



©Arlene R. Taylor PhD
www.arlenetaylor.org
Brain References

Presents

Parenting & Reparenting, Part 2



Communication Effectiveness

©Arlene R. Taylor PhD Realizations Inc

Estimates are that you communicate 100% of the time during waking hours with yourself and with others



Are you all over the proverbial map or is your communication clear and easily understood by yourself and others?

Would you like to be more effective? Recent studies have shown how to speak more effectively to yourself and to others

Scriptural Admonition

©Arlene R. Taylor PhD www.arlenetaylor.org

Whatever is true, honorable, right, pure, lovely, admirable, if anything is excellent or praiseworthy, think on these things —Apostle Paul, Philippians 4:8

How many people do you know who have created software in their brains to follow this admonition? Have you?

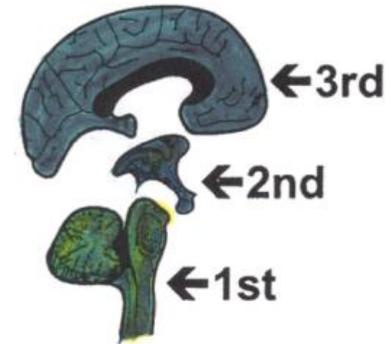


New brain-function research is showing that this is the most effective way to speak to yourself and others and directly impacts your success in life

Brain and Language

©Arlene R. Taylor PhD www.arlenetaylor.org

The 3rd brain layer uses language and the words you tell yourself silently or aloud create mental pictures in your brain



1st and 2nd layers do not use language but they can perceive the pictures created in the 3rd conscious layer

These pictures filter down to the subconscious layers and push you toward behaviors

One-Step Process . . .

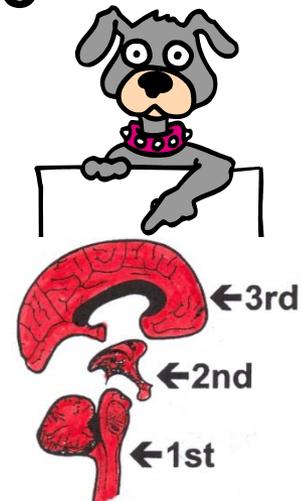
©Arlene R. Taylor PhD Realizations Inc

The human brain was designed to deal easily with positives—a one-step process

A one-step process tells you what to do

For example, the Lord's Prayer is written in positives and tells you what to do

Your mental pictures show your 1st and 2nd brain layers what to follow

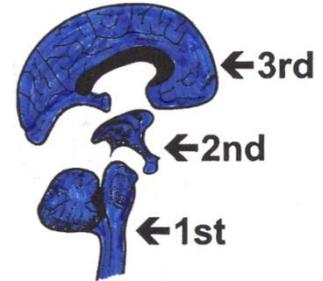


Two-Step Process . . .

©Arlene R. Taylor PhD Realizations Inc

The human brain finds it a challenge to deal with negatives—a two-step process

- A negative tells your brain what not to do but does not tell it what to do
- The brain is supposed to reverse the the first picture created, but to what?
- The 1st and 2nd layers may miss the ‘don’t’ and just follow the first picture that was created

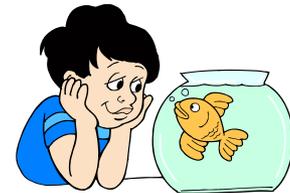


Everyone Does It

©Arlene R. Taylor PhD Realizations Inc

People naturally talk to themselves, silently and aloud

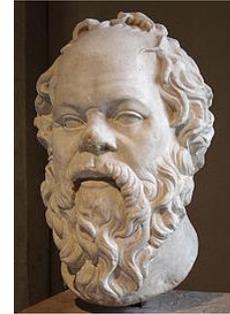
Your inner self-talk voice takes shape in early childhood and persists lifelong as both a companion and creative muse



Self-talk is a powerful instrument of consciousness—when deployed in very specific ways at specific times, it frees the brain to perform its absolute best

Self-Talk Definition

©Arlene R. Taylor PhD Realizations Inc



When asked by Theaetetus to define thought, Socrates, ancient Greek philosopher, replied, ‘*The talk which the soul has with itself*’

This self-talk may be misused or pushed to extremes, becoming a source of painful rumination or even psychosis—yet it can also make us detached observers of our own life

