

ADAM HELLER'S

NLP RESULTS ACADEMY

NLP

Master Practitioner

Certification Course

Training Manual

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Master Practitioner Certification Course

By Adam Heller © 2014

Coach Heller LLC

PO Box 4948

Laguna Beach, CA

949-497-8383

<http://NLPResultsAcademy.com>

This Manual Belongs To: _____

Welcome to Your Training!

Greetings and welcome to your NLP Results Academy NLP Master Practitioner Training. NLP is a large body of knowledge primarily concerned with how to achieve excellence. You can read a complete definition and description of NLP a few pages further on in this manual. To make the training process more effective, we will be teaching NLP to you in digestible ‘chunks.’

In the Practitioner Module of this training course, we focused on providing you with the information and interventions that make up the foundations of NLP. In this Master Practitioner section, we will present you with advanced concepts and interventions then finally bring all the pieces together in a way that will prepare you to help individual clients make behavioral changes to achieve excellence in their lives.

Training Chunks and Flow

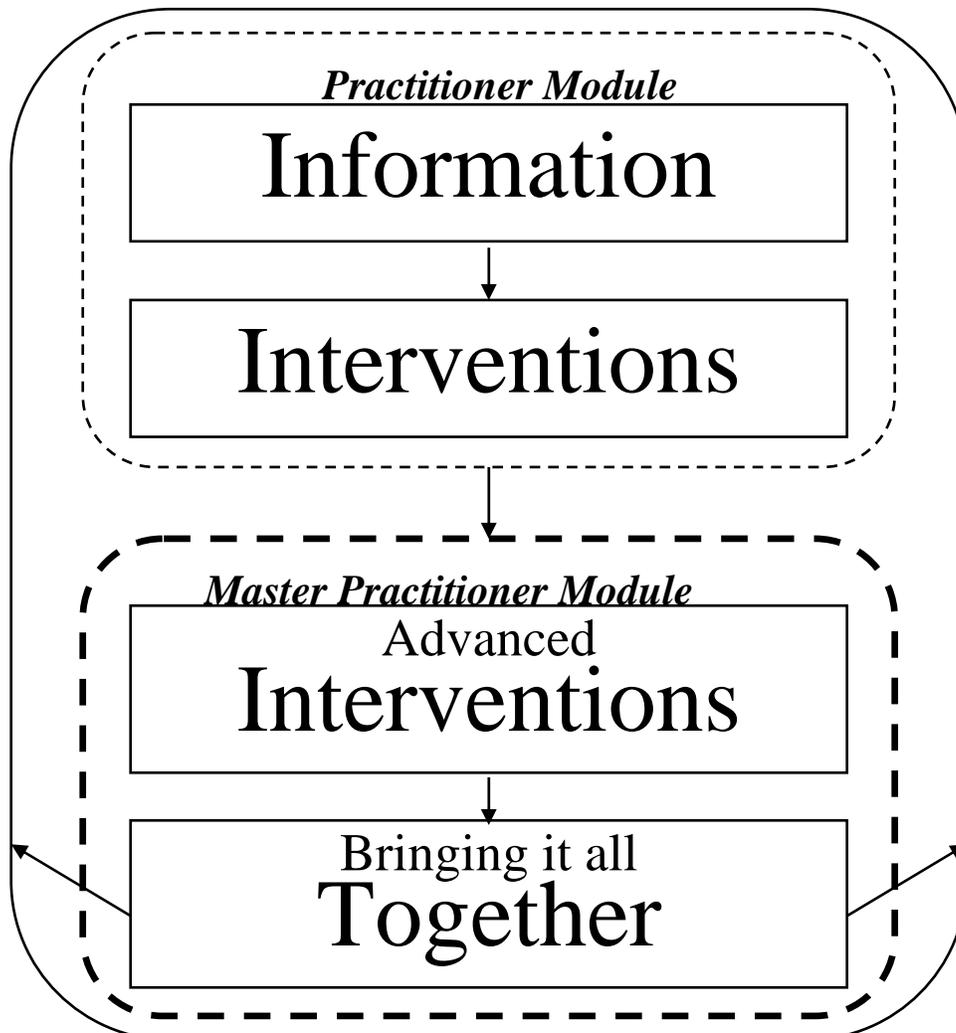


Table of Contents

Title Page	1
Welcome to Your Training!.....	2
Table of Contents	3
Introduction to NLP	5
Short Definition of NLP.....	6
Questions & Answers about NLP	7
NLP Communication Model.....	9
Cause & Effect	10
Responsibility for Value	11
How to Get Certified.....	12
Values.....	13
Values Sources	14
Values Elicitation.....	15
Values Alignment	16
Values Elicitation.....	17
Changing Values	18
Sub-Modalities Evaluation.....	19
Basic Meta Programs	20
Meta Programs	21
Meta Programs Inventory	26
Parts.....	28
Parts Integration	29
Meta Model III.....	30

Week 2

The Spin	31
Phobia Destroyer.....	32
Compulsion Blowout	34
Rapid Timeline Breakthrough (RTB).....	35
RTB First Ride on the Timeline.....	36
RTB Discovering the First Time.....	37
RTB Releasing Negative Emotions	38
Basic Reframes	40
RTB Temporal Decision Destroyer	41
RTB Change Personal Identity	43

Week 3

RTB Grief Process	45
NLP Change Structure	46
What is a Client?	47
Couples / Family Therapy Model	48
Rapid Life Change Breakthrough Pre-Session.....	52
Rapid Life Change Breakthrough Session.....	52
Client Personal Background	53
Client Personal Data.....	57
Pre-Coaching Puma.....	58

Week 4

Adding Positive Resources	59
Appendix	61

Introduction to NLP

(Neurolinguistic Programming)

Welcome to the world of NLP. Neurolinguistic Programming is the systematic study of human performance. NLP is a practical application of how people think. This study of the structure of the subjective experience can be broken down into their smallest components (or chunks) and changed, modified, improved upon, or removed. This allows a framework for growth and change at much deeper levels more quickly than was originally thought.

NLP was developed through the efforts of several people. Some of the more notable names are Leslie Cameron-Bandler, Steve and Connirae Andreas, Robert Dilts, Richard Bandler, John Grinder, and many others. Their studies began in the 1970's and have continued to grow to the present. NLP techniques enable therapists to be much more effective in assisting change in their clients lives. Neurolinguistic Programming brought about the ability to analyze and transfer human excellence, thus resulting in the most effective and practical psychology known.

NLP is based on the work of several people whom the above-mentioned studied. They include Alfred Korzybski, Virginia Satir, Milton Erickson, Fritz Pearls and Gregory Bateson, among others. They were chosen as excellence to model.

This is a hands-on learning experience. Keep an open mind and be willing to allow the training to work with you at all levels.

(Please note that this manual is meant as a companion, supplement, and reference to the course, not an exact duplication of the videos/DVDs. Some exercises may not appear in the exact order the class is taught. Please reference the table of contents for page numbers.)

Short Definition of NLP

Neuro: The nervous system (the mind), through which we interact with the external world to receive and process experiences through the five senses:

- Visual
- Auditory
- Kinesthetic
- Olfactory
- Gustatory

Linguistic: Language and other nonverbal communication systems through which our neural representations are coded, ordered and given meaning. Includes:

- Pictures
- Sounds
- Feelings
- Tastes
- Smells
- Words (Self Talk)

Programming: The process of how we run our internal programs to achieve specific outcomes.

Questions & Answers about NLP

Q. *What is NLP?*

A. NLP is a unique model of how people learn, motivate themselves, and change their behavior to achieve excellence in any endeavor.

Q. *How did NLP get its name?*

A. The term Neurolinguistic Programming was introduced by Alfred Korzybski. This is also the same man who quoted, “God may forgive you for your sins but your nervous system won’t.” NLP is an integration of several disciplines including neurology, psychology, linguistics, cybernetics, and systems theory. The components of the term Neurolinguistic Programming describe best what this little known science encompasses.

- NEURO because all of our experiences, both conscious and subconscious, are derived through and from our senses and central nervous system.
- LINGUISTIC because our mental processes are also coded, organized, given meaning and transformed through language.
- PROGRAMMING because people interact as a system in which experience and communication are composed of sequences of patterns or “programs.”

In NFNLP, we currently use PSYCHOLOGY rather than Programming. We do this because the word Psychology comes from the word “psyche” meaning “Spirit” and “ology”, the “study of systems.”

Q. *What can NLP do?*

A. It lets you model, or copy, human excellence in any form. With NLP, you can identify what makes someone exceptionally skilled, and get that skill for yourself or teach it to others. NLP can help you become adept in whatever is important to you, whether that means getting along with your family and coworkers or being more effective on the job.

Q. *Where is NLP useful?*

A. NLP is valuable wherever human communications skills can enhance results – in business consultation, management, negotiation, education, counseling, therapy, relationships, parenting, nursing, public speaking, sports performance and many other areas.

