

Time Based Techniques Manual



As a part of the
NLP Practitioner Training

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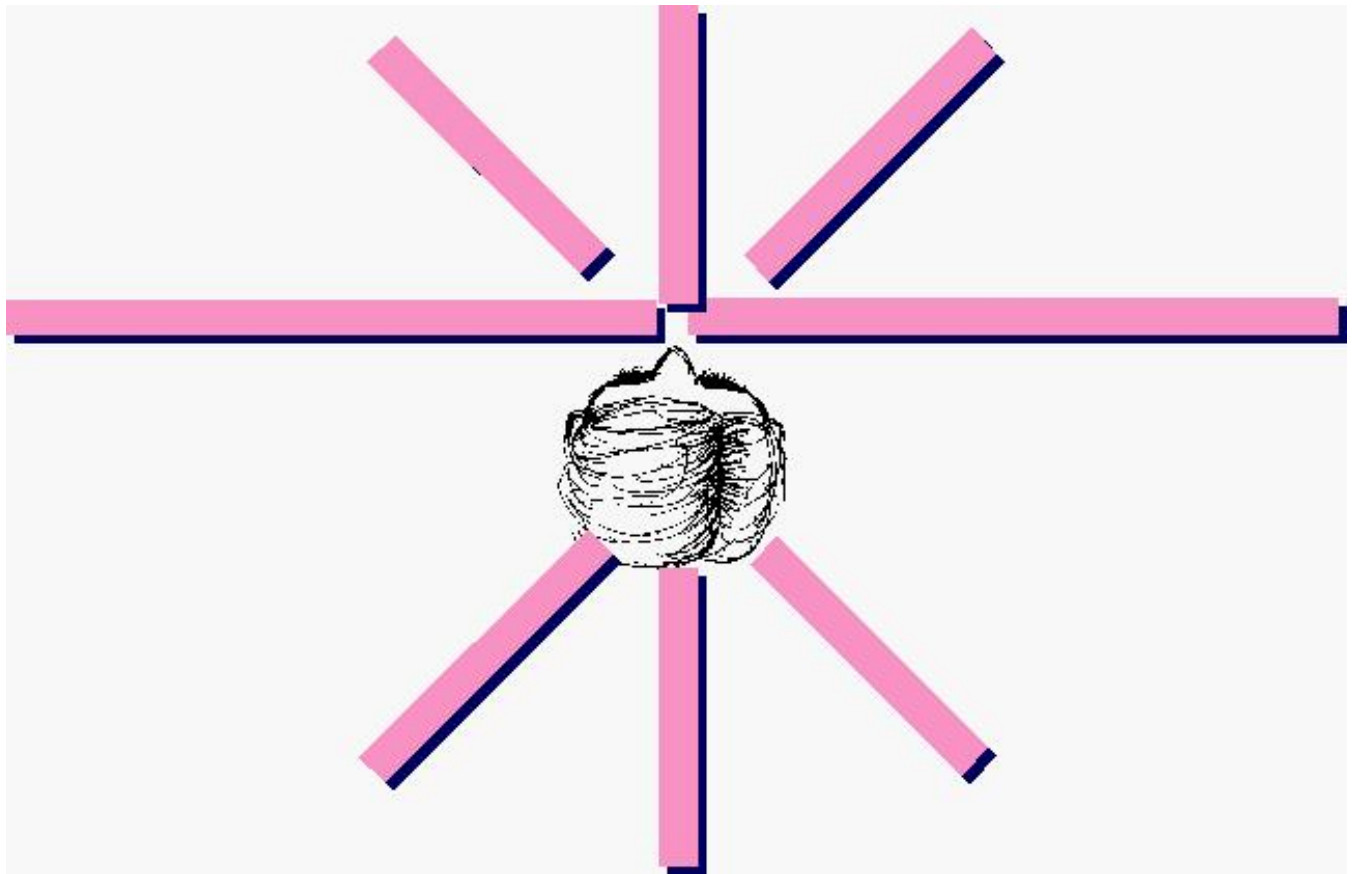
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TRAITS OF THE UNCONSCIOUS MIND

