BOARD TECHNICAL BULLETIN

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Auditor Drills Series 6RA

LEVEL IV

PROCESS DRILLS

These drills match the order of processes set up for Level II in BTB 9 January 1972R Issue II Grade 4 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 Dynamic Assessment Drill in Section I. 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 II. 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 IV:

TR 400-11   Electing Cause Unbullbaited

TR 400-12   Electing Cause Bullbaited

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-66, ELECTING CAUSE

Commands:

"Point out some things which are causing things."

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

Drill using the Repetitive Process Drill.

If a student has trouble on a drill, find out whether the student has a misunderstood, has skipped a gradient, etc., and handle with Standard Study Tech. This can lead back to out-nesses on such basics 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.

Command: 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.   Prepcheck 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 5-9.

11. Repeat as in step 10 on all reading items.

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

E.   Listing And Nulling Drill

(Taken from BTB 15 DEC 74 AUDITOR EXPERT DRILLS SERIES 2)

LRH Ref:

HCOB 1 AUG 68, "THE LAWS OF LISTING AND NULLING"

Ref:

BTB 7 NOV 72R, ISSUE III, "L&N LISTS"

BTB 20 AUG 70R, "TWO COMPLETE DIFFERENCES ASSESSMENT – LISTING AND NULLING"

Steps: (Use Basic Drill Format and Procedure.)

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 4 PROCESS DRILLS

TR 400-1   Must & Must Not Happen Unbullbaited
TR 400-2   Must & Must Not Happen Bullbaited

LRH Ref:

Book: CREATION OF HUMAN ABILITY R2-44 P. 120

Commands:

F1: "Tell me some things you wouldn't want to have happen again."

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

F2: "Tell me some things another wouldn't want to have happen again."

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

F3: "Tell me some things others wouldn't want to have happen again."

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

Drill per LRH instructions in Creation of Human Ability R2-44 – using the Alternate/Repetitive Process Drill on each flow.

TR 400-3   Justification Process Unbullbaited
TR 400-4   Justification Process Bullbaited

LRH Ref:

HCOB 7 July 64 SCIENTOLOGY III & IV JUSTIFICATIONS

1. Clear the flow 1 commands.

2. Give the pc a brief R-Factor on how this process is run.

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

4. *Commands:*

Flow 1:   1.   "In this life-time what overt has another committed?"

              2.   "How has he/she justified it?"

"(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.

"Note it is *not* an alternate command. Note that a cycle of action is completed with question (2) or (1) before you leave off processing this particular overt. Only when you have all the justifications and cognitions possible on (1) do you ask for a new overt from the pc." LRH HCOB 7 64 SCN III & IV JUSTIFICATIONS

5. Repeat these steps with flows 2 and 3.

Flow 2 Commands:

              1.   "In this lifetime what overt have you committed?"

              2.   "How have you justified it?"

Flow 3 Commands:

              1.   "In this lifetime what overt have others committed?"

              2.   "How have they justified it?"

TR 400-5   Certainty Processing Unbullbaited
TR 400-6   Certainty Processing Bullbaited

LRH Ref:

Book: SCIENTOLOGY 8-8008, CHAPTER ON CERTAINTY PROCESSING

Part 1

Commands: "I have a solution."

                     "I have no solution."

Drill using the Alternate/Repetitive Process Drill.

Part 2

Commands: "There is something."

"There is nothing."

Drill using the Alternate/Repetitive Process Drill.

Part 3

Ask the pc for the terms he uses to describe each Dynamic 1-8. Then run each Dynamic, in turn in the following commands:

"There is _____."

"There is no _____."

(Example: on the 1st Dynamic – "There is myself." "There is no self.")

Drill using the Alternate/Repetitive Process Drill.

Part 3A

Using the same words the pc gave to describe the Dynamics in Part 3, run each Dynamic in the following commands:

F1:   "(Any Dynamic) is preventing me from communicating."

"(Any Dynamic) is not preventing me from communicating."

F2:   "I am preventing _____ from communicating."

"I am not preventing _____ from communicating."

F3:   "_____ is preventing others from communicating."

"_____ is not preventing others from communicating."

Drill each flow using the Alternate/Repetitive Process Drill.