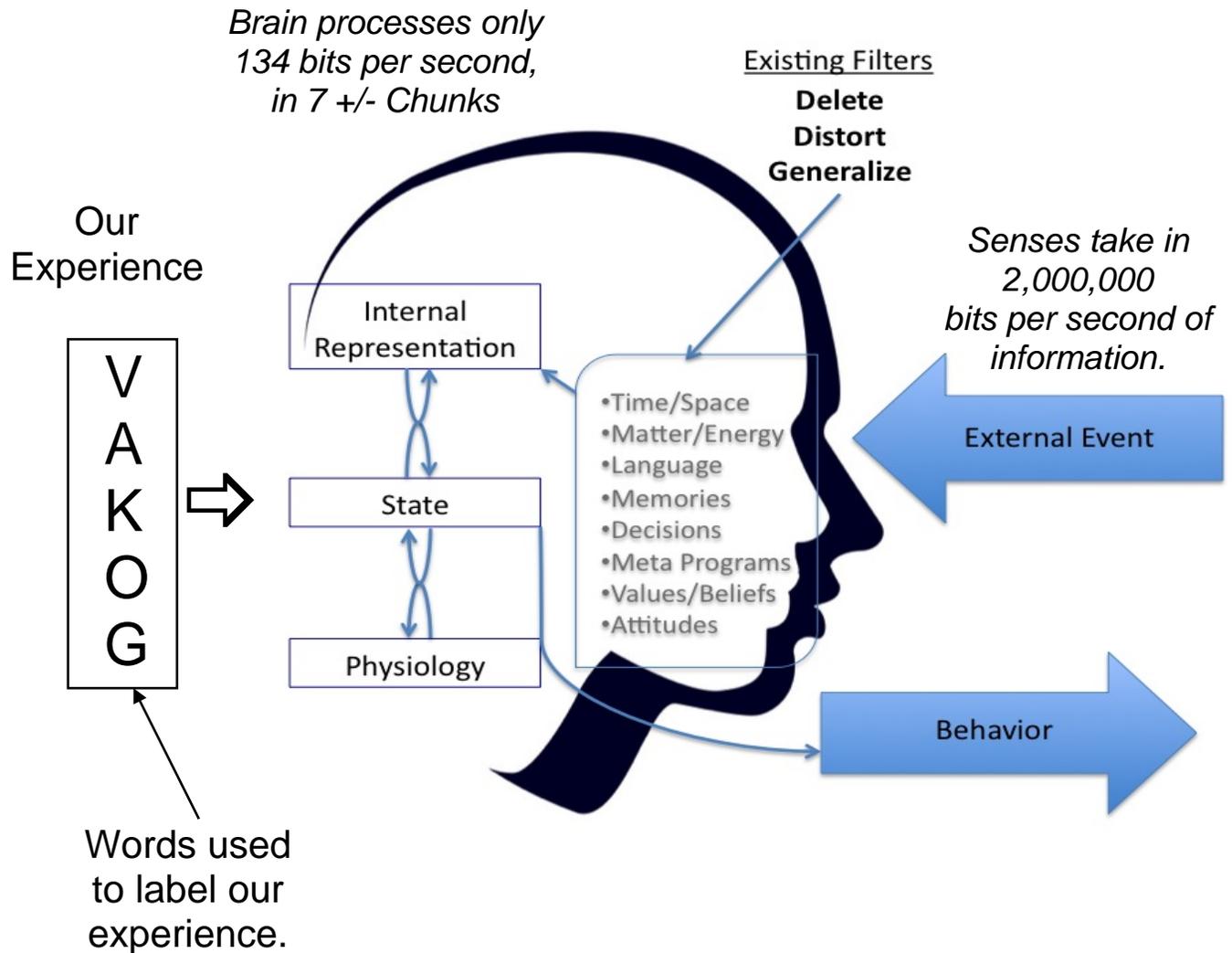
Q. *What kind of results can I get with NLP?*

A. NLP can allow a therapist to change the impact of the past on a client, a teacher to change a poor speller into a good speller, a business person to gain rapport non-verbally and run meetings efficiently, an athlete to improve concentrations, and more.

Q. *Is NLP a therapy?*

A. Although NLP can be used as a method of therapy, the applications are much broader. Even when used as a therapy, it's basically a process of teaching people how to use their brains. Most therapy is remedial; that is, directed towards solving problems from the past. NLP goes much further to study excellence and teach the skills that promote positive change that generates new possibilities and opportunities.

NLP Communication Model & Internal Representations



Cause & Effect

C > E

Results

**Reasons
Excuses
Victim**

***Which Side
Do You Choose?***

Responsibility for Value

No matter what you do, what you purchase or otherwise acquire, it's up to you to get the value that's available.

When you:

- hire a coach or therapist
- rent a hotel room.
- purchase a TV.
- go a restaurant.
- take a training.

...or anything else you might do, it's always up to you!

How to Get Certified

This training offers you certification as a Master Practitioner of NLP. There is no secret as to how to earn your certification. We want you to succeed and you will – as long as you do all of the following things:

- Watch and pay attention to all videos
- Follow along with the videos making notes in this Manual.
- Fill out your Master Practitioner exam as you go along.
- Practice techniques and interventions outside of class
- Read and absorb all companion material
- Be curious and willing to ask questions

Values Definitions

Values:

That which is important to you.

Highly Valued Criteria:

Your most important values.

Beliefs:

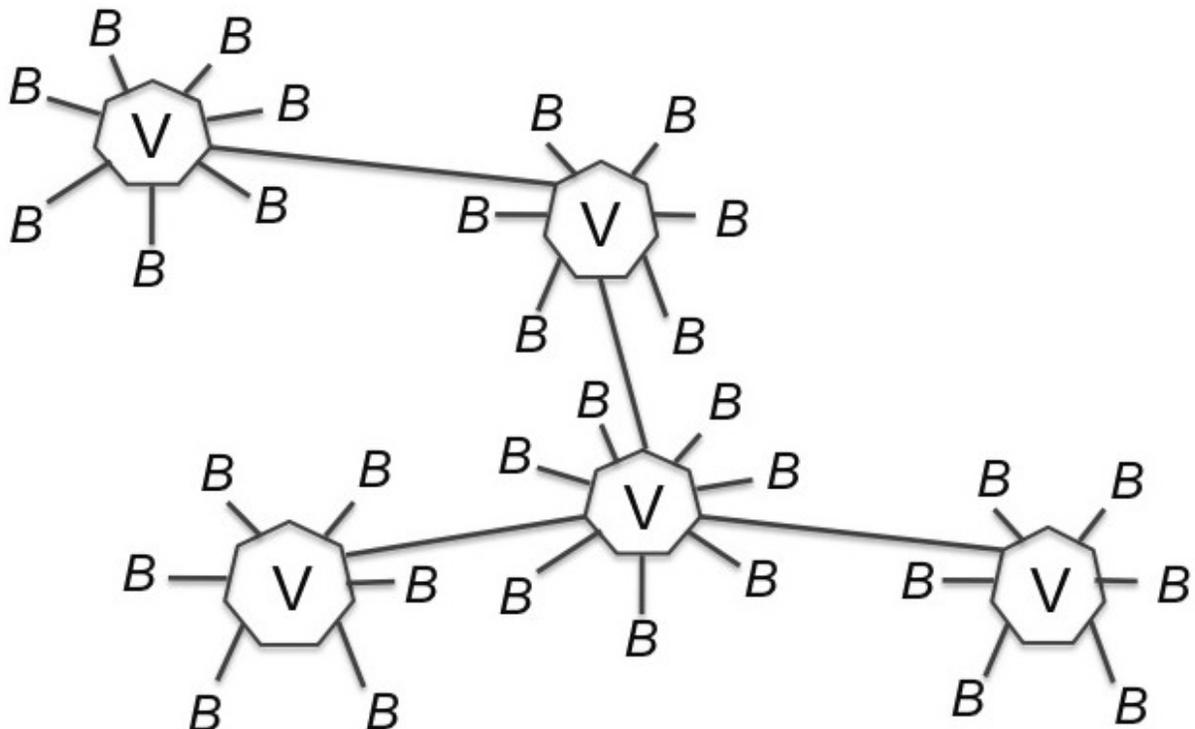
The principles/opinions you trust as being true.

Ideas that have been reinforced over a period of time until you believe them to be true.

Attitudes:

The values and beliefs that you hold around subjects. Values + Beliefs = Attitudes

Structure of Values Hierarchy



Values Sources

We are influenced to adopt values from many, many different sources around us. These are among the primary sources, but there are many others.

Family

Church / Religion

Friends

School

Politics

Geography

Culture / Society

Experts

Business

Media

Values Elicitation

Values should be elicited in context.

1. What's important to you about _____?

Values Contexts:

- A. Family / Friends
- B. Work / Career
- C. Intimate Relationships
- D. Health / Well-being
- E. Spirituality
- F. Fun / Leisure
- G. Home / Environment
- H. Society / Culture
- I. Other?

2. What else is important to you about _____?

3. What else is important to you about _____?

4. Number the values according to their importance.

What's the most important? What's next, etc. (If needed, use questions below.)

A. Of the above values, which is the most important to you?

B. Assuming you have (list values already chosen), is _____ or _____ more important to you?

C. Assuming you have (list values already chosen), if you couldn't have _____ but you could have _____, would that be OK?

(If the client has trouble answering, then make sure that they are in a decisive physiology.)

5. Re-write your list of values in order of their importance to you.

Values Threshold

(Use values just elicited.)

- With all these values present, is there anything that would cause you to leave?
- With all these values present, is there anything that would cause you to stay?