Self-talk is one of the most effective, least-utilized tools available to master the mind and foster success

Self-Talk Described

©Arlene R. Taylor PhD Realizations Inc

**Self-talk is just a label for what you tell yourself—
self-talk starts audibly during the toddler years**

**The incessant self-talk of toddlers is conducted
out loud as a kind of instruction manual, a self-
generated road map to mastery**

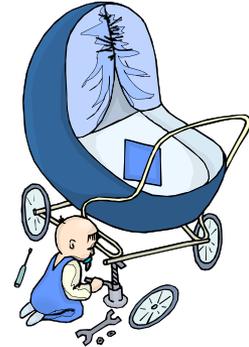
**Their self-talk voice directs them to
build Lego houses, and sound out
words and sentences in big-letter books**



—Charles Fernyhough PhD

Self-Talk, Continued

©Arlene R. Taylor PhD Realizations Inc



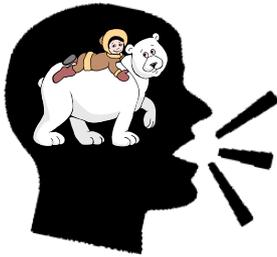
Early audible self-talk transforms a task in question, just as a screwdriver does when assembling something—putting your thoughts into words gives them a more tangible form, making them easier to use

Children build learning partnerships with adults to gain a skill and then go off on their own, talking themselves through the task aloud; as mastery is gained, self-talk is internalized until it is mostly silent—still part of the ongoing self-dialogue but more intimate and no longer broadcast

Your Self-Talk and Success

©Arlene R. Taylor PhD Realizations Inc

**What you tell yourself and the words you use
make all the difference to your success**



“Don’t think about the white bear”

Is that a 1-step or 2-step process?

**A representation of a white bear goes into your
brain’s working memory and you will likely
think about it even more frequently . . .**

—Daniel M. Wegner PhD, *White Bear Phenomenon*

Formula

©Arlene R. Taylor PhD Realizations Inc



Stop talking about what you do not want to have happen and only say what you do want to have happen; speak as if the desired behavior is already in place and happening right now—this is critical for altering behavior—use short, positive, present-tense words

Don't drink sodas, vs Arlene, you drink only water today. You like the taste. You feel good.

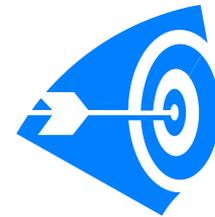
Don't fall, vs Arlene, you are walking the plank successfully. You are having fun.

Self-Talk → Other Talk

©Arlene R. Taylor PhD Realizations Inc

You tend to talk to others in the same self-style talk you use with yourself—which of the following is likely to be more effective:

***Don't miss the bull's eye* OR**
Jim, aim for the bull's eye



***Don't forget your homework* OR**
Bell, put your homework in your book bag

***I don't want to yell at my children* OR**
Beth, you speak kindly to the children

Role-Model

©Arlene R. Taylor PhD Realizations Inc

Abrupt, angry parents, care providers or teachers, prone to impatience or Outbursts, can set a child up for an enduring pattern of self-defeating self-talk



Children exposed to such individuals learn the language of frustration, becoming inefficient self-guiders, getting mad at themselves the minute they feel confused and prone to give up

***“Idiot, you can’t do anything,”* a child might say, often failing to master the task**

Help Them Succeed

©Arlene R. Taylor PhD Realizations Inc

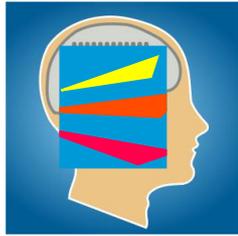
Patient parents, teachers or caregivers teach children the unemotional, useful, step-by-step language for mastering any task through role-modeling effective self-talk and other-talk

The children, in turn, use such language in their self-talk to teach themselves



“Jack (or Jill), you can do it—try again,” the well-taught child might say to himself or herself

—Laura Berk, University of Southern Illinois



Self-Talk Studies

©Arlene R. Taylor PhD Realizations Inc

A series of groundbreaking experiments found that how people conduct their inner self-talk has an enormous effect on their success in life

Talk to yourself using the words 'I' and 'me' and you're likely to fluster and perform poorly in stressful circumstances

