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Remimeo
Auditors
 Level 1
 and above
Level 1
 Checksheet
Level VI
 Checksheet

CANCELS
BTB OF 9 OCTOBER 1971R
ISSUE III
SAME TITLE

AUDITOR DRILLS SERIES 3RA

LEVEL I PROCESS DRILLS

These drills match the order of processes set up for Level I in BTB 6 January 1972R Grade I Processes.

Most of the auditing actions on this Level fall within one of 3 types of process:

A. Repetitive Process

B. Alternate/Repetitive Process

C. Bracket Process - with 3 or more commands run
                            consecutively, in sequence.

In Section I of this bulletin, there is a simple drill pattern for each type of process. (When an action does not fall within one of these types of process, a separate drill is provided.)

There is an Objective Processing Drill and a Dynamic Assessment Drill. There is also a Drill for 2 Way Comm and a drill for Prepchecking which were taken from BTB 15 Dec 74 Auditor Expertise Drills Series 2, Basic Session Actions Drills.

Section II of this bulletin lists the auditing drills for Level I. Every drill gives the LRH materials that describe the process, the commands used, and states how each process is drilled. The procedure is:

1. Study and understand the LRH data on the process.

2. With this understanding, drill the action using the drill indicated.

3. Drill each process with the auditing style that applies - see HCOB 6 Nov 64 Styles of Auditing.

Example on Level I:

TR 100-31 LOWER DICHOTOMY OF FAILED HELP - OR TWO
           WAY FAILED HELP UNBULLBAITED
TR 100-32 LOWER DICHOTOMY OF FAILED HELP - OR TWO
           WAY FAILED HELP BULLBAITED

LRH REF: HCOB 3 Nov 60 Failed Help

Commands: F1. "How could another prevent help?"
              "How could another fail to help?"
          F2. "How could you prevent help?"
              "How could you fail to help?"
          F3. "How could others prevent help?"
              "How could others fail to help?"

Drill each flow using the Alternate/Repetitive Process Drill.

If a student has trouble on a drill, find out whether the student has a misunderstood, or has skipped a gradient etc., and handle with Standard Study Tech. This can lead back to outnesses on basics such as TRs, Codes or Scales. Whatever it is, find and handle it.

NOTE: To avoid coach upset or restimulation, fruit words should be inserted in the place of the process Key Words - on 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 co-ordinate 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 the drill 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 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 from 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. Coach watches drill and points out any outnesses noted giving a "That's it" and a re-start. Outnesses should be handled one at a time until none exist.

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 excellent TRs 0-4, correct procedure and commands without comm lags or confusion; i.e. flublessly!

FORMAT FOR BULLBAITED DRILLS

NAME: Auditing _____ Bullbaited.

COMMANDS: As for each separate auditing action.

PURPOSE: To train the student to be able to co-ordinate 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 a
doll as PC. Coach sits beside doll and is the bullbaiter and
gives answers as PC, not about his own case.

TRAINING STRESS: The drill is the same as for auditing on
a doll except that the "PC" coach bullbaits the student
Auditor using "fruit" answers during the session in an
attempt to throw the student off session. 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
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 29 July 64 Good Indicators at Lower Levels and BTB 26
April 69 Bad Indicators.) The student Auditor must:

1. Obnose the out of sessionness,

2. Align this to the process run,

3. Handle.

An example is, on Listing and Nulling procedure an
out of sessionness is observed, the Auditor queries and
follows through with an L4BR at once. (L4BR is a Repair List.)

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.

Stress is on training the student Auditor to have his
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." LRH)

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 coach with reality
and purpose per HCOB 24 May 68 "Coaching".

SECTION I

A. REPETITIVE PROCESS DRILL

1.   Study and understand the LRH data referenced for the process you will be running.

2.   Tell the PC you are going to run (name of process).

3.   (The first time a PC runs this type of process, explain how a Repetitive Process is run.)
     R-Factor that this is a Repetitive Process.

4.   Clear the words of the process command in backwards sequence; then clear the command. (Ref. BTB 2 May 72R Clearing Commands)

5.   Say: "Start of Process." or "This is the Process.".

6.   Using full TRs 0-4:
     a. Give the command to the "PC".
     b. Get the "PC's" answer.
     c. Acknowledge.

7.   Continue a,b,c to EP of the process.

8.   Indicate the F/N to the "PC".

B. ALTERNATE/REPETITIVE PROCESS DRILL

1.   Study and understand the LRH data referenced for the process you will be running.

2.   Tell the PC you are going to run (name of process).

3.   (The first time a PC runs this type of process, explain how an Alternate/Repetitive Process is run.)
     R-Factor that this is an Alternate/Repetitive Process.

4.   Clear each command of the process: Clear the words of the command in backwards sequence, then clear the command itself. (Ref. BTB 2 May 72R Clearing Commands)

5.   Say: "Start of Process." or "This is the Process."

6.   Using full TRs 0-4, run the 2 commands alternately, 1,2, 1,2,1,2 to EP of the process.

7.   Indicate the F/N to the PC.

C. BRACKET DRILL - for processes with 3 or more commands
                    run consecutively, in sequence.

1.   Study and understand the LRH data referenced for the process you will be running.

2.   Tell the "PC" you are going to run (name of process).

3.   (The first time a PC runs this type of process, explain
how it is run.)

    R-Factor that this process has several commands that
will be run 1,2,3,4, 1,2,3,4 etc.

4.   Clear each command in the series: Clear the words of
the command in backwards sequence; then clear the command.
(Ref. BTB 2 May 72R Clearing Commands)

5.   Say: "Start of Process." or "This is the Process.".

6.   Run the commands consecutively - 1,2,3,4 etc. to EP
for the process.

7.   Indicate the F/N to the PC.

D.   OBJECTIVE PROCESSING DRILL

       LRH REF: HCOB 11 June 57   Training and CCH Processes
                 HCOB 30 Sept 71   Issue VI CCH's 5,6,7
                 HCOB 3 Feb 59   Flattening a Process
                 HCOB 5 Apr 62   CCH's Auditing Attitude
                 HCOB 21 Mar 74   End Phenomena

    NOTE: The coach carries a doll. All commands are
addressed to and are carried out by the doll. This prevents
the coach from actually running the process.

