

BOARD TECHNICAL BULLETIN

9 OCTOBER 1971 R
REVISED & REISSUED 10 JUNE 1974 AS BTB
ISSUE III

Remimeo
Auditors
Level I
Checksheets
S.H. Orgs

CANCELS
HCO BULLETIN OF 9 OCTOBER 1971
ISSUE III
SAME TITLE

Auditors Drills Series 3R

DRILLS FOR AUDITORS

LEVEL I DRILLS

PURPOSE: To improve the quality of auditing by familiarizing auditors with the exact procedure of each auditing action through the use of drills.

HOW TO USE: These drills are in order by levels. The first number indicates the level taught on. Those that begin with TR-100 are Level I drills. Unbullbaited drills end with odd numbers, and bullbaited drills end in even numbers.

The drills are done within the basic format of the bullbaited and unbullbaited drills, as in the front of this issue.

Simply start with the first actions and work through the pack applying the drills unbullbaited and bullbaited, until you are thoroughly familiar with each separate auditing action, and can apply it flawlessly, even with distractions.

If a student has trouble on a drill cut back the gradient. On a bullbaited drill this could mean returning the student to the drill on a doll or even to TR 0-4.

IMPORTANT: ALSO CHECK THAT THE STUDENT HIMSELF HAS NO MISUNDERSTOOD WORDS ON THE HCOB OR DRILL, AS THIS WILL CAUSE HIM TO ALTER-IS AND HAVE DIFFICULTY. ALWAYS COACH ON A GRADIENT AND BUILD THEM UP TO GET TOUGH!

NOTE: If coach upset occurs because of restimulation, fruit words should be inserted in the place of the process Key words, for bullbaited drills only.

FORMAT FOR UNBULLBAITED DRILLS

NAME: Auditing on a Doll Unbullbaited.

COMMANDS: As for each separate process.

PURPOSE: To train the student to be able to coordinate and apply the commands and procedures of each separate auditing action with the actual doingness of auditing.

POSITION: Student seated at a table with E-meter, worksheets and auditing forms as needed. In the chair opposite the student is a doll occupying the position of the pc. (During checkouts the coach is seated or standing beside the auditor. He does not take the position of the doll.)

TRAINING STRESS: This drill is coached. The student sets up the E-Meter and worksheets exactly as in a session as follows:

- (1) Set up E-Meter as for E-Meter drills.
- (2) Set up shield (to prevent TA and admin being seen by pc (doll)).
- (3) Have extra pens under the E-Meter.
- (4) Have C/S face down between the bottom of the E-Meter and the table.
- (5) Have W/S and Lists readily available in sequence required for the session.

Auditor starts the session and runs a standard session with the particular auditing action being taken up on the doll, keeping full session admin and using all standard procedures of the auditing action.

The drill is done on a steeper and steeper gradient, until the student can very quickly do the action correctly.

The drill is passed when the student can do the drill flawlessly with good TRs 0-4, correct procedure and commands, without comm lags or confusion; ie. flawlessly!

FORMAT TO BE USED FOR BULLBAITED DRILLS

NAME: Auditing _____ Bullbaited

COMMANDS: As for each separate auditing action.

PURPOSE: To train the student to be able to coordinate and apply the commands and procedures of each separate auditing action in a drill similar to a real auditing session and thereby become flawless in applying it.

POSITION: Student seated at a table with E-Meter and auditor forms, as needed. In the chair opposite the auditor is the coach (bullbaiter), as pc.

TRAINING STRESS: The drill is the same as for auditing on a doll except that the "pc" coach bullbaites the student auditor, using "fruit answers" during the session in an attempt to throw the student off session. The coach does not "look for" and "find" real answers. He must not go "into session" like a pc but must remain with his coach's hat on and pretending to be a pc. On any list the coach squeezes the cans to simulate reads. He still uses "fruit answers" (six apples, blue pears) when asked to speak, but as the student auditor reads off the list items (eg: L3RD he squeezes the cans for reads.)

When bullbaiting an auditing action the coach should THROW IN VARIOUS SIGNS OF PC OUT OF SESSIONNESS. (Per HCOB on good and bad indicators.) The student auditor must:

- (1) Obnose the out of sessionness
- (2) Align this to the process run
- (3) Handle.

The pc bullbaiter can throw in situations, originate troubles, or gains, be tricky, etc., but he must never lose sight of HCOB 24 May 1968 "Coaching", especially the second paragraph, "coach with reality".

Once the coach throws out a situation, etc., he must allow the student auditor to carry it out, and handle the situation before the coach calls a new situation.

Before the coach gives the student any situations, etc., he should first ensure the student can easily do the auditing action in a forwards direction without fumbling or flubbing commands.

Stress is on training the student auditor to have Trs 0-4 IN on the bullbaiter.

The coach (bullbaiter) does the "start", flunking or "that's it". Flunks are given for any improper commands, procedure, comm lags, break in TRs or improper session admin.

Each drill is to be done thoroughly, building up the speed of auditor commands and actions. ("It's the number of auditing commands per unit of auditing time which makes gains in a session." IRH)

The drill is passed when the student can do the drill flawlessly with excellent TRs 0-4, correct procedure and commands, without comm lags or confusion.

These are the drills that train the student auditor to handle all the elements in a session, so be exact and be real.

GRADE I EXPANDED PROCESSES

CCHs

| | | |
|-------|---------------|----------------|
| refs: | HCOB 2 AUG 62 | CCH Answers |
| | HCOB 7 AUG 62 | CCHs More Info |
| | HCOB 1 DEC 65 | CCHs |
| | BTB 12 SEP 63 | CCH Data |

TR 100-1 CCH's 1 - 4 - UNBULLBAITED
TR 100-2 CCH's 1 - 4 - BULLBAITED

NOTE: The coach must be a coach and not a real pc. He must keep his coach hat on and not get driven "into session". If any difficulty arises the coach carries a doll and makes it do the actions and has the student address the commands to the doll.

STEPS: (Use Basic Drill Format, change position as needed to do the steps.)

1. Select an auditing room large enough and suitable for the pc to be able to walk from wall to wall.
2. Before session set up the room with a meter so the pc can be put on the cans as necessary and so that session can proceed without having to dismantle and re-assemble the meter set up.

3. Take the pc into session and put on the meter, as in the start of any ordinary metered session.
4. Fly a rud. (Or have upper class auditor Two Way Comm to F/N according to C/S instructions.) Keep normal session admin.
5. R-factor. "We are now going to do CCHs. This process is done off the meter. First we'll clear the commands". Clear what CCH stands for. Clear any words necessary, then clear the commands, explain this is a repetitive process. Ensure the pc really understands this.

Move pc and self away from meter and table. Sit facing pc (both seated comfortably - it is best to use armless chairs for this process.) The pc's knees are between the auditor's. The auditor is seated nearest the door.

7. Don't go into a discussion of the process. Jus say "We will now run CCH 1; this is the process."

Raise your right hand to just above waist height halfway between your body and the pc. Hand held open.

8. Give Tone 40 command, "Give me that hand." Indicate pc's right hand by slight nod.
9. When pc has put his right hand in the auditor's give an acknowledgement, "Thank you."
10. Take the pc's right wrist by your left hand and return the pc's hand to the pc's side.
11. Repeat from the second part of step 7 through step 10. continue until the pc has done so to 3 equal consecutive comm lags.
12. Take up any new physical manifestations as pc originations by saying, "What happened?" Never stop the process until a flat place is reached.

Freezes may be introduced at the end of cycle, this being after the "Thank you" and before the next command. They are used to ascertain information from the pc or to bridge from the process. This is done between 2 commands holding the pc's hand after the ack. maintaining a solid comm line.

Make every command and cycle separate maintaining a Tone 40 intention on commands.

13. If pc doesn't give you his hand after the command and waiting a normal response period, take the pc's right hand in your left hand and place the pc's hand in your right. Then acknowledge the pc. Ask "What happened?". Accept whatever the pc says and continue.
14. After 3 consecutive commands with the pc actually doing the commands and of equal comm lag without any new physical change, CCH 1 is considered flat for this cycle through.

