Read Faster - How to Speed Up Your Reading

need to give further attention to, and why?

- What are some of the many ways you think that the various points relate to one-another?
- What, for you, was the most important point, and what made that the most important point for you?
- What in your experience - or in your whole life thus far - does the main point somehow remind you of? - Why does that somehow remind you of that...?

*Note: If you'll practice the above simple method – always seeking to read faster and faster each time you read – you may achieve supersonic reading levels you want in four to six weeks – in which case you may not need the rest of this book! Congratulations!*

If you're ready to explore what is beyond this simple quick speed up, keep reading...

# Introduction

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The Why behind the How

## **Why This Book?**

There are literally hundreds if not thousands of speed reading courses available today – many for free online.

This book is NOT a speed reading course or method. It is intended only to significantly speed up your current reading method. Although not the intent of the book, some will learn to speed read using my methods and ideas.

Also included are concepts, exercises, techniques, and processes designed to enhance your ability to deal with the stress of the learning process.

I believe you have within you the ability to read many thousands of words per minute and comprehend it all! There is no limit to how fast you can read or how much you can comprehend and understand of what you read.

Using my method you should see a substantial rise in both reading speed and comprehension.

## **Skills Acquisition**

There are basically five levels of skill acquisition:

## Read Faster - How to Speed Up Your Reading

- **Unconsciously Unskilled** – in which I am unaware of a skill I might want or use later.
- **Consciously Unskilled** – in which I become aware of a skill I want, but am as yet unskilled at it.
- **Consciously Skilled** – in which I've learned the skill and must focus on HOW to accomplish the skill each time I do it in order to do it correctly.
- **Unconsciously Skilled** – in which I do the skill without any further attention to HOW TO DO IT. Like tying my shoes, I can do it without thinking – I just do it.
- **Skill Mastery** – in which I have MASTERED the skill. In this level of skill acquisition, I no longer must practice the skill to retain it because I have EMBODIED it. It is now part of WHO I AM.

*(Adapted from Gordon Training International, the "Learning Stages" 1974)*

Every day, I get up, slip my clothes on, put on my shoes and tie them, brush my teeth, wash my face, brew a hot cup of java, and go to work. I don't have to focus on HOW to do these things – I've mastered them.

Mastery, in its truest form is demonstrated by total relinquishing of control – which means that the ultimate test of Mastery is the ability to perform the skill without any conscious control or attention. It is incorporated into who you are.

Skills Mastery is the result of adequate practice before relinquishing control. As you achieve Mastery of life's skills, you will have let go of the "How To's".

"How To's" are SKILLS. When you learn HOW TO do something, you've learned a skill. As you practice your skill, you become better at it – until, in time, you can relinquish control of your "How To's" and embody the skill into the fabric of your being - achieving mastery of the skill.

Even now, you have incorporated many mastered skills into your being. You:

- Eat with utensils, tie your shoes, walk, run, talk, etc.
- Manipulate others to get what you want.
- React to your environment appropriately (at least to you).
- Socially interact with others.
- Dress yourself.
- etc., etc., etc...

As you progress through this book, practice and patience will help you evolve from one level to the next until you have completely incorporated the skill and made it yours.

After you've practiced enough, perhaps you'll master the skill and make it part of who you are. You'll then no longer have to work at it – like tying your shoes or brushing your teeth.

Although the method in this book is easy, it does take time and effort to achieve mastery. So don't expect instant gratification. Besides, the fun is often in the journey – the sense of accomplishment is reserved for achieving the goal.

In the process of mastering the skills, you may find a better way *for you* than that expressed in this book. First try my method as outlined in the book, then, after you're comfortable with my method, adapt and experiment to find what works best *for you*.

## Useful Equipment

- An eye patch. A properly fitted eye patch will stand away from the eye enough to allow the eye to be open under the patch, yet block all or nearly all light.

## Prerequisites and Assumptions

This book will not teach you how to read – the intent is to enhance your current reading skill level.

It really helps if you have a vocabulary that matches or exceeds that necessary to understand the words you read. You simply can't read fast when you must hold a dictionary in one hand and the book you're reading in the other.

Don't expect to read rapidly if you are physically or mentally challenged (i.e., blind, brain damaged, significantly mentally disabled, etc.). However, the methods and ideas described in this book MAY assist someone with a lesser handicap – like dyslexia. You won't know until you try.

Although this book is written in English, readers should be able to use the concepts to speed up their reading and increase their comprehension of books, magazines, and other printed materials in any language.

Further, the ideas and concepts may apply to electronic delivery such as eBooks, electronic paper such as the Amazon Kindle, and Smartphone technologies.

Typically the reading speedup concepts, tricks, and exercises described in this book



require six weeks or so of practice to gain a level of consistent competency. It could take weeks or days to see significant results - there is no way to know how long it will take for your mind to suddenly open up the neural pathways necessary to “get it” - and that is what usually happens. Suddenly (within seconds) comprehension will jump from 10-15% to 95%+. You’ll then be in the groove - like being tuned perfectly to a particular radio station. And it will suddenly be EASY - easier than you can imagine now.

Most people give up too early – before skill acquisition - because they can’t comprehend what they are reading when they read very fast. Well, yes! That is to be expected! You must **learn the speed skills first – comprehension will follow.**

To assist you in comprehension, I’ve included in this book a short segment on mind-mapping. Practicing this technique will help speed comprehension along so that it is not so far behind the acquisition of increased speed. You’ll find exercises for improving memory and recall – both essential for comprehension.

I’ve also included a short segment on helping children learn to read faster. It will take most young children little time to catch on to the concepts as parents and teachers

support them in their efforts. Resist testing children's comprehension by having them read out loud – rather, ask what the story was about using the Socratic Methods described in this book.

There is a segment on how to make the most of reading technical material and text books.

If you find yourself reading much faster yet feeling that you're just not getting it, relax, breathe, and re-commit. Your natural learning curve must be observed by continuing undaunted. You are already successful; you just have to demonstrate it to yourself with practice and consistent effort.

**The most important thing to do with reading is to enjoy it.** No matter whether you are reading technical material, children's books, novels, or magazine articles, enjoyment is the most critical ingredient in a successful reading experience. Relax into your reading and allow the pleasure of the experience to come out.

# Basic Concepts

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Setups for Success

## My Philosophy

The real “trick” to reading rapidly is to allow yourself to exceed your own expectations. You must allow for the possibility that you can go beyond what you currently believe you can do.

For many of us schooled in phonics-style reading, that means exceeding the speed at which we can sub-vocalize the words we read - in other words, how fast we could read out loud. For most people, that limit is about 700-800 words per minute – what I call the “sound barrier.”

I recommend that you start *right now* believing you are at least capable of becoming a faster reader. With this belief, acquiring the skills necessary to actualize it will be so much easier.

I remind you to:

- Practice the reading skills until they become automatic – skills acquisition level 3.
- Focus on speed until your comprehension catches up. (This can be frustrating - you can deal with the frustration using techniques described later in this book.)

Once you have the speed and the comprehension, you must then sustain your skill by practicing every chance you get. Fortunately, the reading acceleration skills are amazingly easy to maintain - because it is natural.

Without sustained effort to keep your new reading skills you can quickly and easily fall back into your old and slower reading habits.

I recommend that you sustain your skill by reading SOMETHING at least once a week using the exercises described in this book. Some people need to read more often to sustain their skill. You will know if that happens to you because you'll find you can no longer read as fast as you want to read.

Practicing the techniques again until you suddenly "get it" again will be much easier after losing them to inactivity because you will be remembering your past success rather than achieving it for the first time. You'll soon be back in the groove.

***Did you know -***

*President John F. Kennedy could read about 2,500 words per minute (10 times the average person's reading speed). He would read*

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*6 newspapers from cover to cover while he had breakfast.*

# About Visual Reading

## Phonics

In phonics-style reading, you must first read by seeing the words with your eyes. The visual sensory modality is then translated into auditory (sound) in order to read out loud or to yourself. Phonics reading follows the path:

See → Translate → Speak → Translate →  
See → Translate → Interpret → Under-  
stand

## Visual Reading

The techniques in this book are intended to direct the visual perception of the written page directly to the cognitive awareness centers to create mental images and concepts without the need for auditory translation. These are natural processes you do every day. It's your natural capacity for understanding your world visually.

When you see a tree, for example, you don't have to say inside your mind, "tree" to understand the concept – you just KNOW "tree". When you see the word, "tree", you do the same thing – it's natural. Even when I say the word, "tree" you automatically vis-

ualize a tree in your mind. So why see AND say when you read when the end result is the image of a tree?

Visual reading follows your natural imaging process:

See → Interpret → Understand

As the concepts you read become clearer through imagination, comprehension becomes easier and easier as speed increases.

## **Engaging the Vision System**

Let's get started right now involving your eyes in the reading process. We want to involve more than the eyes, though – we want to engage the entire visual system. To do that, we will be using an old visual acuity exercise called Eye Patching. We'll be using it a lot at first to break the eyes away from the verbal reading pattern learned in school. This may feel frustrating – that's okay. If the stress of learning becomes too great, you can check out the Emotional First Aid section of this book for ideas on how to manage your stress (see page 116).



# Breaking Up the Old Patterns

## Eye Patching

*Eye Patching* - If you continue to see life as you have always seen life, you will continue to get from life what you have always gotten from life. Until you change your basic thought processes about life (including your ability to read) you will continue to experience life as you have always done.

Patching the eyes provides your brain with a new perspective on life. Even for a short while, patching can significantly change your perspective and your underlying paradigm. Eye patching can be used to balance brain hemispheres for whole-brain activities.

A properly fitted eye patch will stand away from the eye enough to allow the eye to be open under the patch, yet block all or nearly all light.

Although you can achieve similar results by palming one



eye (by placing the palm of the hand over one eye), doing so leaves you one-handed – making it much more difficult to hold a book and turn the pages.

## How to Patch

Place the patch on one eye for several minutes (10-20 minutes) then place it over the other eye for the same amount of time.

What most people will first experience with eye patching is an increase in visual acuity, a sense of “lightness” in the room, and an overall lessening of stress and strain on the eyes.

*Make sure the patch is loose over the eye so the eye may remain open under the patch.*

With one eye patched, one brain hemisphere tends to become hypersensitive (intensifying) while the other seeks to compensate, becoming hypo-sensitive (lessening). This temporary imbalance creates a state wherein the person has two completely different concepts of the perceptual world.

One perceptual concept is that being directly fed from the uncovered eye to the brain. The other concept is that being shared from the uncovered eye through its governing brain hemisphere to the other brain hemisphere. This condition tends to strengthen

the communication bridge between brain hemispheres and supports a paradigm shift (a change of thought patterning).

## **Two Eye Patching Exercises**

Seek out 6<sup>th</sup> grade reading material – magazine or newspaper articles, novels from the 6<sup>th</sup> grade area of your local library will do nicely. Look for books and articles with lots of text and few graphics.

- **Eye patching while reading**

The idea here is to initiate brain processes useful in transferring sub-lingual (phonics) reading style to a more visual reading style.

- Place the patch over one eye and read for several minutes as you normally would. At first this may feel odd or even difficult, but stay with it and you'll find it getting easier to do.
- Place the patch over the other eye and read for several minutes more.
- Compare the way you *feel* and *think* in one mode as with the other.

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- Particularly notice if patching one eye causes you to daydream or “see” beyond the words.
  - Practice reading with the patch over one eye and then the other for 15 to 30 minutes noticing where your thoughts drift – or do you stay on subject with the text.
  - Stop reading and do some other unrelated activity for 15 minutes or so. Maybe take a walk. Do not read anything for 15 minutes!
  - Read normally without the patch. What do you notice now about your reading speed and/or comprehension?
- 
- **Eye patching while reading upside-down**

Reading the material upside-down with and without the patch teaches your brain what the words “look like” - this will be very valuable later when you are “seeing” whole pages at a time.

- Place the eye patch over one eye.
- Place the reading material upside-down in front of you.

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- Read over the material as fast as you can, looking at the page upside-down (you'll have to read backward - right-to-left, too) - read for about 5 - 10 minutes. It should feel frustrating!
- Notice how much you comprehend in your "knowingness" mode – a kind of guess at comprehension.
- Turn the page right-side-up and re-read as fast as you can with the patch over the same eye.
- Reread the same material upside-down with the patch removed.
- Reread the same material right-side-up with the patch removed.
- Notice how you feel each time.
- Notice where you were correct in your comprehension of the material.
- Repeat the process with the other eye patched.

# Visual Processing

## Pattern Recognition

Your mind has the marvelous ability to “create” reality through perception. A special trait of human perception is called “patterning” in which your mind can create or assume a pattern when you perceive such a pattern.

