

BOARD TECHNICAL BULLETIN

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Remimeo
Level 0
Checksheet
Level VI
Checksheet
Auditors
Class 0
and above

CANCELS

BTB OF 9 OCTOBER 1971RA

SAME TITLE

AUDITOR DRILLS SERIES 1RB

ARC STRAIGHTWIRE PROCESS DRILLS

These Drills match the order of processes set up for ARC Straightwire in BTB 4 Jan 72RA ARC Straightwire.

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.)

Section II of this bulletin lists the auditing drills for ARC SW. 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 ARC SW

TR 00-1 REMEMBER SOMETHING UNBULLBAITED

TR 00-2 REMEMBER SOMETHING BULLBAITED

LRH REF: Book Dianetics '55 p. 129, 130 (1971 edition)

Command: "Remember something."

Drill as a Repetitive Process.

If a student has trouble on a drill, find out whether the student has a misunderstanding, has skipped a gradient, etc., and handle any outness 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 the drill and points out any outnesses noted giving a "That't 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 bullbait the student Auditor using "fruit" answers during the session in an attempt to throw the student out of 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 (ex. 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 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. (An 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, 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 first command in backwards sequence; then clear the command itself. Repeat these steps for the 2nd 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".

SECTION II DRILLS FOR ARC STRAIGHTWIRE

TR 00-1 REMEMBER SOMETHING UNBULLBAITED

TR 00-2 REMEMBER SOMETHING BULLBAITED

LRH REF: Book - Dianetics '55 p. 129,30 (1971 edition)

Command: "Remember something."

Drill as a Repetitive Process.

TR 00-3 RECALL A TIME UNBULLBAITED

TR 00-4 RECALL A TIME BULLBAITED

LRH REF: Staff Auditor's Conference 16 Feb 59 p. 12

Command: "Recall a time."

Drill as a Repetitive Process.

TR 00-5 COMM RECALL PROCESS UNBULLBAITED

TR 00-6 COMM RECALL PROCESS BULLBAITED

LRH REF: HCOB 20 Oct 59 An Experimental Process

Command: "Recall a communication."

Drill as a Repetitive Process.

TR 00-7 THE ONLY BASIC AFFINITY PROCESS UNBULLBAITED

TR 00-8 THE ONLY BASIC AFFINITY PROCESS BULLBAITED

LRH REF: HCOB 20 Oct 59 An Experimental Process

Commands: F1. "What would you like to confront?"
F2. "What would another like to confront?"
F3. "What would others like to confront?"

Drill each flow using the Repetitive Process Drill.

TR 00-9 EXHAUSTION UNBULLBAITED

TR 00-10 EXHAUSTION BULLBAITED

LRH REF: HCOB 20 Oct 59 An Experimental Process

Command: "Recall exhaustion."

Drill as a Repetitive Process.

TR 00-11 PAST AND FUTURE EXPERIENCE UNBULLBAITED

TR 00-12 PAST AND FUTURE EXPERIENCE BULLBAITED

LRH REF: HCOB 16 Feb 59 HGC Processes for those Trained
in Engram Running or Trained in these Processes
Staff Auditor's Conference of February 16, 1959
P. 5,6

Commands: "What part of your life would you be willing
to re-experience?"
"What part of the future would you be willing
to experience?"

Drill as an Alternate/Repetitive Process.

TR 00-13 FORGETTING - SIX WAY BRACKET UNBULLBAITED
TR 00-14 FORGETTING - SIX WAY BRACKET BULLBAITED

LRH REF: HCOB 8 April 58 A Pair of Processes
PAB 143 1 Sept 58 A Pair of Processes

Commands: "Recall (or think of) something you wouldn't
mind:
1. forgetting yourself
2. another person forgetting
3. forgetting about another
4. another forgetting about you
5. other people forgetting
6. another person forgetting about another person"

Drill using the Bracket Drill.

TR 00-15 CAUSE ELEMENTARY STRAIGHTWIRE UNBULLBAITED
TR 00-16 CAUSE ELEMENTARY STRAIGHTWIRE BULLBAITED

LRH REF: HCOB 9 March 60 Expansion of OT 3A Procedure,
Step Two HGC Allowed Processes

Commands: "What would it be all right for another to
make forgotten?"
"What would it be all right for you to
make forgotten?"
"What would it be all right for others to
make forgotten?"

Drill each flow using the Repetitive Process Drill.