Values Alignment

Alignment Tests

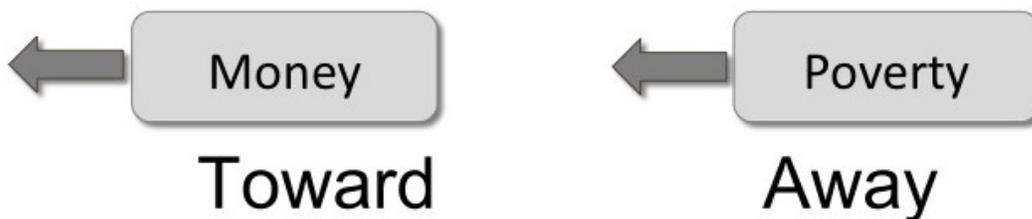
1. Motivation Direction

Is the underlying motivation (or value) what is wanted or what is not wanted? Look for:

- a. Negations
- b. Comparative deletions
- c. Modal Operators of Necessity

2. Toward-Away conflicts

Sequential incongruity



3. Toward-Toward conflicts

Simultaneous incongruity



4. Away-Away conflicts

Simultaneous & Sequential incongruity



Values Elicitation

What is important to you about _____
Career, Relationships, Family, Health and Fitness (living), Personal Growth, Spirituality

Write Client Values

Values Re-ordered by Client

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Threshold (context)

All these values being present, is there anything that could happen that would make you leave or stop? *Keep asking until empty.*

All these values being present, plus (value-s- just mentioned) what would have to happen to make you stay?

Alignment / Conflict Check

Toward – Away: _____

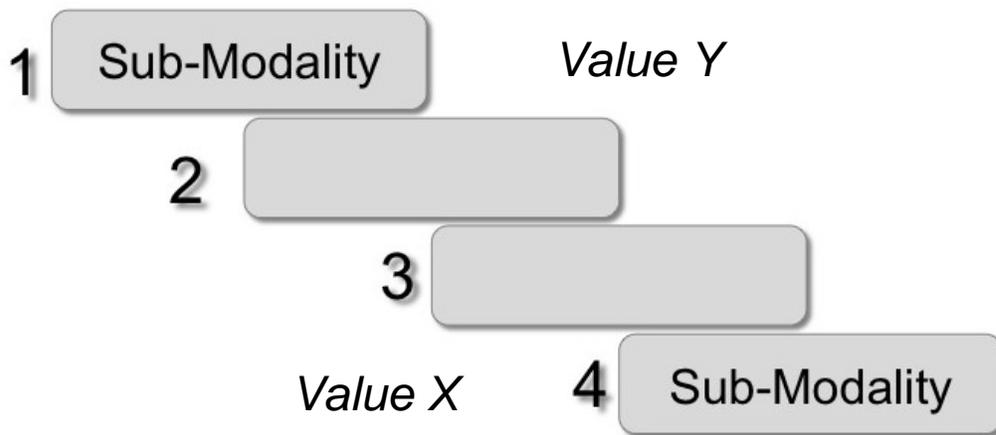
Toward – Toward: _____

Away – Away: _____

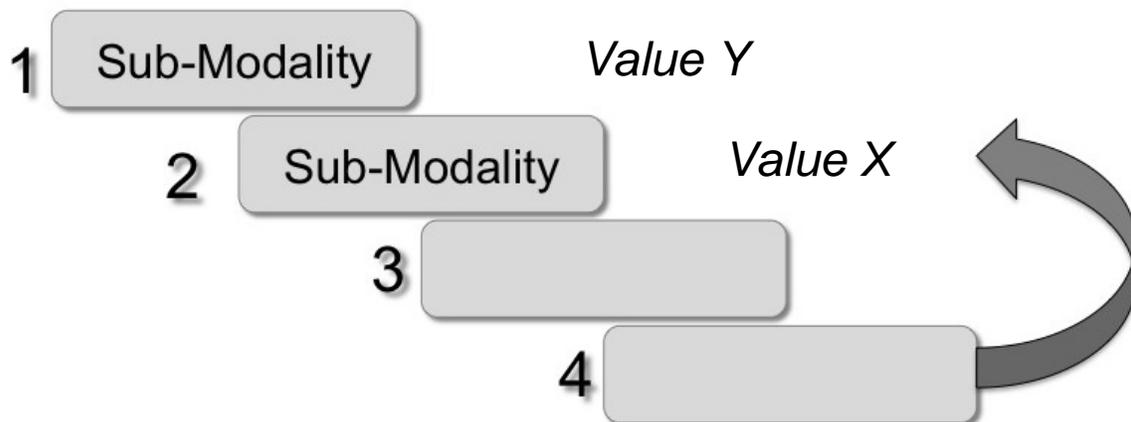
Changing Values

Change the Values Hierarchy

1. Identify the value to change in order within the hierarchy (value X).
2. Identify the value (value Y) *just above* where you want to move value X.



3. Elicit Sub-Modalities of value X.
4. Elicit Sub-Modalities of value Y
5. Match Sub-Modalities of value X to value Y.
6. Make one or two minor changes downward to the Sub-Modalities of value X. (Example, reduce brightness of value X and make it slightly smaller.)



Sub-Modalities Evaluation

Worksheet

Use the characteristics below to evaluate and determine sub-modalities.

	1	2	3	4
Visual				
Color / Black & White				
Distance - Near / Far				
Bright / Dim				
Location				
Size of Picture				
Focused / Defocused				
Focus (Changing/Steady)				
Associated / Dissociated				
Framed / Panoramic				
Movie / Still				
Movie-Fast/Normal/Slow				
Contrast – High / Low				
Dimension - 3D / Flat				
Perspective – View Angle				
Auditory				
Location				
Direction				
Internal / External				
Loud / Soft				
Fast / Slow				
Pitch – High / Low				
Tone & Timbre				
Pauses				
Rhythmic / Irregular				
Duration – Long / Short				
Kinesthetic				
Location				
Movement				
Size				
Shape				
Quality				
Intensity & Duration				
Steady				
Vibration				
Weight				

Basic Meta Programs

Myers Briggs

1. External Behavior

When it's time to recharge your batteries, do you prefer to be alone or with people?

A. Introvert

B. Extrovert

2. Internal Process

If you were going to study a certain subject, would you be more interested solely in the facts and their application for the now, or would you be more interested in the ideas and relationships between the facts and their application for the future?

A. Sensor

B. Intuitor

3. Internal State

When you make a decision do you rely more on impersonal reason and logic, or more on personal values?

A. Thinker

B. Feeler

4. Temporal Operator (Time)

Do you use a Daytimer or Smart Phone calendaring system? Do you use it regularly? Do you enjoy it? ~or — Why did you buy your last car?

A. Judger

B. Perceiver

Meta Programs

1. Direction Program

What do you want in a (car/job/relationship)?

What's important to you about _____?

- A. Toward
- B. Toward with a little Away
- C. Both Toward and Away equally
- D. Away with a little Toward
- E. Away

2. Reason Program

Why do you choose to do what you're doing?

- A. Possibility
- B. Necessity
- C. Both

3. Frame Of Reference Program

How do you determine when you've done a good job?

- A. Internal
- B. External
- C. Internal with External Check
- D. External with Internal Check

4. Convincer Internal Representation Program

How do you know when someone else is good at what they do?

- A. See
- B. Hear
- C. Do
- D. Read

5. Convincer Program

How often does someone have to demonstrate competence to you before you're convinced?

- A. Automatic
- B. Number of Times
- C. Consistent

6. Management Direction Program

Do you know what you need to do to be a success on a job?

Do you know a good way for someone else to increase his/her chances?

Do you find it easy or not so easy to tell them?

- A. Self and Others
- B. Self Only
- C. Others Only

7. Action Program

When you come into a situation do you tend to:

- *Size it up, then act quickly?*
- *Do a complete study of all the consequences and then act?*

- A. Active
- B. Reflective
- C. Both
- D. Inactive

8. Primary Interest Program

Why is your favorite restaurant your favorite? .

- A. People
- B. Place
- C. Things
- D. Activity
- E. Information

9. Chunk Size Program

If we were going to do a project together, would you want to know the big picture first, or the details? Once you know that, do would you really need to know the other?

- A. Specific
- B. Global
- C. Specific to Global
- D. Global to Specific

10. Relationship Program

When you come into a new situation, do you usually notice the similarities first or the differences first?

- A. Sameness
- B. Sameness with Exception
- C. Sameness and Differences Equally
- D. Differences with Exception
- E. Differences

11. Time Storage Program

Recall a memory from the past (future). From what direction does that memory come? Point in that direction.

- A. Through Time
- B. In Time

12. Modal Operator Sequence Program

What was the last thing you said to yourself just before getting out of bed this morning? (can, must, want to, got to, have to, should, etc.)

13. Information Processing Style

When you need to solve a problem or overcome a challenge in your life, must you:

- *Talk about it with someone else?*
- *Think about it by yourself only?*

- A. External
- B. Internal

14. Listening Style

If someone you knew quite well said to you, “I’m hungry,” would you tend to:

- *Find the comment interesting, but take no action?*
- *Do something about it?*

A. Literal

B. Inferential

15. Speaking Style*

If you felt that someone around you was underperforming, would you:

- *Tell them directly?*
- *Beat around the bush and hope they ‘get it’?*

A. Literal

B. Inferential

* A Literal Listener may not know when an Inferential Speaker complements them. An Inferential Listener may think that any question is a request for action.