1.   Clear the command words in backwards sequence; then
clear the command(s). (Ref. BTB 2 May 72R Clearing Commands)

2.   Give the "PC" a brief R-Factor on the process.

3.   Say: "Start of Process." or "This is the Process.".

4.   Run the process per LRH instructions and data on that
process and (for CCHs) per the data in HCOB 5 April 62
CCH's Auditing Attitude.

5.   "Take up the PC's physical changes as though they were
originations. Each time a new one occurs, take it up with
2 way comm as though the PC had spoken. If the same 'origin-
ation' happens again and again, only take it up occasionally,
not every time it happens." LRH HCOB 5 April 62 CCH's
Auditing Attitude.

6.   Run to the EP of that process.

7.   Put the "PC" on the Meter - check for an F/N and indicate
it if you see one with VGIs.

    If the TA is high, check for false TA and/or overrun.
If overrun, rehab. (If you are not yet trained to rehab,
tell the "PC" you'll have to end off, and send the folder
to the C/S.)

    If the process is underrun, flatten it. Then repeat the
Meter check for F/N.

E.   2 WAY COMM DRILL   (Taken from BTB 15 Dec 74 Auditor
                         Expertise Drills Series 2)

LRH REF: HCOB 1 Oct 63 Scientology All - How to Get
TA Action
HCOB 21 Apr 70 2 Way Comm C/Ses
HCOB 3 Jul 70 C/S Series 14 C/Sing 2WC
HCOB 16 Feb 72 C/S Series 74 Talking the TA
Down Modified
HCOB 17 Mar 74 TWC Checksheets TWC Using
Wrong Questions

TAPES:
5410c05 8ACC-2 2WC Straightwire 8C
5410c06 8ACC-4 2WC
5410c22 8ACC-17 2WC
5411c01 8ACC-23 2WC
5411c29 HCAP8   2WC
5407c27 PRO17   2WC

REFS: BTB 10 Jul 70 2WC a Class III Action
BTB 14 Mar 71R Talking the TA Down
A Flag Expertise Subject

STEPS:

1.   Give R-Factor to PC that you will be doing a 2WC.

2.   Write out the question on the worksheet. Clear it.

3.   Ask PC the question and watch for read (if you're 2WCing
a subject) if no read on question or PC statement, check
suppress, inval on the question/subject. If still no read,
leave it. (Applies to 2WC on a subject. Does not apply to
2WC "attention on?" or 2WC for data.)

4.   For this drill say to PC: "Tell me about _____ (use
fruit words)."

5.   Listen to what the PC says. Record any reads with the
statement the reads occurred on.

6.   Don't go off the subject you are 2 Way Comming. You must
take what you started to F/N Cog VGIs. Sometimes you may
have to go earlier similar to F/N.

7.   2WC is Listen Style Auditing. Let the PC ITSA. Apply
the rules "A silent Auditor invites ITSA" and "All Auditors
talk too much. All Auditors acknowledge too little." LRH

8.   Don't use questions that start with "Who", "What", "Which"
as this instantly turns it into a Listing question if asking
for terminals or locations. Ref. HCOB 17 Mar 74 TWC Check-
sheets TWC Using Wrong Questions.

9.   2WC questions must be limited to feelings, reactions,
significances; they must never ask for terminals or locations.
Two Way Comm questions are not rote but you must stick to the
subject and not Q and A. Ref. HCOB 20 Nov 73 F/N What You
Ask or Program & HCOB 17 Mar 74 TWC Checksheets.

10. If any ARC Break, PTP or MWH shows up on the 2WC, they
must be handled to EP at once and the 2WC resumed and taken
to F/N, Cog, VGIs. Ref. HCOB 20 Nov 73 F/N What You Ask or
Program.

11. You 2WC the TA out of the subject. Any 2WC question
that did read will go to F/N.

12. The drill is passed when the student Auditor can 2WC smoothly and flublessly with excellent TRs 0-4.

F. PREPCHECKING DRILL (Taken from BTB 15 Dec 74 Auditor Expertise Drills Series 2)

    LRH REF: HCOB 14 Aug 64   Scn Two - Prepcheck Buttons
              HCOB 27 May 70   Unreading Questions and Items
              HCOB 14 Mar 71   F/N Everything
        REF: BTB 10 Apr 72   Prepchecks (Rev. 17 Nov. 74)
STEPS:

1. The coach makes a list of fruit items and gives it to the student Auditor.

2. The student Auditor gives the PC an R-Factor that he will do an assessment. Clear the action with the PC if he has never had an assessment.

3. Auditor does an assessment on the list and gets an item. Coach simulates or indicates reads.

4. Clear what a Prepcheck is. Clear all words and commands.

5. Take the largest reading item (from your assessment) and ask PC: "On _____ (item) has anything been _____(Prepcheck button)?" If a time limiter is used, the command is: "Since _____(Date or time) on _____(item) has anything been_____ (Prepcheck button)?"

6. Run step 5 repetitively until PC has no more answers.

7. Then say: "I'll check the question." Check it and observe the needle. If it reads, look at the PC expectantly; if he doesn't speak up, ask him the question directly.

8. Run the question repetitively until the PC has no more answers. Then follow steps 7,8, & 9 until the button F/Ns. Go on to the next button on the Prepcheck and repeat steps 7-9.

9. If indicators of an ARC Break appear during the Prepcheck, handle the ARC Break per ARC Break drill (BTB 15 Dec 74 Auditor Expertise Drill Series 2). When the ARC Break F/Ns, end off on that Prepcheck button. You may run further Prepcheck buttons on the same item if no major cog with F/N VGIs on the subject being Prepchecked.

10. When the item you're handling has gone to EP, take the next largest reading item and handle as in steps 5-11.

11. Repeat as in step 12 on all reading items.

12. The drill is passed when the student Auditor can Prepcheck confidently and flublessly.

G. DYNAMIC ASSESSMENT DRILL

    LRH REF: HCOB 2 Feb 60 The Co-Audit Team
              HCOB 6 Mar 60 How to do a Diagnosis on
                             Dynamic SW
              PAB 155

STEPS:

1.   Clear the word "Dynamic" per the Scientology Dictionary.

2.   Clear the Dynamics 1-8 per the Scientology Dictionary.
(Note any tone arm action while clearing each Dynamic.)

     Clear the word "describe".