15. Tell pc "We will now run CCH 2." Clear words and commands. Tell pc the commands will be run repetitively ensuring he understands this.
16. Stand up, move chairs to side of auditing room leaving an unobstructed walk between two opposite walls of the room. Stand to the right of the pc, with the pc facing the opposite wall.
17. Give the command (Tone 40) "You look at that wall." Indicate the wall by pointing. "Thank you".
18. "You walk over to that wall." Walk with pc to opposite wall (keeping to pc's right). "Thank you."
19. "You touch that wall." "Thank you".
20. "Turn around." As pc turns around move in 2 steps to a position just in front of the pc (facing pc). "Thank you". Then move to pc's right.
21. Repeat 17 to 21 until the process is flat (3 consecutive sequences of commands with pc doing the process and no new physical manifestations or change of comm lag.
22. Take up any new physical change as a pc origination as it occurs with "What happened?", maintaining a solid comm line while doing so. (ie; hand on arm or shoulder)
23. When CCH 2 is flat tell pc "We will now run CCH 3 ." Clear Commands and tell pc this process will be run repetitively ensuring he understands this.
24. Return to the two chairs set up as in CCH 1.
25. Raise both hands, palms open facing pc, hands about shoulder height and half way between auditor and pc.
26. Give command (not Tone 40) "Put your hands against mine, follow them and contribute to their motion."
27. When pc has hands against auditor's, move first the right hand, then the left hand in a simple motion.

Straight line motions are simpler than curved motions. Make the motions fairly slow, very positive and smooth. (TONE 40 INTENTION IN THE MOTIONS.)
28. After the motion is done with the right then left and both hands returned to starting position, (pc's hands still raised against auditor's) ask "Did you contribute to the motion?"

Usually the pc says yes, if so, acknowledge, "Thank you" and allow pc to break the solid comm line, without telling him to.

If the pc is not happy that he did contribute to the motion, you can repeat the same motion.

29. Repeat steps 26 to 28, each time varying the motion a little. You can increase the complexity slightly but don't get too complicated.
30. Include in your drilling the change over to hand space mimicry. The change occurs on the run through the CCHs after contact mimicry is flat with no change, ie: CCH 1, 2, 3 (HCM with change) 4, 1, 2, 3 (HCM with change) 4, 1, 2, 3 (HCM 3 commands only, no change) 4, 1, 2, 3 (hand space mimicry)
31. After 3 consecutive cycles with the pc actually doing the process and no new physical change or change of comm lag, tell pc "We will now run CCH 4."
32. Remain seated in chairs as in CCH 3. Take up a book. (a light hard covered book with a plain cover is best) Explain to the pc that you are going to make a motion with the book. When you have done so, you want him to duplicate the motion. Clear DUPLICATE in the dictionary and as 'making the same motion in the same space. Do not evaluate it as mirror image wise.
33. When the pc understands, then hold the book steady in a comfortable position between auditor and pc. Make a simple Tone 40 motion of the book (similar to CCH 3 type motions) Complete the action at the starting point, pause, then hand the book to the pc. (Don't tell him to take it, just move it slightly toward him and look at the pc as though offering him the book.) The pc then takes the book and repeats the motion mirror image wise.
34. After the pc has repeated the action, ask "Did you duplicate that motion?" or "How did you get on with that one?" (Not a rote question - friendly, 2 way comm quite free.) (Tone 40 in motions only.)
35. If the pc is happy with it, then do a new motion.
36. If pc says he wasn't happy that he duplicated it, then do it again and then keep the motions very simple to improve pc confidence.
37. If pc says he was happy with it but the auditor sees it was obviously misduplicated, just acknowledge him; start a new cycle doing just the first part of the motion and have him duplicate that and then building it up until the pc duplicates the full motion.
38. Don't invalidate the pc by continuing to repeat motions he is happy with. Never say or indicate by facial expression that he didn't really duplicate the motion.

Repeat 32 to 38 to three consecutive no change sequences.

Repeat CCH 1, 2, 3, 4 through and through until

- (A) all are flat on one run through
- (B) or until pc has good cog with VGIs.
- (C) or pc exterior.

39. On step 38 on A or B put the pc on cans, check for TA position and F/N. If TA up or no F/N, check the process for unflat or overrun. If overrun rehab the flat point. If unflat continue to F/N, Cog. VGIs.
40. If pc exteriorizes during CCHs just quietly end off and send the pc to the examiner.

TR 100- 3 CCH 5 - UNBULLBAITED

TR 100- 4 CCH 5 - BULLBAITED

Ref: HCOB 11 Jun 57 Reissued 12 May 72 Training and CCH Processes.

NAME: Location by contact.

COMMANDS: "Touch that (indicated object)." "Thank you."

POSITION: Student and coach seated across a table from each other and then on their feet.

PURPOSE: To train the student auditor in the commands and procedure of CCH 5.

TRAINING STRESS: The student and coach do the steps together. The coach must remember he is being the coach not a real pc. He MUST keep his coach hat on and not go into session. Coach carries a doll as in CCH 1-4. The doll is made to do the commands and is addressed by the student. (The purpose of CCH 5 is to give the pc orientation and havingness and to improve his perception.) The training stress is upon gentleness, ARC, and the raising of the pc's certainty that he has touched the indicated object.

The coach gives the "start", "flunk", "that's it." Flunks are given for incorrect procedure, out TRs, uncertainty. The drill is passed when the student can do it flawlessly despite distractions from the pc bullbaiter.

CCH 5

STEPS:

1. Select an auditing room large enough to walk around in.
2. Before session set up the room with a meter so the pc can be put on the cans as necessary and so that the session can proceed without having to dismantle and re-assemble the meter set up.
3. Take the pc into session and put on the meter, as in the start of any ordinary metered session.
4. Start the session. "This is the Session." Fly a rud.
5. Or have upper level auditor 2WC to EP per C/S directions.

6. R-factor. "We are going to be doing CCH 5."
7. Clear Commands. "The command is, 'Touch that _____' and I'll indicate some object in the room."
"What does 'Touch that' mean to you?"
Make sure the pc understands the command.
8. "This process is done off the meter. Please put the cans down."
9. Move yourself and pc away from the meter. Stand beside the pc so that you can use manual contact with the pc as is necessary, and guide him to the indicated object.
10. Say "This is the process."
11. Run the process. Take up any physical change as a pc origination as it occurs by asking "What happened?" Pc answers. Auditor acknowledges and continues the process.
12. Run to cog, VGIs.
13. Tell the pc to please sit down and pick up the cans.
14. Check for F/N, and indicate it. If TA HIGH, check O/R & if so tell pc you'll have to get an upper level auditor for a rehab. If underrun, run to EP on meter check.

NOTE: Auditor and pc can remain seated where the pc is very unable in which case they are seated at a table which has a number of objects scattered on its surface.

It should be noticed that this can be run on blind people.

TR 100- 5 CCH 6 - UNBULLBAITED

TR 100- 6 CCH 6 - BULLBAITED

Ref: HCOB 11 Jun 57 Reissued 12 May 72 Training and CCH Processes.

NAME: Body - Room Contact.

COMMANDS: "Touch your (body part)." "Thank you." "Touch that (indicated room object)." "Thank you."

POSITION: Student and coach seated and then moving about as needed.

PURPOSE: To train the student auditor in the procedures and commands of CCH 6.

TRAINING STRESS: The student and coach move about together as needed, the student enforcing the commands by manual contact using the pc's (coach's) hands to touch objects and touch body parts. (A doll is carried and used by coach as in earlier CCH drills.)

(The purpose of CCH 6, as a process, is to establish the orientation and increase the havingness of the preclear and to give him in particular a reality on his own body.)

The training stress is upon using only those body parts which are not embarrassing to the preclear as it will be found that the pc ordinarily has very little reality on various parts of his body. Impossible commands should not be given to the pc in any case.