Meta Programs Inventory

Myers Briggs & Meta Programs

Myers Briggs

1. When it's time to recharge your batteries, do you prefer to be alone or with people?	Introvert
	Extrovert
2. If you were going to study a certain subject, would you be more interested solely in the facts and their application for the now, or would you be more interested in the ideas and relationships between the facts and their application for the future?	Sensor
	Intuitior
3. Can you remember a work situation that gave you trouble, a specific one-time event? When you make a decision do you rely more on impersonal reason and logic, or more on personal values?	Thinker
	Feeler
4. Do you use a Daytimer or Smart Phone calendaring system? Do you use it regularly? Do you enjoy it? ~or — Why did you buy your last car?	Judger
	Perceiver

Meta Programs

Direction Program: <ul style="list-style-type: none"> • What do you want in a job'? or- • What do you want in a relationship? or • What do you want in a car? or • What do you want to do with your life? or • For you, what's important about what you do? 	Toward
	Toward/Away
	Both equally
	Away/Toward
	Away
Reason Program: Why do you choose to do what you're doing?	Possibility
	Necessity
Frame Of Reference Program: How do you determine when you've done a good job?	Internal
	External
	Int. w Ext.Check
	Ext. w Int. Check
Convincer Internal Representation Program: How do you know when someone else is good a what they do?	See Hear
	Do Read
Convincer Program: How often does someone have to demonstrate competence to you before you are convinced?	Automatic
	___ Time(s)
	Consistent
Management Direction Program. <ul style="list-style-type: none"> • Do you know what you need to do to be a success on a job? • Do you know a good way for someone else to increase his / her chances? • Do you find it easy or not so easy to tell them? 	Self & others
	Self only
	Others only

Action Level Sort Program: When you come into a situation, do you tend to: <ul style="list-style-type: none"> • Size it up then act quickly: • Do a complete study of all the consequences then act? 	Active	
	Reflective	
	Both	
	Inactive	
Primary Interest Program: Why is your favorite restaurant your favorite?	People	Places
	Things	Activity
	Information	
Chunk Size Program: If we were going to do a project together, would you want to know the big picture first or the details? Once you know that, would you really need to know the other?	Specific	
	Global	
	Specific to Global	
	Global to Specific	
Relationship Program When you come into a new situation, do you usually notice the similarities first or the differences first?	Sameness	
	Same w exceptions	
	Same / Diff Equally	
	Diff with exceptions	
	Differences	
Time Storage Program Recall a memory from the past (future). From what direction does that memory come? Point in that direction.	Through Time	
	In-Time	
Modal Operator Sequence Program: What's the last thing you said to yourself just before getting out of bed this morning? (can, must, want to, got to, have to, should, etc.)		
Information Processing Style: When you need to solve a problem or overcome a challenge, must you: <ul style="list-style-type: none"> • Talk about it with someone else? • Think about it by yourself only? 	External	
	Internal	
Listening Style: If someone you knew quite well said to you "I'm hungry," would you tend to: <ul style="list-style-type: none"> • Find the comment interesting but take no action? • Do something about it? 	Literal	
	Inferential	
Speaking Style If you felt someone around you was under-performing, would you: <ul style="list-style-type: none"> • Tell them directly? • Beat around the bush and hope they 'get it'? 	Literal	
	Inferential	

Parts Basics

What are *parts*?

1. *Parts* are individual parts of the unconscious with its own purpose / intention and function / behavior.
2. *Parts* are functionally detached from the rest of nervous system (non-integrated).
3. They often represent minor personalities (subpersonalities).
4. *Parts* typically have their own values and beliefs.
5. Some *parts* may think they're responsible for maintenance of the system.
6. *Parts* are born from Significant Emotional Experiences.
7. The purpose is to protect and maintain a non-integrated behavior.
8. *Parts* are a source of incongruence in the person.
9. The *parts* themselves are incongruent.
10. The incongruence lies in the difference between the purpose/intention & function/behavior.
11. A *part* usually has its opposite, an alter ego, the flip side of the coin.
12. These two *parts* will ultimately have the same highest purpose / intention.
13. They were once a part of a larger whole.
14. This makes possible the reintegration of the *part* back into the whole.

Parts Integration

Created by Tad James

1. Identify the conflict and the parts involved: Make sure you clearly identify the parts clearly, and understand the nature of the conflict.
2. Have the Part, which represents the unwanted state or behavior come out on the hand first: “I wonder if I can talk to this part. Which hand would it like to come out and stand on?” (Show client how to hold hand.)
3. Make sure that the Client has a V-A-K image of the part as it comes out on the hand: “Who does this part look like; does it look/sound/feel like someone you know?”
4. Elicit the “Opposite Number” to come out on the other hand: “I’d like to talk to the Part with which this Part is most in conflict, the flip side of the coin the opposite number, and let’s have it come out and stand on the other hand.” (Show client how to hold hand.)
5. Make sure that the Client has a V-A-K image of the part as it comes out on the hand: “Who does this part look like; does it look/sound/feel like someone you know?”
6. Separate intention from behavior: Reframe each part so that they realize that they actually have the same intention by chunking up — ask, “What is the intention?” or “For what purpose?” (Begin chunking up first with the part that has the unwanted state or behavior. As you do, make sure that the client’s intention stays associated.) Make sure that both parts get to the same word as highest intention.
 - A. Now, have the parts notice they were once part of a larger whole.
 - B. Ask for other parts that were also once part of the larger whole. Have them join in the integration.
 - C. What resources or attributes does each part have that the other part would like to have?
7. As the hands come together give additional suggestions for integration.
8. Take the integrated part inside and have it merge into the wholeness inside.
9. Test & future pace.
10. Re-elicite the values to see if there is a change.

Meta Model III

Directed Questions for Change

Problem:

1. What's the problem?
2. What caused this problem?
3. How have you failed to resolve this problem?
4. How can you overcome the solution to your problem?



Solution:

5. What would you like to change?
6. When will you STOP IT from being a limitation?
7. How many ways do you know you have solved this?
8. I know you are changing and seeing things differently.

Confirm

The Spin

Created by Richard Bandler

A phobic or negative sensation/emotion always starts somewhere in the body. In addition, the sensation generally also moves, rotating or spinning. The purpose of this intervention is to break the old pattern to free the client of their fear or negative emotion.

1. When you think of *__(needles)__* where does the negative sensation start?
2. How does it move from there? *Have the client describe clearly where and how it moves. E.g. "It starts in my stomach, then moves up into my chest and head. Then it goes out the top of my head, comes down the front of my body and back into my stomach.*
3. Can you notice that it moves in a loop or a circle? *Let them respond.* In what direction does it rotate or spin?
4. So how fast is it spinning? *Let them respond.* Now whenever you're ready, slow it down a little bit.
5. Allow the spin to continue to slow until it stops.
6. Now reverse the direction of the spin. *Be directive, give them as long as necessary.*
7. Now keep it spinning the opposite direction and make it go faster. Make it go even faster in the opposite direction.
8. Now think of *__(needles)__*. Keep it spinning in the opposite direction as you're thinking of needles. *Maintain Sensory Acuity to make sure the client continues to spin in the new direction.* Keep them associated and thinking of needles while they spin in the new direction.
9. Keep it spinning in the new direction. *Have them continue to keep the spin going and going for 3 to 5 minutes. Do it long enough so that it is impossible for the client to regain the old phobic response.*
Once they've done it for a while, you can even suggest something that will seem to make the reverse direction permanent – "Imagine that you have a power drill going at high speed to keep the spin going fast in that new direction. Tape the trigger so that it continues to run on its own, and take that drill inside you so that it stays moving that way forever."
10. Test: What level is your fear? *If the fear is up at an uncomfortable level (like a 4 or higher) then they've let it go back in the original direction. Have them reverse the direction again, let it spin for a while longer and then test again.*

Phobia Destroyer

Adapted From Nick Kemp Provocative Change

1. Does any part of you have any objections to having a more comfortable response in all the situations in which you have had these intense feelings?
2. **Now I know from what you have told me that up until this point you have experienced this intense feeling on a number of occasions.**
3. **Bring one of these times to mind now, and let me know what you are either thinking or saying to yourself at these times.**

(If they are too disassociated say “If I were to draw a picture of you in one of these experiences as in a comic book where the artist draws those thought bubbles above the person’s head what should I put in the bubble to indicate what is being thought at this precise moment? Worst case, have them make something up.)

4. I __(Client name)___ agree not to do any of the following once my __(needle)___ phobia has been removed.
 - A. Complain I want it back
 - B. Show off to other __(needle)___ phobics
 - C. Make jokes about people who have __(needle)___ phobia
 - D. Tell __(my husband)___ now that my phobia is cured I’m going to find a better looking __(husband)___
5. What’s worse a *(big needle)* or a *(little needle)*?
6. On a scale of 1-10 where is your fear right now?
7. Take the *(needle)* and name it.
8. __(Client name)___ **What do you say to yourself when you think of __(needle name)___, do you say it in a normal conversational speaking voice or is it said at a faster tempo?**
9. When you think about __(name of needle)___, on a scale of 1 – 10, how frightened are you able to get?
10. *Have them say the line as they have done in the past.*
11. **“Now repeat after me at 1/3 speed and tell me what’s different.**
12. **Now I’m going to say it even slower and tell me when you have done the same.**
(Can be done visualizing the words as well—separating the letters.)

