

Tasks or activities are not verbal or nonverbal by nature. Speaking, writing, reading, academics, physical activities, and tasks in every day life are not intrinsically verbal tasks. Anything that can be done in a verbal way by people using their verbal thinking, can be done in a nonverbal way by people using their nonverbal thinking, and achieved at just as high a level as the verbal way. Children who are born with a verbal consciousness need to use verbal methods, and be socialized with verbal thinking in order to develop normally, and children with a nonverbal consciousness need to use nonverbal methods, and be socialized with nonverbal thinking in order to develop normally.

Broadly speaking, a person's consciousness consists of three basic components: a way of perceiving the world around them, a logic system, and a memory system.

Verbal thinkers all share the same consciousness with each other, where the same components: the way they perceive the world around them, their logic system, and their memory system all function in the same basic way. Likewise, nonverbal thinkers all share the same consciousness with each other where the three basic components of their consciousness: their way of perceiving the world around them, their logic system, and their memory system all function in the same basic way.

Just as people with verbal consciousnesses share the same basic consciousness but have all different personalities, interests, opinions, gender differences, and cultural differences, people with nonverbal consciousnesses share the same basic consciousness with each other, but have all different personalities, interests, opinions, gender differences, and cultural differences.

The important differences between verbal and nonverbal thinking can be observed in the distinct differences within those same three components within each kind of consciousness. There is a very different way of perceiving the world, a different form of analytical thinking, and a memory system that is structured very differently. Nonverbal thinking is just as complex as verbal thinking, and has components that satisfy and are efficient for the nonverbal mind, whereas verbal thinking is efficient for the verbal mind. Nonverbal thinkers do not have a lower form of verbal consciousness or a less aware form of verbal consciousness. They do not have a verbal consciousness at all. They have a nonverbal consciousness.

Nonverbal thinkers don't need to have verbal methods broken down into little pieces so they can understand them better. They are not mentally deficient verbal thinkers. They are not verbal thinkers at all, and do not need to learn how to use verbal thinking at all. They need to learn how to use nonverbal thinking. Verbal thinking should only be used by people who have a verbal consciousness. Verbal thinking does not encompass nonverbal thinking, so a nonverbal child living in a verbal environment whether at home or in a classroom, will never get the nonverbal socialization he needs when verbal socialization is occurring. In essence, he is being shut out from his thinking and therefore his development.

Nonverbal thinkers are not atypical verbal thinkers. They are not scientific-minded verbal thinkers, visual verbal thinkers, creative verbal thinkers, imaginative verbal thinkers, or any other type of verbal thinking label you can think of. They are not verbal thinkers at all. They are normal nonverbal thinkers. This is very important because it goes to state of mind. Nonverbal children are born with a very specific allegiance and instinct for nonverbal concepts and nonverbal thinking. They are typical nonverbal thinkers, not atypical verbal thinkers. When nonverbal thinkers are born, they are expecting their parents to be nonverbal thinkers too, and that their parents will be pointing out how nonverbal concepts can be applied to what they are experiencing in the environment around them, and teaching them how to use and think about nonverbal concepts effectively. This does not happen however. Instead they are shown how concepts work in a verbal context, and are socialized in verbal thinking.

Parents, who have a verbal consciousness and use verbal thinking, are going to be unaware of the fact that one of their children might have a nonverbal consciousness, and are going to inadvertently socialize him in verbal thinking because that is the only way they know how to socialize a child. This verbal socialization is good for the children they have who are born with a verbal consciousness, but extremely damaging to the children they might have who are born with a nonverbal consciousness. Psychologically, a child with a nonverbal consciousness faced with only verbal socialization, will start to feel alienated from his parents and socially disconnected from the people around him because he realizes that they are not nonverbal thinkers like he is. The child begins to resent always being told about the verbal significance of things, and never about their nonverbal significance.

Unfortunately, no one is there in his environment to first recognize his correct natural instincts toward nonverbal thinking, and then forward those instincts by showing him how nonverbal concepts function in connection with his own consciousness. This is what I call being socialized in nonverbal thinking. In my opinion, the constant verbal socialization and lack of nonverbal socialization prevents him from developing properly, and takes an enormous emotional toll on the child as well, and eventually causes the child to go into an autistic state. This has nothing to do with how much the parents love the child. All of the parents who come to the Nonverbal Consciousness Center for Autistic Children love their children and want the best for their children. The child with a nonverbal consciousness simply needs nonverbal socialization instead of verbal socialization from birth in order to develop normally.