3.   Ask the PC to describe each Dynamic 1-8.

4.   Find "...where the tone arm is moved by one or another
of the Dynamics.

5.   "If the tone arm (not the needle) is moved by a Dynamic,
then using the needle motion, find the hottest terminal that
represents that Dynamic..." LRH HCOB 2 Feb 60 The Co-Audit
Team.

     Clear the command: "Tell me some terminals on the _____
Dynamic." (Or whatever terms will get the idea of that
Dynamic across to the PC.)

     Then give the command.

6.   Write down each terminal the PC gives - with its read.
(If the PC gives a particular terminal like "Marge" - his
wife, translate it into a general terminal such as "a wife"
or "a woman". Get the reads on the general terminals.)

7.   All reading terminals are run in order of largest read.
Use Suppress and Invalidate buttons, or add to the list as
necessary.

8.   Exhaust the list of terminals.

9.   Repeat steps 5-8 on each Dynamic that gives tone arm
motion. Handle in order of greatest TA.

10. If you haven't reached the EP of the action being done,
do another Dynamic Assessment.

The following processes on Level I require a Dynamic Assessment:

     TR 100-37,38 5 Way Concept Help
     TR 100-39,40 Concept Help O/W
     TR 100-45,46 Running Help on an Item

     NOTE: a. "Always use general rather than particular
              terminals.

           b. "Avoid adjectival commands.

           c. "Never run a significance." LRH HCOB 2 Feb 60
                                           The Co-Audit Team

     NOTE: A Dynamic Assessment on Help is run using this
same drill. Ask the PC what he thinks about Help on each
Dynamic. Do not use an auditing type question such as "How
could you help yourself?"

     NOTE: If the PC gives you a terminal that doesn't belong
on the Dynamic you are working with, that is another indicator
of a charged area. See HCOB 6 March 1959 How to do a Diagnosis
on Dynamic Straightwire.

SECTION II   LEVEL I DRILLS

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

    LRH REF: HCOB 5 Apr 62 CCH'S Auditing Attitude
             HCOB 7 Aug 62 Running CCHs
             HCOB 3 Feb 59 Flattening a Process
     REF: BTB 6 Sep 62 CCHs More Information
            BTB 12 Sep 63R CCH's Data

1.   Clear CCH'S - Control - Communication - Havingness
Processes.

2.   Clear the CCH 1 command words in backwards sequence; then
clear the CCH 1 command. (Ref. BTB 2 May 72R Clearing Commands)

3.   Give "PC" a brief R-Factor on how CCH 1 is run before
you do it. (e.g. CCH 1 "I'm going to ask you to give me that
hand.")

4.   Say: "Start of Process." or "This is the Process.".
Run CCH 1 per the LRH data below:

"No: CCH 1

NAME: GIVE ME THAT HAND. Tone 40.

AUDITING COMMANDS: GIVE ME THAT HAND.

Physical action of taking hand when not given and then replacing
it in the PC's lap. Making physical contact with the PC's hand
if PC resists. THANK YOU ending each cycle.

All Tone 40 with clear intention, one command in one unit of
time. Take up each new Physical change manifested as though
it were an origin by the PC when it happens, and querying it
by asking "What's happening?". This two way comm is NOT Tone
40. Run only on the right hand.

AUDITING POSITION: Auditor and PC seated in chairs without
arms. Auditor's knees on outside of both PC's knees.

PROCESS PURPOSE: To demonstrate to PC that control of PC's
body is possible, despite revolt of circuits, and inviting
PC to directly control it. Absolute control by Auditor
then passes over towards absolute control of his own body by
PC.

Never stop process until a flat place is reached. Freezes
may be introduced at end of cycle, this being after the THANK
YOU and before the next command, maintaining a solid comm
line, to ascertain information from the PC or to bridge from
the process. This is done between two commands, holding the
PC's hand after acknowledgement. PC's hand should be clasped
with exactly correct pressure. Make every command and cycle
separate. Maintain Tone 40, stress on intention from Auditor
to PC with each command. To leave an instant for PC to do it
by own will before Auditor decides to take hand or make con-
tact with it. Auditor indicates hand by nod of head.

Tone 40 Command = Intention without reservation. Change is any
physical, observed manifestation." LRH HCOB 1 Dec 65 CCHs.

NOTE: The Auditor always takes the preclear's hand
AND PUTS IT BACK IN THE PRECLEAR'S LAP. The reason for this
is that, if he clings to the Auditor's hand at some future
time, the Auditor's separating the preclear's hand from his
will then create no ARC Break.

"Run a CCH only so long as it produces change in the
PC's general aspect.

"If no change in aspect for three commands, with the
PC actually doing the commands, go on to next CCH.

"If CCH producing change do not go on but flatten that
CCH.

"Then when for three commands executed by the PC it
produces no change go on to next CCH." LRH HCOB 7 Aug 62
Running CCH's

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1.   Clear the words of CCH 2 commands in backwards sequence.
Clear the CCH 2 commands. Give a brief R-Factor on how CCH 2
is run.

2.   Say to PC: "Start of Process." or "This is the Process."
Run CCH 2 per LRH data below:

"No. CCH2.

NAME: TONE 40 8C.

AUDITING COMMANDS: YOU LOOK AT THAT WALL. THANK YOU.
                     YOU WALK OVER TO THAT WALL. THANK YOU.
                     YOU TOUCH THAT WALL. THANK YOU.
                     TURN AROUND. THANK YOU.

Take up each new physical change manifested as though it were
an origin by the PC, when it happens, and querying it by
asking "What's happening?" This two way comm is NOT Tone 40.
Commands smoothly enforced physically when necessary. Tone
40, full intention.

AUDITING POSITION: Auditor and PC ambulant, Auditor in
physical contact with PC as needed.

PROCESS PURPOSE: To demonstrate to PC that his body can be
controlled and thus inviting him to control it. To orient
him in his present time Environment. To increase his ability
to duplicate and thusly increase his Havingness.