13. Close your eyes and when you think about *__(needles)__* is it still a *__(from step 9)__*?
14. Open your eyes what is it now?
15. Close your eyes and notice where does the feeling start? Where does it go?
16. Open your eyes. What direction? Spin the other way.....
17. Where is it now on a 1-10? _____
18. If it was a *__(3 - 10)__* continue while you spin to make the color brighter and bolder.
19. Let me know when it's down to at least a 2.
20. Keep spinning and imagine your arm is straight out and like there is some pressure pushing down on it. It takes an effort 5 to hold it up.
21. Now notice how it feels different when you relax from a 5 to a 4.
22. Notice as you relax even further from a 5... to a 4... and now take it down to a 3... now a 2..., now 1.
23. Continue to spin in the new direction.
24. As that part inside you that know exactly how to relax on the inside, and knows an appropriate response into feeling...at.....ease.....now
25. What number have you dropped down to? Is it a 0 or -1 yet?
26. *(If client says any positive #, say if it can go to a __(whatever their # was)__ it can go to 1/2, 1/4 and at some point gone.)*
27. That's right it's gone now.
28. Keeping your eyes closed, when you think about *__(needles)__* what number?
29. People like you pretended to have phobias just so you could have fun and play around and show off to your friends.
30. You can "hold the *__(needle)__* now just don't *__(stab anyone)__*.
31. What's different about what you noticed in the past?
32. Do you want to take the *__(blood)__* or *__(IV)__* with me here? *(double bind)*.

Compulsion Blowout

Developed by Steve Andreas

Part I

1. Elicit a description of the thing compelled about
2. Elicit a description of something similar, but not compelled about

Compulsed

e.g.: Corn Chips & Guacamole

Non-compulsed

Pita Chips & Hummus

3. Get SubModality differences
4. Test the differences for drivers

Part II

If you have an SMD that is infinite in extent then do a really fast continuous increase as in Method #1. Otherwise use Method #2.

Method #1

5. If Size or any other infinite driver, blow up beyond known universe.
6. Initially feeling of compulsion will increase
7. At some point it will pop, or blow out

Method #2

5. Use ratchet method (like a car jack)
6. Crank it like a jack
7. They will go over the top

Both techniques use 8-10 to complete.

8. Wait till the client settles down — 5 minutes
9. Test by having them make a picture, no compulsion
10. Swish old picture with new picture.

Rapid Timeline Breakthrough (RTB)

Rapid Timeline Breakthrough is a group of processes designed to give clients the ability to quickly and effectively release negative emotions, change limiting beliefs, alter their personal identity and create a compelling future. It does so through use of the clients personal timeline – the method used for organizing and storing life events.

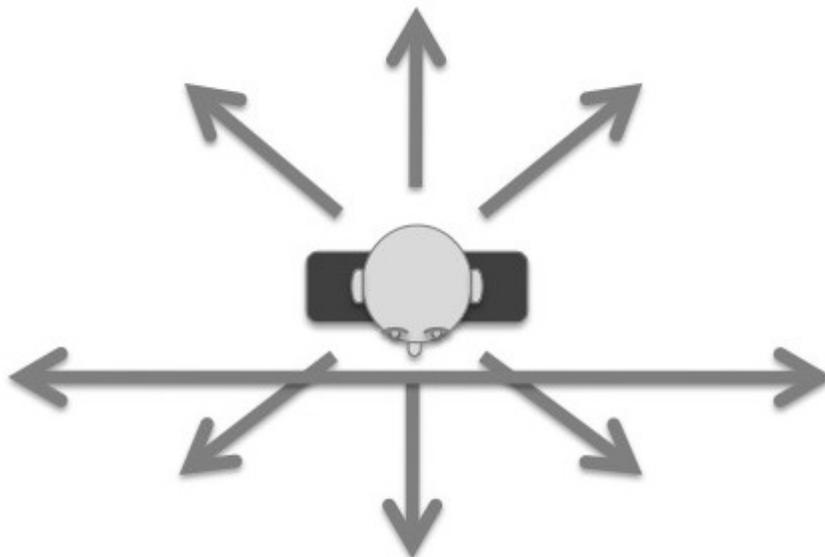
Discovering the Timeline

This is done with the client awake - not in trance to increase conscious and unconscious communication.

1. If I were to ask you to point where your past is and where your future is you'll tell me some direction in relation to your body. It's left to right or back to front or down to up or in some direction in relation to your body.
2. I'm really interested in your unconscious answer. So go ahead and point to your past.

Pay attention to any movements.

3. And now where is your future? Just go ahead and point to your future.



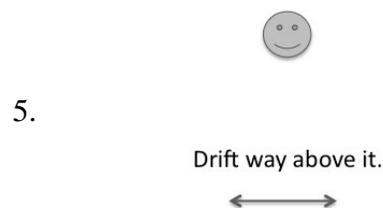
Note to practitioner: As you discover the timeline be aware that however your client stores their past and future is perfect. It's always up to the individual.

RTB First Ride on the Timeline

1. Bring to mind the directions that you pointed to. You notice that they make a line, right?
 - A. *If No:* Will you notice that now? *Pause.* *If still no:* Is your past based on location, like where you've lived?
 - B. *If yes:* Then for this process just stretch that into a line.

Note to practitioner: Rapid Timeline Breakthrough can be visual, auditory or kinesthetic.

2. Great, now when I say a line that doesn't mean only visual because in a moment I'm going to ask you to drift up above that line, and by drift I mean drifting in a breeze or visually. However you drift above your Timeline is just right. So you can just drift above your Timeline now.
3. Now staying above your Timeline, just easily drift back into your past. *Pause.* Are you there? *Wait for affirmative response.*
4. Now just drift way out into your future. *Pause.* Are you there? *Wait for affirmative response.*
5. Now simply drift up higher. Drift way up so high that your timeline looks tiny. *Pause.*
6. Great, now drift back to now, just drift right back to now, down into this room. *Pause.*
7. Welcome back. *Pause.* How was that?



RTB

Discovering the First Time

This is completed before the client drifts up above the Timeline. This helps conscious and unconscious communication.

1. *Always ask:* Is it all right for your unconscious mind to let go of this (*emotion or limiting belief*) now and for you to consciously be aware of the change?

Note to practitioner: If the client answers no, eliminate all objections before moving forward.

2. *Locate the first event:* What is the very first event – the core event – which when disconnected will eliminate the problem?
3. Was it before, during or after you were born?
 - A. Before: In the womb or before?
 - B. Womb: What month
 - C. Before: How many lifetimes ago?
 - D. After: What age were you – the very first event?

Note to practitioner: If your client says "I don't know" then tell them, right so just trust your unconscious mind and use whatever comes up.



RTB

Releasing Negative Emotions

Process:

Begin with *Discovering the First Time* (previous page), then proceed as follows.

Before the process ask your client:

Is there any reason for you to hang on to old (*name the emotion*)?

1. Just drift up above your Timeline, just drift right up above your Timeline and seeing through your own eyes as you drift above your Timeline easily drift to **Position A**, directly up above the event so that you're looking down on the event
2. Ask your Unconscious Mind what it needs to learn from the event. This learning will allow you to release and let go of the emotions quickly and with ease. Your Unconscious Mind will retain the learnings so that they will always be there for you.
3. Now drift to **Position B**, so that you are above the event and before the event ever happened and you are facing toward now. (*Make sure that you're way before and way above anything that led to the event.*) Ask yourself "Where are the emotions?" Are they there or have they completely disappeared!
4. Now drift back above your Timeline only as quickly as you **will** release and let go of all the (*name the emotion*) on all the events all the way back to now. Preserve the learnings on any other events and continue to release and let go of all the (*name the emotion*) all the way back to now. Only drift back as quickly as you will let go of all the (*name the emotion*) on all the events all the way back to now.
5. Let me know when you're back above and drift back only as quickly as you will let go of all the (*name the emotion*) all the way back to now.

When the client is above now have them drift back down into now and back into the room.

6. *Break State:* How was that?
7. *Test:* Can you remember any event in the past when you used to be able to feel that old emotion? Now go back and notice if you can feel it or you may notice that the old emotion is completely gone now.