Part 4

Assess:

Communication   _____

Talk   _____

Letters   _____

Love   _____

Argument

Sex   _____

Pain   _____

Work   _____

Bodies   _____

Minds   _____

Curiosity	_____
Enforcement	_____
Compulsion	_____
Inhibition	
Food	_____
Money	_____
People	_____
Ability	_____
Beauty	_____
Ugliness	_____
Presents	_____
Serenity	_____
Apathy	_____

In order of largest read, run reading items in the following commands:

"There is _____."

"There is no _____."

Drill using the Alternate/Repetitive Process Drill.

Part 5

Draw up a list of reading allies or terminals the pc is fixated on – either by culling a list of such terminals from worksheets and session reports (list must be approved by the C/S) or by clearing and asking the pc directly: "Are there any terminals that you consider to be allies?" or "Are there any terminals that you think about/have constant trouble with/depend on/etc?"

In order of largest read, run all reading terminals in the following commands:

F1:   "_____ can produce an effect on me."

      "_____ cannot produce an effect on me."

F2.   "I can produce an effect on _____"

      "I cannot produce an effect on ____."

F3:   "_____ can produce an effect on others."

      "____ cannot produce an effect on others."

Drill each flow using the Alternate/Repetitive Process Drill.

Part 6

Draw up a list of terminals the pc is closely associated with – either by culling a list of such reading terminals from worksheets and session reports (list must be approved by the C/S) or by clearing and asking the pc directly: "Are there any terminals that you are closely associated with?"

In order of largest read, run all reading terminals in the following commands:

F1:   "I can have _____ 's viewpoint."

       "I cannot have _____ 's viewpoint."

F2.   " _____ can have my viewpoint."

       " _____ cannot have my viewpoint."

F3:   "Others can have _____ 's viewpoint."

       "Others cannot have _____ 's viewpoint."

Drill each flow using the Alternate/Repetitive Process Drill.

Part 7

Assess for creative abilities that the pc has lost or has wanted to have by clearing and asking 1. "Are there any abilities that you feel you've lost?" and 2. "Are there any abilities you've wanted to have?" In order of largest read, run reading items in the following commands:

1.   "I can _____."

2.   "I cannot _____."

Drill using the Alternate/Repetitive Process Drill.

TR 400-7   Rising Scale Processing Unbullbaited
TR 400-8   Rising Scale Processing Bullbaited

LRH Ref:

Book – Scientology 8-8008, Chapter on DIFFERENTIATION, ASSOCIATION, IDENTIFICATION

HCOB 11 June 57   TRAINING & CCH PROCESSES CCH 15 RISING SCALE PROCESSING CHART OF ATTITUDES

Ref:

BTB 1 Dec 71 Issue III   RISING SCALE PROCESSING

Commands:

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

2.   "Do you have that idea?"

3.   "All right. Now change that idea as nearly as you can to (*top of scale¸ e.g. Survive*)."

4.   "OK. How close did you come?"

5.   "Thank you."

These commands are run 1-5, 1-5, 1-5 on the same pair (e.g. dead – survive) until the end phenomena of F/N, Cog, VGIs on the pair being run is reached.

Use the Bracket Drill.

The scale is:

Survives - Dead

Right - Wrong

Fully responsible - No responsibility

Owns All - Owns nothing

Everyone - Nobody

Always - Never

Motion source - Stopped

Truth - Hallucination

Faith - Distrust

I know - I know not

Cause - Full effect

I am - I am not

TR 400-9   Effort Processing Unbullbaited
TR 400-10   Effort Processing Bullbaited

LRH Ref:

Book – ADVANCED PROCEDURES AND AXIOMS

Ref:

BTB 1 Dec 71 Issue IV EFFORT PROCESSING

The process is:

1.   The Auditor asks the pc what physical disabilities he has. These are noted down with the read each disability gave when the pc said it. Physical disabilities is cleared with the pc before asking the question in this step.

2. Effort usually requires education in re-experiencing it. Have the pc shove against a wall. Then have him sit back and re-experience it.

3. Clear the word effort.

4. Take the largest *reading* disability. Any disability run must be one that reads.

5. Clear the command "Get the (*disability*) effort."

6. Clear the words counter-effort.

7. Clear the command "Get the (*disability*) counter-effort,"

6. 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.

9. Then take the next largest reading disability and run the process on it to EP.

10. All reading disabilities are run. The pc can be asked for other disabilities when all reading ones already given by the pc are run. The process is run until the pc gives no more reading disabilities.