Absolute Auditor precision. No drops from Tone 40. No flubs.
Total present time. Auditor on PC's right side. Auditor
body acts as block to forward motion when PC turns. Auditor
gives command, gives PC a moment to obey, then enforces
command with physical contact of exactly correct force to get
command executed. Auditor does not block PC from executing
commands. Method of introduction as in CCH 1. Freezes may
be introduced at the end of cycle, this being after the
THANK YOU and before the next command, maintaining a solid
comm line, to ascertain information from the PC or to bridge
from the process, this being the acknowledgement "THANK YOU"
after the command "TURN AROUND".

CCH 1 and CCH 2 were developed by L. RON HUBBARD in Washington,
DC in 1957 for the 19th ACC." LRH HCOB 1 Dec 65 CCHs.

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1.   Clear the words of CCH 3 commands in backwards sequence.
Clear the CCH 3 commands. Give a brief R-Factor on how CCH 3
is run.

2.   Say to PC: "Start of Process." or "This is the Process.".
Run CCH 3 per the LRH data below:

"No: CCH 3.

NAME: HAND SPACE MIMICRY.

AUDITING COMMANDS: Auditor raises 2 hands palms facing PC's
about an equal distance between the Auditor and PC and says
"PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO
THEIR MOTION". He then makes a simple motion with right hand
then left. "DID YOU CONTRIBUTE TO THEIR MOTION?" Acknowledge
answer. Auditor allows PC to break solid comm line. When
this is flat, the Auditor does this same with a half inch of
space between his and the PC's palms. The command being "PUT
YOUR HANDS FACING MINE ABOUT ½ INCH AWAY, FOLLOW THEM AND
CONTRIBUTE TO THEIR MOTION". "DID YOU CONTRIBUTE TO THEIR
MOTION?" Acknowledge. When this is flat, Auditor does it
with a wider space and so on until PC is able to follow
motions a yard away.

AUDITING POSITION: Auditor and PC seated, close together
facing each other, PC's knees between Auditor's knees.

PROCESS PURPOSE: To develop reality on the Auditor using the
reality scale (solid communication line). To get PC into
communication by control and duplication. To find Auditor.

Auditor should be gentle and accurate in his motions, all
motions being Tone 40, giving PC wins. To be free in 2-way
communication. Process is introduced and run as a formal
process. If PC dopes off in this process Auditor may take
PC's wrist and help him execute the command one hand at a time.
If PC does not answer during anaten to question "DID YOU
CONTRIBUTE TO THEIR MOTION?" Auditor may wait for normal
comm lag of that PC acknowledge and continue process.

Tone 40 Motion = Intention without Reservation. Two Way
Communications = One Question - The Right One.

HISTORY: Developed by L. RON HUBBARD in Washington, DC 1956
as a therapeutic version of Dummy Hand Mimicry. Something
was needed to supplant "Look at me" "Who am I?" and "find
the Auditor" part of rudiments." LRH HCOB 1 Dec 65 CCHs.

    NOTE: Run Hand Contact Mimicry on each run through CCHs
1-4 until it is flat on giving 3 commands only. Then on the
next run through CCHs 1-4, change to Hand Space Mimicry. I.e.
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),
4 etc.

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1.   Give a brief R-Factor on how CCH 4 is run.

2.   Say to PC: "Start of Process." or "This is the Process.".
Run CCH 4 per the LRH data below:

"No: CCH 4.

NAME: BOOK MIMICRY.

AUDITING COMMANDS: THERE ARE NO SET VERBAL COMMANDS.

Auditor makes simple motions with a book. Hands book to the
PC. PC makes motion duplicating Auditor's mirror-image-wise.
Auditor asks PC if he is satisfied that the PC duplicated
the motion. If PC is and Auditor is also fully satisfied,
Auditor takes back the book and goes to next command. If PC
is not sure that he duplicated any command, Auditor repeats it
for him and gives him back the book. If PC is sure he did
and Auditor can see duplication is pretty wrong, Auditor
accepts PC's answer and continues on a gradient scale of
motion either with the left or right hand till PC can do
original command correctly. This ensures no invalidation of
the PC. Tone 40, only in motions, verbal 2-way quite free.

AUDITING POSITION: Auditor and PC seated facing each other,
a comfortable distance apart.

PROCESS PURPOSE: To bring up PC's communication with control
and duplication (control and duplication = communication).

Give PC wins. It is necessary for Auditor to duplicate his
own commands. Circular motions are more complex than straight
lines. Tolerance of plus or minus randomity are apparent here
and the Auditor should probably begin on the PC with motions
that begin in the same place each time and are neither very
fast nor very slow, nor very complex. Introduced by the
Auditor seeing that PC understands what is to be done, as
there is no verbal command, formal process.

HISTORY: Developed by L. RON HUBBARD for the 16th ACC in
Washington, DC 1957. Based on duplication. Developed by
L. RON HUBBARD in London, 1952." LRH HCOB 1 Dec 65 CCHs.

Continue CCHs 1-4 to EP. See the Process Purpose and LRH
instructions for each Objective Process.

If PC exteriorizes during CCHs, just quietly end off and
send the PC to the Examiner.

When EP is reached, put the PC on the Meter; check for F/N
and indicate it if you see one with VGIs. If TA high, check
for overrun. If the process is overrun (and you are not yet
trained to rehab) tell the PC you will end off for C/S
instructions. Otherwise, rehab. If the process is under-
run, flatten it; then repeat the Meter check.

TR 100-3   CCH 5 LOCATION BY CONTACT UNBULLBAITED
TR 100-4   CCH 5 LOCATION BY CONTACT BULLBAITED
        LRH REF: HCOB 11 June 57 Training & CCH Processes

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

Drill using the data given in HCOB 11 June 57 and
the Objective Processing Drill.

TR 100-5   CCH 6 BODY-ROOM CONTACT   UNBULLBAITED
TR 100-6   CCH 6 BODY-ROOM CONTACT   BULLBAITED

LRH REF: HCOB 11 June 57 Training & CCH Processes

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

Drill using the data given in HCOB 11 June 57 and the
Objective Processing Drill.

