

BOARD TECHNICAL BULLETIN

10

Directed to
SH Orgs
Class III
& Above

1549 JANUARY 1972R
"O-IV EXPANDED GRADE
PROCESSES - TRIPLES PART F
GRADE 4 PROCESSES"

(Revisions in script.)

O-IV EXPANDED GRADE PROCESSES - QUADS

PART F

GRADE 4 PROCESSES

This bulletin gives a checklist of the Expanded Quad Grade process commands. It is not all the possible processes for this level. If more are needed to attain full EP for this level additional processes can be found in LRH bulletins, books, tapes, PABs and other issues.

Each process is run to its full EP of F/N, Cog and VGIs. Any previously run are rehabbed or completed and any missing flows run.

This checklist does not replace Source data.

A copy of this checklist is placed in the folder of a pc being run on expanded grades and the processes checked off with an F/N and date as each is run to EP.

R2-44 MUST AND MUST NOT HAPPEN

Ref: Creation of Human Ability - R2-44, pg. 120.

"A preclear is stuck on the track where motionlessness occurs. Thus it is of interest in the case to undo these stuck points in the preclear." LRH

F-1 "Tell me some things another wouldn't want to have happen again to you."

"Tell me some things another would like to have happen again to you."

to EP

F-2 "Tell me some things you wouldn't want to have happen again to another."

"Tell me some things you would like to have happen again to another."

to EP

F-3 "Tell me some things others wouldn't want to have happen again to others."

"Tell me some things others would like to have happen again to others."

to EP

...of things you wouldn't want to
have happen again."
"Tell me some things you would like to have
happen again."

to EP

OVERT JUSTIFICATION PROCESS

Ref: HCOB 7 Jul 64 JUSTIFICATIONS

F-1 "In this lifetime what overt has another committed
on you?"
"How has he justified it?"

Step 2 is run flat until the overt given in (1) is
knocked out then a new overt is found and (2) is
done thoroughly and repetitively on it.

to EP

F-2 "In this lifetime what overt have you committed
on another or others?"
"How have you justified it?"

to EP

F-3 "In this lifetime what overt have others committed
on others?"
"How have they justified it?"

to EP

F-0 "In this lifetime what overt have you committed
on yourself?"
"How have you justified it?"

to EP

RISING SCALE PROCESSING

Ref: Scientology 8-8008 chapter on 'Differentiation,
Association, Identification'
Creation of Human Ability, R2-51 Rising Scale Processing
HCOB 11 Jun 57 CCH 15 - TRAINING & CCH PROCESSES
B.T.B. 1 Dec 71 RISING SCALE PROCESSING
Chart of Attitudes

Use the scale of the Chart of Attitudes as given here
in the commands that follow the scale.

- | | | |
|-----------------------------|---------------------------|---|
| 1. SURVIVE
DEAD | 5. RIGHT
WRONG | 9. FULLY RESPONSIBLE
NO RESPONSIBILITY |
| 2. OWNS ALL
OWNS NOTHING | 6. EVERYONE
NOBODY | 10. ALWAYS
NEVER |
| 3. MOTION SOURCE
STOPPED | 7. TRUTH
HALLUCINATION | 11. FAITH
DISTRUST |
| 4. I KNOW
I KNOW NOT | 8. CAUSE
EFFECT | 12. I AM
I AM NOT |

The commands are:

1. "Get the idea of (bottom of scale button, e.g. DEAD)."

2. "Do you have that idea?"
3. "All right."
4. "Now change that idea as nearly as you can to (top of scale button, e.g. SURVIVE)."
5. "OK. How close did you come?"
6. "Thank you."

Run each pair separately; 1,2,3,4,5,6 - 1,2,3,4,5,6 etc until pc has a certainty that he can maintain the upper scale idea and has an F/N, Cog & VGIs. Then go on to the next pair. Each pair is run to EP.

to EP

EFFORT PROCESSING

Ref: Advanced Procedures and Axioms
BTB 1 Dec 71 Iss IV EFFORT PROCESSING

Ask pc what physical disabilities he has; note them down with the reads each disability has when pc said it.

Take largest reading disability first and run in the commands below:

- "Get the (disability) effort."
- "Get the (disability) counter-effort."

These commands are run alternate-repetitively (effort, counter-effort, effort, counter-effort, effort, etc) until

- (a) the emotion concerning the disability is voiced by the pc
- (b) the consideration is voiced by the pc.

The process is continued on the disability being run until both the emotion and the consideration are voiced by the pc. This is the EP of the item being run, it's always accompanied by F/N and VGIs.

Then take the next largest reading disability and run to EP. All reading disabilities are run.

to EP

R2-66 ELECTING CAUSE

Ref: Creation of Human Ability R2-66, p. 161.

- "Point out some things which are causing things."
- "Point out some more things which are causing things."

to EP

LEVEL FOUR TRIPLE

Ref: Tape 6309C05 SH Spec 303 SERVICE FACSIMILE ASSESSMENT
HCOB 1 Sep 63 R3SC

F-1 List to BD F/N item:

"In this lifetime what does another use to make you wrong?"

Despite BD F/N on item, put it into brackets as below and run to EP.

1. "In this lifetime how would (Ser Fac) make another right?"
2. "In this lifetime how would (Ser Fac) make you wrong?"
3. "In this lifetime how would (Ser Fac) help another escape domination?"
4. "In this lifetime how would (Ser Fac) help another dominate you?"
5. "In this lifetime how would (Ser Fac) aid another's survival?"
6. "In this lifetime how would (Ser Fac) hinder your survival?"

to EP _____

F-2 List to BD F/N item:

"In this lifetime what do you use to make others wrong?"

1. "In this L/T how would (S.F.) make you right?"
2. "In this L/T how would (S.F.) make others wrong?"
3. "In this L/T how would (S.F.) help you escape domination?"
4. "In this L/T how would (S.F.) help you to dominate others?"
5. "In this L/T how would (S.F.) aid your survival?"
6. "In this L/T how would (S.F.) hinder the survival of others?"

to EP _____

F-3 List to BD F/N item:

"In this lifetime what does another use to make others wrong?"

1. "In this L/T how would (S.F.) make another right?"
2. "In this L/T how would (S.F.) make others wrong?"
3. "In this L/T how would (S.F.) help another escape domination?"
4. "In this L/T how would (S.F.) help another dominate others?"
5. "In this L/T how would (S.F.) aid another's survival?"
6. "In this L/T how would (S.F.) hinder the survival of others?"

F-0 List to BD F/N item:

"In this lifetime what do you use to make yourself wrong?"

1. "In this L/T how would (S.F.) make you right?"
2. "In this L/T how would (S.F.) make something wrong?"
3. "In this L/T how would (S.F.) help you escape domination?"
4. "In this L/T how would (S.F.) help you dominate?"
5. "In this L/T how would (S.F.) aid your survival?"
6. "In this L/T how would (S.F.) hinder another's survival?"

to EP _____

NOTE: From ref. Tape 6309C05 SH Spec 303 SER FAC ASSESSMENT

"That which doesn't run on 'Right - Wrong' you
prepcheck to EP." LRH

SAVINGNESS

F-1 "Tell me a flow *another* could get you to know
something about."

to EP _____

F-2 "Tell me a flow *you* could get *another* to know
something about."

to EP _____

F-3 "Tell me a flow *others* could get others to
know something about."

to EP _____

F-0 "Tell me a flow *you* know something about."

to EP _____

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