

# **TRE™ Template for Level I Trainees**

## **June 2013**

**THIS DOCUMENT IS TO BE PROVIDED TO TRE LEVEL I TRAINEES WHO ARE:**

- **ENROLLED IN THE TRE ENROLLMENT WEBSITE AND**
- **WORKING WITH A LEVEL III TRAINER WITHIN THE TRE CERTIFICATION PROGRAM.**

**ONLY LEVEL III TRAINERS AND LEVEL III TRAINEES HAVE PERMISSION TO DISTRIBUTE THIS DOCUMENT. Others do NOT have permission to print this document for further distribution or to distribute by email or duplicated in any way.**

**We expect all trainees will adhere to the above as a way of protecting the appropriate use of TRE globally.**

**TRE, LLC, Dr. David Berceli, holds the copyright and trademark on TRE™ and this document.**

**The TRE template outlines the mechanics of the TRE™ technique. It doesn't address other skills and qualities the trainees will need to be a competent and capable TRE provider.**

**This handout does not address the #1 priority and skill in teaching TRE™. The #1 skill and priority is to be able to "follow the body". It does not address the skills and knowledge that is needed to deal with the varied responses to the TRE process.**

### **Goal in teaching TRE™:**

**Our goal is to find the rhythm of the particular individual organism AND merge that with the rhythm of the TRE process. This will promote the greatest health and healing for the individual.**

**The goal of the certified Level I TRE provider is to be able to follow and support the organism as it goes through the TRE process.**

**THE ORGANISM'S NEEDS AND EXPRESSIONS OF TENSION RELEASE ALWAYS SUPERSEDES THE TRE TEMPLATE PROCESS.**

**TRE Template:**

**Exercise #1:**

Purpose: Stretch the ankles, enliven the nerve endings in the foot, AND provide grounding for both the TRE Practitioner/Facilitator and the client/student.

Position: Feet about hip width apart.

**Action:**

- Swaying & roll the bottom of the foot across the floor - slowly sway to one side – stretching the inside of one ankle and the outside of the other
- Hold here for one or two long breaths - directing them to focus on the breath & the body experience is much better then saying “hold this for 15 seconds.”
- Sway to the other side – hold the stretch for a nice comfortable long relaxing breath.
- Go to each side about 5 times or until the client/student seems grounded in their body. Do it more if needed for grounding.
- The TRE Practitioner or Facilitator may want to do this exercise with their student/client as it will help with their own grounding
- Knees soft
- Shake out

**Caution and additional information:**

Use this position to guide the trainee to ground within their own body.

~~~~~

## Exercise # 2

Purpose: Stress the calf muscle.

Position: Put one hand on the wall – be perpendicular to the wall- your side facing the wall (so you are 90 degrees to the wall)

OR face the wall if that feels best, putting both hands on the wall. Feet close to the wall.

This is the best and easiest for balancing.

(Putting your leg in a chair is not as simple as putting your hand on the wall or holding on to the back of a chair. Using the free foot as a “kick stand” is a challenge for many people. – of course if you don’t HAVE a wall to use .....)

OR place one foot in front of you and put all your weight on the front leg. Simply raise yourself up and down onto the toes of the front leg. This will provide the same exercise when walls are not available or easily accessible.

Action:

- put all the weight on one leg and raise the other leg by bending the knee. Like a flamingo bird.
- support yourself fully on one leg.
- you will rise up and down on one foot – raising up on your toes and lowering the heel back to the floor – you will do this until you have created stress in the calf muscle.
- you can use your own pacing – go as fast or as slow as feels right to you.
- we are looking for a level 7 of muscle stress on a scale of 0 to 10 – with 0 being no stress on the muscle and 10 being “ouch” ... when you reach the level 7 you have stressed that muscle enough.
- stop at the level 7 of stress in the calf muscle and shake out the leg.
- after stressing one leg – shake out – work the other leg.

Caution and additional information: If you have strong calf muscles you might need to hold the heel up for several seconds or a minute to get the muscle stress level you are looking for.

### Exercise #3

Purpose: Stress the major muscles of the upper leg (quadriceps, hamstrings and gluts)

#### Position

- bend over with both hands near the toes of one foot
- put all your weight on one leg & foot and lift the other foot -- bending the “free” leg at the knee and raise up the foot. Balancing on one leg – which is your stressed leg
- put the weight in the heel of the foot by raising the toes slightly

#### Action

- using the stressed leg – bend at the knee - raise and lower the buttock as if you are sitting
- focus on the raising and lowering the buttocks – not the bending of the knee.
- remind the client/student that we are looking for the level 7 of stress in those muscles.
- if they are not feeling it in the correct place instruct them to put their weight into the heel of their foot – they can do this by lifting their toes off the floor, putting their weight into the heel of the foot. This will “drive” their weight into the heel of the foot and will stress the hamstring, quadriceps and the gluts. In this way the knee will not go out over the toes.
- once level 7 of stress is reached –then you can stop and shake the leg out.
- repeat with the other leg.

#### Cautions & Additional information:

Instruct the trainee not to let knee go out over the toes.

Teach your trainee to inquire as to where their TRE client/student is feeling the stress. DO THIS SOON, after only 2 or 3 movements up and down. If they are not feeling the stress in the upper leg then offers the client/student corrections and/or modifications.

Make sure your trainee know the modifications for this exercise that will support those with knee, back or feet limitations.

There are alternative positions where they can balance against the wall, standing on one leg and bending the standing leg as if they are sitting down in a chair.

Another option for those who can't bend over to the floor and can put their full weight on their standing leg, is to place a chair in front of the person and they can hold on to it raising up and down on the standing leg. Make sure the feet are close to the chair.

Some trainers demonstrate the sitting “as if in the chair” option and suggest the client chose the one that is best for their body.

This exercise is the one they are most likely to have difficulty with until they find the correct position - then it will be easy to find the next time. Reassure them that this exercise is very quick once they find the best position for their body to stress these muscles.

