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Remimeo
Level III
Checksheet
Level III
Auditors
and above
Level VI
Checksheet

CANCELS
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SAME TITLE

AUDITOR DRILLS SERIES 5R

LEVEL 3 PROCESS DRILLS

These Drills match the order of processes set up for Level III in BTB 8 January 1972 Issue III Grade 3 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 also a drill covering Listing and Nulling procedure which was taken from BTB 15 Dec 74 Auditor Expertise Drills Series 2, Basic Session Actions Drill.

Section II of this bulletin lists the Auditing Drills for Level 3. 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 from Level 3:

TR 300-3 CHANGING MINDS UNBULLBAITED
TR 300-4 CHANGING MINDS BULLBAITED

LRH REF: Book - Creation of Human Ability R2-50
p. 128,9

Commands: "Walk over to this spot."
"Now decide you have to appear there."
"Now change your mind and decide you have to disappear there."
"Now change your mind and decide you have to appear there."

Drill per LRH instructions given in Creation of Human Ability R2-50. Use the Bracket Drill.

If a student has trouble on a drill, find out whether the student has a misunderstanding, 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 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 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 good 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 bullbaites 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 a 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 68 "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. (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. LISTING AND NULLING DRILL (Taken from BTB 15 Dec 74 Auditor Expertise Drills Series 2)

LRH REF: HCOB 1 Aug 68 The Laws of Listing and Nulling
REF: BTB 7 Nov 72 III L&N Lists
BTB 20 Aug 70 Two Complete Differences
Assessment & Listing and Nulling

1. R-Factor to the PC that you'll be running an L&N process.

2. Clear the procedure of L&N with the PC and make sure he understands that he is to give you all his answers to the question.

3. Clear words as necessary. Write PC's definitions on the worksheets.

4. Clear the question watching the Meter response and noting any read.

5. If no read on clearing the question, call the question out to the PC. Note any read on the listing sheet.

6. If still no read, put in Suppress and Invalidate on the question until you get a read.

Example: "On the question: 'What change has another caused in your life?' has anything been suppressed?"

Example: "On the question: 'What change has another caused in your life?' has anything been invalidated?"

7. If no read on checking the question with Suppress and Invalidate, do not list the question. NOTE: You can also check "Not-ised" and "Abandoned" as buttons if there is no read using Suppress and Invalidate.

8. If the question or button reads, list it by asking the Listing question.

9. Coach uses fruit words for answers.

10. Write each item VERBATIM, with its reads.

11. List to a BD F/N item and indicate the item to the PC; then indicate the F/N.

12. If PC runs out of items while listing, (without a BD

F/N item), check the Listing question. If it reads, extend the List. If it is clean, null the list and give the PC his item. (Ref. HCOB 1 Aug 68 The Laws of Listing and Nulling)

13. If you cannot get the item, do an L4BR Method 5, handling what you find by following each instruction for each line exactly.

14. The drill is passed when the student Auditor can do Listing and Nulling confidently and flublessly.

SECTION II LEVEL 3 PROCESS DRILLS

TR 300-1 CHANGE PROCESS UNBULLBAITED
TR 300-2 CHANGE PROCESS BULLBAITED

LRH REF: Ability Major 6, 1955

Commands: F1. "What do you want changed?"
 "What do you want unchanged?"
 F2. "What does another want changed?"
 "What does another want unchanged?"
 F3. "What do others want changed?"
 "What do others want unchanged?"

Drill each flow using the Alternate/Repetitive Process Drill.

TR 300-3 CHANGING MINDS UNBULLBAITED
TR 300-4 CHANGING MINDS BULLBAITED

LRH REF: Book - Creation of Human Ability R2-50 p.128,9

Commands: "Walk over to this spot."
 "Now decide you have to appear there."
 "Now change your mind and decide you
 have to disappear there."
 "Now change your mind and decide you
 have to appear there."
 and so on.

Drill per LRH instructions given in Creation of Human Ability R2-50. Use the Bracket Drill.

TR 300-5 R2-63 ACCEPT-REJECT UNBULLBAITED
TR 300-6 R2-63 ACCEPT-REJECT BULLBAITED

LRH REF: Book - Creation of Human Ability R2-63 p. 157,8

Commands: "Find something about yourself which
 you can accept."
 "Find something about yourself you
 can reject."
 "Find something in this room you
 can accept."
 "Find something in this room you
 can reject."
 "Find something about this Universe
 you can accept."
 "Find something in this Universe you
 can reject."

Drill each command to EP per LRH instructions given in Creation of Human Ability R2-63, using the Repetitive Process Drill.

TR 300-7 R2-65 ALTERATION UNBULLBAITED
TR 300-8 R2-65 ALTERATION BULLBAITED

LRH REF: Book - Creation of Human Ability R2-65 p. 159

Commands:

PART A: F1. "Can you recall a time when you failed to change some energy in this Universe?"
F2. "Can you recall a time when another failed to change some energy in this Universe?"
F3. "Can you recall a time when others failed to change some energy in this Universe?"

PART B: F1. "Can you recall a time when you failed to change some space?"
F2. "Can you recall a time when another failed to change some space?"
F3. "Can you recall a time when others failed to change some space?"