TR 100-7   CCH 7 CONTACT BY DUPLICATION   UNBULLBAITED
TR 100-8   CCH 7 CONTACT BY DUPLICATION   BULLBAITED

LRH REF: HCOB 11 June 57 Training & CCH Processes

Commands: "Touch that table."
          "Thank you."
          "Touch your (body part)."
          "Thank you."
          "Touch that table."
          "Thank you."
          "Touch your (same body part)."
          "Thank you."

Drill using the data given in HCOB 11 June 57 and the
Objective Processing Drill.

TR 100-9   CCH 8 TRIO UNBULLBAITED
TR 100-10 CCH 8 TRIO BULLBAITED

LRH REF: HCOB 11 June 57 Training & CCH Processes

Commands: "Look around the room and tell me what you
          could have."
          "Look around the room and tell me what you
          would permit to remain."
          "Look around the room and tell me what you
          could dispense with."

Drill using the data given in HCOB 11 June 57 and the
Objective Processing Drill.

TR 100-11 CCH 9 TONE 40 "KEEP IT FROM GOING AWAY"
                  UNBULLBAITED
TR 100-12 CCH 9 TONE 40 "KEEP IT FROM GOING AWAY"
                  BULLBAITED

LRH REF: HCOB 11 June 57 Training & CCH Processes

Commands: "Look at that (indicated room object)."
          "Walk over to that (indicated room object)."
          "Touch that (indicated room object)."
          "Keep it from going away."
          "Did you keep it from going away?"

Drill using the data given in HCOB 11 June 57 and the
Objective Processing Drill.

TR 100-13   CCH 10   TONE 40   "HOLD IT STILL"   UNBULLBAITED
TR 100-14   CCH 10   TONE 40   "HOLD IT STILL"   BULLBAITED

> LRH REF: HCOB 11 June 57 Training & CCH Processes
> Commands: "Look at the (indicated room object)."
>   "Walk over to that (indicated room object)."
>   "Touch that (indicated room object)."
>   "Hold it still."
>   "Did you hold it still?"

Drill using the data given in HCOB 11 June 57 and the
Objective Processing Drill.

TR 100-15   R2-67   OBJECTS   UNBULLBAITED
TR 100-16   R2-67   OBJECTS   BULLBAITED

> LRH REF: Book - Creation of Human Ability R2-67 p. 161
> Command: "Locate some objects."

Drill using the LRH data on R2-67 p. 161 of Creation of
Human Ability and the Repetitive Process Drill.

TR 100-17   3 PART LOCATIONAL PROCESS   UNBULLBAITED
TR 100-18   3 PART LOCATIONAL PROCESS   BULLBAITED

> LRH REF: PAB 153   CCH
> Commands: LOCATIONAL
>   "Notice that _____."   "Thank you."
>   Drill using the Repetitive Process Drill.
>
>   LOCATIONAL, BODY & ROOM
>   "Look at that _____."   "Thank you."
>   "Look at your (foot, hand, or knee)." "Thank you."
>   Drill using the Alternate/Repetitive Process
>   Drill.
>
>   OBJECTIVE SHOW ME:
>   "Show me that _____."   "Thank you."
>   Drill using the Repetitive Process Drill
>   first per PAB 153; then run:
>   "Show me that _____."   "Thank you."
>   "Show me your (foot, hand or knee)." "Thank you."
>   Drill using the Alternate/Repetitive Process
>   Drill.

TR 100-19   OP PRO BY DUP   UNBULLBAITED
TR 100-20   OP PRO BY DUP   BULLBAITED

> LRH REF: HCOB 4 Feb 59 Op Pro By Dup
>   Book - Phoenix Lectures Chapters 9,10
>   Book - Creation of Human Ability R2-17
> REF: BTB 24 Oct 71R Issue I Rev. 2 Jan 75
>   Op Pro by Dup End Phenomena
> Commands: "Look at that (alternate "hook" and "bottle")."
>   "Walk over to it."
>   "Pick it up."
>   "What is its color?"
>   "What is its temperature?"
>   "What is its weight?"
>   "Put it down in exactly the same place."

This process is drilled per HCOB 4 Feb 59 Op Pro by Dup
(and the other references mentioned above) using the Objec-
tive Processing Drill.

TR 100-21   START, CHANGE, STOP UNBULLBAITED
TR 100-22   START, CHANGE, STOP BULLBAITED

LRH REF: HCOB 28 July 58 Clear Procedure
         HCOB 2 Feb 61 UK Cases Different
         PAB 97 Start - Change - Stop
         Book - Clear Procedure, Chapter 5
Commands: STAND STILL: "When I tell you to stand still,
         I want you to make that body stand still."
         "All right?" "Stand still."
         CHANGE: "Do you see that spot?" "Good, we will
         call that Spot A. Now you stand here. O.K."
         "Now do you see that other spot?" "Good." We'll
         call that spot B. All right, now when I tell
         you to change the body's position, you move it
         from Spot A to Spot B. All right?" "Good.
         Change the body's position." "Did you change
         the body's position?" "Thank you." "Do you
         see that spot?" "Well, we'll call that Spot C.
         Now when I tell you to change the body's
         position, you move the body from Spot B to
         Spot C. Do you understand that?" "Fine."
         "Change the body's position." "Did you change
         the body's position?" "Thank you."
         START: "I am going to tell you to start. And
         when I tell you to start, you start the body in
         that direction. Do you understand that?" "Good."
         "Start." "Did you start that body?" "Thank you."
         STOP: "I am going to tell you to get the body
         moving in that direction. 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?" "Thank you."
Drill using the references listed above and the Objective
Processing Drill. SCS is run in this order: Stand Still,
Change, Start, Stop.
NOTE: "Stop Supreme" can also be used. The Commands are
as given on p. 17 Book - Scientology Clear Procedure Issue I.
Commands: "'Now I want you to get your body moving down the
room when I so indicate and when I say Stop, I want you to
stop your body ABSOLUTELY STILL.' Then the Auditor gives the
preclear a slight shove and the preclear moves the body down
the room, and the Auditor says 'Stop', and the preclear tries
to stop his body absolutely still in that instant... The
Auditor then says, 'Did you stop your body absolutely still?'
The preclear answers this and then the Auditor acknowledges."
LRH Book - Scientology Clear Procedure Issue I. This step
is drilled according to LRH instructions in Scientology Clear
Procedure Issue I, p. 17 using the Objective Processing Drill.