The coach gives the "start", "flunk", and "that's it". On metered steps the coach indicates needle reads and F/Ns with a pen and tells the student the TA position. Flunks are given for out TRs, incorrect procedure or commands, or uncertainty. The drill is passed when the student can do it flawlessly despite distractions from the pc bullbaiter.

CCH 6

STEPS:

1. Select an auditing room large enough to walk around in.
2. Set up the meter so pc can be put on the cans as necessary without having to dismantle and re-assemble the meter set up.
3. Take the pc into session and put on the meter, as in the start of any ordinary metered session.
4. Start the session. "This is the Session". Fly a rud.
5. Or have an upper level auditor 2 way comm to EP per C/S directions.
6. R-factor. "We are going to be running CCH 6." "This process is done off the meter so you can put the cans down."
7. Move yourself and the pc away from the meter. Stand near the pc so that you can enforce the commands, if needed, by manual contact using the pre-clear's hands to touch objects and touch body parts.
8. Say "This is the process."
9. Run the two commands, 1, 2, 1, 2 putting various body parts and room objects into the commands. Run the process to Cog, VGIs.
10. Tell the pc, "Please sit down and pick up the cans."
 - (a) Indicate the F/N;
 - (b) If TA high check O/R & if so tell pc you'll have to get an upper level auditor for a rehab.
 - (c) If no F/N and process is underrun, continue the process until flat & you have an F/N on meter check.

TR 100- 7 CCH 7 - UNBULLBAITED

TR 100- 8 CCH 7 - BULLBAITED

NAME: Contact by duplication.

COMMANDS: "Touch that table." "Thank you." "Touch your (body part)." "Thank you" "Touch that table" "Thank you" "Touch your (same BF)" "Thank you" etc, in that order.

POSITION: Student and coach start seated at a table. Then the coach is walking with the student auditor standing by to manually enforce the commands, if needed.

PURPOSE: To train the student auditor in the procedures and commands of CCH 7.

TRAINING STRESS: The student and coach move about together, as needed. The coach takes the role as pc bullbaiter, as well as giving the start, flunk, and that's it. The coach must remember he is the coach and is not to actually run the process.

(The purpose of CCH 7 as a process is to heighten perception, orient the preclear and raise the preclear's havingness. Control of attention as in all these "contact" processes naturally takes the attention units out of the bank which itself has been controlling the preclear's attention.)

The training stress is on precision of command and motion, with each command in its unit of time, all commands perfectly duplicated. Preclear to continue to run process even though he dopes off. (Pc bullbaiter to mock up some dope off to give the student experience handling it.)

Coach carries a doll which student addresses as in previous CCH drills.

Flunks are given for out TRs, incorrect procedure or commands. The drill is passed when the student can do it flawlessly despite distractions from the pc bullbaiter.

STEPS:

1. Select an auditing room large enough to walk around in.
2. Set up meter so pc can be put on the cans as necessary without having to dismantle and re-assemble the meter set-up.
3. Take the pc into session and put on the meter, as in the start of any ordinary metered session.
4. Say "This is the session." Fly a rud.
5. Or have an upper level auditor two way comm to EP per C/S directions
6. R-factor. "We are going to be running CCH 7." "This process is done off the meter. Please put the cans down."
7. Move yourself and the pc away from the meter. Stand near the pc so that you can enforce the commands, if needed, by manual contact, using the pre-clear's hands to touch the table or body part.
8. Say "This is the process."

9. Run the commands 1, 2, 1, 2, etc., using the same body part each time until it is flat as indicated by 3 equal comm lags and the pc actually doing the command.
10. Then the auditor can put an aberrated body part in the command and flatten it, running the commands 1, 2, 1, 2, etc.
11. Run to Cog, VGIs.
12. Ask the pc to sit down and pick up the cans.
13. (a) Indicate the F/N.
(b) If no F/N and TA high, check for O/R & IF so tell pc you'll have to get an upper level auditor for a rehab. If underrun run to EP on meter check.

TR 100- 9 CCH 8 - OR - OLD TIME TERRIBLE TRIO UNBULLBAITED

TR 100- 10 CCH 8 - OR - OLD TIME TERRIBLE TRIO BULLBAITED
Add. Ref: PAB 80

COMMANDS: "Look around the room and tell me what you could have." Run to F/N, Cog, VGIs.
"Look around the room and tell me what you would permit to remain." Run to F/N, Cog, VGIs.
"Look around the room and tell me what you could dispense with." Run to F/N, Cog, VGIs. (Dispense is sometimes run first when the pc is set on wasting.)

POSITION: Student auditor seated across the table from coach. The chairs can be turned so that they both are facing toward the majority of the room.

PURPOSE: To train the student in the commands and procedures.

TRAINING STRESS: The coach takes the role as pc bullbaiter, but he must not forget that he is the coach, not a pc. He does not go "into session" and "find" answers, but invents imaginary answers. (fruit names)

Flunks are given for out TRs, incorrect procedure or commands or any uncertainties. The drill is passed when the student can do the commands and procedures flawlessly.

STEPS:

1. R-factor. "We are going to run a process called CCH 8 also known as "Trio".
2. PART 1: Clear the command, "The first command is 'Look around the room and tell me what you could have.'" "What does this command mean to you?"
3. Tell the pc the command is going to be run repetitively.
4. Say "This is the process."
5. Run the process to F/N, Cog, VGIs. Indicate the F/N.

6. PART 2: R-factor. "Tell the pc you are going to run the second part."
7. Clear the command "Look around the room and tell me what you would permit to remain."
8. Tell the pc the command is going to be run repetitively,
9. Run as in steps 4 & 5 as above.
10. PART 3: R-factor "we are going to run the third part."
11. Clear the command "Look around the room and tell me what you could dispense with."
12. Run as in steps 8, 4 and 5.

TR 100- 11 CCH 9 UNBULLBAITED

TR 100- 12 CCH 9 BULLBAITED

NAME: Tone 40 "Keep it from going away."

COMMANDS: "Look at that (indicated object)" "Thank you"
"Walk over to that (indicated object)" "Thank you" "Touch that (indicated object)" "Thank you" "Keep it from going away" "Thank you" "Did you keep it from going away?" "Thank you", and so forth with further objects.

POSITION: Student and coach ambulant. Student assisting by manual contact when needed.

PURPOSE: To train the student auditor in the commands and procedures of CCH 9.

TRAINING STRESS: The training stress is on precision and accuracy and on finding out that this is actually Tone 40 8-C with a thinkingness addition. The coach also takes the role of pc bullbaiter. Flunks are given for out TRs, incorrect procedure or commands. The drill is passed when the student can do it with precision and accuracy. The coach must remain a coach with his attention extroverted onto coaching the student and must not be on "running" the process. He must make a doll execute the commands.

STEPS:

1. R-factor. "We are going to run CCH 9."
2. Clear each command with the pc.
3. Say "This process is done off the cans." Move yourself and the pc away from the meter.
4. Say "This is the process."
5. Run all commands in order, over and over, until you get Cog and VGIs.

6. Tell the pc to sit down and pick up the cans.
7. (a) Indicate the F/N.
(b) If TA high check O/R & if so tell pc you'll have to get an upper level auditor for a rehab. If underrun run to EP on meter check.

TR 100- 13 CCH 10 UNBULLBAITED

TR 100- 14 CCH 10 BULLBAITED

NAME: Tone 40 "Hold it still"

COMMANDS: "Look at that (indicated room object)" "Thank you"
"Walk over to that (indicated object)" "Thank you" "Touch
that (indicated object)" "Thank you" "Hold it still" "Thank
you" "Did you hold it still?" "Thank you" etc., in that order
to Cog, VGIs. Check F/N on the meter.

POSITION: Student and coach seated, then ambulant.

PURPOSE: To train the student in the commands and procedures
of CCH 10.