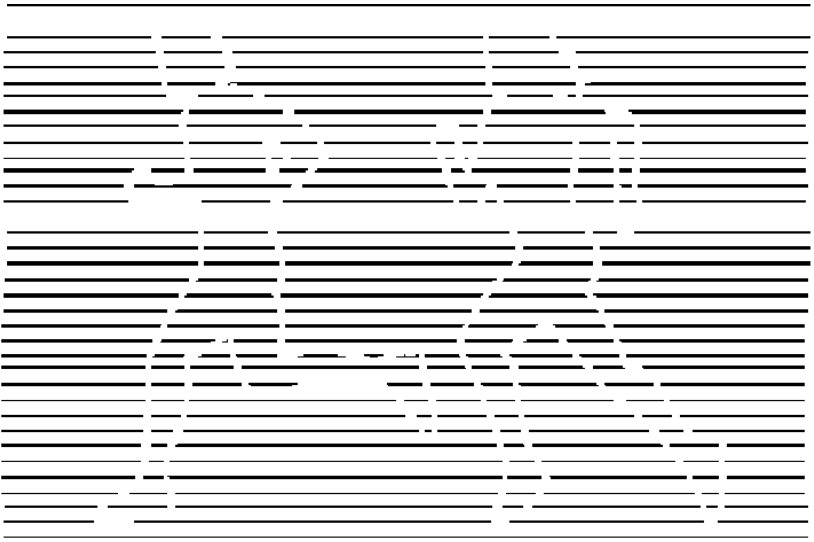
An example might be in a story about a relationship in which one person acts in a certain way often enough that you believe they will continue to act that way in the future, too. In story-telling it’s called “staying in character”. Once you accept that a pattern exists, you tend to continue it even when faced with contradictory evidence.

Seeing Between the Lines

## Read Faster - How to Speed Up Your Reading

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*Do you see a pattern here?*

Referring to the illustration, do you see the shapes within the lines? What you see are patterns of breaks in the lines. The shapes you “see” are really just familiar patterns in your mind. The truth is, there are a series of black horizontal lines against a white background – the black lines are interrupted occasionally – creating a pattern your mind connects together based on a pattern of meaning (interpretation).

## **Reading and Perception**

My reading acceleration method utilizes this innate ability to create visual elements based on a pattern to fill-in the details of the story as you see each page. Even if you were to read the story slowly, the same thing would occur - you would settle in on a pattern of story line and fill in the rest - sometimes even “spacing out” while you read, yet still coming away with a story.

It’s conditioning that forces us to continually read in circles - forward a way then circle back, then forward again reading the same material over and over until we think we have it. The joke on us is that our marvelous minds have had it all along. It’s only our conditioning, our habits that slow us down. You did not have to do anything special to



## Read Faster - How to Speed Up Your Reading

“see” the lines continue across the page in the previous exercise - your mind simply did it for you. You don't have to work at reading; your mind does it automatically. With practice, the skill becomes a principle and then it becomes you.

Consider this:

You don't have to read every letter of a word to comprehend it or pick out a specific pattern of letters to make up a word. Indeed, you don't have to read every word of a sentence or paragraph to make sense of it. All you need is *enough* of it to perceive its pattern.

Just to prove my point about pattern recognition, read the following paragraph as fast as you can – you'll probably find that the faster you read it, the easier it is to read.

i cdnuolt blveiee taht I cluod aulacly  
uesdnatnrd waht I was rdanieg. It's the  
phaonmneal pweor of the hmuan mnid!  
aoccdrnig to rscheearch at Cmabrigde  
Uinervtisy it dseno't mtaetr in waht oerdr  
the ltteres in a wrod are, the olny iproamtnt  
tihng is taht the frsit and last ltteer be in  
the rghit pclae. The rset can be a taotl mses  
and you can still raed it whotuit a pboerlm..  
This is bcuseae the huamn mnid deos not

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read every letter by itself, but the word as a whole. Pretty amazing huh? And you thought spelling was important!

Now go back and read that last paragraph again – only faster!

Now let's try it again with less lettering – just enough to almost make out a pattern.

I couldn't believe that I could actually understand what I was reading. It's the phenomenal power of the human mind, according to research at Cambridge University it doesn't matter in what order the letters in a word are, the only important thing is that the first and last letter be in the right place. The rest can be a total mess and you can still read it without a problem.. This is because the human mind doesn't read every letter by itself, but the word as a whole. Pretty amazing huh? And you thought spelling was important!

Now go back and read that last paragraph again – only faster!

What pictures did you see in your mind as you read those paragraphs? Did you comprehend more as you read faster?

# Achieving Your Goals

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An Effective Strategy for Success

# Power Questions

## Using Questions to Empower You

Presuppositions are powerful suggestions that can be made in the course of ordinary conversation. Using presuppositions one can create influential questions that can open the mind and motivate one toward goal achievement.

Consider the difference between:

“I am going to buy a new house by the end of this year.”

and

“How will I feel when I’m looking out the window of my new house later this year?”

Both are a kind of affirmation – one a goal statement and the other an evocative question based on an affirmation. The question evokes more emotion and motivation than does the statement. Why is that? Because we are built to answer questions.

Statements tend to evoke questions – like, “how can I do that?” Questions tend to evoke answers. It’s what we do as humans.

Webster defines a presupposition as “an assumption that is taken for granted.” When you assume a condition, it tends to be so – we call it expectation. I assume that to walk

across the room, I will simply stand up, place one foot in front of the other, and walk. I take walking for granted. It is not a guarantee – I don't know that I won't suddenly fall or find that I cannot get up or walk. I take it for granted that it will happen just as I expect it to and I would be TERRIBLY disappointed if I could not walk. In fact, I might even be terrified if I suddenly could not walk. The assumption and expectation is great.

Building a question that contains a presupposition tends to make the question evocative in the direction of the presupposition. If your presupposition is an assumption of your goal already achieved – something you can then take for granted – you tend to open your mind to answers to your affirmation opposition thoughts.

Instead of “no, you can't” thinking, you will generate “this is why I can” thoughts. Later, you will generate “I knew I could” thoughts.

Here are a few presupposition laden example questions you can get started with:

- “Why am I able to read so fast?” (affirmation / presupposition: I assume I can read fast – answers: all the reasons why)

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- “What will I do first when I am reading super fast?” (affirmation / presupposition: I assume I will be successful at reading faster – answers: all the motivations to becoming a super fast reader)
- “How happy will I be when I exceed my expectations?” (affirmation / presupposition: I assume I will exceed my expectations – answers: all the motivating feelings to take you past your goal)
- “What new and exciting things will I discover about myself as I continue to enjoy reading?” (affirmation / presupposition: I assume I will learn new things about myself – answers: all the motivational emotions necessary to sustain the reading speedup)

To build your own questions, just ask yourself, “What will life be like for me when I have already achieved my goal and I am taking it for granted?” Then make up questions about that state of being. Include your goal as a presupposed part of the question.

For example, if your goal is to read faster by 100 words per minute by Christmas, you might ask yourself first, what life would be like for you reading faster at Christmas time – which could take you to asking your-

self something like, “What will it feel like to be a full grade point ahead by Christmas time?”

The presupposition is that you will achieve your goal. The questions tend to evoke from you the motivation to achieve it. You don't have to worry about negative opposition from yourself because you are just asking a question – rather than giving an answer.

## **Ecology**

There could be a time, however, when your question evokes a negative response. For example, if you asked yourself the question about Christmas and got a response from yourself, “I'd have to work harder next term to keep up that pace;” you'd have what is known in NLP as an ecology problem. That is, by your achieving your goal, someone you care about (including you) will be injured or hurt or worse. If you get such a response from your question or any affirmation, it is time to reconsider your intent and your goal – because you will not achieve any goal that you believe will hurt someone you care about.

In such an instance, just rephrase your goal questions to evoke what feels good and warm to you – and avoids negative responses. Then, go work out your negative ecology

with the Emotional Support section of this book.

## **Imaging Modes**

### **And Goal Setting**

Goals can be very useful for keeping yourself on task and motivating you to achieve what you want. I recommend that you set goals for yourself according to your innate imaging mode. Your internal imaging mode is just that: how you image or “see” internally. When you close your eyes, what do you “see” with your mind’s eye? What you see and how you see it internally can influence how you set and achieve goals.

There is a continuum of internal imaging that extends from non-imaging at one end to rapidly changing imaging at the other. We do all imaging modes at some time, yet we tend to favor one mode over the others.

Let’s look at how you prefer to image internally, and maybe learn some things that could assist you in setting goals for yourself.

Here is a simple imagery I use to help determine internal imaging mode. You may read this to someone else to determine their imaging mode or have someone else read this to you to determine your imaging mode



(the “< >“ signify instructions to the reader that are not intended to be read aloud).

“Close your eyes for a moment<pause>... Imagine a table <pause for 3 seconds>... Imagine a vase on the table <pause for 3 seconds>... And 5 red roses in the vase <pause 3 seconds>... Imagine you could walk up to the vase and smell the roses <pause 3 seconds>... Tap the vase and listen to the sound <pause 3 seconds>... Now, step back and change the roses to another kind of flower < pause 3 seconds>... Now, change the color of the flowers to another color <pause 3 seconds>... Now open your eyes fully present and in the present moment... <pause>”

**Non-imaging** - If you had difficulty seeing what I told you to see, or you saw nothing at all, you probably do non-imaging. You probably image internally in another sense other than visual. To make imagery work for you, you may need to keep your eyes open. You probably tend to imagine only things you are familiar with. You should:

- Set short-term goals that you know you can achieve.
- Keep setting goals no further out than 3 months or so - step-by-step, each goal within view of the last.

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- Measure goal achievement by the direction you are going rather than end results.
- Join others in a common direction.
- Work out the details as you go along.

Like rapid imaging, non-imaging people will need to start often and focus on way-points rather than on the end destination.

**Fixed imaging** - If you followed the imagery exactly as I directed you, and had trouble creating a different flower to replace the roses and had difficulty changing the color of the flowers, you probably do fixed imaging. You can hold an image internally for a long time without disturbance from outside influence. When you “get the picture” you will hold onto it and not be dissuaded by additional information to the contrary.

You may need to exercise more patience in achieving lasting results – and when you do achieve rapid reading speed and comprehension, you’ll have far less trouble retaining the skill. You should:

- Set long-term goals with a few “marker” goals in between. Keep your focus on the end result of reading at high speed.

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- Be certain of your goal from the beginning - follow your head, rather than your heart.
- Measure goal achievement by end results - then set the next goal from there.
- Set goals years or lifetime out.

**Changing imaging** - If you followed the imagery exactly as I directed you, you probably do changing imaging. You can hold an image in your mind and adjust that image easily as you are presented with more information about it. You should:

- Set long-term goals and review them occasionally to see if they need to be adjusted slightly.
- Renegotiate your goals accordingly.
- Measure goal achievement by end result, based on initial intent and subsequent information.
- Mold your reading speed to the environment in which you choose to use it. Then adjust your reading skill to suit your needs as you go along.

- Re-measure achievement often - annually or semi-annually, sometimes more often.

**Rapidly changing imaging** - If you could see internally what I suggested, yet wanted to add more to the imagery, became impatient with how long the imagery was taking, or had difficulty holding the image, you probably do rapidly changing imaging. You tend to flash on ideas as rapidly changing images rather than to build scenes to hold on to. You have an insatiable appetite for more information, yet you tend to release or forget it as you move on to new things. You tend to be very imaginative, yet find it difficult to put imagination into action without assistance from others who do not share your style of imaging. You should:

- Set intent often, hold goals as ideas or notions.
- Start several projects repeatedly.
- Avoid concrete goal measurement.
- Start again and feel good about yourself.
- Measure goal achievement by the general direction you want to go - how do you want to feel?

- Measure broadly rather than specifically.
- Measure short term to determine how you feel about your direction.
- Adjust direction according to how you feel emotionally about an end result.

*(My deep thanks to Wally Minto and Alpha Awareness.)*

# What and How

## Improving the Odds of Success

Perhaps you already know that you have two hemispheres to your cortex. Although each hemisphere seems to govern certain types of thought patterns, they communicate with each other to such a degree that it is hard to discern their separate functions. However, by taking charge of those hemispheres you can take charge of your mood, your choices, and your communications – making it easier for you to function, achieve goals, study, interact, and communicate with yourself and others.

You don't need to be a neurosurgeon or brain specialist to take charge of your brain. Just as you don't have to understand how a computer works to make it work for you,

you can obtain substantial benefit from your brain without having to understand how it works. You just need the right “software” a program you can run. And just as with your computer’s software, which program you run and what you input into the program can make quite a difference in the output you get.

For example, if I wish to print a page of text from my computer, I would first fire up my computer and select my word processor to input the text using my keyboard. Then I’d save the resulting text in a file – it’s always a good idea to back up your work. I’d then hit my “print” key or select print from the menu of my program and send the resulting bits and bytes to my connected printer.

Using the right hardware and software, I got a result that matched my desire – to print out a copy of my ideas.

I did not have to know how my computer did what I asked it to do. All I had to do was become familiar enough with the software to operate it. I didn’t have to know how my monitor or printer works in order to get my page printed. I just hit the “print” key.