~~~~~

#### Exercise # 4

Purpose: to stretch the adductor muscles or inner thigh muscles

#### Position

- Position your legs in a good, comfortable, stable stretch; we want to be stretching the inner thigh muscles.
- Have a soft bend in the knee – this will help get a better stretch

#### Action

- Bending at the hip – hanging comfortably to the front
- Take three slow deep breaths in this position
- Instruct them to let the head hang softly without tension. Relax mouth and jaw.
- Now slowly walk your hands over to one foot – hold there - take 3 slow deep breaths – make sure you can feel the stretch in the inner thigh.
- Now slowly walk your hands over to the other foot – hold there – take 3 slow deep breaths - make sure you can feel the stretch in the inner thigh.
- Now slowly walk your hands back to the center and walk them back behind you ... so your hands are stretched out in back of you. – hold there – take 3 slow deep breaths.
- Now slowly return to a standing position – use your hands to stabilize yourself by placing your hands on your knees to help you lift yourself up.
- COME UP SLOWLY!!!

#### Cautions and other important information:

- Tell them to work within their limits and to go to whatever point makes a stretch for them. It is not necessary for their hands to touch the floor.
- Come up slowly .... To be protective physically AND/OR because some folks may be dizzy if they come up too fast.
- Use their hands on the upper thigh to “walk” themselves up to a standing position.

~~~~~

## Exercise #5 - Bow

Purpose: To stretch the psoas muscle and open the front of the body

### Position

- take a wide stance with their feet slightly wider apart than their shoulders.
- put their open hands on the buttock - so they can gently push their pelvis forward.
- have a bend in the knees – keep the knees soft throughout this exercise.

### Action:

- Gently pushing on their buttocks moves the pelvis through to the front. The back will bend – but, we are more interested in the stretch in the abdomen/belly area. You will feel the stretch. If you do not feel the stretch reposition your hands a little further down and push out again.
- Once this bow is created in the body make sure to instruct the client/student to relax the head, neck and jaw. Tell the client to place their head wherever it is comfortable – holding it up or back.
- Once in the bow position then take 3 slow deep open mouth breaths
- Now twist **from the hip** – Slowly twist to one side and look over that shoulder – you should feel the stretch in the abdomen and into your upper thigh.
- Take 3 deep open mouth breaths in this stretch position.
- Now slowly return to center and slowly twist to the other side - look over that shoulder – you should feel the stretch in the abdomen and upper thigh.
- Take 3 deep open mouth breaths
- Now slowly return to center and slowly come out of the bow to a straight standing position.
- Shake the body out.

### Cautions and other important information:

- Some TRE Practitioners give the TRE client/student an opportunity to explore what hand placement will give the best abdominal stretch before they start instruction for this position. For some the hands higher is best, for others having the hands lower on the buttocks gives a better stretch. If time permits the client/student can explore what is best for them before you begin to demonstrate this exercise.
- Tell them the head can be held straight up or you can allow it to drop to the back whatever is most comfortable.
- In this bow position tremoring may begin. Affirm that this is a natural and normal part of the tension releasing process.

## Exercise #6 A - Wall position –

Purpose: stressing the upper thigh or quadriceps

Position: Place yourself in a sitting position against the wall with feet about hip width apart ensuring feet are stable

### Action:

- Sit against and slide down the wall until you feel about a level 5 of stress/tension in the upper thigh muscles/quadriceps.
- instruction for the TRE student/client:
  - you will stay in this position until you reach a level 7 of tension in the upper thigh muscles
  - once this level 7 is reached then move up the wall about an inch or two (is you move up too far in any one step you will negate the process)
  - stay there until you reach the level 7 again, if you reach the level 7 there then move up again.
  - This should not be unpleasant. Nothing is gained by holding in a stressed position for longer than necessary.
- Stay on the wall about 3 - 5 minutes usually or a bit longer if person has strong muscles and no tremors have happened.