PART C: F1. "Can you recall a time when you failed to change a Body?"
F2. "Can you recall a time when another failed to change a Body?"
F3. "Can you recall a time when others failed to change a Body?"

NOTE: "He may get nothing on space at all BUT such incidents are in his recall or space would not exist for him at all." LRH

PART D: F1. "Can you recall a time when you failed to change a memory?"
F2. "Can you recall a time when another failed to change a memory?"
F3. "Can you recall a time when others failed to change memories?"

PART E: F1. "Can you recall a time when you successfully changed something?"
F2. "Can you recall a time when another successfully changed something?"
F3. "Can you recall a time when others successfully changed something?"

DRILL EACH FLOW IN EACH PART A-E USING THE REPETITIVE PROCESS DRILL.

TR 300-9 INCOMPREHENSIBILITY UNBULLBAITED
TR 300-10 INCOMPREHENSIBILITY BULLBAITED

LRH REF: Book - Creation of Human Ability R2-68 p.161,2

Command: "Spot something incomprehensible."

Drill per LRH instructions given in Creation of Human Ability R2-68 - using the Repetitive Process Drill.

TR 300-11 HAS IV UNBULLBAITED
TR 300-12 HAS IV BULLBAITED

LRH REF: HCOB 19 Jan 61 Additional HAS Processes

Commands: F1. "Get the idea of changing."
"Get the idea of not changing."
F2. "Get the idea of another changing."
"Get the idea of another not changing."

- F3. "Get the idea of others changing."
"Get the idea of others not changing."

Drill each flow using the Alternate/Repetitive Process Drill.

TR 300-13 CHANGE, NO CHANGE & FAILED CHANGE UNBULLBAITED
TR 300-14 CHANGE, NO CHANGE & FAILED CHANGE BULLBAITED

LRH REF: HCOB 30 Apr 61R Rev. 25 Nov 73 Reissued
19 Sep 74 Change Brackets and Commands

PART A: "Sort out 'Think' or 'Get the idea' by Meter's reaction. Use one that produces the most fall." LRH HCOB 30 Apr 61R Change Brackets and Commands.

Commands:

"Think (get the idea) of a change."

"Think of a no-change."

"Think of a failed change."

Drill using the Bracket Drill.

PART B: Commands:

"Recall a change."

"Recall a no-change."

"Recall a failed change."

Drill using the Bracket Drill.

PART C: Commands:

F1. "What change have you avoided?"

"What change have you sought?"

F2. "What change has another avoided?"

"What change has another sought?"

F3. "What change have others avoided?"

"What change have others sought?"

F1. "What no change have you avoided?"

"What no change have you sought?"

F2. "What no change has another avoided?"

"What no change has another sought?"

F3. "What no change have others avoided?"

"What no change have others sought?"

F1. "What failed change have you avoided?"

"What failed change have you sought?"

F2. "What failed change has another avoided?"

"What failed change has another sought?"

F3. "What failed change have others avoided?"

"What failed change have others sought?"

Drill each flow using the Alternate/Repetitive Process Drill.

PART D: 15 WAY BRACKET: CHANGE-NO CHANGE-FAILED CHANGE

Commands:

1. "How have you changed _____?" (something or somebody)

2. "How has _____ tried to change you?"

3. "How has _____ changed another?"

4. "How has another changed _____?"

5. "How has _____ changed (self)?"

6. "What have you not changed?"

7. "What has not changed you?"

8. "What has not changed _____?"

9. "What has _____ not changed?"

10. "What has not changed self?"
11. "What have you failed to change?"
12. "What has failed to change you?"
13. "What has _____ failed to change?"
14. "What has failed to change _____?"
15. "What has failed to change self?"

Drill using the Bracket Drill.

TR 300-15 R3H UNBULLBAITED

TR 300-16 R3H BULLBAITED

LRH REF: HCOB 6 Aug 68 R3H

HCOB 1 Aug 68 The Laws of Listing and Nulling

NOTE: The commands of this process have been revised so they are "non-permissive".

FLOW 1:

1. Locate a change in life by listing to a BD F/N item
"What change has another caused in your life?"
Use the L&N Drill earlier in this bulletin.
2. "Get some of the data of it (don't run as an engram)
so you know what the change was.
3. "Find out by assessment if this was a Break in
Affinity
Reality
Communication or
Understanding
and have the PC examine that briefly.
4. "Taking the one found in (3) find out by assessment if
it was:

Curious about _____
Desired _____
Enforced _____
Inhibited _____
No _____
Refused _____"

LRH HCOB 6 Aug
68 R3H

E/S ARC Break etc. to EP.

FLOW 2: Listing Question: "What change have you caused in another's life?"

Follow the procedure given for Flow 1.

FLOW 3: Listing Question: "What change has another caused in another's life?"

Follow the procedure given for Flow 1.

TR 300-17 HAVINGNESS UNBULLBAITED

TR 300-18 HAVINGNESS BULLBAITED

- Commands: F1. "What is unknown about that (room object)?"
F2. "What doesn't another know about that (room object)?"
F3. "What about that (room object) could someone make unknown to others?"

Drill each flow using the Repetitive Process Drill.

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