TRAINING STRESS: The student and coach do the steps together.
The coach must remember he is being coach not a real pc. He
must coach and carry a doll and make it run the process without
actually being in session himself. Flunks are given for out
TRs, incorrect procedure or commands. The drill is passed
when the student can do it flawlessly despite distractions.

STEPS:

1. R-factor. "We are going to run CCH 10."
2. Clear the commands.
3. Say "This process is run off the cans." Move yourself
and the pc away from the meter.
4. Say "This is the process."
5. Run the commands in the order given to Cog, VGIs.
6. Tell the pc to sit down and pick up the cans.
7. (a) Indicate the F/N.
(b) If TA high check O/R & if so tell pc you'll have to
get an upper level auditor for a rehab. If underrun
run to EP on meter check.

TR 100- 15 R2 - 67 OBJECTS UNBULLBAITED

TR 100- 16 R2 - 67 OBJECTS BULLBAITED
Ref: Creation of Human Ability

(Use Basic Drill Format)

STEPS:

1. Tell pc you are going to run a process called R2 - 67, Objects.
2. Clear words as necessary and clear command. "Locate some objects
3. Tell the pc, "This is the process", and give pc the command.
4. The pc then looks at the objects or puts his attention on them and tells you what they are.
5. This is all there is to the process. For variation, one locates some more objects.
6. By 'object' is meant physical universe, present time, visible objects.
7. (a) Run to F/N, Cog and VGIs.
(b) If TA high check O/R & if so tell pc you'll have to get an upper level auditor for a rehab. If underrun run to EP on meter check.

TR 100- 17 3 PART LOCATIONAL PROCESS UNBULLBAITED

TR 100- 18 3 PART LOCATIONAL PROCESS BULLBAITED
Ref: PAB 153

(Use Basic Drill Format)

STEPS:

1. Tell the pc you are going to run a Locational Process.
2. Clear all words.
3. Clear the command, "Notice that (room object)."
4. Say "This is the process", and give the first command. "Notice that _____" "Thank you" The auditor picks out the room objects and points to them. Don't point at the pc. (The process is done on a meter)
5. Run to F/N, Cog and VGIs.
6. If Ta high check O/R & if so tell pc you'll have to get an upper level auditor for a rehab. If underrun run to EP on meter check.
7. After indicating FN give R-factor to pc, "We are now going to run the second part which is called Locational body and room".
8. Clear the commands. "Look at that (room object)". "Look at your (pc body part)".
9. Tell pc the commands will be run repetitively.
10. Say "This is the Process", give commands, "Look at that (room object)" "Thank you" "Look at your (body part)" "Thank you".

11. Continue to EP. Pc may exteriorize easily on the Process, if he does end off. (Done on a meter.)
12. NOTE: There is an alternate set of commands on this process; see PAB 153 for when to run them.
"Notice the chair"
"Notice your hand"
"Notice the wall"
"Notice the floor"
Run as in steps 4 and 5.
13. Give the R-factor this is the third part and is called Objective Show Me.
14. Clear the command and tell the pc the command will be run repetitively.
15. Say "This is the process" and give the command "Show me that (Room object)".
16. The auditor points to the object he wants to be shown and only when this is running fairly well will you run it on an extrovert/introvert basis.
17. At that point give pc an R-factor this process has a second command which we will now clear. Clear "Show me your (pc body part)". (Foot, Hand, Knee, etc.)
18. Tell pc you will now run the process with the two commands alternately.
19. Give the commands, "Show me that (room object)", "Thank you" "Show me your (body part)", "Thank you".
20. Run as in step 5.

TR 100- 19 OPENING PROCEDURE BY DUPLICATION UNBULLBAITED

TR 100- 20 OPENING PROCEDURE BY DUPLICATION BULLBAITED

Ref: R2- 17 Creation Of Human Ability

HCOB 4 FEB 59 Op Pro By Dup

BTB 24 OCT 71 Op Pro By Dup EP

Drill done like Basic Drill Format EXCEPT that the bullbaiter holds a doll and the doll represents the pc. The bullbaiter moves the doll and makes originations and bullbaits for the doll. The student auditor addresses the doll.

STEPS:

1. R-factor. "We are going to run an expanded Grade I process, Opening Procedure by Duplication."
2. The pc is not on the meter when running the process. Have two dis-similar objects in the auditing room. A book and bottle.
3. Have the pc examine, hold, inspect, become familiar with one of the objects.

4. When No. 3 is done, the auditor places one on a table on one side of the room, then says for the pc to do step 3 on the other object. Then the auditor places this 2nd object on the opposite side of the room.
5. The pc should, of course, have reality on his environment prior to this process being run. (CCH's)
6. Clear what you are going to do and the commands of the process. Get in the R-factor that the book and bottle will be used in the following commands:
 - A. Look at that book.
 - B. Walk over to it.
 - C. Pick it up.
 - D. What is its color.
 - E. What is its temperature?
 - F. What is its weight?
 - G. Put it down in exactly the same place.
 - H. Look at that bottle.
 - I. (Do B-G on the bottle.)
 - J. Begin again at A for the book.
7. The same words and formula are used over and over, as above. The auditor acknowledges the pc's completion of each command.
8. Although the questions in No. 6 never vary, the auditor must still maintain 2-way communication with the pc. The pc is doing the process so when the pc talks or volunteers information, the auditor must use TR 0 - 4.
9. The process is run for hours at once, (not for 30 minutes one day and 30 minutes the next) to exteriorization, FN Cog & VGIs. When the pc exteriorizes on the process allow him to cog then put the pc on the meter to check FN.

TR 100- 21 S.C.S. UNBULLBAITED

TR 100- 22 S.C.S. BULLBAITED

Ref: Clear procedure issue I

HCOB 2 FEB 61 UK Cases, Different
PAB 97

NOTE: You can first run S.C.S. on an object on a very bad off case. In this case you'd use the same commands, and it should be drilled to gain familiarity on running the process in in this manner.

(Do as per the Basic Drill Format for bullbaited drills, EXCEPT that the pc bullbaiter holds a doll and the doll takes the pc role and the bullbaiter moves the doll and gives originations and bullbaits for the doll. The other change is in the position - in this drill the coach and student stand as needed.)

STEPS:

1. Choose a suitable sized auditing room for the pc to be able to walk around comfortably without bumping into walls or furniture.

2. Set up table, meter and chairs so as to leave ample walking space.
3. Tell pc you are going to run a process called S.C.S. (Start, Change, Stop.) Clear words as necessary.
4. STAND STILL: Tell pc the first step of the process is called "Stand Still".
5. We have the pc out in the middle of the room standing up while we stand alongside of him touching him. (To maintain a solid comm line)
6. We explain to him (and we explain this every command) "Now I want you to get your body moving down the room when I so indicate and when I tell you to 'stand still' I want you to make that body stand still, Do you understand that?" The preclear says he does, the auditor acknowledges. Then the auditor gives the pc a slight shove and the preclear moves the body down the room, and the auditor says "Stand Still" and the preclear tries to get his body absolutely still in that instant. The auditor then says "Did you make that body stand still?" The pc answers and the auditor acknowledges.
7. Run Step 6 over again and again until you have run to 3 equal commlags with no physical changes and pc really doing it, or a good cognition or big win; any of which indicate a flat point.
8. NOTE: When running "Stand Still" be sure and give the command 'Stand Still' before the pc is forced to stop by a wall or furniture; otherwise the pc would be stopping on his own determinism rather than on the auditor's command which would prevent the auditing cycle from being completed.
9. START: Tell pc you are now going on to the next part and its called "Start".
10. Touching pc on the arm or shoulder, tell the pc, "I am going to tell you to start; and when I tell you to start, you start the body in that direction." (Indicate direction with hand). "Do you understand that?" "Good." and just before you give the command 'Start' let go of pc and say "Start". Just after the pc has started say "Did you start that body?" (Pc answers.) "Thank you".
11. Now repeat step 10 facing pc in various directions to suit the room space. If the pc is anticipating the command (starting to move before auditor says "start") then vary the lag after the "Good" and the "Start" to break the circuit.
12. Continue with steps 10 & 11 to 3 equal comm lags and pc really doing the command with no physical changes, or a good cognition or a big win; any of which indicate a flat point.
13. Then, go into CHANGE. Change is run to unflatten Start.