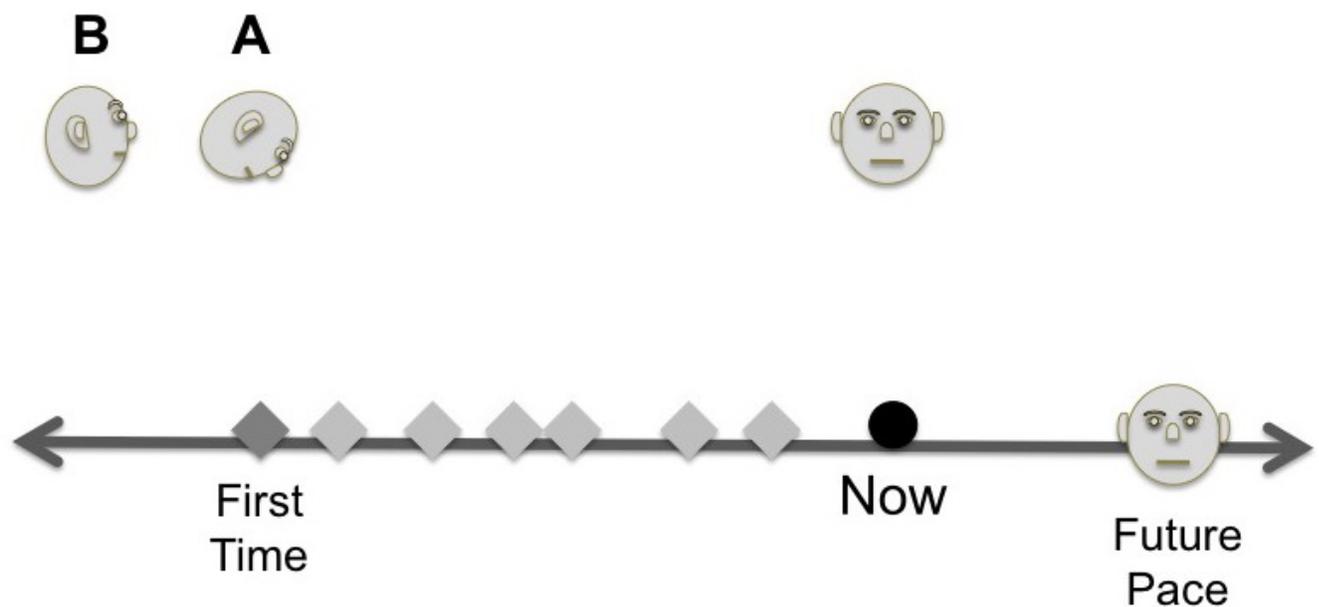
8. *Future Pace*: Go out into your future to some time in the future when if it had happened in the past you would have felt inappropriate or unnecessary (*name the emotion*) and notice if you can find that old emotion or you may find it's just gone.

9. Great come back to now

Note to practitioner: If the emotion does not disappear or there is any left do the following:

- *Ask the client is the emotion is the same emotion or is it some other emotion.*
- *If there is ANY residual of the same emotion, use any of the basic reframes and then repeat the Release Negative Emotions Process.*

Positions:



Basic Reframes

Rapid Timeline Breakthrough

Learning:

What is there to learn from the event that will allow you to really easily release and let go of the emotions? Isn't it much better to keep the learnings and let go of the emotions? If you release and let go of the emotions you'll retain the learnings and anything that you needed and you'll be free of the limiting emotions.

Safety/Health:

The negative emotion of _____ doesn't protect you and is also unhealthy, right? Negative emotions lead to all sorts of health problems like heart attacks, weakened immune system, stress, low energy, cancer and back pain.

Won't you be safer and healthier if you let go of the emotions and just retain the learnings now so that you can take care of yourself?!

RTB

Temporal Decision Destroyer

Prior to the process assist your client in determining a decision or belief that would have been more useful than the one they made at some time in the past. A new decision that they would like to use to replace the old limiting decision.

Process:

1. Have your unconscious mind drift up into the air above your Timeline into the past and just drift right down into the core event, right down into **Position C**. *Pause.*
2. Notice what emotions are present, and also notice what decision was made there as well. *If they say they don't know, say "Back up the movie of your memory until you arrive at the time of your decision... right now."*
3. Drift right back up above the Timeline and back to **Position B**, way before the beginning of the core event and well above the timeline. Turn and face towards now. Notice the positive learnings. *Pause.* Tell me whatever learnings that you get. Preserve the learnings so they'll always be there for you.

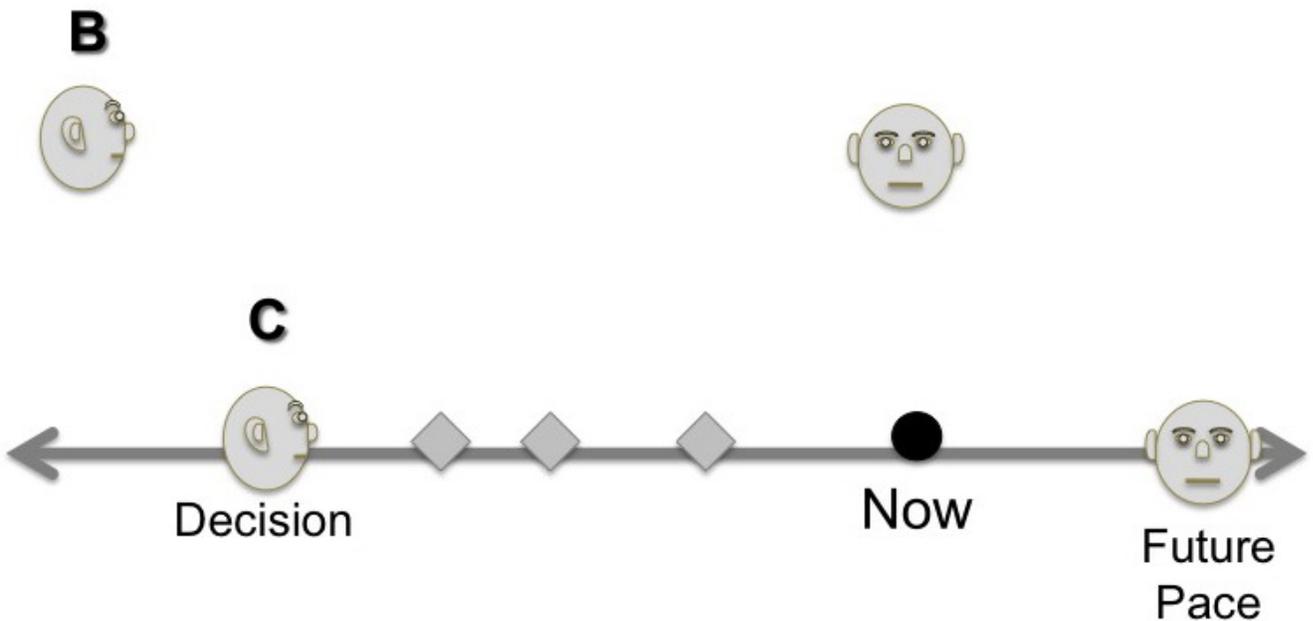
Note to practitioner: Whether or not the client gives you the learnings say "Good" and move on to number 4.

4. Now where are the emotions? And the decision, it disappeared also!
5. Now drift back above your Timeline only as quickly as you will re-evaluate all of the events between then and now, in light of your new decision and choices and let go of all the negative emotions on all those events. Continue to preserve any learnings, release and let go of the emotions and allow each event to re-evaluate all the way back to now.
6. As you drift back to now ask your Unconscious Mind to show you at least 3 or more events where you could have (*state the desired decision*) but because of the decision that you just deleted you didn't notice the possibility, and now you can.

When you get above now let me know. But only drift back above your Timeline as quickly as everything re-evaluates and your Unconscious Mind shows you at least 3 or more events where you could have (*state the desired decision*), but because of the decision that you just deleted you didn't notice the possibility, and now you can.

7. *Test*: Now how do you feel about that old decision or belief?
8. *Future Pace*: Go out to the future to any time in the future when something like this could happen again and how do you react differently? *Pause for response.*
Good come back to now

Positions:



RTB

Change Personal Identity

Created by Brian Arrodondo

Process:

The purpose of this process is to change behavior by changing the client's personal identity

Make sure the client is clear on the behavior that is not useful for the client.

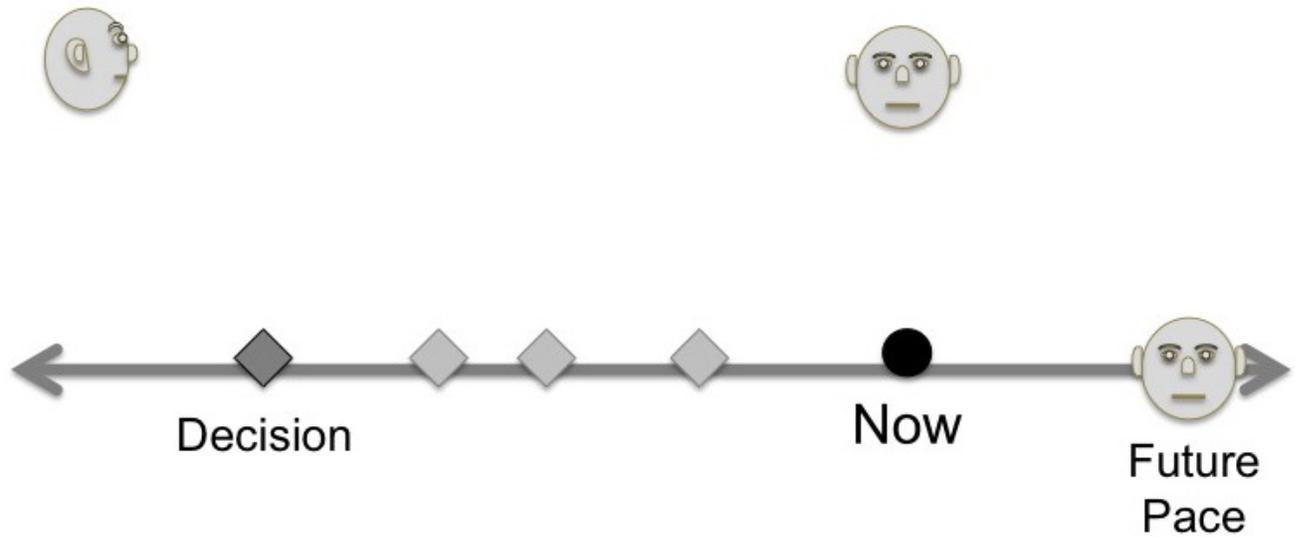
Ask the client to state the behavior (This can be done content free - the client could simply think of the behavior).