Below is a simple little “utility” program for your brain that utilizes both hemispheres. This little program or exercise is based on Rapid Eye Technology (RET). The end re-

sult of this exercise is information gathering – to help you make more useful choices.

1. Look slightly to the left of center and slightly above horizontal and ask yourself, “What do I want?” (maybe there is some goal or problem troubling you) Keep your answer simple – “I want to improve my grades by one grade...” – remembering to keep things realistic...
2. Look slightly to the right and slightly below horizontal and ask yourself, “How do I feel about what I want?” Notice what your body says by way of sensations – just note them, we’ll use these later.
3. Look to the left and slightly below horizontal and ask yourself, “Why do I want this?” Again, note how your body feels.
4. Look slightly to the right and slightly above horizontal and ask yourself, “When have I felt like this (wanting whatever it is you want) before?” While looking in this area consider as many times as will pop into your mind of times you remember feeling like you do now as you consider your desired outcome.
5. Blink hard three times – use your whole face to blink closed HARD –

open – close HARD- open – closed  
HARD – open.

6. Sigh deeply and gently three times. Relax as you do.
7. Let your mind go by simply closing your eyes and letting the ideas flow.
8. Move your body – in whatever motion feels “right” to you. The movement energizes your brain and gets your chemicals in alignment with your desire.
9. Most important – take action! Now that you have some ideas, do something constructive toward achieving what you want. Keep reading for an idea for what you can DO at this point...

## **Narrowing Outcomes**

### **Making Sure You Get What You Want**

Perhaps the most important aspect of change is setting reasonable and achievable goals. Knowing your Imaging Mode can help you make goals and stay on track with them. However, clarifying your goals can have a powerful impact on the outcome.

To assist you in creating, clarifying, and achieving exactly what it is you really want, I offer a time-tested method for goal



achievement that I've used successfully with clients for many years. It's called the NLP Outcome Frame.

NLP stands for Neuro-Linguistic Programming, but don't let the "programming" part throw you, this is powerful stuff – using the language of your mind to effect change as you want it. The NLP Outcome Frame can be used for achieving ANY goal or change.

I've included an outline of the NLP Outcome Frame as well as a worksheet for you to follow. I've found this to be an effective tool for assuring goal achievement. I like its elegant simplicity.

This powerful yet simple process will give you an edge and focus your mind. That may be all you need to be successful.

# NLP Outcome Frame

## Effective Goal Setting for Achievement

### 1. A well formed outcome is:

- **Stated in the positive.**

Example, “I want to read 1000 words per minute” rather than, “I don’t want to read so slowly.”

To turn a negative statement into a positive statement, ask, “if you were not so slow, what would you be, or how would you feel, instead...?”

- **Something that can be initiated and controlled by you.**

Example, “I want to read whole books at one sitting.” rather than “I want the books to be easier to read.”

- **A manageable chunk size.**

Example: “I want to learn to read 1000 wpm in six weeks.” (Manageable chunk) rather than, “I want to read twenty thousand words per minute by the end of the month.” (Too big a chunk)

### 2. Gather sensory specific evidence for the outcome.

When you have achieved your goal, what will you see, hear feel? Examples:

“I see a smart person looking back at me in the mirror with a smile on my face, delight in my expression, and my companion’s happy expression.”

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“I hear the sounds of satisfaction with myself, the voices of people congratulating me, and my own voice telling me how happy I am with myself.”

“I feel relaxed, calm, and pleased with myself.”

### 3. **Note your motivating factors.**

This is the motivation or more important aspect of what is wanted and gives you a lot of useful information regarding what motivates you toward this particular outcome. You elicit the motivating factors by asking, “What will having my outcome do for me?”

Example, “When I am reading at my desired speed I’ll have time to enjoy hiking.” Hiking means success.

The question. “*What will happen if I don’t achieve this?*” can also elicit this information.

### 4. **Resources Inventory**

What resources will you need to achieve your goal? What information, attitude, training, funding, or other help from outside yourself do you think you’ll need?

What resources do you think you already possess? Considering what you need compared to what you have, what is left over that needs to be addressed for you to achieve your goal?

For example, “I love to read” is a good resource toward reading faster in the future.

### 5. **Consider alternatives**

Is there another way to achieve your goal than

those ways you have already considered? You might prepare an inventory of those ways you have already tried that proved unsuccessful as well as ways that proved successful – no need to reinvent the wheel. You might wish to consider alternatives that you previously considered unlikely to succeed - like a method you had previously dismissed or left out of consideration because you felt it was too weird.

## **6. Ecology check**

*“When you achieve this, will anything or anybody be at risk?”* This is an important question. Being aware of the ecology of the change will save you a lot of time and trouble. For example, if you are learning to read faster, then realize that reading faster might make others think you’re weird or “too big for your breeches”, or compromise you in some other way, you are less likely to learn to read faster. You should address the ecology issues before proceeding.

## **7. Future pace.**

“Imagine yourself already having achieved your outcome . Example: You are hiking the mountain trails with your friends, seeing the vistas, etc, hearing the sounds of the trail – birds singing, breeze rustling the trees, etc., feeling the warmth of the sun, the cool of the breeze, relaxed and happy about the hike, etc... Smell and taste the hike, too. What

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would you say to yourself now about this?  
Example “I knew I could do it!”

You might also imagine stepping into the future and having your outcome fully. Look back at yourself and determine what steps were required to achieve the outcome now that you have it.

The NLP Outcome Frame and Worksheet can help you achieve ANY goal. If you'd like to read faster – far faster – going through the exercise can have a marked influence on the results you achieve. The NLP Outcome Frame and worksheet available online at:

<http://josephbennette.com/resources/exercises/nlp-outcome>

# NLP Outcome Frame

## Worksheet Outline

### Questions to Help You Get What You Want

1. What specifically do you want?
  - State it in the positive.  
(What you DO want)
  - Make it something that can be initiated and controlled by you.
  - Make it manageable size.
  
2. In what context do you want this outcome?
  - When do you want this?
  - Where do you want it?
  - With whom do you want it?
  
3. How will you know when you have achieved it?
  - “What will you see?”
  - “What will you hear?”
  - “What will you feel?”

4. What motivates you to achieve your goal? (*perhaps the most important step in this process – focus on this step more than the others*)
  - What will achieving your goal do for you?
  - When you achieve what you want, what else in your life will improve?
  - What will happen if you don't achieve your goal?
  
5. What resources do you need to get your outcome? (Information, attitude, internal state, training, funding, help or support from others etc.)
  - What resources do you already have to help you with this?
  
6. What other ways are there to get your outcome?
  
7. When you achieve this, will anything/anybody be at risk? (health, re-

lationships, job, social standing, other people)

8. What has stopped you from already having what you want?
  
9. What is the first step to begin to achieve this now?
  
10. Imagine stepping into the future and having your outcome fully. Look back at yourself and determine what steps were required to achieve the outcome now that you have it.



# Where Are You Now?

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## Measuring Your Baseline

*You'll never know how far you've come if you don't know where you were when you started.*

### **Important Note:**

This chapter is useful and optional. Use this chapter if you intend to measure your progress over time as you learn and practice the techniques in this book. If you don't intend to measure progress, you may skip this chapter as it contains no techniques for increasing reading speed or comprehension levels.

This chapter accompanies “Measuring Results” on page 98. If you don't intend measuring your results, skip this chapter, too.

# Baseline Testing

(optional)

## Your starting point

### Reading Speed Test Procedure:

- Time and record how long it takes you to read the passage starting on the next page.

### Simple Comprehension Test

1. Immediately after reading, and without looking at the text, write down as many things as you can about the passage you just read (list concepts – do not outline – we only want concepts here).
2. Count how many specifics you recall.
3. Read back through the passage to see how correct you were.

**Do not go to the next page** until you are ready to test (stopwatch in hand, paper and pencil ready to test comprehension, etc.)

-----

## Reading Test Passage

“Abandon ship! Abandon ship!” The shrill shouts of the captain’s voice over the PA system pierced the thick night air. Flashes of Titanic overwhelmed Steve as he suddenly realized the horrible truth – the life boats were flimsy, rubber, and old, very old. The first one to inflate cracked and lay flat on the deck. Steve realized his only hope was to don his survival suit, grab a “life boat”, inflate it and pray a lot.

“Oh, God!” Steve screamed as he bailed over the side into the freezing Antarctic sea. But the coldness of the sea was not his most immediate concern. The storm had whipped the sea into a seething caldron of monstrous waves, swirling rip tides, and abysmal troughs between waves. And then there was the ICE! Mountains of ICE! In the DARK!

Helplessly, Steve was first buried in the depths while just as suddenly, thrown into the night sky – then free-falling one hundred feet or more, he would crash to the depths of the next trough. The last of the ship’s lights flickered on, then off, then on, then forever off as it sunk below the waves for the last time.

Steve now realized the awful aloneness. He cried out to anyone who might still be alive,

but there were no human voices calling back to him; no one to share his nightmare. As he struggled to survive on the stormy icy sea at night, he had no idea where he was or which way he was going. He was cold, wet, alone, and his raft was losing air. As Steve came to the stark realization of his pitiable state, his mind flashed back in time.

A sense of vertigo brought Steve back from the safety of his memories.

“John!”

“John!”

“John!”

Steve called out as loud as he could for his friend. But the storm and waves were far too loud and drowned him out. He could barely hear his own screams. The icy winds and ocean spray pounded his face. Even inside his survival suit he felt chilled to the bone.

After hours of battling the waves, the deep darkness was beginning to turn brown. It was summer in the Antarctic, but the storm was so fierce it blocked out the little sunlight there was. Normally in the middle of the night, it was still light. Not so now. Even when Steve could see the sunlight, he could not see it clearly. His growing anxiety and panic was adding to the perception of

darkness that seemed to completely envelop him.

Minutes turned into hours and the storm continued its fury. Worse, the inflatable was losing air faster than he could replace it. A crack seemed to be opening in the floor of the raft. It seemed there was more water in the raft than outside it. Steve chuckled at the disparity. "I'm doomed. I don't want to die, but I can't do this anymore. It's all so hopeless," he thought.

Suddenly and without any warning at all, he felt a huge upwelling of water beneath him. Hurling through space and ocean, he screamed out loud at the top of his lungs. It appeared he was being thrown into the mouth of a gigantic fish. Huge teeth protruded out in a ring the size of Autzen Stadium at the U of O.

This was it, then. "I'm fish food."

Surrendering to the inevitable, Steve dropped to the floor of the raft and awaited his fate. He felt a slight pop on the back of his head. In an instant everything was gone. All was peaceful and serene. He found himself no longer surrounded by sea water. Instead there was an effervescent blue glow that captivated his attention. It was the same blue he had experienced while at a pot party years before.

The blue seemed to call him forward. Staggering to his feet, he walked toward what appeared to be a bright white light in the distance. “Oh, my God, I’ve died. I’ve read about the white light. I guess I’m dead now.”

“Steve?!”

“Steve?!”

“You’re alive. I can’t believe we made it!” shouted John to his shipmate. The storm had calmed and Steve found himself inside a huge iceberg, John holding his head in his lap. Steve tried to spring to his feet but could not. All he could do for now was lay quietly.

“W... Where...?” Steve’s voice faded off.

“I dove over the side right behind you, man. I lost you in that first huge wave. I found you floating inside this iceberg cavern about two hours ago. You were out cold. Oops! Sorry about the pun.”

Steve was in no mood to notice a pun or anything else for that matter. “I was dead, John. I mean really dead. I saw the bright white light!”

“Calm down. You were just unconscious for awhile, that’s all. It was a dream. Now we have to do some fancy thinking to get us out of this mess.” John had already calculated

their position and had scouted for signaling materials and food. He looked over at Steve, pausing, “You scared the hell out of me, man!”

## **Stop Reading**

## Baseline and Forecast

### Baseline Test Results:

Reading Speed: \_\_\_\_\_

Reading Comprehension: \_\_\_\_\_%

### End Results Forecast

Imagine you are already reading faster and you are reviewing your progress. This is the result:

I read at least \_\_\_\_\_ wpm.

I comprehend/recall at least \_\_\_\_\_ % of what I read.

Now that I can read faster:

- I am now... (my self-image including how I feel about myself)
- Based on who I am, I can now do... (what new ability have you gained?)
- Based on what I can now do, I have... (what new things do you enjoy having?)



# The Method

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Let's Get To It!

# Using Your Whole Brain

## Effectively Engaging Merlin

There are obvious advantages to using both hemispheres when addressing a goal or project. When both “people” in your head work together on a common goal magical things tend to happen. The reason those magical things don’t happen more often may be because your hemispheres are in conflict with each other. Bringing them together in a common cause may be all you need to do to get things moving in your life - moving in the direction of your goals.

Basically, one brain hemisphere thinks in a linear fashion and is great for organization and comprehension. The other is great for spatial, non-concrete thinking – like recognizing new or novel things and creativity. To avoid total confusion, we humans will assign one brain hemisphere or the other to be dominant for any given task. Usually the dominant one is the one that was dominant the first time you did the task - not because it is better suited to the task, but purely by the luck of the draw - that was the one that happened to be dominant at the time you initially learned the skill or task.