14. Stand up next to your pc on his right. Place your hand on pc's arm or shoulder and say "Do you see that spot?" (point to it on the floor) "Good, we'll call that Spot A. Now you stand here. OK?" (physically placing pc in Spot A and keeping physical contact while giving pc directions. (As in step 10)
15. Then tell pc "Now do you see that spot?" "Good. We'll call that Spot B. Alright now when I tell you to change the body's position, you move it from Spot A to Spot B. Alright?" "Good. Change the body's position." "Did you change the body's position?" (Listen to pc's answer.) "Thank you." Always keep the solid comm line when giving commands.
16. Run as in step 12. Then go into STOP.
17. STOP: Maintaining a solid comm line tell pc "I am going to tell you to get the body moving in that direction (indicate). Somewhere along the line I will tell you to stop. Then you stop the body. Do you understand that?" "Good. Get the body moving." "Stop." "Did you stop the body?" (Listen to pc's answer.) "Thank you."

On this step give the command "Stop" before the pc is forced to stop by a wall or furniture. The pc would be stopping on his own decision rather than on the auditor's command, and the auditing cycle cannot be properly completed.

18. Repeat 17 in various directions and run as in step 12.
19. Repeat "Still", "Start", "Change", and "Stop", through and through until:
 - (a) All are flat on one run through.
 - (b) or until pc has good cog with VGIs.
 - (c) or pc exteriorIf a or b check for FN.
If Ta up or no FN, check process for unflat or overrun.
If O/R tell pc you'll have to get an upper level auditor for a rehab. If unflat continue to EP.

TR 100- 23 CONTROL TRIO UNBULLBAITED
TR 100- 24 CONTROL TRIO BULLBAITED
Refs: PAB 137 & PAB 146

(Use Basic Drill Format)

STEPS:

1. Tell pc that you are going to run a process called 'Control Trio'.
2. Clear the word "having" as being able to touch, permeate or to direct the position of. Do not reclear if done before.

Clear this very very thoroughly so no additional connotations like "wanting it" or "being able to buy it" or "what shall I do with it once I've got it." Don't do this evaluatively.

3. Clear the command "Get the idea of having that (indicated object)."
4. Tell the pc the command will be run repetitively.
5. Say "This is the process." Give the command. Then "Thank you."
6. Run to FN, Cog & VGIs.
7. Tell pc you're now going to run the second part.
8. Clear "permit" and "continue".
9. Clear the command "Get the idea it is alright to permit that (indicated object) to continue."
10. Tell pc this process will be run repetitively. Say "This is the process". Run to FN, Cog & VGIs.
11. Tell pc your now going to run the 3rd part.
12. Clear the command and run as in step 10. "Get the idea of making that (indicated object) disappear. Make sure the pc is not running disappear as 'dispense with' or 'not know' or 'not-is'.

TR 100- 25 GOALS UNBULLBAITED
TR 100- 26 GOALS BULLBAITED
 Refs: PAB 137 & PAB 146

(Use Basic Drill Format)

STEPS:

1. Tell pc you are going to run a goals process.
2. Clear words as necessary including the following words: Minutes, hours, days, week, months, year, etc.
3. Tell pc the command will be "What are you absolutely sure will happen in the next _____?" (Auditor will state time period.)
4. Clear the command, ensure the "Absolutely sure" part of command is recognized by the pc.
5. Tell pc the command will be run repetitively.
6. Say "This is the process", and run the process starting with a 2 minute time period. (Increase to one hour, 3 days, one week, three months, one year, etc., for example.)

Complete pc certainty on each time span is necessary before the auditor continues to the next time span. This is done by 2 way comm and the auditor must be sure at all times that the pc is certain that these things are going to happen in the next 2 minutes, (or whatever the time span is) to ensure the process really bites.

7. Run to EP.
8. Tell the pc you're now going to run the second part of this process.
9. Clear the command "Tell me something you would like to do in the next 2 minutes". (Increase time as in step 6)
10. Run to EP.
11. On some pcs the following questions may be more real and bite faster. This is putting the accent on Have instead of Do since we work from the bottom up on the Be, Do, Have triangle, they are:
"Tell me something you are sure will be there in two minutes."
AND
"Tell me something you would like to have in two minutes".
It is advisable to run the last 2 processes on pcs whose ability to communicate and reality level are low.
12. Run as in steps 6 & 7.

TR 100- 27 OPENING PROCEDURE SOP 8-C UNBULLBAITED

TR 100- 28 OPENING PROCEDURE SOP 8-C BULLBAITED

Ref: PAB 34

Creation of Human Ability - R2 - 16

(Do as per the Basic Drill Format for bullbaited drills, EXCEPT that pc bullbaiter holds a doll and the doll takes the pc role and the bullbaiter moves the doll and gives originations and bullbaits for the doll. The other change is that the student and bullbaiter stand, etc. as needed to do the drill.)

STEPS:

1. Select suitable auditing room for a process done walking around. Have table, meter, and chairs set up in position so that the session can be started and ended on the meter leaving room for the body of the session.

PART A

2. R-factor. "We are going to run a process where we'll move around, its called Opening Procedure 8-C.
3. Clear the commands "Do you see that (indicated object)?"
"Go over to it and put your hand on it"
"Now look at that (indicated object)"
"Now walk over to it and put your hand on it"

4. Say "This is the process" and run until the following manifestations of communication lag have gone:

The "pc" coach just brushing the object he is told to touch.
Carrying out the command before it is given
Complaining about the process in any way
Objecting to being ordered to do the actions
Unwillingness to touch the items designated
Putting all his attention on creating an effect on the auditor
Apathy, fear, grief, anger or boredom turned on by the process. (Drill.)

5. This is done with various objects without specifically designating spots of a more precise nature than an object until pc is very certain that he is in good communication with these objects and the walls and other parts of the room.

PART A ENLARGED

6. When the above has been achieved the auditor can become very specific about spots for the pc to touch.

Example: "Do you see that black mark on the left arm of that chair?"
"All right, go over to it and put your finger on it."
"Now take your finger off it."
"Do you see that lower bolt on that light switch?"
"All right, go over to it and put your left finger on it." "Take your finger off it."

and so forth until pc has a uniform perception of any and all objects in the room including the walls, the floor, the ceiling etc.

7. This step can be kept up for a long time. It has an infinity of variations. But it is not the variations which work, it is the making and breaking of communication with the actual designated spots.

PART B

8. Tell the pc we are now going onto Part B. Clear the commands, "Find a spot in the room." "Go over and put your finger on it." "Now let go of it."
9. Tell the pc he is not to act on a command until the command is given and must not let go until told to do so.
10. Run the process. (Pc and auditor on their feet.) Run until all comm lag is flat and until the pc is freely selecting spots on the walls, objects, chairs, etc., with no specialization whatsoever which means that his perception of the room has become uniform.

PART C:

11. Tell pc we are now going to run Part C and clear the words. Clear the commands "Find a spot in this room" "Make up your mind when you are going to touch it and then touch it." "Make up your mind when you are going to let go of it and let go."
12. Run the process repetitively until all comm lags are reduced and until the pc's very certain he's seeing, selecting and touching the spots and to EP. (Check for F/N on the meter. If no F/N check for unflat or overrun and handle accordingly.)
13. On each of these SOP 8-C steps be very clear and precise and simple in your commands, Don't go past a Cog and VGIs without checking for F/N and indication.
14. A variation of this process is to have the preclear make up his mind about a spot and then have him change his mind and select another spot.