1. Who is someone who behaves or responds the way you want to behave or respond?
2. Ask your unconscious mind when you made the decision that you weren't like that
3. Now just drift above your Timeline looking through your own eyes and drift back into the past to **Position B** well above your Timeline and well before the decision was made. Where is the decision, is it gone? *Pause*. Great.
4. Now ask your unconscious mind to give you a decision that would be more useful to you. One that will provide you with the results that you want. *Pause*. Share with me the new decision (*This can be done content free. The client could simply think of the behavior.*)
5. Now drift back above your Timeline only as quickly as you are able to re-evaluate all the events between then and now with the new decision. Ask your unconscious mind to show you at least 3 or more events that you could have (*state new decision*) but because of the old decision that you just deleted you didn't notice the possibility but now you can.
6. Let me know when you are above now but only drift back above your Timeline only as quickly as you are able to re-evaluate all the events between then and now with the new decision and your unconscious mind shows you at least 3 or more events that you could have (*state new decision*) but because of the old decision that you just deleted you didn't notice the possibility but now you can.
7. Drop back into now.
8. *Break State*.
9. Now what do you believe differently about your identity?

10. *Future Pace*: Just drift into the future to a time in the future when something like this could happen again and how do you respond differently? Great come back to now.

Positions:

B



RTB

Grief Process

Adapted from Steve Andreas

Procedure:

1. When you think about __X__ do you have a picture? *Elicit the SubModalities of the picture.*

(Note to practitioner: Make sure the picture is one of value. For example sometimes the image people carry is traumatic. If the picture is not one of value to carry forward do a swish pattern prior to moving to number 2.)

2. Who is someone that is no longer physically available to you that when you think of them you feel good? *Elicit the SubModalities.*
3. *Map across the SubModalities from the resourceful picture in number 2 into the unresourceful picture in number 1.*
4. *Break State.*
5. *Ask the client, When you think of __X__ how do you feel differently? At this point the response should be at least neutral.*
6. *Ask the client to come up with 5 values (benefits) that would have been available to them if __X__ was still present. Only proceed to number 7 when the client is clear on the 5 values.*
7. *Drift up above your Timeline. Just drift up above your Timeline and float into your future. Place all 5 of these values in your Timeline every hour of every day all the way to the end. In a way that's best for you simply add all 5 of these values in your Timeline every hour of every day all the way to your end. Once you have all 5 of these values in your timeline all the way to the end drift back above now but only when you have all 5 of these values in your timeline every hour of every day all the way to the end. Let me know when you're back above now. *Pause.**
8. *When the client is above: Now I want you to face toward the future and rapidly drift **down into** your Timeline moving quickly into the future through your Timeline allowing all those values to integrate inside you all the way to the end quickly. Feel all those values becoming part of you knowing they'll be there for you forever all the way to the end quickly.*
9. *Drift back above your Timeline and drift back above now. Let me know when you're there. *Pause.* Drift down into now.*
10. *Break State and allow a few moments for the pattern to generalize.*
11. *How do you feel differently now?*

NLP Change Structure

The NLP Change Structure moves clients from a present state (undesired), based on an old model of the world, to a new desired state based on a new model.

1. Old Model / Present State

A. Determine Old Model

- 1) Establish Rapport
- 2) Set Outcomes
 - a. Keys to Achievable Outcomes
 - b. Well-Formedness Conditions
- 3) Get Personal Background
 - a. Meta Model
 - b. Elicit Meta Programs
 - c. Elicit Values
 - d. Elicit Strategies

B. Weaken the Old Model

- 1) Milton Model
- 2) Meta Model III
- 3) Language Patterns

C. Change the Model

- 1) SubModalities
- 2) Anchoring
- 3) Reframing
- 4) Meta Model
- 5) Metaphors
- 6) Values
- 7) Strategies
- 8) Parts Integration
- 9) Rapid Timeline Breakthrough

2. New Model / Desired State

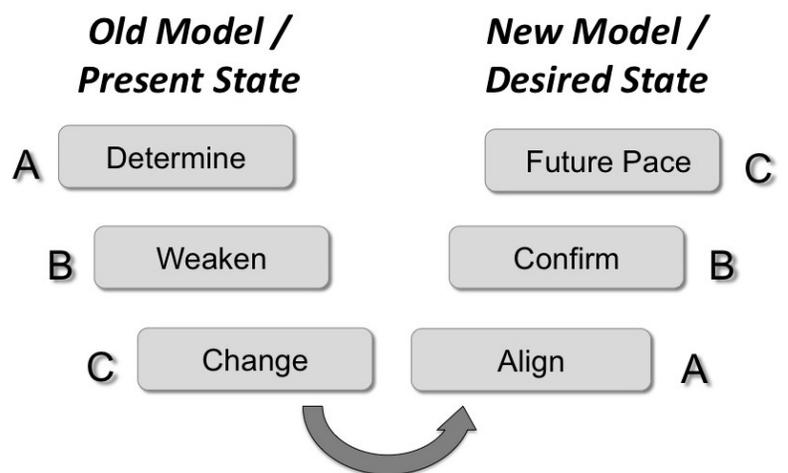
A. Alignment

- 1) Ecology
- 2) Parts Integration

B. Outcome Confirmation

C. Future Pace

- 1) Add Personal Resources
- 2) New Behaviors
- 3) Fill up Convincer



What is a Client?

Prior to working with anyone as an NLP Practitioner, it's important to make sure that the person is ready and appropriate to be a client. It's a very good idea to make sure that they meet at least the criteria below.

1. Client has to ask
2. Client has investment
3. Client surrenders to the process
4. Client compensates you

Couples / Family Therapy Model

For two people, this model will take approximately 8-10 hours of therapy. For each additional person included, allow another 2-3 hours.

The Assumptions:

We assume that from an NLP point of view there are mainly two reasons why relationships end —

1. conflicted values
2. negative anchoring
3. unfulfilled strategies

So this therapeutic process is designed to:

1. Clean-up Negative Anchors

- A. Delete negative anchors and experiences using Rapid Timeline Breakthrough processes. Clean up negative events. This is possible because of gestalts.
- B. Practitioner can also do positive anchoring — Have them remember positive states.
- C. You will also show them how to set their own anchors.

2. Teach them the necessary strategies to fulfill in the relationship, align values and eliminate Unfulfilled Strategies.

- A. Meta Programs
 - 1) Myers Briggs
 - a. I/E
 - b. S/N
 - c. T/F
 - d. J/P
 - 2) Direction
 - 3) Frame
 - 4) Convincer
 - 5) Relationship
 - 6) Rules Structure (Management Rules)
 - 7) Time Line (In or Through Time)
- B. Values
- C. Love Strategies
 - 1) Attraction
 - 2) Recognizing Attraction
 - 3) Deep Love
- D. Primary Representational System/Predicates

Couples / Family Therapy Model

Cont.

The Steps:

1. **Confirm:** “Is this relationship worth saving? Is it worth being together with your partner?” Ask this each time you start a session; so you’re not wasting time.

2. **Determine / Elicit**
 - A. Meta Programs
 - B. Values

3. **Do one-on-one therapy with each person separately.**
 - A. Disconnect negative anchors
 - B. Delete guilt, anger, frustration, fear, etc.
 - C. Do parts integration and negotiation:
 - 1) Father
 - 2) Mother
 - 3) Significant others, etc.
 - D. Check role models

4. **Do Couples Therapy — Keep it Light**
 - A. Go through Meta Programs, Timeline work, Values, Love Strategies
 - B. Set up and make agreements
 - 1) Avoid double binds
 - 2) Communication to work out problems
 - 3) Generative, Supportive systems

5. **Anchoring**
 - A. Eliminate negative anchors
 - B. Give example of how anchoring works
 - C. Install positive anchors
 - D. Re-anchor positives from beginning of relationship
 - E. Teach them how to use anchors

6. **Test and Future Pace**

Rapid Life Change Breakthrough Pre-Session

Prior to accepting a client:

Here are some questions that you can ask to determine if client is ready for your help.

1. What is the problem that you want to solve?
2. What specifically would you like to get from me?
3. How intense are your feelings associated with this problem 1-10. (You want to know how connected they are to their emotions)
4. Can you get in touch with the emotions now as we talk?
5. Are you aware of having an Unconscious Mind?
6. What does UM mean to you?
7. Why do you want to let go of the problem?
8. Are you at cause for your creation of the problem?
9. *Ask client to respond to each of the following “Mindset” statements on a 1 – 5 scale as indicated.*

1 – Strongly Agree, 2 – Agree, 3 – Don’t Know, 4 – Disagree, 5 – Strongly Disagree

- A. Your intelligence is something very basic about you that you can’t change very much.
- B. You can learn new things, but you can’t really change how intelligent you are.
- C. No matter how much intelligence you have you can always change it quite a bit.
- D. You can always substantially change how intelligent you are.
- E. You are a certain kind of person and there is not much that can be done to really change that.
- F. No matter what kind of person you are, you can always change substantially.
- G. You can do things differently, but the important parts of what you are can’t really be changed.
- H. You can always change basic things about the kind of person you are.