TR 00-17 DUPLICATION STRAIGHTWIRE UNBULLBAITED
TR 00-18 DUPLICATION STRAIGHTWIRE BULLBAITED

LRH REF: HCOB 9 March 60 Expansion of OT 3A Procedure,
Step Two HGC Allowed Processes

Commands: "What would another permit to have happen
again?"
"What would you permit to have happen again?"
"What would others permit to have happen
again?"

Drill each flow using the Repetitive Process Drill.

TR 00-19 KNOW TO MYSTERY RECALL PROCESS UNBULLBAITED
TR 00-20 KNOW TO MYSTERY RECALL PROCESS BULLBAITED

LRH REF: HCOB 20 Oct 59 An Experimental Process
Book - Scientology (R) 0-8 Expanded Know to
Mystery Scale

Commands: "Recall an unconsciousness."
"Recall waiting."
"Recall a mystery."

"Recall sex."
"Recall eating."
"Recall a symbol."
"Recall thinking."
"Recall an effort."
"Recall an emotion."
"Recall looking."
"Recall knowing about."
"Recall not knowing."
"Recall knowing."

Drill using the Repetitive Process Drill - each line is run repetitively to EP. NOTE: Make sure the PC tells you the things he is recalling. Ref: Book Self Analysis, Processing Section.

TR 00-21 SELF ANALYSIS LISTS UNBULLBAITED
TR 00-22 SELF ANALYSIS LISTS BULLBAITED

LRH REF: Book - Self Analysis
PAB 46

R-FACTOR TO AUDITOR: It is very important that the Auditor have a full understanding of the purpose and technique of Self Analysis processing. This data is contained in the book and must be thoroughly studied with particular attention to the "Processing Section".

THESE PROCESSES PREPARE THE PC'S CASE FOR AUDITING ON DIANETICS. In running these lists the Auditor directs the PC to moments action took place, not when somebody said it took place or merely the concept that it did happen. YOU GET THE ACTUAL PHYSICAL OCCURENCE. Each time you ask PC to recall an incident of a certain kind you then ask, after he recalls it, to pay attention to a certain sense channel which was present during the time he experienced it. The circular disc is provided for the purpose of directing which sense to pay particular attention to. You place the disc over the question you are going to ask and the sense perception at the top is asked for. When you go to the next list question you move the disc over it and rotate it one sense counter-clockwise so that you have a new sense to ask for.

When you go to a new page of questions in the book, you turn over the disc so that you have a new set of senses to ask for. If you don't have a disc, use the same senses as listed on the bottom of each page and tick them off one after the other as you go along.

The Auditor should make sure that the PC speaks aloud the things he is recalling. The preclear's nod or "yes" to signify that he has recalled something is insufficient. Have him select an actual moment in his life called for by the question. Try to get him to re-sense that moment with the perceptic called for on the disc.

If the PC finds it extremely difficult to recall any one question in these lists, simply pass over it and go to the next question. You can go over a list more than once if the PC does not reach EP the first time through.

STEPS:

1. R-Factor to PC - "We are going to run the Self Analysis Lists from the Book Self Analysis. I will be asking you to recall specific incidents in your life. Try to recall the moment it actually occurred, not just the concept that it did occur. When you have recalled it, tell me what it is. Then I will ask you to pay particular attention to a certain sense perception in the incident called for." (This is not rote.)

2. Clear the sense perceptics with the PC:

Clear "emotion" as that emotion the PC felt at the time of the incident.

Clear "loudness" as the loudness of the various sounds in the incident.

Clear "body position" as the position of his own body at the time the incident occurred.

Clear "sound" as those sounds in the incident.

Clear "weight" as the heaviness of the things, including the pull of gravity on the PC and the weight of anything he may actually be supporting in the incident such as his clothes, a ball or any other thing which he is actually holding at the time the incident occurred.

Clear "personal motion" as the motion which the PC himself was undertaking at the time the incident occurred.

Clear "sight" as what the PC actually saw at the time the incident was taking place.

Clear "smell" as what odors were present during the scene he is recalling;

Clear "touch" as anything he was actually touching at the time with the sensation of touch including pressure.

Clear "colour" as the actual colour contained in the scene called for.

Clear "tone" as the quality of the sound present when the scene occurred.

Clear "external motion" as the motion of other people or objects or of energy.

3. Clear the commands for List 1, clearing each word of the basic question backwards. "What is the definition of the word _____?"

Clear - "Can you recall a time when _____?"

"Can you recall another time when _____?"

"Can you recall the earliest time you can when _____?"

4. R-Factor to PC - "We will clear the additional words in each list question as we go along."

5. To PC - "This is the process."

6. Place the disc over the first question.

7. Clear the first question - "What is the definition of

the word _____?" Clear "happy" and "were". "You" has already been cleared so needn't be again. In clearing the list questions the words that are repeated need only be cleared the first time they come up.