TR 100- 29 A HELP PROCESS UNBULLBAITED

TR 100- 30 A HELP PROCESS BULLBAITED
Ref: HCOB 5MAY 60 "Help"

(Use Basic Drill Format)

STEPS:

1. R-factor. "We are going to run an Expanded Grade I process. It's called Help Processes."

PART

2. Clear the word HELP.
3. Discuss pc 'helping others' and 'others helping' the pc. Get pc's views on the subject of Help. Stick to the subject of help and take it to EP. (Per HCOB 20 NOV 73 F/N What You Ask Or Program.)

PART 2:

4. Tell the pc you are now going to run the second part of this Help Process.
5. Clear words as necessary and clear the F1 command, "What problem could help be to you?"
6. Say "This is the process", give the command and run to EP.
7. Clear and run F2 as in step 7. "What problem could help be to another?"
8. Clear and run F3 as in step 7. "What problem could help be to others?"

OR

Use this version if the pc is inventing answers to the above commands rather than just picking them off the track.

9. R-factor. "We are now going to run the next step.
10. Clear the F1 command, "What problem has help been to you?"
11. Run as in step 6.
12. Clear and run F2 and F3 as in step 6.
F2: "What problem has help been to another?"
F3: "What problem has help been to others?"

OR

(Another Remedy for invention)

13. R-factor we are now going to run the next step.
14. Clear the F1 commands.
F1: "What help could you confront?"
"What help would you rather not confront?"
15. Run as in step 7.
16. Clear and run F2 and F3 as in step 7.
F2: "What help could another confront?"
"What help would another rather not confront?"
F3: "What help could others confront?"
"What help would others rather not confront?"

TR 100- 31 LOWER DICHOTOMY OF FAILED HELP or
2 WAY FAILED HELP UNBULLBAITED

TR 100- 32 LOWER DICHOTOMY OF FAILED HELP or
2 WAY FAILED HELP BULLBAITED

Ref: HCOB 3 NOV 60 Failed Help

(Use Basic Drill Format)

STEPS:

1. Inform the pc you are going to run a Help Process.
2. Clear the F1 words and commands.
F1: "How could another prevent help?"
"How could another fail to help?"
3. Say "This is the process" and run it alternately to EP.
4. R-factor you're now going to run F2. Clear the words and commands and run as in step 3.
F2: "How could you prevent help?"
"How could fail to help?"
5. R-factor you're now going to run F3. Clear the words and commands and run as in step 3.
F3: "How could others prevent help?"
"How could others fail to help?"

TR 100- 33 FORMULA 16 UNBULLBAITED

TR 100- 34 FORMULA 16 BULLBAITED

Ref: HCOB 15 DEC 60 Preessionion 37
HCOB 10 NOV 60 Formula 13

(Use Basic Drill Format)

STEPS:

1. Give pc an R-factor that you are going to run a help process.
2. Clear the F1 words and commands with the pc.
F1: "Who has intended not to help you?"
"Who has helped you?"
F2: "Who have you intended not to help?"
"Who have you helped?"
F3: "Who has intended not to help others?"
"Who has helped others?"
3. Tell the pc this process will be run in sequence repetitively.
4. Say "This is the process."
5. Run F1 to EP, then run F2 and F3 to Ep following steps two, three and four.

TR 100- 35 FORMULA 17 UNBULLBAITED

TR 100-36 FORMULA 17 BULLBAITED

Ref: HCOB 15 DEC 60 Preessionion 37
HCOB 3 NOV 60 Failed Help

(Use Basic Drill Format)

STEPS:

1. One runs this especially on the person who has been to Hypnotists, Spiritualists, Psychologists, Ministers, etc. and also uses specific persons connected with the pc's past.
Begin by finding out if the pc ever attended various other practices such as above and note the reads. eg: if a person is/was a Catholic and it read, one would run "Catholics. Run charged terminals and/or charged general terminals.
2. Tell pc you are going to run a help process and its called Formula 17.
3. Clear F1 words and command and say "This is the process" and run to EP.
4. Clear F2 and run to EP.
5. Clear F3 and run to EP.

COMMANDS:

F1: "How could a _____ fail to help you?"

F2: "How could you fail to help a _____?"

F3: "How could a _____ fail to help others?"

6. Tell po you're now going to run the second part of Formula 17. Positive failed help is also run the same as in steps 1 to 5.

COMMANDS:

F1: "How could a _____ help you?"

F2: "How could you help a _____?"

F3: "How could a _____ help others?"

TR 100- 37 FIVE WAY CONCEPT HELP UNBULLBAITED

TR 100- 38 FIVE WAY CONCEPT HELP BULLBAITED
Ref: HCOB 14 JULY 60 Concept Help

(Use Basic Drill Format)

STEPS:

1. R-factor "We are going to run an Expanded Grade I process, its called Concept Help."
2. Clear "Think" and any other words necessary & Commands.
3. Cull terminals from worksheets.
4. Run only a general terminal, one which reads of course. Example, a dog, a fish, a cow, a man, a woman, etc., as long as it reads or has read in a previous session and has not since been flattened.
5. Say "This is the process" and run each command (below) muzzled and repetitively to EP.

COMMANDS:

F1: "Think of a _____ helping you." to EP.

F2: "Think of you helping a _____." to EP.

F3: "Think of a _____ helping others." to EP.

F4: "Think of others helping a _____." to EP.

F5. "Think of a _____ helping a _____." to EP.

6. These flows can be run over again using a different terminal.

TR 100- 39 CONCEPT HELP O/W UNBULLBAITED

TR 100- 40 CONCEPT HELP O/W BULLBAITED
Refs: HCOB 14 JUL 60 Concept Help
HCOB 21 JUL 60 Some Help Terminals
BTB 30 MAY 60 Dyn. Assess. On Help

(Use Basic Drill Format)

1. R-factor. "We are going to run an Expanded Grade I Process, its called Concept Help.O/W.
2. Clear the F1 commands : "Think of a _____ helping you."
"Think of a _____ not helping you."
3. A charged terminal (one that reads) is used in the commands. Take a reading terminal and also " a confusion", "an unconscious"person", "a responsible person", "a creative person", etc., - can be taken from previous session reports.
4. Say "This is the process", and run the commands muzzled alternate repetitive.
5. End on F/N, Cog, VGIs and select another terminal and repeat steps 2, 4, 5.

COMMANDS:

- F2: "Think of helping a _____"
"Think of not helping a _____"
- F3: "Think of a _____ helping others"
"Think of a _____ not helping others"

TR 100- 41 HELP O/W UNBULLBAITED
TR 100- 42 HELP O/W BULLBAITED
Ref: ECOB 12 MAY 60 Help Processing

(Use Basic Drill Format)

STEPS:

1. Tell the pc you are going to run a Help Process called Help O/W.
2. Clear the F1 commands well with the pc:
"What help has another given you?"
"What help has another not given you?"
3. Say "This is the process" and run in sequence repetitively to KP.
4. Tell the pc you are now going to run F2. Clear the commands and run as in steps 2 and 3.
5. Tell pc you are now going to run F3. Clear the commands and run as in steps 2 and 3.

COMMANDS:

- F2: "What help have you given?"
"What help have you not given?"
- F3: "What help have others given others?"
"What help have others not given others?"

TR 100- 43 5 WAY BRACKET ON HELP

TR 100- 44 5 WAY BRACKET ON HELP

Ref: HCOB 5 NOV 65 5 Way Bracket on Help

(Use Basic Drill Format)

STEPS:

1. Tell pc you will run a Grade I Process called 5 Way Bracket on Help.
2. Clear words and commands.
3. Run consecutively as one process - muzzled style to EP.

COMMANDS:

"How could you help me?"
"How could I help you?"
"How could you help another?"
"How could another help you?"
"How could another help another?"