That's pretty haphazard if you ask me.

Every two to three hours our brains subtly shift from right dominance to left dominance and back again – unless a specific task calls forth a specific dominance. We “hang out” just slightly longer in our preferred dominant brain hemisphere. “Dominance” is subtle – both hemispheres are fully engaged all the time, it's just that one does more of the directing when it's “dominant.”

The shift is very subtle and you probably wouldn't notice the shift. You might notice the shift if you are currently in your right brain dominance and suddenly get faced with a strongly left hemisphere task. Your brain will shift dominance to accommodate the task - according to the blueprint of the way you first learned how to do the task. Likely you've done the task repeatedly using that brain hemisphere and now have a habit of it - like tying your shoes or reading the Sunday comics.

Shifting brain dominance at will can give you more conscious control and bring your strongest assets to bear on whatever task you may be faced with at the time. Rather than relying upon the haphazard approach previously employed, in which brain dominance for a task relied upon a chance occur-

rence in your past, you can now take charge of your own brain dominance and use that to enhance your life experiences.

Right now, we're going to practice a simple technique you can use to increase both your reading speed and your comprehension. It's simply a matter of applying brain dominance to the task of reading.

First, though, you may want to let go of your belief that it is impossible for you to read faster. To do that, just tell yourself, "Maybe I could read much faster." Then just let that statement sit in your head and bounce around a little - and pay it no mind. If you dwell upon the thought of you reading faster you may discard it because it may fly in the face of your "evidence" to the contrary - like all those years of school in which you struggled to read your assignments.

It's time to take control of your brain!

# Brain Power → Reading Power

## Brain Control Exercises

Here are some steps that should increase both speed and comprehension in reading most material.

Because we are going to do something physical, it's good to "warm up." So start by moving your eyes from side to side - up and down - and in large circles. Go slow and easy - don't strain, just stretch - like you would do your leg muscles in preparation for jogging. Do this for thirty seconds or so.

- Pick up the reading material and open to a page you will be reading soon.
- If you have an eye patch, use it to cover one eye. If no eye patch, then just cover one eye with the palm of your hand. Leave your eye open under the eye patch or palm.
- Read in your usual manner - with one eye patched. Read a page or so as fast as you can.
- With your eye still covered, stop reading and do your best to reconstruct and recall what it was you

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just read - give an account of what you just read out loud to yourself. Be as accurate as you can. Recall for 1-2 minutes. If you recall nothing, simply ponder – like daydreaming – allowing any and all images to come to you.

- Return to your book where you left off and cover the other eye this time.
- Again, read in your usual manner - with the other eye patched. Read a page or so as fast as you can.
- With your eye still covered, stop reading and do your best to reconstruct and recall what it was you just read - give an account of what you just read out loud to yourself. Be as accurate as you can. Recall for 1-2 minutes. Again, if you recall nothing, simply ponder – like daydreaming – allowing any and all images to come to you.
- Now remove the eye patch or palm from either eye and read again from where you last left off. This time, read as fast as you feel you can go. If you exceed your ability to speak the words you are reading, great -

do that. Read as much as you want to read.

- Stop reading and again reconstruct and recall what it is you just read.

What you did was to disturb the old pattern of brain hemispheric orientation as it pertained to reading. You forced your brains to change hemispheric orientation at your command and later reintroduced your brain to the task when both hemispheres had access (when neither eye was covered).

It takes several minutes for brain hemispheric orientation to shift and this exercise quickly shifts the hemispheric orientation back and forth so as to create a period of no orientation until the system can stabilize - enough time to read quite a bit. For a speed reader the time might be adequate to read a whole book.

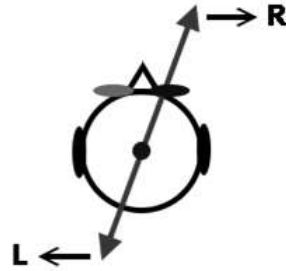
## **Alternative Method**

An alternate method to the one above and one you can use any time you read is to change your brain hemispheric orientation by using a simple imagery. The imagery is not a hypnotic imagery - rather it is one of imagination applied to physiology.

Imagine a fulcrum (a compass is a fulcrum) in which the center of the fulcrum is in the

center of your brain  
(see illustration on  
the next page).

As you imagine  
swinging the fulcrum  
to the left in front of  
you, the rear of the  
fulcrum will swing to  
the right rear. To  
change brain hemi-  
spheric orientation at  
will, simply imagine  
the fulcrum swinging  
from one side in front  
of you to the other  
side - with a corre-  
sponding opposite effect  
to the rear.



*Viewed from  
above, the dot in  
the middle repre-  
sents the fulcrum  
point.*

You do not have to move your eyes or head or body in any way. Simply imagine the fulcrum shifting from side to side with the opposite effect to the rear.

This exercise will shift your underlying attention and focus to one side from the other. So, for example, as you begin to read, imagine shifting the fulcrum in your head to the other side and see if reading becomes any easier - or that you begin to comprehend the material any better - or both.

Experiment with other tasks to see how things go for you. For most projects or activ-



## Read Faster - How to Speed Up Your Reading

ities, shifting back and forth from one side to the other and then back again - slowly - will cause additional brain assets to come into focus for a short time - usually long enough to engage them. It will also cause the corpus callosum\* to communicate quicker and more often between brain hemispheres - balancing out your resources and compelling images as you go along.

Again, practice reading your material using the alternate method to see which works best for you.

*\*The Corpus Callosum is a brain structure that connects and communicates between right and left hemispheres of the cerebral cortex.*

# **Rapidly Turning Pages**

## **(for print material)**

### **Faster Is Better**

The faster you read, the faster you'll need to turn the pages. Printed books have pages that can be turned very rapidly once you have a good technique. I'm sharing three methods I've found to be effective. You may invent your own that applies specifically to you – so experiment!

### **Page Turning Method 1:**

- Place the open book in the palm of your left hand with the binding against your palm and your fingers folded over the top of the pages.
- Place one finger of the left hand in the middle between the pages to hold them open.
- Place your right hand at the top of the page to be turned – the page to the right.
- Turn the page by “flipping” the page with the fingers of the right

hand while removing the index finger of the left hand.

- Hold the page open with one finger of the left hand.
- Continue flipping and holding for each page turned.
- Practice until the process becomes smooth and rapid.

## **Page Turning Method 2:**

- Place the book on a hard flat surface (like a table).
- Hold the page open with the right hand by placing fingers at the bottom of the wedge between the pages – in the inside binding area.
- Position the left hand at the top of the right page – arching it over the left page so you can see both pages clearly.
- Turn the pages with the left hand by flipping the pages quickly with the middle finger while holding the pages open with the right hand.
- Hold the page down with a finger of the left hand until the right hand can hold both pages open.

## Read Faster - How to Speed Up Your Reading

- Continue holding - flipping - holding until you get a rhythm developed.
- Practice until the process becomes smooth and rapid.

### **Page Turning Method 3:**

- Hold the book with your left hand at the top binding or the bottom binding.
- Hold the page open with either the thumb of the left hand at the bottom center binding (in the margin) or at the top center binding (in the margin) with your left index or middle finger
- As you scan the left page, prepare to turn the next page by placing the middle finger of your right hand on the center margin of the right page (or the bottom outside corner)
- As you nearly complete the scan of the right page, gently, and quickly, push your right hand middle finger to the left, causing the page to curl and flip to the left
- Hold the page open with the thumb of your left hand on the bottom cen-

ter margin (at the binding), or with your index or middle finger of your left hand at the top center margin (at the binding)

**Practice** turning pages without reading. If you try to read, you will slow your page turning and defeat the purpose of the page turning drills. To assist you, turn the book upside down so you feel less inclined to read the contents. This is important – at this point you must not read while practicing page turning.

Keep practicing page turning until you can do it easily and smoothly. You'll want to develop a rhythm you can easily duplicate and adjust for speed. As you learn to read faster and faster, page turning can become a bottleneck – so learning to turn pages quickly can really serve you later.

If you feel frustrations come up for you, remember you can use the Emotional First Aid section (page 116) to assist you.

# How to Read Faster

## Printed Novels and Magazines

Follow the directions in this section with a 6<sup>th</sup> grade level book from the library. Use a book with few graphics. Later, as you master 6<sup>th</sup> grade novels, you can expand into more advanced materials. Or, you may start with a magazine like Readers Digest, National Geographic, or Better Homes and Gardens or a newspaper – rather than Scientific American or the Wall Street Journal, which tend to be more technical in nature.

First, read the entire procedure out loud to yourself. Be sure you understand the process before you begin.

Pay particular attention to the eye exercises and the breathing techniques. To foster reading as a visual process, prepare your visual “tools” before using them. Performing good preventative maintenance on your eyes and stress levels supports faster reading speeds and increased comprehension levels.

Follow the directions in this section exactly. Modify them only after you have followed them to the letter for **at least four weeks**. This is important because the left, controlling, serial-oriented brain hemisphere will want to return you to the old one-word-at-a-

time, sounded-out reading process learned in school. It is our intent to extend beyond this limitation.

For the time being, release any desire to “correct” or “modify” the method until you follow it exactly for several weeks. Trust yourself, even when it feels like you are making no progress. Especially stay with it when you feel like you are digressing. The feeling of digression is a sure sign that the process is working VERY well and that a major breakthrough is imminent (darkest before the dawn sort of thing).

Reading is a skill to be learned and practiced. Like making a new habit, this new method could take some time to replace old habits.

Be patient and **keep practicing until you make a major breakthrough in speed.** Comprehension will follow speed.

## Process Outline

### Preparation

- While seated and holding your head normally, cast your gaze downward in the direction of your left knee then in the direction of your right knee. Look back and forth while

## Read Faster - How to Speed Up Your Reading

holding your head still until your eyes feel like they want to blink a lot.

- Blink hard for 3 blinks – using your whole face, scrunch your eyelids and face closed hard followed by eyes and face open wide.
- Deep sigh – breathe in deeply and exhale easily. Relax.
- Open your eyes and roll them in large circles as far as you can stretch them to the periphery - first clockwise then counterclockwise several times. Each full circle should take 3-4 seconds.
- Blink hard for 3 blinks – using your whole face, scrunch your eyelids and face closed hard followed by eyes and face open wide.
- Deep sigh – breathe in deeply and exhale easily. Relax.
- Hum a bar or so of music.
- Count from 1 to 10 forward, then backward from 10 to 1.
- Hum a bar or so of music.
- Take a deep breath and exhale all at once. Try to recall what you ate at your last meal. Relax.



- Breathe in deeply again, this time through your nose - hold for a count of 3 (imagine you could gather all the stress in your body into the breath) - then release it all at once easily out the mouth (mouth relaxed open) - a big sigh! Let your shoulders drop and relax with the breath (notice the shoulders drop). Repeat 3 times. *Note: it's important that you relax your mouth as you breathe. Forming an "O" with your mouth or clenching your teeth as you exhale is not relaxing.*

## **Begin the Reading Process**

- Pick up the reading material.
- Bend it, open it, adjust it to make the pages move easily and quickly. New books may need to be opened in several places and folded back to loosen the binding.
- Turn the medium upside-down and "flip" the pages through - like "fanning" them.
- Turn to the inside jacket cover to find the synopsis (if there is one) - scan it quickly to get the general idea of the story.

## Read Faster - How to Speed Up Your Reading

- Scan the introduction to further your knowledge of the concepts of the story and possible intent of the author(s).
- Scan the first 2 - 3 pages of a book or the first few paragraphs of a magazine to get the starting idea.
- Open to the middle and scan 2-3 pages or paragraphs to discover the general direction of the story.
- Scan the last 2 - 3 pages or paragraphs to get a feel for where the story ends. Disregard this step for mysteries.
- Intuit as much of the story as you can before you begin reading - make a possible preliminary movie in your mind – like a movie trailer or preview.

### **Read the Material**

- Return to the beginning of the book and fill in the details of what you know already - visually scan down each page using the Soft Focus method to read faster than you believe you can. Using your peripheral vision, scan down the center of

the page gathering in a view from both sides and the middle. “See” all the words across the page at one time – “soft focus” (page 81).

- Develop a page-turning rhythm and stay with it! Force yourself to turn pages slightly faster and faster over the course of reading the story.
- Always read faster than your voice can say the words - seek out the concepts and ideas - go for the mind pictures - read with your eyes and mind rather than your voice. “See” the story unfold. With practice you should be able to tell the story in your own words while your eyes read each page.
- Always read forward - trust that you are getting the ideas and understandings as you continue. Never go back or re-read – even when you feel you did not get the concept. Just keep going!

### **After Reading**

- Repeat your warm-up exercises.