Address yourself by your 'given name' and the personal pronoun 'you' and your chances of acing a host of tasks, from speech making to self-advocacy, suddenly soar

1. Studies by Jason Moser PhD

©Arlene R. Taylor PhD www.arlenetaylor.org

Dr. Moser, a neuroscientist at Michigan State University, showed two groups of women a picture of a masked man holding a knife to a woman's throat: one group were chronic worriers, the other group were not

He asked the women to imagine a positive outcome through self-talk while he measured electrical activity in the frontal cortex and in the limbic system of their brains

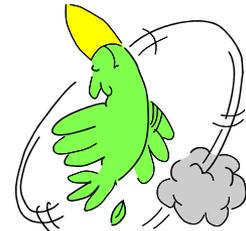


Eases Brain's Workload

©Arlene R. Taylor PhD www.arlenetaylor.org

Electrical activity in the lobes of the frontal cortex and in the limbic system increased when women used 'I' and 'me' in their self-talk, and they had to work harder to talk themselves into a positive view—even then, they failed to calm themselves down

The harder their frontal lobes worked, the more anxious their limbic brain became; the task pitched them into a vicious circle of rumination, anxiety, and more rumination



Workload Can Reverse

©Arlene R. Taylor PhD www.arlenetaylor.org

The same women were asked to repeat the self-talk exercise, only this time deliberately using their first names instead of the words 'I' or 'me'

They reported a dramatic reduction in anxiety levels; electrodes documented a vast reduction in energy consumed by the frontal lobes



The activity of the amygdala quieted down as well, its activity reduced by just about half

Benefits

©Arlene R. Taylor PhD Realizations Inc



**Toggling the way you address yourself—
first person vs your ‘given name’ and ‘you’—
flips a switch in the cerebral cortex (thought center)
and in the amygdala (seat of fear) which gives you
psychological distance, enables self-control, allows
you to think clearly, and to perform competently**

**The language switch minimizes rumination, a
handmaiden of anxiety and depression, after you
complete a task, releases you from negative
thoughts, gives you perspective, helps you focus
deeply, and plan for the future**

2. Studies by Ethan Kross PhD

©Arlene R. Taylor PhD Realizations Inc

Your brain is a ‘sponge’ — using ‘I’ and ‘me’ subjectively hooks into your self esteem level

Using your ‘given name’ plus ‘you’ depersonalizes things slightly and more objectively directs your brain to accomplish what you want to do

Your brain can only do what it thinks it can do—and your self-talk tells it what it can do



I can't give a speech in public vs Mary, you are giving a speech, doing a good job, and having fun



“You” vs “I” Cont’d

©Arlene R. Taylor PhD www.arlenetaylor.org



Dr. Kross gave study participants 5 minutes to prepare and then present a speech—half were told to use ‘I’ and half their ‘given name’

The ‘I’ group were anxious and more apt to view the task as impossible: “How can I possibly write a speech in 5 minutes? I Can’t do that . . .”

Those who used their ‘given name’ had less anxiety approaching the task and were more confident; “Ethan, you can do this,” was typical self-talk ...

Independent Speech Evaluators

©Arlene R. Taylor PhD www.arlenetaylor.org

Those using their 'given name' performed better on the speech, engaged in far less rumination afterwards, experienced less depression, and perceived less shame for mistakes, etc.

In giving a speech, those using 'I' felt inadequate to the task



Dr. Kross found that using a first name empowers participants, so what others see as a threat, they see as a challenge

Conclusions

©Arlene R. Taylor PhD www.arlenetaylor.org

**Using one's first name in self-talk
minimizes the fear of being evaluated in a
social context—the reason most people
hate public speaking**



**It disables social anxiety not only
before the stressful event but,
significantly, afterward in post-event
processing as well, when people tend
to chew over their performance and
find themselves lacking**

Dr. Kross Contends

©Arlene R. Taylor PhD Realizations Inc

The distance gained by using one's personal name confers wisdom and resolves what he dubs King Solomon's paradox: 'people reason more wisely about the social problems of others than they do about their own'



First-name self-talk shifts the focus away from the self; it allows people to transcend their inherent egocentrism and fear—and that makes them as smart in thinking about themselves as they typically are about others