8. Ask PC - "Can you recall a time when you were happy?"

9. PC answers and Auditor acknowledges. If PC only nods or says "yes", Auditor asks "What was it?", gets the answer and acknowledges the PC.

10. Auditor says "Try to 'see' what you saw in the incident. (Or whatever perceptic you start with.)"

11. PC indicates he has, Auditor acks and then asks - "What did you 'see' at that time?"

12. PC answers and Auditor acks.

13. Auditor asks PC - "Can you recall another time when you were happy?"

14. PC answers and Auditor acks and then says - "Try to 'see' what you saw in the incident."

15. PC indicates that he has, Auditor acks and then asks "What did you 'see' at that time?"

16. PC answers and Auditor acks.

17. Auditor asks PC - "Can you recall the earliest time you can when you were happy?"

18. PC answers and Auditor acks and then says - "Try to 'see' what you saw in the incident."

19. PC indicates he has, Auditor acks and then asks "What did you 'see' at that time?"

20. PC answers and Auditor acks.

21. Auditor moves the disc down to question 2 and rotates the disc one perceptic counter-clockwise.

22. Clear the new words that are in question 2 and continue as above. Handle each new question asking for an incident, another incident, and the earliest incident that he can recall. The questions to direct the PC to re-sense the different perceptions are not all the same exact patter - as each must communicate as itself. The questions would be:

SIGHT: "Try to 'see' what you saw in the incident.
"What did you 'see' at that time?"

SMELL: "Recall the odors that you smelled in the incident."
"What odors did you smell at that time?"

TOUCH: "Recall what you were touching in the incident."
"What were you touching at that time?"

COLOUR: "Try to perceive the colours in the incident."
"What colours did you perceive at that time?"

- TONE:** "Try to contact the tone of the sounds present in the incident."
"What tones were present at that time?"
- EXTERNAL MOTION:** "Try to perceive the external motion in the incident."
"What external motion did you perceive at that time?"
- EMOTION:** "Try to recall and feel again the emotion you felt in the incident."
"What emotion did you feel at that time?"
- LOUDNESS:** "Pay particular attention to the loudness of the sounds in the incident."
"What was the loudness of the sounds at that time?"
- BODY POSITION:** "Pay particular attention to your own body position in the incident."
"What was your body position at that time?"
- SOUND:** "Pay particular attention to the sounds in that incident."
"What sounds were there at that time?"
- WEIGHT:** "Pay attention to the weight of things in the incident."
"What was the weight of things at that time?"
- PERSONAL MOTION:** "Pay attention to your personal motion in the incident."
"What personal motion was there at that time?"

Each list is run according to the instructions in the Self Analysis Book. When a list is run to F/N Cog VGIs, you would then go on to the next list.

In List 2, each list question has sub-questions which are also asked, such as - "Can you recall an incident which happened a long time ago?" "What year was it?" "What was the month?" "What was the date?" "What was the hour?" You would then direct him to pay particular attention to one of the senses and so on as in the earlier list.

All new words must be cleared as you go along, clearing the words of the questions backwards.

When starting List 5, give the PC an R-Factor:

"In answering these questions, particular attention should be paid to happier incidents." (See preface to List 5.)

TR 00-23 ARC STRAIGHTWIRE TRIPLES UNBULLBAITED
TR 00-24 ARC STRAIGHTWIRE TRIPLES BULLBAITED

LRH REF: HCOB 27 Sept 68 Issue II Straightwire

Commands:

- SWF1:** "Recall a time that was really real to you."
"Recall a time someone was in good communication with you."
"Recall a time someone really felt affinity for you."
"Recall a time another knew he/she understood you."

- SWF2: "Recall a time that was really real to another."
"Recall a time you were in good communication with someone."
"Recall a time you really felt affinity for someone."
"Recall a time you knew you understood someone."
- SWF3: "Recall a time that was really real for others."
"Recall a time another was in good communication with others."
"Recall a time another really felt affinity for others."
"Recall a time another knew he/she understood others."

Drill each flow using the Bracket Drill. Have the PC tell you what he recalls each time.

TR 00-25 HAVINGNESS UNBULLBAITED
TR 00-26 HAVINGNESS BULLBAITED

LRH REF: HCOB 3 Dec 56 B. Scn - HAA Techniques
PAB 54

- Commands: F1: "Look around here and find something that is really real to you."
F2. "Look around here and find something that would be really real to another."
F3. "Look around here and find something that would be really real to others."

Drill each flow using the Repetitive Process Drill.

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