10. How will you know that the problem has disappeared at the end of our session?
11. How will your life be different after I help you end this problem once and for all?
12. How will those around you respond after I help you end this problem?
13. I will be giving you some tasks to do before your session. You must do these tasks or I can't see you. Is that OK with you?
14. Do you understand that this is not medical or licensed therapy?
15. What are you willing to do to overcome this problem with me?

It's strongly recommended that you assign a task or two before seeing a client.

The task should symbolically represent the source of the problem and it should cause the problem to unravel.

It should also cause the client to invest time, energy and attention and it should make conscious areas of thinking or behaviors that may be unconscious. (Food journal for weight loss)

Be sure to get the client to sign an Agreement/Disclosure form prior to providing service. A copy of the Agreement/Disclosure is included in the Appendix.

Rapid Life Change Breakthrough Session

The Session

1. Establish Rapport
2. Complete the personal background.
3. Determine Interventions Needed
4. Start with RTLB Releasing Negative Emotions – Eliminate in this order:
 - A. Anger
 - B. Sadness
 - C. Fear
 - D. Hurt
 - E. Guilt
 - F. Any other negative emotions that the client mentioned during the personal background.
5. Find out if problem has been eliminated. If not:
6. Use Temporal Decision Destroyer to eliminate any limiting decisions or beliefs.
7. If appropriate use RTLB Change Personal Identity
8. Review your notes to make sure that you have taken care of everything the client mentioned during the Personal Background.
9. Perform any other interventions necessary to eliminate the problem:
10. Parts Integration, Realign Values, Strategies, Anchoring etc.
11. Make sure that the client's criteria for the problem being solved has been met
12. Future Pace: Have the client go out on the Timeline 5 years, 10 years 20 years and make sure the problem is still gone
13. Assign post session tasks
14. Schedule any follow ups

Client Personal Background

Questionnaire

As you ask these, note if answers suggest client is at cause or effect. If at effect, then who or what is the authority or the cause? (Note: For use in Client Sessions, there is a full version of this questionnaire with room for copious notes, in the Appendix.)

1. Why did you come here? Why else? Why else? Etc.

Elicit all reasons for client being here. Let the client empty out.

2. How do you know you have this problem? How is that a problem?

- How specifically do you do the problem?
- When do you do it?
- When do you not do it?
- Can you do the problem now?

Get the strategy for how they do the problem.

3. How long have you had it?

- Was there ever a time when you didn't?
- What have you done about it before you decided to end the problem today?

4. What happened the first time you had this?

- What emotions were present?
- What was going on in your life the first time?

5. What events have happened since then?

- What emotions were present?

6. In each of these events, what is the relationship between the event and your current situation in life?

- What do you believe about the problem?

7. Tell me about your parents, brothers, sisters, etc. What is the relationship between this person (*mother, father, etc.*) and your current situation?
8. Tell me about your childhood in relationship to this problem.
 - Tell me about the relationship between your education and this problem.
 - How does your marriage/significant other relate to this problem?
9. Is there a purpose for this problem?
 - Is there a reason for having the problem? Ask your unconscious mind.
10. How do you benefit from having this problem?
Client will need new resources to replace the problem.
11. When did you choose to have this situation be created?
 - Why? Ask your unconscious mind.
12. Is there anything your unconscious mind wants you to know, or is there anything you're not getting which, if you got it, would allow the problem to disappear?
13. Is it OK with your unconscious mind to support us in removing this problem today, and for it to allow you to have an undeniable experience of it, when we are complete?
14. How will you know when this problem has totally disappeared?
Get the client's evidence procedure.
15. So, when we get rid of _____, will the presenting problem totally **disappear**?

Keep asking questions until you know HOW the client can possibly construct the problem. Make sure you understand the problem before you do any intervention. Chunk up: What is the big picture? What is the higher level problem that creates the presenting problem? Chunk down: How specifically. Make certain you understand the problem and how the problem is a problem.

In addition, you can ask:

- What do you need to do that you don't want to do?
- What do you not want to do that you must?
- What is it about this problem that you cannot tell anyone?
- What is the relationship between this problem and problems you have in other areas of your life?
- Will any of those problems stop you from solving this problem?
- How will you know specifically that the problem is gone? Restate it: "So, this is how you will know that the problem is gone?" Listen for binds or double binds at this point as well as at the end which could negate the effects of the therapy.

Determine Cause and Effect:

When did they choose to have these symptoms? Ask why did the Unconscious Mind choose to create this? Check for secondary gain.

Find out about models:

Who did they model in youth? Connecting health / power / protection? Find out client's self image—who did they model their health on? (The client may have extreme external frame of reference.)

What is the problem preventing that you don't want to do, that when the problem is gone you will have to do?

What is it you are not doing because of this problem?

What is it you are doing that you enjoy doing that you won't be able to do when the problem disappears?

What are you pretending not to know by having things this way?

Elicit Values:

Elicit the client's values in the area of life in which the problem falls. (For example in healing, "What's important about LIVING, " not just health?)

Evaluate the client's values.

Make sure that they are appropriate for the solution of the problem.

Determine—is the client willing to play at 100%:

Ask what they are willing to do or to be to have the problem disappear.

- *Are they willing to do ANYTHING?*
- *What are they not willing to do?*
- *Also ask Unconscious Mind what they need to do: may need to give up current lifestyle. (This issue may be the most important, because if the therapy goes perfectly, if the client does not make specific changes in behavior, circumstance or situation.)*

Client Personal Data

Representation Score: ___V ___K ___A ___Ad

Eye Pattern: Normal Reverse

Meta Programs: T/A I/E S/O O/P G/S
 Mat/Mis

Convincer Pattern: See/hear/read/do How many times?

Myers Briggs: E/I S/N T/F J/P

Strategies:

Love: _____ Hate: _____

Learning: _____ Parenting: _____

Decision: _____ Sex: _____

Fun: _____ Wealth: _____

Deep Love: _____ Motivation: _____

Learning: _____ Spelling: _____

Pre-Coaching Puma

Also used for anyone you have a problem with.

1. Picture a ravine with a mountain on either side. Blow it up till it fills a forty by forty foot screen.
2. Down at the end of the ravine imagine your client. Make them very small. You can put a touch of lightning on top of each mountain.
3. Just in front of you put a forty foot puma—one roaring big cat. Swell up in your mind as you step into the scene and inside that cat.
4. From the viewpoint of that cat, look at your client hungrily. As you continue looking down at the person, paw the ground once and see it shake. See the fear in your client's eyes. You can now hear thunder rumbling very loudly, and you can roar louder.
5. Now take this picture and make it bigger and bigger. Make the colors bright and vivid. You can now hear yourself say, as you look down at your client “YOUR ASS IS MINE!!!!!!”
6. Now imagine 200 booming gospel singers on either mountain singing “GO FOR IT—CHANGE THEIR ASS!!!!!!”

Adding Positive Resources

1. Now I want you to think of five personal resources that you would really like to have. Of course you have some of them already to a certain degree. Some people already have confidence. What if you had the others and they were intensely stronger and all there at the same time? You would be able to do what you need to do dynamically.
2. I want you to put those five resources in your mind NOW.
3. I want you to go into your life and find the first of your five resources. Go to the most dramatic example of when you had that resource and see it right now. That's right. See it. I want it to get bigger and bigger, feel it more and more dramatically until it fills your whole body. That's right. Stronger, more intensely, turn up the volume, turn up the brightness and feel it each time you feel this now.
4. I want you to move into that second resource. Let your unconscious find something that you perhaps haven't thought about in years. Let your unconscious be your guide and show it to you NOW. That's right. See it. Make it bigger and brighter and stronger. Keep doing it until it fills your whole body. Turn it way up right now. Double it. That's right. Double it again. That's the stuff superstars are made of— YAHHHH. There you go.
5. As you go deeper it's time for number 3. Let your unconscious pick a dramatic example, and see it now. That's right. Turn it up and double it and double it, louder, brighter, bigger, SENSORAMA—LAND. Now double it again BIGGGGG. There you go. When you feel that power that's the power you're going to combine with the others later on.
6. Now it's time to go to resource number four. Let your Unconscious pick one that's really, really big and powerful. See it now. That's right. Turn it WAY up. Double it now. Double it again. Bigger, brighter, louder, double it again.
7. Now it's time to move on to number five. For number five I want your unconscious to pick a doozy!! I want it to show it to you, that's right, NOW. YAHAAAAA. You see it and feel it and every time you think "Your ass is mine!! That's right.
8. What I want you to do now is float up above your time line facing your future. Now float into your future and place each of the five resources a week apart into the future. Then I want you to put the same five resources four days apart. Then three days apart, two days, one day and then put them one hour apart until they blend together in the future.

9. Float back above your time line above right now.
10. Now still facing toward the future I want you to float above your time line rapidly into the future and feel all those resources come together inside you in a powerful way.
11. Now float back above your time line above right now.
12. Facing the future I want you to float forward above your time line in to the future at twice the speed and see all those resources coming together in a powerful way.
13. Now float back above your time line above right now.
14. Facing the future and when I say the word bullet I want you to fireball forward above your time line in to the future as fast as a bullet all the way to the end and see all those resources coming together in a powerful way that doubles the intensity. BULLET
15. Now one more time and this is going to take you way over the top. Above now facing the future. Here goes-BULLET
16. Now that you are completely filled with all five resources float back above now. Float down into now. Come back into the room.
17. Those resources will always be there. If you ever need a kick all you have to do is say “bullet”.