## Read Faster - How to Speed Up Your Reading

- Let your body relax and recall the “movie” you’ve just created in your mind as you read the material.
- Use the Socratic Method to ask yourself several open-ended questions:
  - + What do you think are some of the many ramifications of the main point of what you read?
  - + What main point of what you just read do you think that you most need to give further attention to, and why?
  - + What are some of the many ways you think that the various points relate to one-another?
  - + What, for you, was the most important point, and what made that the most important point for you?
  - + What in your experience - or in your whole life thus far - does the main point somehow remind you of? - Why does that somehow remind you of that...?

# Soft Focus

## The Key to Warp Speeds

The key to visual reading – and to reading faster – is to learn the technique of soft focusing. Once mastered, this one skill alone will send comprehension and reading speeds into hyperspace.

Soft focusing is a technique wherein you focus at the page all at once rather than on any one word or set of words. When you hard focus on a word, you tend to block out the other words and slow to sequential reading speeds. When you soft focus, you tend to include more words in your peripheral areas of comprehension.

To soft focus, look in the direction of the page without focusing your attention on any one word or group of words. This is not the same as when you cross your eyes or squint or blur your vision. Rather, you develop the ability to take in more and more words of a page.

Some readers have gained the technique by looking at the white space in between the sentences while extending their attention outward. This is the essence of soft focusing. The “trick” is to gaze at the paragraph or page without moving your eyes side to side.

Mechanically this should relax your eyes and mind as you read.

### **Soft Focus Exercise –**

1. Start by directing your gaze to the center of a paragraph for 10-20 seconds and do your best to “see” all the words in the entire paragraph all at once. **DO NOT** focus on any one word. Rather, see if you can understand the meaning of the paragraph without looking directly at any one word or set of words.
2. Guess the content of the paragraph. Then check your guess by reading the paragraph in your old style. See how close you got to being correct about the content of the paragraph. A close guess is great! A “poor” guess is okay, too – it’s just one interpretation.
3. Repeat with the next paragraph... and the next... and the next paragraph. Experiment with how fast you can guess the content – how quickly you can comprehend while gazing at the words without reading each of them individually or sequentially. Get the meaning of the paragraph all at once. Make it a fun mind game.

## Read Faster - How to Speed Up Your Reading

4. Extend your soft focus to whole pages by letting your eyes gaze at the center of a page and take in as many words as you can recognize on that page. Guess at the content of the page – do your best to NOT move your eyes from the center point of the page while you look it over in your mind. Take 30 seconds or so to do this. Staring longer than 30-40 seconds will tend to close your view rather than expand it, so keep your gazing time to 30 seconds or so.
5. Repeat step 4 into subsequent pages – seeking to comprehend faster and faster. Let the meaning of each page flow easily into your mind. Make a fun mind game of it. Enjoy yourself.

# Tips and Pointers

## For Reading Faster

- **Soft focus** on the page - take in a snapshot of whole pages at once. (see page 81 for more information on soft focusing)
- **Trust** that you have a picture in your mind of the material.
- **Relax and enjoy** the journey - you do know the material.
- **Find a natural rhythm** that you will continue to the end (ALWAYS move forward - even when you don't think you "got" the material).
- **Always progress** - At the middle point (where you pre-read before) check to see if your original ideas need modification - DO NOT STOP - always continue forward to the end – just modify your inner story to match what you know now.
- **Remain flexible** - changing your concepts and pictures of the material as you continue. Avoid locking on to an idea and discarding additional evidence.



- **At first, choose 6th grade level materials** (newspapers are written at this level) to develop your skills. Progress to more difficult material when you are more sure of your skills.
- **Remember** that reading is a skill and requires practice. So practice!!
- **Patch** your eyes often to develop your brain's visual reading capabilities.
- **Anxiety** - If any anxiety develops during the process of reading faster, repeat your warm-up exercises to assist you in discharging and relieving the anxiety. Anxiety will take you immediately out of speed mode. You may wish to use the processes outlined in the Emotional First Aid section of this book (see page 116).
- **Daydreaming** (seeing pictures and experiences while awake) is desirable in the reading process. This point is particularly valuable to parents teaching this process to their children: when the reader is in absolute synchronization with the writer of the material, a dream will occur in which the reader will "experience" the material. This is

extremely valuable to the reader - it means they “got” the material - the material is “embodied” in the reader. Rejoice!

- **Link vague ideas to concrete ideas** - Recall one thing then link it to another and another... This is our natural recall mechanism. Following the process that your mind already does makes reading faster a cinch. As you come to trust your vague ideas and concepts as real, you will open your intuitive senses and find that the concrete ideas are then much more easily recalled. Especially when you know you will be right when you do this, you can relax and enjoy the experience.

Until you have developed the skills necessary for reading faster, you will probably need to release your attachment to being “right” and correct. In other words, you may read a book, make notes about it, and feel that you were completely off base and missed the story altogether. That is okay - later, when you have mastered the skill, you’ll no longer have this experience.

Be patient with yourself and believe that you have simply interpreted the story your way at this point in time. It really has noth-

ing to do with being “right” or “wrong” and everything to do with personal interpretation. Accept your version as okay for now - you will find one day that suddenly it’s all clear and easy. Just like that!

## **Improving Memory Access**

Information retrieved from memory is simultaneously processed in two specific regions of the brain, each of which focuses on a different aspect of a past event. The medial temporal lobe (MTL), located at the base of the brain, focuses on specific facts about the event. The frontal parietal network (FPN), located at the top of the brain, is more likely to process the global gist of the event.

What does this mean for us “ordinary folks?”

It’s back to the eyes. When you move your eyes, you tend to focus attention in your brain in an opposite direction. For example, when you look to the left, you tend to activate right hemisphere areas of your brain; when you look up, you tend to focus attention on lower brain areas, etc. It is as though you have a line-of-sight fulcrum inside your head with the fulcrum center-point in the very center of your brain (at eye level, of course). When you swing your gaze

to the left, the other end of the fulcrum swings right, etc.

Consider this process to help you fully recall a memory:

- First, look down, activating the FPN to get the gist of the memory.
- Cast your eyes side to side while looking downward to gain further information from the cerebral hemispheres associated with the FPN.
- When you feel ready to recall the details of that memory, swing your eyes upward and side-to-side. The upward gaze will tend to activate the MTL portion of your brain while the side-to-side action will tend to activate right and left hemispheres associated with the MTL.

Now, one more thing...

When you access a brain region, it wants something to DO. I recommend that you consider blinking – it's a simple and easy thing to do that creates huge fluctuations in light (from all to nothing and back). What you'll probably find is that by looking up and blinking, you'll activate the details-oriented MTL – and you'll stop blinking automatically as the details of a memory come to mind.

# Debilitating Reading Habits

## And what to do about them

- **Reading each phrase more than once** - you will find that you probably read phrases in sentences more than once. This is conditioning from school when you were forced to read out loud and every word had to be right. When you made a mistake you were told to stop and go back to correct the word you said wrong.
- + **To correct this reading error** – simply keep reading – even if it feels weird or wrong. Remember that your marvelous mind will make the connections in the story and create the images you need to make the story coherent. This simple correction alone may increase your reading speed by two or three times.
- **Mind wandering and thought straying** - when you read verbally you will tend to stray because your mind is made to travel quickly and process thoughts fast. While your left-brain is seeking to make sense

of its verbally transliterated visual input, the rest of the brain is seeking more, quickly.

- + **To correct this reading error** – Read faster! As your reading speed increases your mind will keep pace and you will tend to stay on track. Mind wandering is more often caused by slow reading than by rapid reading.
- **Concern about technique** - again, schooling taught us to be hyper-vigilant, lest we make a mistake and be shamed over it. Often this hyper-vigilance slows reading as we double and triple check every action we take – sometimes even losing the story in the process.
- + **To correct this reading error** – Since visual reading is based upon your natural blueprinted abilities, you can relax and let go of concern or hyper-vigilance about technique. It will come to you naturally. Remember: speed first – comprehension will follow.
- **Worry about missing a critical “not” or other conjunctive structure** – This is perhaps the main reason readers reread materi-

al – to make sure they didn't miss some critical story element. This nagging doubt can slow reading to almost a stand-still when the reader believes they may have missed something important to the story or concept they are reading.

- + **To correct this reading error** – When you view the whole story in your mind like a movie, you may notice a distinct disregard for such details. It's not that you don't have the details, you do. It's that you are no longer concerned about them.
- **Self doubt** - it's a natural human concern to doubt that which you are unsure of. In the process of remembering your natural ability you may come face-to-face with your own self-doubt - doubts about your abilities in many areas besides reading fast.
- + **To correct this reading error** – Nothing builds success like more success! Stay with the method. And what if you do “fail” – what then? What have you succeeded at in the process of “failing”? What positive outcome did you achieve?

Maybe you made a mess of one thing but scored at another in the process. What is it you did achieve? You may need to look hard – that’s okay - maybe in the finding, you’ll discover the learning, too.

- **Outside anxiety or stressors (job, home, family, etc.)** - no doubt about it, our environment affects us. Reading in a stressful environment will surely make the experience more difficult.
- + **To correct this** – Dissipate and release the perception of negative stress while following the simple directions of this program by utilizing one of the stress relief processes outlined in this book (see page 116).
- + Find a comfortable and quiet place to read. Some choose to quickly read just minutes prior to a big test they are about to take (like College and High School students). Then the material is fresh in the mind and ready to present itself to the reader for testing. Many students have found this technique of study useful (especially those who



dislike studying the night before a big test).

- + Performing the exercises presented in this book may alleviate much of the outside stress experienced before reading. They may also substantially reduce the amount of test anxiety you feel before school or life “tests.”

# Taking Notes

## Mind Mapping for Comprehension

Now that you've been practicing your speed skills, we will focus some attention on comprehending what you are reading. We will be using the NLP technique of Mind Mapping to make associations necessary to comprehension and recall. In this method, one writes all things they remember concretely about what they read, connecting them to ever more vague ideas. It is done in a free hand, free-association manner:

Remember to take only enough notes so you can reconstruct the story from your notes. Details are unnecessary as they can be drawn from your diagram. You may make your notes simple or more complex as you find it useful for you to recall what you have read. Keep in mind that you write concrete recall first, followed by more vague memories jarred into recall by your diagram.

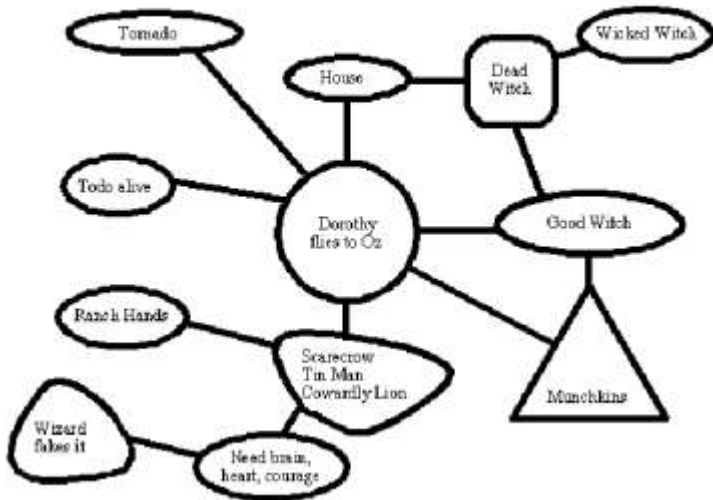
On the next page is a diagram of a very simple mind map I built about the Wizard of Oz. Notice how each concept is associated with another related concept by use of lines. Notice also how I've used lines, circles, and odd shapes as they suited me. Get creative. Make sure you encircle each concept with

## Read Faster - How to Speed Up Your Reading

some kind of border. Then link it with a line – you can even get creative with the lines.

Color can be useful, too.

Above all, have fun!



*Note the use of lines to connect related and derivative ideas.*

*Progress from concrete to more vague.  
Get as detailed as you need to help you recall  
the entire story.*

**Practice** – read using all the skills and ideas that suit you best to this point. Press yourself to read faster than you feel you can – stretch yourself beyond your beliefs. Re-

member to do your “warm-ups” first – the eye exercises especially will help recall.

Practice taking notes using the Mind Mapping ideas of this section on every book or article you read this week.. Get creative yet keep it real for you.

Continue practicing the program up to this point until you have overcome your frustrations and are having fun.

Refer to the Emotional First Aid section (page 116) to lessen the feelings of frustration associated with the lack of comprehension you may be experiencing.

## **Make Reading Rapidly a Habit**

You are now reading the way you will always read from now on. You must continue to read in this new dynamic way in order to keep your skill. You are creating a new habit, a new way of thinking, a new you. Since you had the old habit for so long, it may tug at you often in the process of change. Just acknowledge the feeling, do your eye exercises, breathe deeply and sigh it away - then continue to read in your new way. If you need emotional support, you'll find ideas on that later in this book.

While you are reading, trust your ideas and “guess” the story as you go. **Do not test** either speed or comprehension **until you feel you are absolutely ready**. Until then, if you wish, you may estimate speed by how fast you feel you are reading and comprehension by how certain you feel about the story.