TR 100-23   CONTROL TRIO UNBULLBAITED
TR 100-24   CONTROL TRIO BULLBAITED

LRH REF: PAB 137 Some More CCH Processes
         PAB 146 Procedure CCH
Commands: "Get the idea of having that (indicated object)."
         "Get the idea that it is all right to permit
         that (indicated object) to continue."
         "Get the idea of making that (indicated object)
         disappear."
Drill each command using the Repetitive Process Drill.

TR 100-25   GOALS   UNBULLBAITED
TR 100-26   GOALS   BULLBAITED

LRH REF: PAB 137 Some More CCH Processes
         PAB 146 Procedure CCH
NOTE: The change in the first command has been approved
by LRH. Ref. HCOB 17 Mar 74 TWC Checksheets, TWC
Using Wrong Questions.
Commands: 1. "Tell me something you are absolutely
             sure will happen in the next 2 minutes."
             (Increased to one hr, 3 days, one week,
             3 months, one year etc.)
          2. "Tell me something that you would like to
             do in the next 2 minutes."
             or
          1. "Tell me something that you are sure will
             be there in 2 minutes."
          2. "Tell me something that you would like to
             have in 2 minutes."
    Drill according to the LRH data in PABs 137 & 146, using
the 2 Way Comm Drill given earlier in this bulletin.

TR 100-27   OPENING PROCEDURE SOP 8-C R2-16   UNBULLBAITED
TR 100-28   OPENING PROCEDURE SOP 8-C R2-16   BULLBAITED

LRH REF: Book - Creation of Human Ability R2-16
         PAB 34 OPENING PROCEDURE SOP 8-C
Commands:
PART A: "Do you see that (room object)?" "Go over to
          it and put your hand on it."
          "Now look at that (room object)." "Now walk
          over to it and put your hand on it."
          Then, getting more specific:
          "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."
PART B: "Find a spot in this room." "Go over to it and
          put your finger on it." "Now let go of it."
PART C: "Find a spot in the 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."
    Drill R2-16 from the LRH instructions given in Creation
of Human Ability and PAB 34 using the Objective Processing
Drill.

TR 100-29   HELP PROCESSES   UNBULLBAITED
TR 100-30   HELP PROCESSES   BULLBAITED

LRH REF: HCOB 5 May 60 Help
         HCOB 20 Nov 73 F/N What You Ask or Program
1.   Clear the word "Help" to F/N.

2.   "One discusses the preclear helping others and others
helping the preclear. One gets the preclear's views on the
subject of help, and without evaluating for the preclear,
lets the preclear express these views." LRH HCOB 5 May 60
Help.
    Drill using the 2 Way Comm Drill given earlier in this
bulletin per the data in the LRH references listed above.
    Commands: F1. "What problem could help be to you?"
              F2. "What problem could help be to another?"
              F3. "What problem could help be to others?"
    Drill each flow using the Repetitive Process Drill.

<u>or</u> (If the PC is inventing answers rather than picking
     them off the track):
          F1. "What problem has help been to you?"
          F2. "What problem has help been to another?"
          F3. "What problem has help been to others?"

Drill each flow using the Repetitive Process Drill.

<u>or</u> (Another remedy for invention where there is no
     terminal apparently present):
          F1. "What help could you confront?"
              "What help would you rather not confront?"
          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?"

Drill each flow using the Alternate/Repetitive Process
Drill.

TR 100-31   LOWER DICHOTOMY OF FAILED HELP - OR TWO WAY
            FAILED HELP UNBULLBAITED
TR 100-32   LOWER DICHOTOMY OF FAILED HELP - OR TWO WAY
            FAILED HELP BULLBAITED

LRH REF: HCOB 3 Nov 60 Failed Help

Commands: F1. "How could another prevent help?"
              "How could another fail to help?"
          F2. "How could you prevent help?"
              "How could you fail to help?"
          F3. "How could others prevent help?"
              "How could others fail to help?"

Drill each flow using the Alternate/Repetitive Process
Drill.

TR 100-33   FORMULA 16 UNBULLBAITED
TR 100-34   FORMULA 16 BULLBAITED

LRH REF: HCOB 15 Dec 60 Pressession 37

Commands: 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?"

Drill each flow using the Alternate/Repetitive Process
Drill.

TR 100-35   FORMULA 17 UNBULLBAITED
TR 100-36   FORMULA 17 BULLBAITED

LRH REF: HCOB 15 Dec 60 Pressession 37

1.   Ask the PC if he has ever been to healers, hypnotists,
spiritualists etc. (per HCOB 15 Dec 60 Pressession 37,
section on formula 17). Watch for reads.

2.   Handle all reading areas in order of largest read as
follows:

     Clear and say "Tell me some terminals involved in (area
assessed)."

     Write down the terminals the PC gives you, plus reads.

3.   In order of largest read, run all reading terminals
in the following 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?"

also

F1. "How could a _____ help you?"
F2. "How could you help a _____?"
F3. "How could a _____ help others?"

Drill each flow using the Repetitive Process Drill and
according to the data in HCOB 15 Dec 60 Pressession 37.

4.   Exhaust the list of terminals.
Exhaust the list of areas. Use Suppress and Invalidate
buttons or add to the list as necessary.

TR 100-37   FIVE WAY CONCEPT HELP   UNBULLBAITED
TR 100-38   FIVE WAY CONCEPT HELP   BULLBAITED

LRH REF: HCOB 14 July 60 Current Rundown Concept Help

1.   Cull a list of general terminals from worksheets, session
reports (the list must be approved by the C/S) or do a
Dynamic Assessment per the Dynamic Assessment Drill. Run
reading terminals in order of largest read.

Commands: 1. "Think of a _____ helping you."
           2. "Think of you helping a _____."
           3. "Think of a _____ helping others."
           4. "Think of others helping a _____."
           5. "Think of a _____ helping a _____."

Drill each flow using the Repetitive Process Drill.