TR 100- 45 RUNNING HELP ON AN ITEM UNBULLBAITED

TR 100- 46 RUNNING HELP ON AN ITEM BULLBAITED

Ref: HCOB 28 JUL 58 CLEAR PROCEDURE

HCOB 7 JUL 60 The Assessment on Help

(Use Basic Drill Format)

STEPS:

1. Give pc R-factor you are going to run a Grade I Process and its called Running Help On An Item.
2. You can run this on a charged item culled from worksheets or you can find terminals to run per HCOB 7 JUL 60 The Assessment On Help.
3. Clear each Flow as you come to it, taking the best reading item and filling it into the blank. Say "This is the process" and run to EP.

COMMANDS:

F1: "How could a (terminal) help you?"
F2: "How could you help a (terminal)?"
F3: "How could a (terminal) help others?"

4. These flows can be run over again with different items.

TR 100- 47 REGIMEN 2 UNBULLBAITED

TR 100- 48 REGIMEN 2 BULLBAITED

Ref: HCOB 26 AUG 60 Regimen 2

(Use Basic Drill Format)

STEPS:

1. Give the pc the R-factor you are going to run a Grade I Process called Regimen 2.

2. Clear words and commands.
3. Tell pc you will run this process alternately.
4. Say "This is the Process" and run to EP.
5. Clear and run F2 as in steps 2, 3, and 4.
6. Clear and run F3 as in steps 2, 3, and 4.

COMMANDS:

- F1: "What motion has helped you?"
"What motion has not helped you?"
- F2: "What motion have you helped?"
"What motion have you not helped?"
- F3: "What motion has helped others?"
"What motion has not helped others?"

TR 100- 49 FORMULA 20 UNBULLBAITED
TR 100- 50 FORMULA 20 BULLBAITED
Ref. HCOB 2 MAR 61 Formula 20

(Use Basic Drill Format)

STEPS:

1. Give R-factor you will run a Grade I process called Formula 20.
2. Clear the F1 words and command well with the pc,
F1: "Who has failed to control you?"
3. Say "This is the process" and run repetitively to EP.
4. Tell pc your now going to run F2. Clear words and command and run as in step 3.
F2: "Who have you failed to control?"
5. R-factor on F3 and run as in steps 2 and 3.
F3: "Who have others failed to control."

PART 2

STEPS:

1. Give pc R-factor you will now run Part 2.
2. Clear the F1 words and command. Say "This is the Process" and run repetitively to EP.
F1: "What has failed to control you?"
3. Clear F2 and run as in step 2.
F2: "What have you failed to control?"
4. Clear F3 and run as in step 2.
F3: "What have others failed to control?"

PART 3

STEPS:

1. Give pc R-factor you are going to run the third part of Formula 20.
2. Clear the F1 words and command well with your pc.
F1: "Who has helped you?"
3. Say "This is the process" and run repetitively to EP.
4. Give R-factor you're going to run F2 and run as in steps 2 and 3.
F2: "Who have you helped?"
5. Give R-factor on F3 and run as in steps 2 and 3.
F3: "Who has helped others."

TR 100- 51 INVENT PROBLEMS PROCESS UNBULLBAITED

TR 100- 52 INVENT PROBLEMS PROCESS BULLBAITED
Ref: HCOB 11 JAN 59 An Amusingly Effective Process

(Use Basic Drill Format)

STEPS:

1. Give pc R- factor that you are going to run a Problems Process.
2. Clear words and command.
F1: "Invent a problem you could have with another for which _____ is the answer."
3. The blank is filled in with the pcs current worry or malady. (Providing it reads.) Say "This is the process" and run repetitively to EP.
Further items can then be taken up and handled after running all three flows to EP.
3. R-factor to pc that now you'll run F2. Clear command and run as in step 2.
5. R-factor to pc that now you'll run F3. Clear command and run as in step 2.

COMMANDS:

F2: "Invent a problem another could have with you for which _____ is the answer,"

F3: "Invent a problem another could have with others for which _____ is the answer."

TR 100- 53 HAS V - GRADE I PROCESS UNBULLBAITED

TR 100- 54 HAS V - GRADE I PROCESS BULLBAITED
Ref: HCOB 19 JAN 61 Additional HAS Processes

STEPS:

1. Clear well with the pc you are about to run a Grade I Problems Process, its called HAS V.
2. Clear the following commands well:
F1: "Get the idea of solving a problem."
"Get the idea of not solving a problem."
3. Say "This is the process" and run alternately to EP.
4. R-factor to pc on F2, clear command and run as in step 3.
F2: "Get the idea of another solving a problem."
"Get the idea of another not solving a problem."
5. R-factor on F3, clear command and run as in step 3.
F3: "Get the idea of others solving a problem."
"Get the idea of others not solving a problem."
6. The Case Supervisor may add a terminal if the pc complains about lots of problems with that terminal. The commands used would be:
F1: "Get the idea of solving a problem with (terminal)."
"Get the idea of not solving a problem with (terminal)."
F2: "Get the idea of (terminal) solving a problem with you."
"Get the idea of (terminal) not solving a problem with you."
F3: "Get the idea of (terminal) solving a problem with others."
"Get the idea of (terminal) not solving a problem with others."

TR 100- 55 PROBLEMS PROCESS FOR PTPs - GRADE I UNBULLBAITED

TR 100- 56 PROBLEMS PROCESS FOR PTPs - GRADE I BULLBAITED

Ref: HCOB 16 Dec 57 Present Time Problem

(Use Basic Drill Format)

STEPS:

1. Auditor tells pc they are now going to run a Grade I process. Run only charged terminals.
2. Clear words.
3. Clear command, "Invent something worse for you than (terminal)."
4. The blank should be filled in with a terminal the pc is somewhat fixated upon - someone involved in the pc's PTP.
5. Say "This is the process" and run repetitively to EP;
6. Clear F2 and run as in steps 2, 3, 4 and 5.
F2: "Invent something worse for (terminal) than you."
7. Clear F3 and run as in steps 2, 3, 4 and 5.
F3: "Invent something worse for others than (terminal)."

8. Tell the pc you are going to do the next step.
9. Clear words and commands well with the preclear.
"Spot where (terminal) is now."
"Spot where you are now."
10. Say "This is the process" and run alternately to EP.
11. Other terminals can be run in the same way with above steps.

TR 100- 57 PROBLEMS PROCESS UNBULLBAITED
TR 100- 58 PROBLEMS PROCESS BULLBAITED
Ref: HCOB 31 Mar 60 The PTP

(Use Basic Drill Format)

STEPS:

1. Give the pc R-factor you are going to run a Grade I Process.
2. Clear F1 words and command.
F1: "What problem could you confront?"
3. Say to the pc "This is the process" and run repetitively to EP.
4. R-factor you are going to do the next flow.
5. Clear F2 words and command and run as in step 3.
F2: "What problem could another confront?"
6. R-factor on F3. Clear words and command and run as in step 3.
F3: "What problem could others confront?"
7. Tell pc you are now going to do the next step.
8. Clear the F1 words and commands well with the pc.
F1: "Tell me your problem."
"What part of that problem have you been responsible for?"
9. Say "This is the process" and run repetitively to EP.
10. Tell pc you're now going to run F2.
11. Clear the words and commands and run as in step 9.
12. R-factor on F3 and run as in step 8 and 9.

COMMANDS:

- F2: "Tell me a problem of another."
"What part of that problem has another been responsible for?"
- F3: "Tell me a problem of others."
"What part of that problem have others been responsible for?"

13. R-factor you're now going to run another process.
14. Clear words as necessary. Clear F1 command.
F1: "What two things can you confront?"
15. Say "This is the process" and run to EP.
16. R-factor on F2 and run as in steps 14 and 15.
F2: "What two things can another confront?"
17. R-factor on F3 and run as in steps 14 and 15.
F3: "What two things can others confront?"
18. R-factor on next process and F1. Run as in steps 14 and 15.
F1: "What problem have you been (or might you have been) responsible for?"
19. R-factor on F2, and run as in steps 14 and 15.
F2: "What problem has another been (or might another have been) responsible for?"
20. R-factor on F3 and run as in steps 14 and 15.
F3: "What problem have others been (or might others have been) responsible for?"

