

HCO BULLETIN OF JUNE 13, 1963

NEW TRAINING DRILLS

LISTING AND FINDING TOP OPPTERM

Purpose: To train student how to find top oppterm.

Position: Coach and student seated facing each other. The student has an E-Meter in front of him. It is not switched on.

Procedure: Coach uses pencil as needle and produces ticks, falls, RRs, etc., on certain items in answer to the question asked by the student. Unless random listing is done foolishly, the list should be about half a page with a clean needle. Nulling then commences. Each item is called out three times and the big mid ruds are put in on the 2 or 3 items that stayed in. The student writes each item down. When the top oppterm is found it must be confirmed by "meter", that it is a first series top oppterm.

Patter: The student asks coach:- "What would be the final achievement of this goal?" (To catch catfish).

When the top oppterm has or has not been found the coach asks the following questions:

- (1) Was the needle clean when you finished listing?
- (2) Did you put the big mid ruds in on the 2 or 3 items that stayed in?
- (3) Did the item that stayed in RR?
- (4) Did you confirm by meter that it was a first series top oppterm?

Training Stress: If student shows any uncertainty or comm lags during the drill, the coach asks "What happened?"

LISTING AND FINDING NEXT GOAL

Purpose: To train student how to find the next goal to be run.

Position: Coach and student seated facing each other. The student has an E-Meter in front of him, it is not switched on.

Procedure: The coach uses pencil as needle and during the drill produces rocket reads and rock slams on certain goals. Student writes down each goal on paper. Nulling is not commenced until 50 goals have been listed beyond last RR or RS and the needle is clean. If coach produces a dirty needle when student starts nulling, or more than one RR or RS, or an RR and RS, the student must then ask for more goals immediately.

Patter: Student asks coach "What goal would To Catch Catfish oppose?" When list is complete the student nulls the list by calling each item 3 times. This is done until one goal remains in that RRs. When goal has or has not been found, the coach says "That's it" and asks the following questions:

- (1) Did you list 50 items beyond the last RR or RS?
- (2) Was the needle clean when you finished listing?
- (3) Was the needle clean during nulling?
- (4) If the needle dirties up during nulling what should you do? (Ask for more goals).
- (5) If more than one RR or RS or an RR and RS appear during nulling what do you do? (Ask for more goals).
- (6) Did the needle dirty up?
- (7) Did you see more than one RR or RS or an RR and RS during the nulling?
- (8) What happened?
- (9) What did you do?
- (10) Did you find the next goal?

Training Stress: If student, at any time during the drill, shows any uncertainty or comm lags the coach asks "What happened?"

3N LISTING TR

Student and coach have a copy each of the line plot. Use goal such as TO CATCH CATFISH.

The coach uses a pencil as the meter needle and indicates to the student motions he will make to indicate a fall, tick, choked RR and disintegrating RR etc.

The coach runs the TR as per session instructions in the HCO Bulletin May 13, 1963. At any time, if the student shows any hesitation, the coach asks "What happened?" When the student has found one or more items the coach says "That's it" and asks the following questions:

- (1) Did you ask the correct command?
- (2) Did I give you the correct item?
- (3) If the item RRs what do you do? (Say "Thank you, I'll read the item", then check to see all the charge is off).
- (4) If there is any other reaction what do you do and in what order? (Ask (1) "What happened?" (2) Suppress and Invalidate off the meter (3) Random list).
- (5) What was the needle reaction when I gave you the item?
- (6) What did you do?
- (7) What was the needle reaction when you read back the item?
- (8) What did you do?
- (9) Did you get all the charge off the item?
- (10) How could you tell all the charge was off?

MISSED WITHHOLDS

Student sits opposite coach. Student runs "Do Birds Fly" or "Do Fish Swim" on the coach. The coach runs the process for a while and then dramatizes missed W/H manifestation. Student then locates missed W/H. The student may ask the coach any missed withhold question and then ask it on "the meter" (coach's finger or pencil indicates the reads). If, however, the ARC break is not showing on "the meter" the student has to dig to find it and clear the missed W/H. When this is done the coach asks the following questions:

- (1) What is a missed W/H? (A nearly found out) (Another person's actions).
- (2) Did you find out what had been done that had been missed?
- (3) Did you find out when it was?
- (4) Did you find out who missed it?
- (5) Did you find out what it was the other person did that made them wonder if they knew?
- (6) Did you find out whether or not it had been missed by anyone else - auditor, etc?
- (7) Have you cleaned up the missed W/H?
- (8) When has a missed W/H been cleaned up?

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