- ①. **Stores memories**
2. **Makes Associations** (links similar things and ideas), **and Learns Quickly**
- ③. **Organizes all your memories**
- ④. **Represses memories with unresolved negative emotion**
- ⑤. **Presents repressed memories for resolution.**
(to make rational and to release emotions)
6. **May keep the repressed emotions repressed for protection**
- ⑦. **Runs the body**
Has a blueprint:
of body now
of perfect health (in the Higher Self)
- ⑧. **Preserves the body**
Maintain the integrity of the body
9. **Is the domain of the emotions**
10. **Is a highly moral being** (the morality you were taught and accepted)
11. **Enjoys serving, needs clear orders to follow**

TRAITS OF THE UNCONSCIOUS MIND

12. **Controls and maintain all perceptions**
 - Regular
 - Telepathic
 - Receives and transmits perceptions to the conscious mind
13. **Generates, stores, distributes and transmits “energy”**
14. **Maintains instincts and generate habits**
15. **Needs repetition until a habit is installed**
16. **Is programmed to continually seek more and more**
 - There is always more to discover
17. **Functions best as a whole integrated unit**
 - Does not need parts to function
18. **Is symbolic**
 - Uses and responds to symbols
19. **Takes everything personally.** (The basis of Perception is Projection)
20. **Works on the principle of least effort**
 - Path of least resistance
21. **Does not process negatives directly**



(We do this with the client awake—not in trance—increasing unconscious trust & cooperation.)

“If I were to ask your unconscious mind, where your past is, and where your future is, I have an idea that you might say, “It’s from right to left, or front to back, or up to down, or in some direction from you in relation to your body. And it’s not your conscious concept that I’m interested in, it’s your unconscious. So, if I were to ask your unconscious mind where’s your past, to what direction would you point?”

(Always note all analog behavior in elicitation)

“And your future, what direction would you point if I asked your unconscious mind, where’s your future?”

ELICITATION OF THE TIME LINE #2

Please use this page ONLY IF page 5 does not work

Maintain the relationship and communication with the unconscious mind so as to discover the unconscious storage and organization.

1. Can you remember something that happened 1 week ago?
2. Good, as you do, can you notice where it comes from? (Alternatively, since some clients can't notice where a memory comes from, they "can notice where it goes to.")
3. Repeat the process for 1 & 2 for 1 month ago, 1 year ago, 5 years ago, and 10 years ago.
4. Now, repeat 1 & 2 for 1 month in the future, 1 year in the future, 5 years in the future, and 10 years in the future.
5. Now, ask the client, "Do you notice that this arrangement implies a line, or some linear arrangement of your memories?"

The arrangement may be linear or it may not. Allow your language and your behavior to be non-directive so as to discover and not install the Time Line for your client.

FIRST TEST OF ELICITATION

“Now, would you bring to mind the directions that you pointed to (or the memories of the past and future that you noticed). Do you notice that they imply a line?”

If no: “Well, could you notice that?”

If still no: “Is your past arranged by location, for example, where you lived?”

If yes: “How would it look if, for purposes of this process, it were stretched out in a line?”

“Good, now when I say line, I don’t mean to imply only visual, because in a moment I’m going to ask you to float up above that line, and by float, I also mean as sounds floating on the wind, or floating in the bathtub, or visually. However you float up above your Time Line is perfect. So, can you just float up above your Time Line?

(If client is doing the process visually) “Make sure you are looking through your own eyes.”

Now, remaining above your Time Line just float back into the past (pause). Are you there?”

“Good, float back toward now, and stop there (pause). Are you there? Good. Now, facing toward the future, float up higher and farther back into the past.