**Practice** – read as many books as you can using The Method at faster speeds than you believe you can – stretch yourself. Remember to do your warm-ups before each book you read. Stay with 6<sup>th</sup> grade level books for now. You know what to do about stress, right?

# Measuring Results

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How Far Have You Come?

# Results Testing

(optional)

## Measuring How Far You've Come

*Note: Repeat previous subjects until you are ready for this day. Only proceed to this final test when you are sure you are ready.*

Today is results day! It's going to be fun and you will be so excited with your new skills. Remember to use all your newly acquire reading skills – including warm-ups and Soft Focusing. Repeat the testing procedure you did for your baseline:

### Reading Speed Test Procedure:

- Time and record how long it takes you to read the Reading Test Passage starting on the next pages.

### Simple Comprehension Test

1. Immediately after reading, and without looking at the text, write down as many things as you can about the passage you just read (list concepts – do not outline – we only want concepts here).

Read Faster - How to Speed Up Your Reading

2. Count how many specifics you recall.
3. Read back through the passage to see how correct you were.

**Do not go to the next page** until you are ready to test (stopwatch in hand, paper and pencil ready to test comprehension, etc.)

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## Reading Test Passage

“Abandon ship! Abandon ship!” The shrill shouts of the captain’s voice over the PA system pierced the thick night air. Flashes of Titanic overwhelmed Steve as he suddenly realized the horrible truth – the life boats were flimsy, rubber, and old, very old. The first one to inflate cracked and lay flat on the deck. Steve realized his only hope was to don his survival suit, grab a “life boat”, inflate it and pray a lot.

“Oh, God!” Steve screamed as he bailed over the side into the freezing Antarctic sea. But the coldness of the sea was not his most immediate concern. The storm had whipped the sea into a seething caldron of monstrous waves, swirling rip tides, and abysmal troughs between waves. And then there was the ICE! Mountains of ICE! In the DARK!

Helplessly, Steve was first buried in the depths while just as suddenly, thrown into the night sky – then free-falling one hundred feet or more, he would crash to the depths of the next trough. The last of the ship’s lights flickered on, then off, then on, then forever off as it sunk below the waves for the last time.

Steve now realized the awful aloneness. He cried out to anyone who might still be alive,

but there were no human voices calling back to him; no one to share his nightmare. As he struggled to survive on the stormy icy sea at night, he had no idea where he was or which way he was going. He was cold, wet, alone, and his raft was losing air. As Steve came to the stark realization of his pitiable state, his mind flashed back in time.

A sense of vertigo brought Steve back from the safety of his memories.

“John!”

“John!”

“John!”

Steve called out as loud as he could for his friend. But the storm and waves were far too loud and drowned him out. He could barely hear his own screams. The icy winds and ocean spray pounded his face. Even inside his survival suit he felt chilled to the bone.

After hours of battling the waves, the deep darkness was beginning to turn brown. It was summer in the Antarctic, but the storm was so fierce it blocked out the little sunlight there was. Normally in the middle of the night, it was still light. Not so now. Even when Steve could see the sunlight, he could not see it clearly. His growing anxiety and panic was adding to the perception of

darkness that seemed to completely envelop him.

Minutes turned into hours and the storm continued its fury. Worse, the inflatable was losing air faster than he could replace it. A crack seemed to be opening in the floor of the raft. It seemed there was more water in the raft than outside it. Steve chuckled at the disparity. "I'm doomed. I don't want to die, but I can't do this anymore. It's all so hopeless," he thought.

Suddenly and without any warning at all, he felt a huge upwelling of water beneath him. Hurling through space and ocean, he screamed out loud at the top of his lungs. It appeared he was being thrown into the mouth of a gigantic fish. Huge teeth protruded out in a ring the size of Autzen Stadium at the U of O.

This was it, then. "I'm fish food."

Surrendering to the inevitable, Steve dropped to the floor of the raft and awaited his fate. He felt a slight pop on the back of his head. In an instant everything was gone. All was peaceful and serene. He found himself no longer surrounded by sea water. Instead there was an effervescent blue glow that captivated his attention. It was the same blue he had experienced while at a pot party years before.

The blue seemed to call him forward. Staggering to his feet, he walked toward what appeared to be a bright white light in the distance. “Oh, my God, I’ve died. I’ve read about the white light. I guess I’m dead now.”

“Steve?!”

“Steve?!”

“You’re alive. I can’t believe we made it!” shouted John to his shipmate. The storm had calmed and Steve found himself inside a huge iceberg, John holding his head in his lap. Steve tried to spring to his feet but could not. All he could do for now was lay quietly.

“W... Where...?” Steve’s voice faded off.

“I dove over the side right behind you, man. I lost you in that first huge wave. I found you floating inside this iceberg cavern about two hours ago. You were out cold. Oops! Sorry about the pun.”

Steve was in no mood to notice a pun or anything else for that matter. “I was dead, John. I mean really dead. I saw the bright white light!”

“Calm down. You were just unconscious for awhile, that’s all. It was a dream. Now we have to do some fancy thinking to get us out of this mess.” John had already calculated

their position and had scouted for signaling materials and food. He looked over at Steve, pausing, “You scared the hell out of me, man!”

## **Stop Reading**

## **End Results**

Reading Speed:

Reading Comprehension: \_\_\_\_\_ %

**Statement of Result (What I got from this method):**

**Now...**

I am – (my self-image including how I feel about myself)

Based on who I am, I can now (do) –

Based on what I can now do, I have –

Take some time to compare your results here to your Baseline and Forecast results.

## Additional Ideas

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Read Textbooks Faster – Help Children  
Read Faster

# Reading Textbooks

## Faster

**(Including technical journals and books)**

To read textbooks and technical material faster, you must first acquire the reading skills for reading novels. You then apply those skills to reading technical or text book materials with the following additional instructions and ideas.

### General Outline

Explore the index and table of contents

Know your intent (browsing, searching for information, studying, etc.)

If you are studying, searching, or researching

1. Find your objective in the index or table of contents
2. Quickly go to the page(s) of interest referred to in the Table of Contents



## Read Faster - How to Speed Up Your Reading

3. Scan the material for what you want, seeking the idea or concept – focus on what you don't already know
4. Notice the headings of sections (often in bold or large print). These can help you zoom in on exactly what you want

Most of the time the first sentence in any paragraph is the main point of that paragraph

1. Take notes accordingly

If you are browsing

1. Scan the table of contents first, then the layout of the book
2. Go to the section of interest
3. Read the first sentence of each paragraph to get the ideas

When you must know the information

1. Scan the table of contents first, then the layout of the book
2. Scan the major headings first to discover parts of the text you already know
3. In the areas you do not know scan the first sentence of each paragraph to get the ideas
4. Take notes as appropriate

## Read Faster - How to Speed Up Your Reading

Use the Socratic Method to increase comprehension and retention:

1. What do you think are some of the many ramifications of the main point of what you read?
2. What main point of what you just read do you think that you most need to give further attention to, and why?
3. What are some of the many ways you think that the various points relate to one-another?
4. What, for you, was the most important point, and what made that the most important point for you?
5. What in your experience - or in your whole life thus far - does the main point somehow remind you of? - Why does that somehow remind you of that...?

## Reading Technical Journals

1. Find the article that interests you
2. Scan the first sentence of each paragraph
3. Get a feel for the article - make some notes from this initial scan
4. Using soft focus, read the article noticing what you do not already know

5. Use the Socratic Method to incorporate the learning:
  - a. What do you think are some of the many ramifications of the main point of what you read?
  - b. What main point of what you just read do you think that you most need to give further attention to, and why?
  - c. What are some of the many ways you think that the various points relate to one-another?
  - d. What, for you, was the most important point, and what made that the most important point for you?
  - e. What in your experience - or in your whole life thus far - does the main point somehow remind you of? - Why does that somehow remind you of that...?

# Helping Children

## Read Faster

### Some Ideas

Children are naturally quick learners. Most will find reading fun if they are not judged or too rigidly directed. For the most part, letting their imaginations build stories from illustrations can help them more fully develop a visual memory for word-concept associations. Written words are merely cues for ideas to which children will naturally draw connections.

I recommend that before your baby is born you read to them often. Read what you like the best. Read at night before bed when you are relaxed and feel comfortable. The connection between mother and baby is very intimate. Anything you read that brings about an emotional response will emotionally affect the baby - this is good! The possibility that the baby could learn what mother learns while in the womb is worth pursuing.

Very young children will probably want to “eat” the books first. However, most young children’s books are covered with plastic or another type of protective cover. Very young children tend to focus on their sense of

smell, taste, and touch first. Allowing them to have a favorable sensory experience with books may give them a “first” sense of pleasure with books that promotes later favorable encounters.

Assist the child in using their eyes to look around the room and the pages. Point out items of interest, things that appeal to you. Add plenty of other sensory input like touch and smell. Move the child close to the item you point out so the baby can touch it and possibly smell it, too. This can become a rather enjoyable and fun game - pointing out, and then touching. Add to this an auditory identification - a name - and the child comes to understand what things are when they see them in a picture in a book. Later, you will use a similar process to assist the child in identifying words and associating those words to the items of which they already have sensory memory.

Check with your local public library for special programs and story times for children. These special times can be very beneficial in helping children become aware of the wonders of their own public libraries. Many of the early childhood programs offered by the public library are intended to facilitate early reading skills.

In time, you'll show the child how words relate to pictures. For pre-school age young children, gently associate words on the page with pictures they see. By gently, I mean associate one or two words at a time focusing on the objects and verbs. For example, on a page with a teddy bear and a tree, the words "bear" and "tree" might appear on the page with the picture so you can point them out to the child. Also, any action that may be occurring with the objects can be pointed out (i.e., the bear might be running or jumping - so point out those words).

Introduce your children to the Socratic Method (page 79) for enhancing learning. Use it whenever they read to elicit their interpretation of what they read and to embody the method for future use. If possible, introduce your local schools to this method of learning.

Once a child can read at a 5<sup>th</sup> grade level, introduce them to the concept of soft focusing.

# Emotional Support

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Maximizing Your Inner Environment

# Emotional First Aid

## What to Do When You Feel Frustrated

Sometimes in the process of acquiring a new skill, frustration and defeat can set in. These emotional elements are natural and expected – if you are not feeling frustrated you are not working hard enough at acquiring the new skill.

There are some powerful steps you can take to relieve emotional upset or frustration at the time you experience it. The following are simple techniques you can use to quickly enhance performance by relieving or lessening your level of frustration.

The key to relieving emotional distress is to focus on the physical aspects of the emotions you feel. Sensations like pressure, pain, tenseness, tightness, and aching are all physical aspects of emotions. When you feel angry, for example, you will probably feel tightness somewhere as well – it's part and parcel of the very same thing.

Use the body sensations you feel with the following processes to relieve your learning stress emotions and to speed your learning. And why stop there? Why not apply these powerful processes to your other learning environments? Feeling stressed at school or



work? Now you know what to do about it!  
Remember: keep it physical. Physical sensation – that’s the key.

Note that these stress relief processes are intended for simple stress and are not intended to replace competent medical or psychological assistance. If you are dealing with physical problems or are experiencing a medical or psychological emergency, seek qualified medical attention.

# RET Quick Release

- Identify what is stressing you. Keep it simple - maybe frustration at not learning fast enough...
- While thinking about what is stressing you, notice any physical sensations associated with that emotion. Gage the intensity of the physical sensation on a scale of 0-10 with 0 meaning not at all and 10 meaning totally stressed out.
- Cast your eyes back and forth in a zigzag pattern while moving the zigzag up and down as long as you can before you either can't or you want to blink a lot.
- Blink hard 3-4 times
- Take three deep breaths, letting each out all at once in a sigh – emptying your lungs completely.
- Gage again the intensity of the physical sensation on the same 0-10 scale and notice the difference in the way you feel.
- Repeat the process to de-stress more or to process another issue.