11. Care must be taken not to chop the pc when he mentions the emotion. Get the emotion *and* the consideration.

TR 400-11   Electing Cause Unbullbaited
TR 400-12   Electing Cause Bullbaited

LRH Ref:

Book – CREATION OF HUMAN ABILITY R2-66 ELECTING CAUSE

Commands:

"Point out some things which are causing things."

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

Drill using the Repetitive Process Drill.

TR 400-13   Level Four Triple Unbullbaited
TR 400-14   Level Four Triple Bullbaited

LRH Ref:

HCOB 1 Sept 63 ROUTINE 3SC

1. Clear and list the Flow 1 Listing Question: "In this lifetime what does another use to make you wrong?" (Use the Listing and Nulling drill given earlier in this bulletin.)

2. Give the pc a brief R-Factor on how this process is run.

3. Using the Service Facsimile found in 1, clear and run the first question "In this lifetime how would (*Ser Fac*) make another right?"

"Don't keep repeating the question unless pc needs it. Just let pc answer and answer and answer. Let pc come to a cognition or run out of answers or try to answer the next question prematurely and switch question to second question (clear first) 'In this lifetime how would (*Ser Fac*) make you wrong?'. Treat this the same way. Let the pc come to a cog, or run out of answers or accidently start to answer the first question. Go back to first question. Do the same with it. Then to second question. Then to first question again, then to second. …on any big cognition, end the process.

4. "Using the same method of auditing as in 3 above, use the third question: 'In this lifetime how would (*Ser Fac*) help another escape domination?' When this seems cooled off use fourth question 'In this lifetime how would (*Ser Fac*) help another dominate you?' Use third question and fourth question again until pc has it all cooled off or a big cognition.

5. "Using the same method as in 3 above use the fifth question 'In this lifetime how would (*Ser Fac*) aid another's survival?' and then sixth question: 'In this lifetime how would (*Ser Fac*) hinder your survival?' Use five and six as long as is necessary to cool it all off or to produce a big cognition.

"The idea is not to beat the process to death… The pc will have automaticities (answers coming too fast to be said easily) early in the run. These must be gone and pc bright when you end. You are only trying to end the compulsive character of the Service Facsimile so found and get it off automatic and get pc to see it better, not to remove all TA action from the process." LRH HCOB 1 Sept 63 R3SC

6. "That which doesn't run on 'Right-Wrong' you prepcheck to EP." LRH Tape 6309C05 SH Spec 303 SERVICE FACSIMILE ASSESSMENT.

Occasionally you may not get a cog and EP on running the brackets or it may not run at all in brackets, in this case, you would prepcheck the Service Facsimile. (Ref. Tape 6309C05 SH Spec 303 Service Facsimile Assessment.)

Drill the prepcheck per the Prepcheck Drill given earlier in this bulletin. The preface is: "In this lifetime on (*Ser Fac*) has anything been (*Prepcheck button*)?"

7. Handle Flows 2 and 3 as above.

Flow 2 Listing Question: "In this lifetime what do you use to make others wrong?"

Flow 2 Commands:

1. "In this lifetime how would (*Ser Fac*) make you right?"

2. "In this lifetime how would (*Ser Fac*) make others wrong?"

3. "In this lifetime how would (*Ser Fac*) help you escape domination?"

4. "In this lifetime how would (*Ser Fac*) help you to dominate others?"

5. "In this lifetime how would (*Ser Fac*) aid your survival?"

6. "In this lifetime how would (*Ser Fac*) hinder the survival of others?"

Flow 3 Listing Question: "In this lifetime what does another use to make others wrong?"

Flow 3 Commands:

1. "In t is lifetime how would (*Ser Fac*) make another right."

2. "In this lifetime how would (*Ser Fac*) make others wrong?"

3. "In this lifetime how would (*Ser Fac*) help another escape domination?"

4. "In this lifetime how would (*Ser Fac*) help another dominate others?"

5. "In this lifetime how would (*Ser Fac*) aid another's survival?"

6. "In this lifetime how would (*Ser Fac*) hinder the survival of others?"

TR 400-13   Havingness Unbullbaited
TR 400-14   Havingness Triple Bullbaited

Commands:

F1: "Tell me a flow you know something about."

F2: "Tell me a flow another could know something about."

F3: "Tell me a flow someone could get others to know about."

Drill each flow using the Repetitive Process Drill.

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