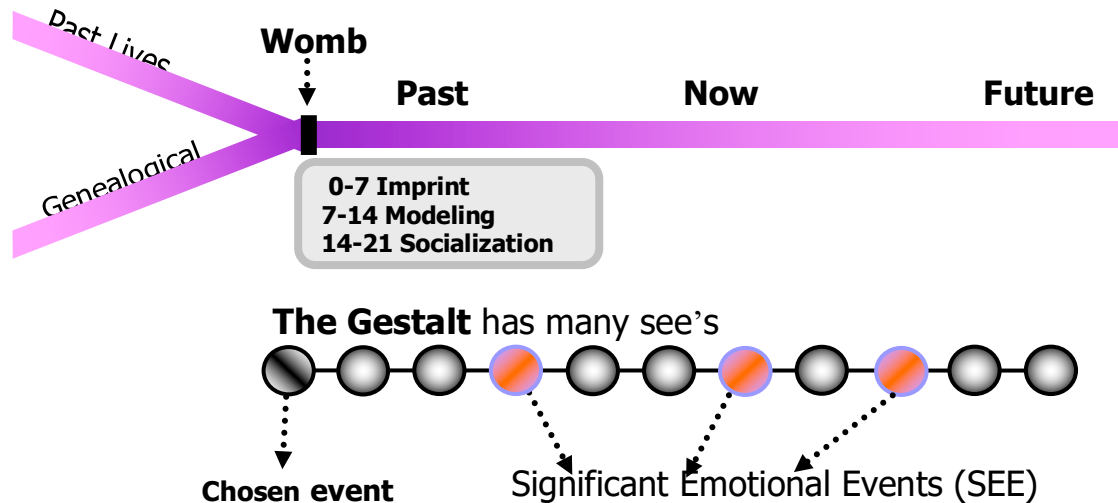
“And now, float out into your future (pause). Are you there?”

“Now, float up higher. Float so high that your time line seems like one inch long.”
(pause)

“Good, float back to now, and float down into now and come back in the room.” (pause)

“How was that?”

DISCOVERING A CAUSE



NOTE: This section is done before client is above the Time Line. It increases unconscious trust and cooperation.

1. There are different ways for working with Time Lines:
2. Find the Event: Watch your client for clues to which way will work the best to travel back in time: Some pointers will be the eye patterns, flushing of the face, physiology of the body, voice changes. Use the modality they are in to travel back with.
 - a) Walking the Time Line
 - b) Letting a feeling, sound or self talk guide them back (script below)
 - c) Visually

NOTES REGARDING LEARNINGS

Learnings are not always obvious to the client. Especially where the client already has learnings, (s)he may not get any new or obvious ones. When you are aware of learnings they should NOT be:

- Negative
- Past
- Others

When you are aware of learnings they *should* be:

- **Positive**
- **Self**
- **Future**

SCRIPTS AND PROCESSES

Always ask before starting the whole process: “Is it all right for your Unconscious Mind for you to release this (emotion or limiting decision) today and for you to be aware of it consciously?”

“Let this feeling (sound, picture, thought) take you back to the earliest time, which when accessed will allow the problem to be re-evaluated - and even disappear. Let me know when you are there by nodding your head”

“Ask your Unconscious Mind what it needs to learn from the event, the learning that will allow you to let go of the emotions easily. Your Unconscious Mind can preserve the learnings so that if you need them in the future, they’ll be there.” (pause) “Let me know when you have them” and when they nod or tell you they have them, ask them “tell me what you know about them.” (At this point it doesn’t really matter what they say, just notice if they are becoming more at cause for the situation or not).

“Notice the relationship between the ‘you’ now at your age and the ‘you’ back then. Notice all the learnings and experience you have now at your present age and what the younger you needed.” “Go and give the younger you all the experience and learnings it needs now.”

“What can you notice differently about that old problem, and what angles can you view it from now, so that it has changed itself. Will it to happen that it just reframes, in the light of this new view?”

(At his point you can use perceptual positions to reframe the memory. Get them to go inside other people, float above the event...anything which changes the perspective).

After you have calibrated for success, you can ask **“Is this memory now complete or not?”**

When above has completed one memory – look for other contexts to complete the issue

“Ask your unconscious mind if there are any other memories that are **important** to travel to now in relation to that old issue?” (If there are) “allow your unconscious mind to take you to this memory”.