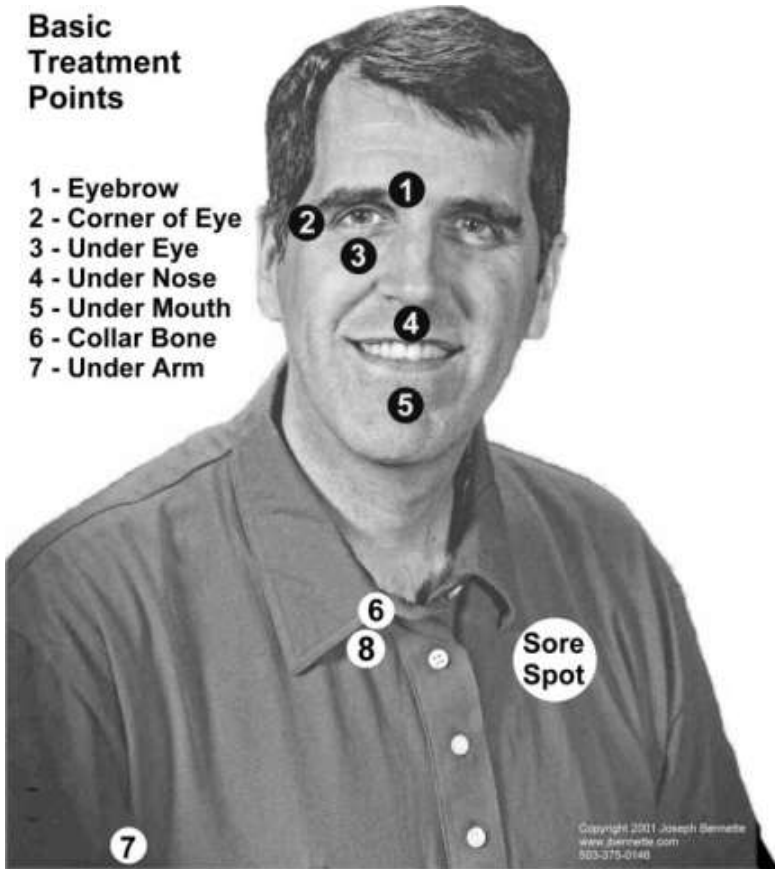
## Read Faster - How to Speed Up Your Reading

*(Adapted from Rapid Eye Technology® Emergency Process by Ranae Johnson, PhD. Learn more at [www.rapideyetechnology.com](http://www.rapideyetechnology.com). Used with permission.)*

# Emotional Freedom Technique

## Basic Treatment Points

- 1 - Eyebrow
- 2 - Corner of Eye
- 3 - Under Eye
- 4 - Under Nose
- 5 - Under Mouth
- 6 - Collar Bone
- 7 - Under Arm



**Step 1** - Name the physical sensation you are feeling most with your emotion – state it clearly, directly and truthfully.

**Step 2** – SUD<sup>1</sup> - Measure its intensity right now 0 - 10 (0 = none, 10 = unbearable)

**Step 3** – Setup<sup>2</sup> – Say out loud, ***“Even though I have this problem, I deeply and completely accept myself.”*** – speak three times out loud, while rubbing the Sore Spot<sup>3</sup>. *Example: “Even though I have this pain in my arm, I deeply and completely accept myself.”*

**Step 4** - Using one or two fingers, rapidly tap each of the points 7-10 times, starting from point 1 (eyebrow) and ending with point 8 (collar bone); while tapping each point, speak out loud, once at each point, a keyword or phrase that assists you in keeping focus on the problem:

*Example: “pain in my arm”*

**Step 5** - Check SUD level (see step 2). If significant progress has been made, yet some remains, go on to step 6. If no progress has been made (SUD remains high), return to step 1 and explore what other sensations you are feeling. If SUD drops to zero and you feel fine, you’re done – continue doing what you were doing.

**Step 6** - While rubbing the sore spot, change the Setup to:

***“Even though there is still some of this problem remaining, I deeply and completely accept myself.”***

*Example: “Even though there is still some pain left in my arm, I deeply and completely accept myself.”*

Return to step 4 using keyword: **“remaining”** - meaning **“remaining [problem]”**.

**Step 7** - If, after using the new Setup in step 6, the SUD level is not yet down to 0-1, rub the sore spot using this new setup:

**“I really want to get completely over this problem, and I deeply and completely accept myself.”**

*Example: “I really want to get over this pain in my arm, and I deeply and completely accept myself.”*

Return to step 4 using keywords: **“completely over”** - meaning **“completely over this [problem or sensation]”**

## **Tapping Points Locations**

- Inside edge of the eyebrow
- On bone outside the eye
- On bone under the eye
- Under the nose
- Between mouth and chin
- About one inch down and out from top of sternum

## Read Faster - How to Speed Up Your Reading

- Tender spot about 4 inches below armpit (bra line)
- Same as point 6

Note: The order of tapping is insignificant. The order presented here is so you will more likely remember them all. You may tap on either side of the body or both sides at once – whichever way works best for you.

<sup>1</sup> SUD = Subjective Units of Disturbance or Distress (0 – 10 scale)

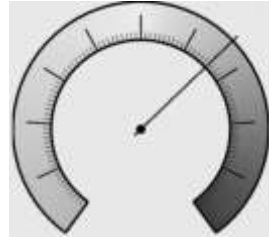
<sup>2</sup> Alternative Setup statement: “Even though I have this problem, I really want to accept myself.”

<sup>3</sup> Sore spot - Place your hand over your heart. Where your fingers fall is the “sore spot”. Either side of the chest in the same area may be used.

*(Adapted from Emotional Freedom Techniques®. Learn more online at [www.emofree.com](http://www.emofree.com). Used with permission of Gary Craig.)*

# Gage Work

GageWork may be thought of as using the metaphor of a “gage” or “meter” labeled with the name of a sensation. The gage itself is then “treated” with an imaginary successful technique.



While focusing on sensations associated with your anxiety...



**Step 1** – Identify and describe in **PHYSICAL** terms the most intense sensation you are feeling and where it is located in your body: “I feel tightness in my midsection.”

**Step 2** – Measure the intensity of the physical sensation right now (0 = none, 10 = unbearable).

**Step 3** – Imagine a gage out in front of you that represents the intensity of your sensation. Give that gage a name – for example, “the nervous stomach gage.” It can be vertical, horizontal, round, or... as long as it is a measuring gage to you.

**Step 4** – Imagine removing the sensations from your body and place



them onto the gage. Now the sensations belong to the gage. Just like a thermometer measures the temperature of the thermometer.

**Step 5** – Consider the gage. What would it take to make the gage go from its current level down to flat zero? For example, if you pulled out the plug in the bottom of a vertical gage, would the measurement fluid drain out and make it measure zero? Or, if a giant gorilla pulled your horizontal measurement needle from its current position down to the zero position, would that work? Imagine that SOMETHING moves the gage's indicator down to zero. Keep trying ideas until the GAGE drops to zero. *Remember – you are working with the gage – not your sensation.*

**Step 6** – Once the gage has dropped to zero (and not before), imagine some device that will keep the gage at zero. Maybe placing a large boulder on top of the indicator needle will keep it at zero. Or maybe leaving the plug out of the bottom of the vertical gage will keep it from filling again. Whatever you choose, make sure it feels permanent to you.

**Step 7** – Re-measure. Return to step 1 and test yourself again with another aspect of the anxiety. Repeat the process as many times as necessary to achieve a flat zero

sensation level with all aspects of your anxiety.

*Remember – focus your attention on the gage rather than your sensation. In effect, you will be transferring your sensation to the imagined gage. By dropping the energy of the gage, you'll automatically drop the energy of the sensation.*

*(This version of Gagework is an adaptation of a process developed by Astra Johnston, a psychotherapist with the Lifeworks Group, Perth, Australia. My thanks to Christine Sutherland and The Lifeworks Group. Learn more online at [www.lifeworks-group.com.au](http://www.lifeworks-group.com.au). Used with permission.)*

# Be Set Free Fast

## BSFF Treatment Points



- 1 - Eyebrow
- 2 - Under Eye
- 3 - Little Finger
- 4 - Index Finger

**Step 1** - Name the problem, clearly, directly and truthfully.

**Step 2** – Using one or two fingers, rapidly tap **point 1** (eyebrow) and say out loud, “*I am now eliminating all the sadnesses from all the roots and deepest causes of all this [problem].*”

**Step 3** - Using one or two fingers, rapidly tap **point 2** (under eye) and say out loud, “*I am now eliminating all the fears from all*

*the roots and deepest causes of all this [problem].”*

**Step 4** - Using one or two fingers, rapidly tap **point 3** (little finger) and say out loud, *“I am now eliminating all the angers from all the roots and deepest causes of all this [problem].”*

**Step 5** - Using one or two fingers, rapidly tap **point 1** (eyebrow) again and say out loud, *“I am now eliminating all the traumatic memories and emotions from all the roots and deepest causes of all this [problem].”*

**Step 6** - Using one or two fingers, rapidly tap **point 4** (index finger) and say out loud, *“I forgive [list everyone, including yourself, and everything involved] for all this [problem].”*

## **Tapping Points Locations**

1. Inside edge of the eyebrow
2. On the bone under the eye
3. Inside the last digit of the little finger
4. Inside edge of the eyebrow
5. Outside the last digit of the index finger

## Read Faster - How to Speed Up Your Reading

*(Adapted from BSFF by Larry Nims, PhD. Many thanks to Dr. Nims. Learn more and investigate the full model on the web at [www.besetfreefast.com](http://www.besetfreefast.com). Used with permission.)*

# Fall Out

## Let gravity release any emotion in an instant

Whatever emotion you're dealing with, this little trick may help.

1. Imagine your emotion – bring it up in your mind full force as best you can.
2. Notice – where in your body do you FEEL this emotion? Take a physical inventory of your bodily sensations. This is the key – keep it physical.
3. Measure – apply the SUD scale to your sensations: 0 = no sensation ~ 10 = unbearable sensation.
4. Imagine a large tube or cylinder of water out in front of your body, filled with water to the level representative of the level of your SUD measurement. Imagine how the tube of water feels (hot, cold, turbulent, soft, etc.); what it looks like, including color (tall, short, thin, fat, wooden, glass, metal, etc.); notice any sound it makes; make it as sensory real as you can in your imagination.
5. Now imagine you could reach out and remove the bottom of the tube and re-

lease ALL the water in a sudden rush out the bottom – letting gravity do its job. Whoosh!!

6. Repeat the entire process from step 1 above. You'll probably notice a substantial drop in SUD level. Continue this process until there is NO water in the tube at step 4.
7. Most important step – imagine you could PLUG UP the top and bottom of the tube so no water can reenter the tube.

**Alternative 1-** replace water with air pressure – like an air pressure gage. I've had clients who could easily imagine an air pressure gage releasing its air pressure with a WHOOSH sound – like a big sigh. Then, every time a fear came up, they would make the sound and suddenly release all the “pressure”.

**Alternative 2** – imagine a toilet instead of a tube of water. Fill the toilet to the level of your SUD and at the appropriate time, flush the toilet... Make sure you place a lid on it and plug up its drain when you are done so it stays dry and empty in the future – until you want to use it, of course...

Personally, I prefer the water tube imagery because it depends upon gravity and I believe in gravity as a force of nature. It just is – without my intervention or assistance. I release the bottom of the tube and the water falls out of its own accord – no need for me to push it, pull it, or suck it out – it just FALLS OUT. And it's so easy to form some kind of cork to plug up top and bottom...



# Helpful Extras

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Useful Goodies!

# Games and Exercises

## For Enhancing the Reading Experience

### New Point of Awareness

When the right and left sides of the brain communicate with the conscious and subconscious, a new point of awareness is developed, a balanced view. This exercise is to assist anyone in developing a new point of awareness (a new level of consciousness). Use this exercise to help build comprehension with your newly acquired speed.

#### Procedure:

- Sit upright (preferably on the floor)
- Close your eyes
- Rock your upper body back and forth (forward and back) a few inches for 30 seconds
- Rock your upper body side to side a few inches for 30 seconds
- Circle the upper body clockwise (as you would look down on a clock) for 30 seconds

## Read Faster - How to Speed Up Your Reading

- Circle the upper body counter-clockwise for 30 seconds
- While holding the body still imagine doing full body tumbles in the air (as if you were floating) for 30 seconds
- Stand up and spin to your right, arms extended, for 3 spins
- Spin to your left for 3 spins

## **Body Spinning**

Like the previous exercise, this will cause the right and left-brains to communicate more effectively.

### **Procedure:**

- Stand in place, feet together
- Extend your arms straight out to the sides
- Turn to your right in a circle a number of times
- Reverse and turn to your left the same number of times

## Reading the Signs

Sometimes reading can be made very fun and portable by looking at road signs as they pass by. This is an exercise in quick identification for children and anyone desiring to improve their native intuitive skills. Road signs can be like “Flash Cards” for children or adults learning to quickly identify words and associate them with meanings. Seeing things quickly at the periphery of awareness will increase your perception of things at the periphery of consciousness, like intuition. This exercise is for a passenger or passengers of a vehicle or bus.

### Procedure:

- While riding in a vehicle as a passenger (not driving!), look far out in front of the vehicle.
- Notice road signs out of the corner of your eyes
- Read them as they pass by, keeping your eyes fixed to the front
- Notice how easy it is to read the signs of the road as you focus ahead
- For children and new readers, large single word signs can be identified with practice

## Read Faster - How to Speed Up Your Reading

- More advanced readers may want to identify longer phrases
- Remember to trust yourself
- Whatever is read is correct (resist the temptation to correct the reader - just notice)
- Praise goes far!

### **Variation:**

- Play the above procedure as a game:
- Choose teams or play as individuals
- Notice a road sign
- Team 1 or the first person speaks line one of the road sign
- Team 2 or the next person reads the next line of the road sign
- Continue with each line of each road sign

## **Journaling Dreams**

There are many similarities between reading and dreaming. When reading, even though you are inputting visual words to the brain, it is the image created by the

meaning of those words that makes it reading and is similar to dreaming. In fact, I prefer a dreamy state of altered consciousness when reading.