TR 100-39   CONCEPT HELP O/W   UNBULLBAITED
TR 100-40   CONCEPT HELP O/W   BULLBAITED

LRH REF: HCOB 14 July 60 Current Rundown Concept Help
          HCOB 21 July 60 Some Help Terminals

1.   Cull a list of general terminals from worksheets, session
reports (the list must be approved by the C/S) or do a
Dynamic Assessment per the Dynamic Assessment Drill. Run
reading terminals in order of largest read.

This process can also be run on "a confusion", "an
unconscious person", "a responsible person", "a creative
person", per HCOB 21 July 60 Some Help Terminals.

Commands: F1. "Think of a _____ helping you."
                "Think of a _____ not helping you."
           F2. "Think of helping a _____."
                "Think of not helping a _____."
           F3. "Think of a _____ helping others."
                "Think of a _____ not helping others."

Drill each flow using the Alternate/Repetitive Process
Drill.

TR 100-41   HELP O/W   UNBULLBAITED
TR 100-42   HELP O/W   BULLBAITED

LRH REF: HCOB 12 May 60 Help Processing

Commands: F1. "What help has another given you?"
          "What help has another not given you?"
     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?"

Drill each flow using the Alternate/Repetitive Process Drill.

TR 100-43   FIVE WAY BRACKET ON HELP   UNBULLBAITED
TR 100-44   FIVE WAY BRACKET ON HELP   BULLBAITED

LRH REF: HCOB 5 Nov 65   Level I Five Way Bracket on Help

Commands: 1. "How could you help me?"
            2. "How could I help you?"
            3. "How could you help another?"
            4. "How could another help you?"
            5. "How could another help another?"

Drill using the Bracket Drill.

TR 100-45   RUNNING HELP ON AN ITEM   UNBULLBAITED
TR 100-46   RUNNING HELP ON AN ITEM   BULLBAITED

LRH REF: HCOB 28 July 58   Clear Procedure

1.   Cull a list of general terminals from worksheets, session reports (the list must be approved by the C/S) or do a Dynamic Assessment per the Dynamic Assessment Drill. Run reading terminals in order of largest read.

Commands: F1. "How could a _____ help you?"
          F2. "How could you help a _____?"
          F3. "How could a _____ help others?"

Drill each flow using the Repetitive Process Drill.

TR 100-47   REGIMEN TWO   UNBULLBAITED
TR 100-48   REGIMEN TWO   BULLBAITED

LRH REF: HCOB 26 Aug 60   Regimen Two

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?"

Drill each flow using the Alternate/Repetitive Process Drill.

TR 100-49   FORMULA 20   UNBULLBAITED
TR 100-50   FORMULA 20   BULLBAITED

LRH REF: HCOB 2 Mar 61   Formula 20
Commands: F1. "Who has failed to control you?"
          F2. "Who have you failed to control?"
          F3. "Who have others failed to control?"

          also

          F1. "What has failed to control you?"
          F2. "What have you failed to control?"
          F3. "What have others failed to control?"

also

F1. "Who has helped you?"
F2. "Who have you helped?"
F3. "Who has helped others?"

Drill using the Repetitive Process Drill.

TR 100-51   INVENT PROBLEMS PROCESS   UNBULLBAITED
TR 100-52   INVENT PROBLEMS PROCESS   BULLBAITED

LRH REF: HCOB 11 Jan 59 An Amusingly Effective Process

1.   Ask the "PC" for any worries or maladies he has. Note the reads. Run each reading item in the following commands in order of largest read.

Commands: F1. "Invent a problem you could have with
              another for which _____ is the answer."
          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."

Drill each flow using the Repetitive Process Drill.

TR 100-53   HAS V   UNBULLBAITED
TR 100-54   HAS V   BULLBAITED

LRH REF: HCOB 19 Jan 61 Additional HAS Processes

Commands: F1. "Get the idea of solving a problem."
              "Get the idea of not solving a problem."
          F2. "Get the idea of another solving a
              problem."
              "Get the idea of another not solving a
              problem."
          F3. "Get the idea of others solving a
              problem."
              "Get the idea of others not solving a
              problem."

Drill each flow using the Alternate/Repetitive Process Drill.

If a terminal is added by the C/S, the commands would be:

          F1. "Get the idea of solving a problem
              with _____."
              "Get the idea of not solving a problem
              with _____."
          F2. "Get the idea of _____ solving a problem
              with you."
              "Get the idea of _____ not solving a
              problem with you."
          F3. "Get the idea of _____ solving a problem
              with others."
              "Get the idea of _____ not solving a
              problem with others."

Drill each flow using the Alternate/Repetitive Process Drill.

TR 100-55   PROBLEMS PROCESSES FOR PTPS   UNBULLBAITED
TR 100-56   PROBLEMS PROCESSES FOR PTPS   BULLBAITED

LRH REF: HCOB 16 Dec 57 Present Time Problem

1.   Locate the "PC's" PTP(s) by clearing and saying (for example): "Tell me some things which are a present time problem to you." Write down what the "PC" says, plus read.

     Handle each reading PTP in order of largest read as follows:

2.   Isolate the terminal(s) most closely associated with "PC's" PTP - by clearing and saying: "Tell me some of the terminals involved in (PTP)."

     Write down each terminal with its read.

3.   Handle each reading terminal in the commands given below:

     Commands: F1. "Invent something worse for you than
                        _____."
               F2. "Invent something worse for _____ than
                        you."
               F3. "Invent something worse for others than
                        _____."

     Drill each flow using the Repetitive Process Drill.

     Commands: 1. "Spot where (Key terminal in PTP) is
                        now."
                2. "Spot where you are now."

     Drill using the Alternate/Repetitive Process Drill.

4.   Exhaust the list of terminals.
      Exhaust the list of PTPs.

TR 100-57   PROBLEMS PROCESS   UNBULLBAITED
TR 100-58   PROBLEMS PROCESS   BULLBAITED

        LRH REF: HCOB 31 Mar 60 The PTP

        Commands: F1. "What problem could you confront?"
                  F2. "What problem could another confront?"
                  F3. "What problem could others confront?"