(If **no**, say this) “Your unconscious mind can generalise these learnings and resources throughout every memory up and down your timeline. Tell every cell in your body about these changes and take them to every place they are needed in your body, as you come back to now. Only open your eyes when you have completed this process.”

Future pace – “Go out into the future and let me know how these new changes feel in your life now”.

NOTES: If client says “I don’t know where the event is” then respond with “I know you don’t, but if you did...take whatever comes up...trust your unconscious mind.”

DISSOCIATED FLOATING TBT

Procedure: Use this version if trauma or phobia. Keep them floating above at all times (until you have cleared memory of emotions). Elicit the timeline first.

1. "Ask your unconscious mind whether the issue was before, during or after your birth. Get the place on the timeline or the number of past lifetimes".

"Now, float above your timeline, and, go back to this time, which when accessed will allow this problem to reframe itself and disappear, and when you get there notice the event below you and stay floating above. Let me know when you're there"

2. (Make sure client is still floating above and not accessing directly the memory.) Ask your Unconscious Mind what it needs to learn from the event, the learning that will allow you to let go of the emotions easily. Your Unconscious Mind can preserve the learnings so that if you need them in the future, they'll be there." (pause) "Let me know when you have them" *and when they nod or tell you they have them, ask them* "tell me what you know about them." (At this point it doesn't really matter what they say, just notice if they are becoming more at cause for the situation or not).

3. "Notice the relationship between you now at your age and the 'you' then." "See all the learning and experience you have now at your present age and what the younger you needed." "Go and give the younger you all the experience and learnings it needs now."

4. "Now, come back towards now on your Time Line only as quickly as your unconscious mind can travel and find another event where this issue was a problem." (do the same as in 3), "let go of all the emotion on the events all the way back to now, preserve the learnings, and let go of the emotion all the way back to now. (When Client is finished) Float down into now, and come back into the room." **(Break State)**

4. **Test:** (Client back at now.) "Can you remember any event in the past where you used to be able to feel that old emotion, and go back and notice if you can feel it, or you may find that you cannot. Good come back to now."

5. **Future pace:** (Client back at now.) "I want you to go out into the future to an unspecified time in the future which if it had happened in the past, you would have felt *inappropriate* or *unwarranted* emotion and notice if you can find that old emotion, or you may find that you cannot. OK?" Good come back to now.

LIMITING DECISIONS

Firstly (when you hear a limitation) ask “When did you decide that?”

“Is it ok you let go of this limitation today and you know about it consciously?”

1. “Let this picture (or pictures, sound, feeling or self talk) carry you along your Time Line, and back to the earliest possible time, which when accessed will allow this problem to reframe itself and disappear, and when you get there notice the event. Let me know when you’re there” (pause)
2. “Notice what emotions are present, and also note if you are aware of the decision that was made there, too.” (If “No,” say, “I’d like you to rewind the movie of your memory until you come to the time of the decision ... right now.”)
3. “Notice who you are now and who you were then...notice all the experience and preserve the positive learnings.” (pause) When the Client has the learnings, “Tell me what they are.”
4. “Now where are the emotions? And the decision, did it disappear, too?”
5. “Come back to now only as quickly as you allow all the events between then and now to re-evaluate themselves in light of your new choices, and let go of all the negative emotions on those events, preserve the learnings, let go of the emotions and allow each event to re-evaluate itself; and as you come back to now I'd like your Unconscious Mind to allow you to notice at least 3 (or more) events where you had old decisions and now you can realize new possibilities instead.” **(Break State)**
7. **Test:** “Now, how do you feel about that old decision (or belief)?”
8. **Future Pace:** “I want you to go out into the future to an unspecified time in the future that would be most appropriate, and imagine a time when this pattern could repeat itself again, and now, how do you react, OK? ... Good, come back to now.”