### Caution and Limitations:

- Ensure the feet are out past the knees (imagine being able to see the bow in your shoe lace beyond the knee – make sure you find a stable position)
- feet are about hip width apart
- feet are stable – not at risk of slipping
- Make sure you tell them to tell their client/student they are not to have pain in the feet, knees or back – instruct them to let you know if they have any pain and you need to offer an adjustment or modification.
- We teach alternative positions if there is back pain or knee pain
- Tremors are not necessary on the wall. For most people they will get tremors on the floor even if they don't get them on the wall. The only exception to this is people with very strong upper thigh muscles. You might want to keep them on the wall until they tremor.
- Use various words when asking about what is happening:
  - “What sensations are you experiencing?”
  - “You might feel some temperature changes in your body or your legs; you might experience sweating, a little energy movement, some shaking or vibrating. You might experience some tremoring.”

## Exercise 6 B - Hang over

Purpose: To relieve the back from any undue stress and to stretch the hamstrings and eliciting tremors following the wall sit position.

Position: Step away from the wall and hang over – staying within your limits – allow the neck and head to hang softly.

### Action:

- Hang for about a minute if this is comfortable.
- Soft knees – but, too much of a bend in the knees can inhibit the tremors so if the person's knees are bent a lot, ask them to slowly straighten without locking the knee. People with tight hamstrings will get tremors or more tremors in this position
- Relax the head, mouth, tongue.
- Slow breaths
- SLOWLY rise up using hands on knees to “walk” up if needed.
- Shake the whole body out

### Cautions and other information:

Some TRE Practitioners have found it useful and time efficient (especially when working with groups) to demonstrate this hanging over position while the TRE student/ client is in the last minute of the wall position. Then they are able to step away from the wall and hang over in one motion when they are finished with the wall sit position.

~~~~~



## Exercise #7: Floor

Purpose: To stretch the psoas muscle and activate tremoring

Position:

DEMONSTRATE FIRST when teaching for the first time or two.

### THERE ARE THREE PARTS OF THE FLOOR DEMONSTRATIONS.

#### PART ONE (of three parts) OF THE FLOOR DEMONSTRATION:

Providing information and demonstration about self-regulation:

1. Show resting position – butterfly position: Explain that this is the rest position. Explain that they can always come back to this rest position if they are tired or just want to slow things down for any reason. Explain that they might want to rest or take a break from physical or emotional reasons. From this rest position they can go back into the TRE process.
2. Show stop position: straight legs with locked knees. Explain that this position is used when the person really wants to stop TRE and they do not want to do TRE any more at this time. They might want to stop for physical or emotional reasons. Tell them that going into this position will begin to stop the tremoring.

(Teach your L1 trainee: Sometimes the tremoring does not stop instantly; and that can be scary if stopping instantly is the expectation. If this does not stop the tremors have them roll over to their side or sit up. These positions will usually stop the tremors.)

3. Stress that the TRE client/student is in control of the TRE process.
4. Inform them that if they are uncomfortable with the knees open in the rest position that they can start with their knees up and that you will guide them through the process.

## PART TWO OF THE FLOOR DEMONSTRATION:

Demonstration of the TRE positions the TRE student/client will be going through on the floor:

1. Show butterfly/rest – tell them about 1 min (show alternative position of legs)
2. Show pelvis lift – tell them about a 1 min
  - o Explain that if they cannot keep the pelvis up for the full minute they can lower the pelvis, take a breath and lift again.
  - o Explain that if they are unable to lift the pelvis at all they can tighten all the muscles in the pelvis and hold that tightness for the minute
3. Show butterfly/rest position – tell them about 1 min
4. Show tightening of knees (three time for about 2 minutes each)
5. Show feet flat on the floor position. The general guideline is to tremor in this last position for 15 minutes. HOWEVER, it is most important to follow the organism's needs!!!