TR 100- 59 PROBLEM OF COMPARABLE MAGNITUDE UNBULLBAITED
TR 100- 60 PROBLEM OF COMPARABLE MAGNITUDE BULLBAITED
Ref: HCOB 16 Dec 57 Present Time Problem
 HCOB 1 Mar 58 Problem of Comparable Mag
 Magnitude

(Use Basic Drill Format)

STEPS:

1. Inform your preclear you are going to run a Grade I Process. Run on Key charged terminals.
2. Clear these commands well with the pc:
 - A. "Invent a problem that is of comparable magnitude to (terminal) for you?"
 - B. "How could that be a problem to you?"
 - C. "Can you conceive yourself figuring on that?"
3. The terminal would of course be a terminal the pc is fixated upon in PT and would read etc. Question B can be omitted only if the pc tells you how it could be a problem in answering the first question.
4. Say "This is the process" and run the process ABC, ABC, ABC to EP.

5. Clear F2 command and run as in step 4.
F2: "Invent a problem that is of comparable magnitude to you for (terminal)."
"How could that be a problem to (terminal)?"
"Can you conceive (terminal) figuring on that?"
6. Clear F3 command and run as in step 4,
F3: "Invent a problem that is of comparable magnitude to (terminal) for others."
"How could that be a problem to others?"
"Can you conceive others figuring on that?"

TR 100- 61 ROUTINE 1A - PROBLEMS PROCESS UNBULLBAITED

TR 100- 62 ROUTINE 1A - PROBLEMS PROCESS BULLBAITED

Ref: HCOB 6 Jul 61 Routine 1A

(Use Basic Drill Format)

STEPS:

1. Inform the pc that you are going to run a Grade I process, its called Routine 1A.
2. Clear the F1 commands well with the pc.
F1: "What problem could you confront?"
"What problem don't you have to confront?"
3. Say to the pc "This is the process" and run to EP.
4. Clear F2 and run as in step 3.
F2: "What problem should another confront?"
"What problem wouldn't another confront?"
5. Clear F3 and run as in step 3.
F3: "What problem would be confronted by others?"
"What problem wouldn't others confront?"

TR 100- 63 SOLUTIONS TO SOLUTIONS UNBULLBAITED

TR 100- 64 SOLUTIONS TO SOLUTIONS BULLBAITED

Ref: HCOB 3 May 59 Solutions to Solutions

(Use Basic Drill Format)

STEPS:

1. Auditor gives R-factor to pc that they are going to run a Grade I Solution process.
2. Auditor clears well this command:
F1: "What solution could you make stick?"
3. Say "This is the process" and run to EP.

4. Clear and run F2 as in step 3.
F2: "What solution could another make stick?"
5. Clear and run F3 as in step 3.
F3: "What solution could others make stick?"

TR 100- 65 R2-20 USE OF PROBLEMS & SOLUTIONS UNBULLBAITED
TR 100- 66 R2-20 USE OF PROBLEMS & SOLUTIONS BULLBAITED
Ref: Creation of Human Ability pg. 53

(Use Basic Drill Format)

STEPS:

1. Auditor informs pc they are going to do a Grade I problems process called R2-20.
2. Tell the pc you're going to have him pick out or pick up an object of his choice and have him examine it until it is real to him/her. Clear this up and when pc understands it then tell the pc, following that, he/she will be given a command which you will now clear:
"What problem could this object be to you?"
3. Say "This is the process" and run to EP.
4. "It will be discovered at first, as always in the handling of significances, that he begins to drain the object itself of the problems which are inherent in the object and then will eventually begin to invent problems. The problem should be run until the preclear is convinced that he can create problems at will. Many objects can be used rather than just one if it is discovered that the pc's attention is fixing too strongly upon the object."LRH

TR 100- 67 PROBLEMS INTENSIVE UNBULLBAITED

TR 100- 68 PROBLEMS INTENSIVE BULLBAITED

Ref: Tape 611Oc11 SH Spec 65 Problems Intensive
HCOB 27 Sep 62 Problems Intensive Use
HCOB 22 Sep 63 Prepcheck Buttons
BTB 10 Apr 72 Prepchecks

(Use Basic Drill Format)

STEPS:

1. The auditor informs the pc "We are going to run a Problems Intensive". (Clarify words if necessary)
2. The auditor clears words and process command:
"What self-determined changes have you made this life?"
(you can vary the question to get all different angles of changes. Per Tape Problems Intensive.)
3. Say "This is the process" and ask the pc the question and write down the pc's answers and the reads.

4. Take the biggest reading change and ask, "When was it?"
5. Pre-date the item by a month. Eg: Pc gives 26th Mar '54, you prepcheck since 26th Feb '54.
6. Clear the command "Since (date) has anything been (prepcheck button)."
(The date is the one a month earlier.)

PREPCHECK BUTTONS:

- | | |
|----------------------|--------------------|
| 1. Suppressed | 10. Withdrawn From |
| 2. Careful of | 11. Reached |
| 3. Didn't reveal | 12. Ignored |
| 4. Not-ised | 13. Stated |
| 5. Suggested | 14. Helped |
| 6. Mistake Been Made | 15. Altered |
| 7. Protested | 16. Revealed |
| 8. Anxious About | 17. Asserted |
| 9. Decided | 18. Agreed (with) |
7. Run each button to EP until the full EP is obtained on the self-determined change. This may require running all the buttons in some cases.
 8. The handling of an out read (s) to FN on one of the buttons would end off that prepcheck button.
 9. One may run further buttons and items if the major cog with FN, VGIs is not attained.
 10. If no major cog on the first self-determined change you handled on F1 then take the second biggest reading change and do steps 4 to 9. Then take the next biggest read on down until all reading changes have been handled.
 11. Then re-assess the list, if the items don't read put in Supp/Inval. From time to time ask "Would you like to add any self-determined changes to the list?" (Add any pc gives.)
 12. When F1 has gone to EP give pc R-factor you will now run F2.
 13. Clear the F2 command and run as in steps 3 to 12.
F2: "What self-determined changes has another made this life?"
 14. Give pc R-factor you will now run F3.
 15. Clear the command and run as in steps 3 to 12.
F3: "What self-determined changes have others made this life?"

TR 100- 69 LEVEL I TRIPLE UNBULLBAITED

TR 100- 70 LEVEL I TRIPLE BULLBAITED

(Use Basic Drill Format)

STEPS:

1. Give the pc an R-factor. "We are going to run a process called Level I Triple.
2. Clear the F1 commands.
3. Explain to pc how you are going to run the process. When pc understands, say "This is the process" and run F1 to EP.
F1: "What problem have you had with someone?"
"What solutions have you had for that problem?"
4. The way the process is run is to ask the first F1 question. When pc answers you acknowledge then ask the second question ("What solutions....." etc.) over and over again until pc has no more solutions. Then ask the first question again and repeat this cycle to EP.
5. Then give R-factor on F2. Clear commands and say "This is the process" and run as in step 4.
F2: "What problem has another had with you?"
"What solutions has another had for that problem?"
6. Then give R-factor on F3. Clear command and say "This is the process" and run as in step 4.
F3: "What problem has someone had with another?"
"What solutions have they had for that problem?"

TR 100- 71 GRADE I HAVINGNESS UNBULLBAITED

TR 100- 72 GRADE I HAVINGNESS BULLBAITED

(Use Basic Drill Format)

STEPS:

1. R-factor. "Now we are going to run havingness."
Clear Havingness.
2. Clear words and command of Flow One.
F1: "Point out something desirable."
3. Say "This is the process" and run repetitively to EP.
4. R-factor on F2. Clear words and command and run as in step 3.
F2: "Point out something another would find desirable."
5. R-factor on F3. Clear words and command and run as in step 3.
F3: "Point out something another could get others to desire."

BTB 9 OCT 71R
REV. 10 JUN 74

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Revised & Reissued as BTB
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Authorized by AVU

for the
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BDCS: SW:AL:MH:a1
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