DETERMINING LIMITING DECISIONS

In doing Time Based Techniques, we will work mostly with eliminating the client's past Negative Emotions and Limiting Decisions. It is important to determine the difference between these two modalities of intervention. Generally anything that is not a Negative Emotion is a Limiting Decision. There are also some additional criteria for determining a Limiting Decision. You will work with a Limiting Decision when it is described as:

1. **Anything you can't feel:** If the description the client gives you is something, which when you "try it on" is something you cannot feel without hallucinating substantially then you are working with a Limiting Decision. "I just don't feel happy," for example, is a Limiting Decision. Ask, "When did you decide that?"
2. **Negations:** As in the example above, anytime you hear a negation describing anything, which might be a Negative Emotion, you should be looking for a Limiting Decision. Examples include, "I'm not capable," "I don't feel loved," and "I can't make the kind of money I want." Ask, "When did you decide that?"
3. **Comparatives:** Whenever you hear a comparison, such as "I wish I could make more money," treat it as a Limiting Decision. Comparatives include statements such as, "I have low self esteem," "I am not good enough," or "I want to feel better about myself." Ask, "When did you decide that?"
4. **All Beliefs:** What is not obvious is that any time we have a Limiting Belief we must have Limiting Decision, which preceded it. Each time in the past when you adopted a Limiting Belief, a Limiting Decision preceded that acceptance. A Limiting Decision preceded even the beliefs that were adopted from other people. If a client says, "I don't believe I can do it," the Practitioner should say, "When did you decide that?"
5. **Physiological Issues:** Many issues that result in physiological symptomology have their roots in decisions. (This includes all physiological issues that look like dis-ease.) Ask, "When did you decide that?"
6. **Accidents:** Many events in the client's past are the result of decisions that the client made which preceded the event. Even if this is not "true", when the client accepts his/her creation of a past "accident" then the client can un-choose the event and thus change his/her future. Ask, "When did you decide that?"
7. **A Negative Emotion which is not at Cause:** If the client has a negative emotion for which they are not at cause, then it might be necessary to get the limiting decision for when they decided to create that negative emotion. Ask, "When did you decide that?"
8. **Doubts:** All doubts are limiting decisions. Ask, "When did you decide that?"

WALKING THE TIME LINE

1. Elicit the time line
2. Draw out the time line on the floor
3. Find the present moment spot – deliniate the direction for past and future
4. Have the client walk the time line and stop when they get to the relevant event to change (guide them that they will just 'feel it' when they are there)
5. Get the learnings, ask "what is there to learn from this event, the learnings of which will allow the emotions to disappear"... "Let me know when you have downloaded enough resources to let this problem go"
6. Get the learnings and understandings/reframe/let go of emotions, you can say "now you know what you know at the age you are now, bring back all these resources to this (past) time and integrate the resources until you can completely let go of the emotions...."
7. Step off the line, if too intense when they are there
8. Is there another context where this happened?
9. Come back to now only as quickly as you can generalise the learnings through all the memories in your entire time line, then come back to now.

IF A CLIENT ASSOCIATES INTO A TRAUMATIC MEMORY

Remember, it is not unusual for clients to associate into a traumatic memory during a Time Based Technique session. There are other techniques that actually associate clients into traumatic events on purpose.

If your client associates into an unwanted memory here is what to do:

1. "Where are you?" (If the client is feeling the emotions, the client is inside the memory.)
2. Whatever the client says, "Good, just get up above the Time Line so you are looking down on the event."
3. (Pause) "Are you above the Memory looking down?"

If there are, then go back to page 9 and do the work there:

Sometimes the Time Based Practitioner, although patient, has to be quite forceful or authoritarian in getting the client to get above the Time Line. Remember it is important for the client's comfort to get him or her out of the traumatic memory as soon as possible. While we say that negative emotions are good, it is also not good to hold on to the emotions. If the client remains associated it just strengthens the emotions.

4. If steps 1-4 do not work then stand up and clap your hands over the client's head and say, "Open your eyes and look up at the ceiling. Keep your eyes up." (With client's eyes open, go to step #3.)
5. If step #3 does not work, stand up and say to the client, "Stand up and walk with me." Then walk the client around the room at high speed while you do the Time Based Technique Process while the client is walking.