Generally, when one reads thousands of words per minute, the images come fast and somewhat vague (at first). Much like dreaming, the images can be recalled using the same mechanism used to retrieve dream memories – through journaling.

Below is a procedure for recalling dreams and for recalling images and concepts you picked up while reading. Practicing dream recall will assist you in recalling and comprehending the material you read.

For more information on dream recall and making the most of dream states, I refer you to books by Stephen LaBerge, Ph.D.

**Procedure:**

- Upon waking, immediately ask yourself, “What was I just dreaming about?”
- Using the Mind Mapping process outlined in this book, write down your dream as you remember it

## Read Faster - How to Speed Up Your Reading

- Link vague memories to concrete memories (the “that reminds me of...” system)
- Trust your vague memories about your dreams until they become more concrete
- Link more vague memories to concrete ones until the entire dream is recalled
- Continue with all dreams

You might find the Socratic Method useful, too. Especially if you wish to learn from your dreams, the following may be useful.

- What do you think are some of the many ramifications of the main point of what you dreamt?
- What main point of what you just dreamt do you think that you most need to give further attention to, and why?
- What are some of the many ways you think that the various parts of the dream relate to one-another?
- What, for you, was the most important point, and what made that the most important point for you?

- What in your experience - or in your whole life thus far - does the main point of your dream somehow remind you of? - Why does that somehow remind you of that...?

## Rapid Switching

You can either learn or remember. Researchers at Duke University<sup>1</sup> used functional magnetic resonance imagery (fMRI) to demonstrate this competition in a group of college age adults. Their evidence is compelling. Many psychological studies have also shown that you can either listen for new information or consider your response to that information (remembering similar past events). One or the other – not both simultaneously.

New OR old rather than new AND old. You can either listen to your partner's complaint OR search your memory for a snappy comeback – not both simultaneously.

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<sup>1</sup> *When learning and remembering compete: A functional MRI study.* Huijbers W, Pennartz CM, Cabeza R, Daselaar SM (2009) *PLoS Biol* 7(1): e1000011. doi:10.1371/journal.pbio.1000011



The problem, of course, arises when the switch is turned to focus the brain on remembering when learning is indicated – or visa versa. Too many times I’ve come back with a response to my wife’s information that was completely off or indicated that I was not intent or focused on what she was saying. Rather, I was “remembering” similar information – and probably getting side-tracked by a mind tangent – rather than “learning” I was “remembering”. Oops!

“I can do that, daddy!” My father heard these words often from me as a kid – especially after a short demonstration of a skill he was trying to teach me. He’d invariably turn the task over to me whereupon the task would get horribly bungled because I had no clue what I was doing. I was remembering a similar task rather than paying attention to the lesson at hand. The switch was in the wrong position. Oops!

How does one manually turn the switch from one state to the other? Certainly this could be a valuable skill for many tasks including academic learning, attending to the needs of a partner, or learning how to operate equipment.

## Read Faster - How to Speed Up Your Reading

As learning new concepts mostly involves the right hemisphere while attending to memories is more concentrated in the left hemisphere, learning to manually switch brain dominance at will could assist one in “focusing” on the

proper task at the proper time.

Here’s a simple method for manually switching from Remembering to Learning to Remembering:

Imagine a spot in the very center of your cortex (upper brain). This will be the pivot point.

Next imagine a laser light beam that originates in the distance to your right, through your right eye and pivot point, ending up on the left rear wall of your brain. You might look slightly toward the right of center to heighten the effect. Imagine the entire line like a light beam.



*Imagine a laser light beam through the center of your brain.*

This will tend to activate LEFT brain dominance – REMEMBERING.

To switch to learning, simply reverse the laser beam origin point to the left side of center – through the eye and the pivot point – to the right rear wall of the brain. Imagine the entire line like a light beam.

This will tend to activate RIGHT brain dominance – LEARNING

At any moment you find yourself remembering when you want to be learning, just flash on the image of a laser beam from the LEFT side entering your eye, passing through the pivot point in the center of your brain, and illuminating the RIGHT rear wall of your brain.

Sure, doing the imagery is using memory (you must remember the imagery to use it). However, flashing on the image of the entire laser light beam will tend to jump you off remembering and back into learning.

With practice, you can use an anchoring technique<sup>1</sup> to invoke the imagery. For example, whenever you imagine the laser

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<sup>1</sup> *A neuro-linguistic programming term for the process by which memory recall, state change or other responses become associated with (anchored to) some stimulus.*

beam from the left side, you might wiggle your left index finger in a certain way. Over time practicing associating the wiggling of your left index finger with the image of the laser beam from the left side, your brain will instantly evoke the learning mode whenever you wiggle your left index finger. The same could be done on the right side for remembering – a handy tool when you get out of class and need to find your car in the parking lot...

Need to remember a license plate number or a sequence of numbers or a math table or spelling list? Laser beam from the RIGHT! Need to understand that new concept in your physics or math class? Laser beam from the LEFT! Need to connect heart to heart with your spouse? Laser LEFT! Then RIGHT! First, left to “hear” him/her with intent to understand and learn; then right to store the new information and to associate with memories of sweetness, gentleness, kindness, and love. Respond from these memories. Then switch back left to “hear” the lesson.

# Some Useful Concepts For Reading Faster

## Eye and Body Movement for Problem Solving

A study<sup>1</sup> appearing in the journal *Psychonomic Bulletin & Review*, is the first to show that a person's ability to solve a problem can be influenced by how he or she moves.

“Our manipulation [of the body] is changing the way people think,” said University of Illinois psychology professor Alejandro Lleras, who along with Vanderbilt University postdoctoral researcher Laura Thomas, conducted the study. “In other words, by directing the way people move their bodies, we are – unbeknownst to them - directing the way they think about the problem.”

“The results are interesting both because body motion can affect higher order thought, the complex thinking needed to solve complicated problems, and because

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<sup>1</sup> Thomas and Lleras' article in *Psychonomic Bulletin & Review* is titled “*Swinging Into Thought: Directed Movement Guides Insight in Problem Solving.*”

this effect occurs even when someone else is directing the movements of the person trying to solve the problem,” Lleras said.

According to Lleras, this type of consciousness, “embodied cognition,” describes the link between body and mind in a new and insightful way.

“People tend to think that their mind lives in their brain, dealing in conceptual abstractions, very much disconnected from the body,” he said. “This emerging research is fascinating because it is demonstrating how your body is a part of your mind in a powerful way. The way you think is affected by your body and, in fact, we can use our bodies to help us think.”

In one experiment dealing with a problem in knot tying, subjects were more successful if they swung their arms than if they stretched their arms. “By making you swing your arms in a particular way, we’re activating a part of your brain that deals with swinging motions,” Lleras said. “That sort of activity in your brain then unconsciously leads you to think about that type of motion when you’re trying to solve the [knot tying] problem.”

According to Llares, previous studies have demonstrated that body movement can as-

sist in learning and memory or can change a person's perceptions or attitudes toward information.

Other studies by Lleras and his colleagues have shown that directing a person's eye movements or attention in specific patterns can also aid in solving complex problems. This is the first study to show that directed movements of the body can, outside of conscious awareness, guide higher-order cognitive processing, he said.

“We view this as a really important new window into understanding the complexity of human thought,” Lleras said. “I guess another take-home message is this: If you are stuck trying to solve a problem, take a break. Go do something else. This will ensure that the next time you think about that problem you will literally approach it with a different mind. And that may help!”

## **The Impact of Imagery on Perception**

Research from Vanderbilt University has found that mental imagery—what we see

with the “mind’s eye”—directly impacts our visual perception.<sup>1</sup>

“We found that imagery leads to a short-term memory trace that can bias future perception,” says Joel Pearson, research associate in the Vanderbilt Department of Psychology. and lead author of the study. “This is the first research to definitively show that imagining something changes vision both while you are imagining it and later on.”

“These findings are important because they suggest a potential mechanism by which top-down *expectations or recollections of previous experiences might shape perception itself*,” Pearson and his co-authors write.

“You might think you need to imagine something 10 times or 100 times before it has an impact,” says Frank Tong, associate professor of psychology and co-author of the study. “Our results show that even a single instance of imagery can tilt how you see the world one way or another, dramatically, if the conditions are right.”

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<sup>1</sup> The research was published online June 26, 2009 by the journal *Current Biology* in a paper titled, “*The Functional Impact of Mental Imagery on Conscious Perception.*”



The authors' new findings offer an objective tool to assess the often-slippery concept of imagination.

“It has been very hard to pin down in the laboratory what exactly someone is experiencing when it comes to imagery, because it is so subjective,” Tong says. “We found that the imagery effect, while found in all of our subjects, could differ a lot in strength across subjects. So this might give us a metric to measure the strength of mental imagery in individuals and how that imagery may influence perception.”

The findings may also help settle a longstanding debate in the research community over whether mental imagery is visual—that one imagines something just as one sees it—or more abstract.

“More recently, with advances in human brain imaging, we now know that when you imagine something parts of the visual brain do light up and you see activity there,” Pearson says. “So there’s more and more evidence suggesting that *there is a huge overlap between mental imagery and seeing the same thing*. Our work shows that not only are imagery and vision related, but **imagery directly influences what we see.**”

# Postscript

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Stuff You Find at the Very End of a Book

# Resources

*Rapid Eye Technology* - Rapid Eye Technology (RET) addresses the key aspects of mind and body together using eye blinking and movement with auditory cueing and compassionate interaction. For more information about Rapid Eye Technology, contact the Rapid Eye Institute.

*The Rapid Eye Institute*  
*3748 74th Ave SE*  
*Salem, Oregon 97317*  
*www.rapideyetechnology.com*  
*503-399-1181*

*Mind Machines.* I think the strobing lights and drone of the binaural sound of a good light and sound mind machine activate deep brain structures utilized in the reading process – thus exercising those structures and making the task of reading skill acquisition or retention that much easier. I believe the patterns of light and sound on the eyelids and ears enhance the soft focus facility. I recommend Theta Technologies' Voyager Mind's Eye mind machine. You can find my favorite machines at [www.1derworks.com](http://www.1derworks.com).

*Meditation* - Through a program of intentional stillness, you can significantly speed up the process of incorporating and integrating enhanced reading skills. There are several very successful and effective meditation processes and programs available in your public library. Further information can be had from TM (Transcendental Meditation) groups. Check in with your local Public Library for assistance.

*Breathing techniques* - Breathing is fundamental to human existence. Breathing the breath of life is permission to live. So, notice how you breathe while you read. Occasionally take in a very deep breath and exhale it all at once (like a deep sigh of relief). Make sure you empty your lungs – breathe out until you have to breathe in, then puff out just a little more. This will cleanse your lungs and reset your brain at a fundamental level. Do this before and after you read. Taking in the breath of life can also relieve a large amount of your anxiety and doubt about reading. I think you will be pleased with what breathing can do for your reading experience.

*Mind Mapping* - For more information on Mindmapping, I recommend seeking out a

class on it. A quick Google search for “Mindmapping” will turn up a number of reputable resources.

## About the Author



**J**oseph Bennette has trained thousands of people in Rapid Eye Technology, Emotional Freedom Technique, Hypnotherapy, and Life Skills. He has been a featured presenter at Northwest Hypnotherapy Conferences, Oregon Hypnotherapy Association meetings, on radio, television, and community events. Until retiring in 2007, Joseph had an active hypnotherapy practice in Salem, OR. He specialized in anxiety and anxiety-related emotions like panic, irrational fear, worry, fretting, and destructive self-doubt.

Joseph Bennette was trained in Rapid Eye Technology at the Rapid Eye Institute, Salem, OR, and holds a Master level certificate. He completed courses of study in hypnotherapy at the American Institute of Hypnotherapy, Santa Ana, California, and American Pacific University, Honolulu, Hawaii. He is also trained in Neuro-Linguistic Programming (NLP), Parts Therapy, Group Leadership, and Communication Technology. He is certified as a Clinical

Hypnotherapist and is a member of the Oregon Hypnotherapy Association.

Joseph is the author of several books, numerous articles in trade publications, and is a frequent contributor to several online forums and email groups.

**You Are What You Think You Are**

If you think you are beaten, you are.

If you think you dare not, you don't.

If you like to win but think you can't,

It's almost certain that you won't.

Life's little battles don't always go

To the stronger woman or man,

But sooner or later, those who win

Are those who think they can.

- Anonymous



# More from Joseph Bennette

Online at [www.JosephBennette.com](http://www.JosephBennette.com)

CDs:

- On the Threshold -  
<https://www.createspace.com/1739901>
- Emerging Evolution -  
<https://www.createspace.com/1739917>
- Inner Revisions -  
<https://www.createspace.com/1739918>
- NeuroGenesis -  
<https://www.createspace.com/1716975>

Books:

- Compassionate Healing, A Surrogate Approach -  
<https://www.createspace.com/3338502>
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- Read Faster, Quickly Improve Speed and Comprehension -  
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- Oklahoma Story, Growing Up on Polecat Hill -  
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