                  Drill using the Repetitive Process Drill.

        also   F1. "Tell me your problem."
                      "What part of that problem have you been
                      been responsible for?"
                  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?"

                  Drill using the Alternate/Repetitive Process
                  Drill.

        also   F1. "What two things can you confront?"
                  F2. "What two things can another confront?"
                  F3. "What two things can others confront?"

                  Drill using the Repetitive Process Drill.

        also   F1. "What problem have you been (or might
                      you have been) responsible for?"
                  F2. "What problem has another been (or might
                      another have been responsible for?"
                  F3. "What problem have others been (or might
                      others have been responsible for?"

                  Drill using the Repetitive Process Drill.

TR 100-59   PROBLEM OF COMPARABLE MAGNITUDE   UNBULLBAITED
TR 100-60   PROBLEM OF COMPARABLE MAGNITUDE   BULLBAITED

     LRH REF: HCOB 16 Dec 57   Present Time Problem
              HCOB   1 Mar 58   Problem of Comparable Magnitude

1.   Locate the "PC's" PTP(s) by clearing and
saying - for example: "Tell me some things which are a
present time problem to you."   Write down what the PC says,
plus read.   Handle each reading PTP in order of largest read,
as follows:

2.   Isolate the terminal(s) most closely associated with
the PTP by clearing and saying - for example: "Tell me some of the
terminals involved in (PTP)."   Write down each terminal with
its read.

3.   Handle each reading terminal triple flow, using the
commands given below.   Use the Bracket Drill.

4.   Exhaust the list of terminals.
       Exhaust the list of PTPs.

     Commands: F1.   "Invent a problem that is of comparable
                 magnitude to _____ for you."
                 "How could that be a problem to you?"
                 "Can you conceive yourself figuring on that?"
            F2.   "Invent a problem that is of comparable
                 magnitude to you for _____."
                 "How could that be a problem to _____?"
                 "Can you conceive _____ figuring on that?"
            F3.   "Invent a problem that is of comparable
                 magnitude to _____ for others."
                 "How could that be a problem to others?"
                 "Can you conceive others figuring on that?"

     Drill each flow using the Bracket Drill.

TR 100-61   ROUTINE 1A PROBLEMS PROCESS   UNBULLBAITED
TR 100-62   ROUTINE 1A PROBLEMS PROCESS   BULLBAITED

     LRH REF: HCOB 6 July 61   Routine 1A

     Commands: F1.   "What problem could you confront?"
                 "What problem don't you have to confront?"
            F2.   "What problem should another confront?"
                 "What problem wouldn't another confront?"
            F3.   "What problem should be confronted by
                 others?"
                 "What problem wouldn't others confront?"

     Drill each flow using the Alternate/Repetitive Process
Drill.

TR 100-63   SOLUTION TO SOLUTIONS   UNBULLBAITED
TR 100-64   SOLUTION TO SOLUTIONS   BULLBAITED

     LRH REF: HCOB 3 May 59   Solution to Solutions

     Commands: F1.   "What solution could you make stick?"
            F2.   "What solution could another make stick?"
            F3.   "What solution could others make stick?"

     Drill each flow using the Repetitive Process Drill.

TR 100-65   R2-20 USE OF PROBLEMS AND SOLUTIONS   UNBULLBAITED
TR 100-66   R2-20 USE OF PROBLEMS AND SOLUTIONS   BULLBAITED

LRH REF: Book- Creation of Human Ability R2-20 p. 53

Commands: F1. "What problems could this object be
              to you?"
          F2. "What problems could this object be
              to another?"
          F3. "What problems could this object be
              to others."

Drill per the LRH instructions given in Creation of
Human Ability, R2-20, using the Repetitive Process Drill.

TR 100-67   PROBLEMS INTENSIVE UNBULLBAITED
TR 100-68   PROBLEMS INTENSIVE BULLBAITED

LRH REF: HCOB 27 Sept 62 Problems Intensive Use
         HCOB 30 July 62 A Smooth HGC 25 Hour Intensive

Flow 1:
1. To get the self-determined changes, say: "Tell me
   some self-determined changes you have made this life."
2. Write down the PC's answers plus reads.
   Handle each reading change - in order of largest read
   as follows:
3. Locate the prior confusion to the change by asking
   the PC for it. You want the _time_ of the prior con-
   fusion.
4. Predate the _time_ of the prior confusion by one month.
5. Prepcheck (using the Prepchecking Drill given earlier
   in this bulletin). "Since _(date gotten in step 4)_
   has anything been _(Prepcheck button)_?"
6. Exhaust the list of self-determined changes. Use
   Suppress and Invalidate buttons or add to the list -
   as necessary.
   (Ref. HCOB 30 July 62 A Smooth HGC 25 Hour Intensive)

Flow 2:
1. Find the self-determined changes another has made
   this lifetime by saying: "Tell me some self-determined
   changes another has made this lifetime."
2. Follow the steps given for flow 1 - to EP.

Flow 3:
1. Find the self-determined changes others have made
   this lifetime by saying: "Tell me some self-determined
   changes others have made this lifetime."
2. Follow the steps given for Flow 1 - to EP.

TR 100-69   LEVEL ONE TRIPLE UNBULLBAITED
TR 100-70   LEVEL ONE TRIPLE BULLBAITED

Commands: F1. "What problem have you had with someone?"
              "What solutions have you had for that
              problem?"
          F2. "What problem has another had with you?"
              "What solutions has another had for that
              problem?"
          F3. "What problem has someone had with another?"
              "What solutions have they had for that
              problem?"

Drill each flow using the Alternate/Repetitive Process
Drill.

TR 100-71   HAVINGNESS   UNBULLBAITED
TR 100-72   HAVINGNESS   BULLBAITED

        Commands: F1. "Point out something desirable."
                  F2. "Point out something another would find
                      desirable."
                  F3. "Point out something another could get
                      others to desire."

        Drill each flow using the Repetitive Process Drill.

                            Revised by Flag Mission 1234 2nd
                            Molly Harlow

                            Approved by

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                            FOUNDER

                            and The Commodore's Staff Aides
                            and the Board of Issues

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                            of the
                            CHURCHES OF SCIENTOLOGY