4 REASONS WHY THE EMOTIONS DISAPPEAR

1. Psychological: (Reframe)

Based on the work of Leslie Cameron-Bandler in *Emotional Hostage*, 1987, and Alfred Korzybski, *Science and Sanity*, 1933, all emotions require time to express their meaning, so a switch in the temporal perspective reframes the emotion. From viewing the event from many different perspectives, the emotion is reframed, and so it disappears. (Technically it is a context reframe.)

2. Metaphysical: (Illusion)

Based on the book *A Course in Miracles*, there is only one real emotion on the planet -- Love. All the negative emotions are derivatives of fear & are an illusion, so a switch in the temporal perspective shows the emotion to be the illusion it is, and it disappears.

3. Quantum Physics: (Non-Mirror Image Reverse)

Based on the work of Quantum Physics and Calculus, any position which is totally opposite to the original is the Non-Mirror Image Reverse of the way the emotion is held in "now." So the opposite viewpoint works as a multi-dimensional neurological opposite of "now." What happens is that this position acts like anti-matter, and the neurological boundaries of the emotion in the body get blown out -- they disappear.

4. Logical levels

Based on a notion that an emotion is a 'flag' and temporary and learning is a higher level and permanent; when you learn something in life, emotions can disappear as a reminder to learn. In other words learning is a higher level, therefore takes the place of the old emotion.

GENERAL REFRAMES

USE IF NEGATIVE EMOTIONS DO NOT RELEASE

BASED UPON:

1. Learning:

“What is there to have learned from this event, the learning of which will allow you to easily let go of the emotions? Won’t it be better to preserve the learnings than keep the emotions? If you let go of the emotions and preserve the learnings you will have learned what you needed, so you can let go of the past now.”

2. Protection/Safety:

“The negative emotion of _____ doesn’t protect you.”

(If you’re working with fear or anger, mention flight or fight)

“In fact negative emotions aren’t safe for the body. Each negative emotion can make your life harder, more uncomfortable, more destructive the longer you keep it (lay it on thick)!!

“Won’t you be a lot safer if you let go of the emotions and learn something about taking care of yourself?”

3. Prime Directives:

“Not letting go of this emotion is in direct conflict with the highest Prime Directive of the unconscious mind, which is, ‘To preserve the body.’ This emotion, though getting results, does not preserve the body; it hurts the body. Wouldn’t it be better to let go of the repressed emotion and get the same results in some other way?”

CHANGING THE TIME LINE

LOCATION/DIRECTION #2

The Classic Through-Time Time Line:

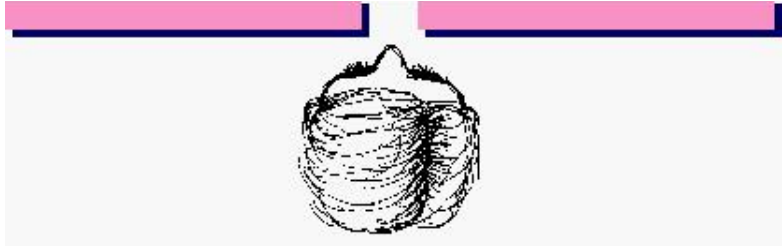
Is left to right (or right to left).

Horizontal.

Reaches out about as far as the length of the outstretched arms.

Has memories which are about 4 inches high which are located just under the center of the eye (horizontal).

Now is located in the center.



The Classic In-Time Time Line:

Is front to back (or back to front).

Horizontal.

Stretches as far back as the original Time Line.

Has memories of a comfortable size, generally more than 4 inches.

Client is located in Now.



S.M.A.R.T. GOALS

Goal: “An aim or an end in mind.”