It is important to let them know that there is an alternate position with knees bent and feet flat on the floor rather than the butterfly position. This process will be to open the knees slightly rather than closing them as the TRE instructions indicates above. This is useful for clients/students who feel too vulnerable or unsafe in the butterfly – legs open position.

Know and suggest alternative positions for people with severe hip or knee problems.

## PART THREE OF THE FLOOR DEMONSTRATION:

1. Show them how they will go to the stop position at the end of the TRE process.
2. Once the tremors have ended they will rest for 2 minutes ... on their back, side or belly. Resting in the peace of TRE.
3. At the end of a couple of minutes show them how to get up properly and safely; DEMONSTRATE rolling on your side and pushing yourself up with your upper arm into a sitting position

This is the end of the floor demonstrations – ask if there are questions about the process and assure the TRE student/client that you will be guiding them through the process so they are not expected to remember all the steps.

Make sure your trainee knows to ask the TRE client/student:

- about any discomfort in the groin when they are in the butterfly position – if so, we need to have a towel or a small pillow to support the upper thigh, lower back or head.
- if they need to cover up with a light weight blanket – have one on hand if possible. This can help with feelings of vulnerability.

**AFTER THE TRE PROCESS IS COMPLETE for the clients/students:**

The very last step of the TRE process – once the tremoring has stopped and after they have returned to a sitting position it is important to debrief the experience and make sure the TRE client/student is grounded and ready to leave.

Begin with asking the client/student to describe what they experienced in their body – what do they notice? Physically, emotionally, thoughts?? Generally we begin with their body experience. However some clients/students may need to talk about the emotional aspects of the TRE experience.

Have the client/student tell you something of their experience (internal reflection) AND have them tell you something about themselves and the external world (external anchoring).

Then ask if they have any questions.

Ask them if they are comfortable doing the exercises on their own, if yes, suggest they do them 3-4 times a week, tremoring no more than 10-15 minutes until they get to know their body's needs. Always remember that even 10 minutes of tremoring may be too much for some people. Pay attention to the person! If they are not comfortable in doing TRE alone suggest they come back for another session. The goal is for the client to develop a relationship with their tremors and that they feel safe in doing TRE.

We suggest that you have TRE pamphlets available to sale to your clients/students. These can be ordered through TRE, LLC.

Before they leave you might ask something like: “what are you going to do after this session”? .. if they can't answer this question immediately – pay attention as they may not be grounded and ready to leave. Look for other signs of ungroundedness. Make sure the neuro-cortex is back “on line” before they leave. See the Areas of Awareness and Understanding in TRE for more information.

**More TRE Practice tips:**

Some trainers stop the TRE student/client in the middle of the tremoring process and have them start again. This shows the person they are 100 % in control of starting and stopping the tremoring response.

It is important – in the first session or two - to ask “what are you experiencing” throughout the TRE process. Instruct the Practitioners/Facilitators to use several descriptive words to describe what the person might begin to feel so no one thinks they are doing TRE incorrectly – use neutral language as much as you can.. "what do you notice" is better than "are you tremoring"?

The simplest wording/questions might be: What are your sensations? Are you ok with these sensations?

Also avoid asking people how they feel... they often will say they are “ fine” when they, in fact, may not be. The person may not think to tell you their breathing is labored because they think you are asking about their emotions. “What are you noticing” or “what are your sensations” will elicit their self-observation in all areas of body sensation, feelings, thinking, breathing etc.

Example of wording to affirm the many and varied sensations and experience within the TRE process:

“You might begin to feel some energy movement as the tension releases in the body, – this could be experienced in several ways – it might be that you get hot and sweaty, or begin to tremor or shake or vibrate, or it might just feel like temperature changes in the legs or the body. The sensations can present in many different forms and in many ways as the energy begins to move in the body. Just let me know if you are not ok or comfortable with the sensations you are experiencing.”

It is important to find the balance between checking in with the person and allowing them to move into their body undisturbed.

In the first session we need to insure that the client/student is present in his/her body during the TRE experience and going through the TRE process without discomfort or overwhelm on any level.

How this takes place and how often we talk to the client/student will depend on what we observe as we “follow the body”, the person, our relationship with the person and the setting within which TRE is being taught.

REMEMBER: Continuing with our own personal practice of TRE is the best way to learn about and integrate TRE’s ability to promote health and healing.

~~~~~