Aim relates to direction

End relates to outcome

S

Specific
Simple

M

Measurable
Meaningful to you

A

As if now
Achievable
All areas of your life

R

Realistic
Responsible / Ecological

T

Timed
Toward What You Want

STEPS FOR PUTTING A SINGLE GOAL

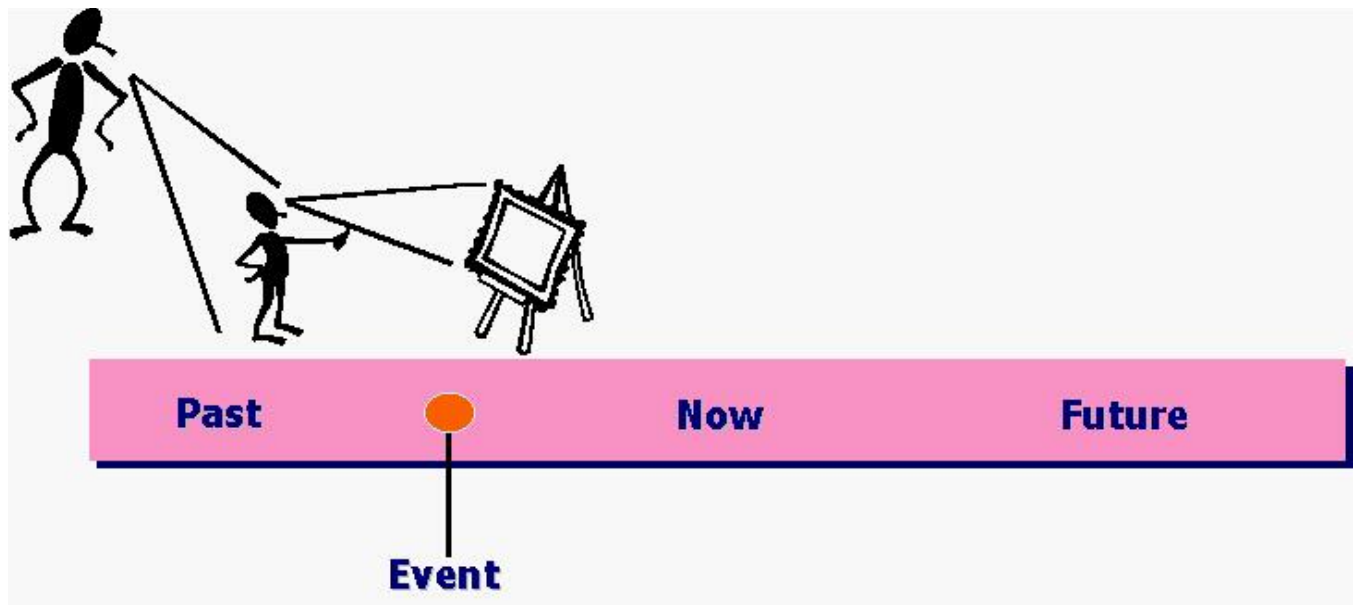
IN YOUR FUTURE

1. **Be sure the goal is stated so it is S.M.A.R.T.**
2. **Get the last step:**
“What is the last thing that has to happen so you know you got it?”
3. **Make an Internal Representation:**
A Visual representation,
and a Auditory representation,
and a Kinesthetic representation.
4. **Step into the Internal Representation — associate the Client**
5. **Adjust the SubModalities**—Adjust them for the most positive Kinesthetic or for the most “real” feeling.
6. **Step out of the Internal Representation — dissociate the Client.**
7. **Take the Internal Representation and float above now.**
8. **Energize the Internal Representation with four deep breaths:** Have the Client breathe in through the nose, out through the mouth, and blow all the energy into the Internal Representation.
9. **Float out into the Future:** Take the Internal Representation and float above the Time Line out into the future.
10. **Insert the Internal Representation into the Time Line:** “Let go of the Internal Representation and let it float right down into the Time Line.
11. **Notice the events between then and now re-evaluate themselves to support goal:** The Client may or may not have an experience of the reevaluation, so we call it to his (her) attention.
12. **Float back to now.**

Logical Levels of Therapy

- Elicit Presenting Problem
- Use questions to get the strategy
- Teach Me (1) How do you do it?
 - When do you do it?
 - When do you not do it?
 - How do you know it's time to do it?
- Teach Me (2) How do I do it?
- Take it to the Limit with submodalities (in all obscure directions)

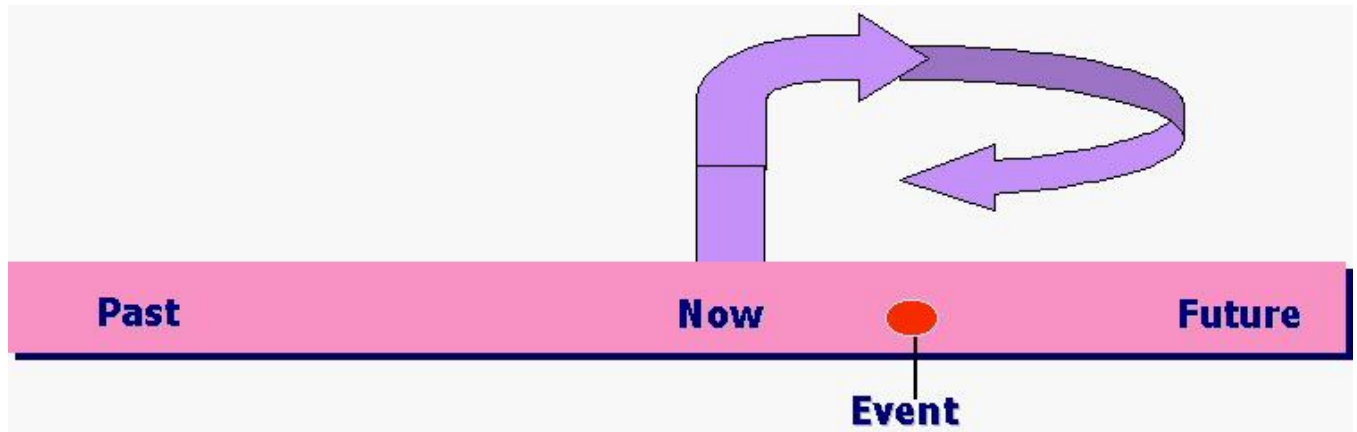
FAST PHOBIA MODEL



Procedure: (Use Negative Emotions #1, first. If that doesn't work, then use this page.)

1. (Optional) Establish a resource anchor.
2. Acknowledge one-trial learning and client's ability to learn.
3. Discover & scramble the strategy used for having phobia. (Use the Logical Levels of Therapy.)
4. Have them go back to the first event.
5. Make movie screen above the Time Line, and have them watch from the projection booth.
6. Run the movie forward in B&W to the end.
7. Freeze frame at end, and white (or black) out.
8. Have the client associate into the memory and run it backwards in color to the beginning.
9. Repeat steps 5 - 8 until the client can't get the feeling (K) back. (If you are deleting a memory, then repeat until the memory is not accessible — give appropriate instructions.)
10. Check ecology. If necessary, use a swish.
11. Test and future pace.

ANXIETY



Procedure: (Make sure you are working on a specific event.)

1. "What are you anxious about? What specifically?"
2. "Good, just float up above the Time Line..."
3. "And float out above the future to 15 minutes after the successful completion of the event about which you thought you were anxious. Tell me when you're there."
4. "Good. Turn and look toward now, along the Time Line."
5. "Now, where's the anxiety?" ¹
(If Client says, "It's Gone" go to #6.)
(If Client says, "It's still there," then ask, "Are you imagining it completing successfully?" If "no," then talk about successful completion for the event and then to go #3.)
6. "Come back to now."
7. If desired, test by having the client think about what used to make them anxious, and notice that there is no anxiety.
8. If you are eliminating all anxiety, then go to #1 using a new event.

¹ NOTE: If anxiety does not disappear, then reframe, "I know that there's a part of you that thinks it's important for you to have some anxiety to motivate you, and I agree that it's important for you to be motivated. The problem is that anxiety is not good for the body. Are there other ways that would be OK for you to motivate yourself, and let the anxiety go?"

Additionally, anxiety may be the result of fear, which has not been released. For a Presenting Problem of anxiety, always release fear first.