V-2

EXHIBIT _____

An example of the pilot materials

for one of the steps on the

NARCONON Drug Rehabilitation Program

CSI PROD NOV 22 1993 238169

EXHIBIT 2

NARCONON
GAIN CONTROL OF YOUR LIFE COURSE

PART ONE

From the works
of

L. RON HUBBARD

Published in the USA

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Los Angeles, California 90029

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CSI PROD NOV 22 1993 238443

NARCONON

GAIN CONTROL OF YOUR LIFE COURSE

NAME:_____ORGANIZATION:_____

ADDRESS:_____

_____

DATE STARTED:_____DATE COMPLETED:_____

A *checksheet* is a form which sets out the exact sequence of items to be studied or done by a student, in order item by item, on a course. The items on your checksheet are arranged on a gradient of increasing knowledge of the subject.

PURPOSES OF THIS COURSE:

The purposes of this course are:

1. To help increase awareness of yourself, your life and put you more in communication and control of your environment.

2. To enable you to help another achieve the same.

PREREQUISITES:

The Narconon Learning Improvement Course.
The Sweat Out Program.

HOW TO STUDY THIS COURSE:

When you have studied the first article on the checksheet and you are sure you understand it, put your initials and the date in the blank on the right-hand side of the page. Then go on to the next item on the checksheet. Drills and other actions are initialed only when you have successfully done the action called for. By continuing through the checksheet in this way, step by step, you will be able to move smoothly through the course. Do not skip around on the checksheet or do its steps in some other order.

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Your Supervisor will assign you a twin to work with on this course.

If you have any questions or difficulties, see your Course Supervisor immediately. He is there to help you get the most out of this course.

PART ONE

SECTION ONE: INTRODUCTION

1. Remove this checksheet from this course book and staple it together. _____

2. Read "Important Note" starting on page 1. _____

3. Read "Introduction" starting on page 7. _____

4. Read "Student Rules" starting on page 8. _____

SECTION TWO: OBJECTIVES: WHAT THEY ARE

1. Read "Objectives" starting on page 10. _____

2. Demonstrate with a demo kit, to your twin, what OBJECTIVE means. _____

SECTION THREE: COUNSELING AT NARCONON

1. Read "Counseling at Narconon" on page 26. _____

2. Read "The Narconon Counselor" starting on page 27. _____

3. Demonstrate with a demo kit, to your twin, what a Narconon Counselor is and what he does. _____

4. Demonstrate with a demo kit, to your twin, what counseling is. _____

5. Demonstrate with a demo kit, to your twin, why it is important to not evaluate or invalidate a person in session. _____

6. Demonstrate with a demo kit, to your twin, what a session is. _____

SECTION FOUR: THE ARC TRIANGLE AND COMMUNICATION

1. Read "The ARC Triangle" starting on page 34. _____

2. Demonstrate with a demo kit, to your twin:

   a. Affinity _____

   b. Reality _____

   c. Communication _____

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10. PRACTICAL: The action of getting a communication across. Get a beach ball from the Supervisor. You will be the "Cause Point," and your twin will be the "Effect Point." Intend for your twin to receive the ball, and direct attention toward your twin. When you have this done, throw the ball to him. Do this until you fully have the idea of intending and attending a communication across a distance. Write down what you observed while doing this drill on the sheet provided for you on page 67 and turn it in to your Supervisor. _____

11. PRACTICAL: The action of receiving a communication. Your twin throws you the ball. At first do not pay attention to your twin (Cause Point). Then, put your attention and intention on receiving the ball. Do this until you fully have the idea of attention and intention on receiving a communication. Your twin will ask you if you got the ball (duplicated the communication, which is the ball). Write down what you observed while doing this drill on the sheet provided for you on page 68 and turn it in to your Supervisor. _____

SECTION FIVE: TRAINING ROUTINES BEGINNING TR 0 - TR 4

1. Read "Training Drills" starting on page 69. _____

2. Demonstrate with a demo kit, to your twin, what the purpose is of doing the TRs on this course. _____

3. Read "Beginning TR 0" starting on page 70 in your course book. _____

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15. Read "TR 3" starting on page 124 in your course book. _____

16. Do TR 3 with your twin until you are familiar with how the drill is done and have had a win on it. _____

17. Read "TR 4" starting on page 140 in your course book. _____

18. Do TR 4 with your twin until you are familiar with how the drill is done and have had a win on it. _____

19. Continue cycling through Beginning TR 0 - TR 4 with your twin, getting tougher each time you go through them. Continue cycling through the TRs until you have achieved confidence in your ability to do each one. Get the Supervisor to check you out. He will check you out on each one of the TRs starting with Beginning TR 0.

a. Beginning TR 0 _____ Supervisor Pass:_____

b. TR 0 _____ Supervisor Pass:_____

c. TR 0 Bullbait _____ Supervisor Pass:_____

d. TR 1 _____ Supervisor Pass:_____

e. TR 2 _____ Supervisor Pass:_____

f. TR 2 1/2 _____ Supervisor Pass:_____

g. TR 3 _____ Supervisor Pass:_____

h. TR 4 _____ Supervisor Pass:_____

SECTION SIX: TRAINING ROUTINES
TRs 6 - 9

1. Read "Control" starting on page 160. _____ _____

CSI PROD NOV 22 1993 238448

a. TR 8, Part One _____

b. TR 8, Part Two _____

c. TR 8, Part Three _____

d. TR 8, Part Four _____

e. TR 8, Part Five _____

10. Read "TR 9" starting on page 221 in your course book. _____

11. Do TR 9 with your twin until you are familiar with how the drill is done and have had a win on it. _____

12. Continue cycling through TR 6 - TR 9 with your twin, getting tougher each time you go through them. Continue cycling through the TRs until you have achieved confidence in your ability to do each one. Get the Supervisor to check you out. He will check you out on each one of the TRs starting with TR 6.

a. TR 6_____ Supervisor Pass:_____

b. TR 7_____ Supervisor Pass:_____

c. TR 8_____ Supervisor Pass:_____

d. TR 9_____ Supervisor Pass:_____

SUPERVISOR ATTEST:

I HAVE CHECKED OUT THIS STUDENT ON EACH OF THE ABOVE TRs (BEGINNING TR 0 - TR 9) AND HE/SHE HAS DEMONSTRATED A LEVEL OF COMPETENCE SUFFICIENT TO ACHIEVE RESULTS IN A SESSION ON ANOTHER STUDENT ON THIS COURSE.

SUPERVISOR:_____

5. Demonstrate with a demo kit, to your twin, what very good indicators are. _____

6. Demonstrate with a demo kit, to your twin, what bad indicators are. _____

7. DRILL: Your twin will act out good indicators and bad indicators. Spot which indicator he is demonstrating and tell him which one it is until you can do this easily. _____

SECTION THREE:
FLATTENING AN EXERCISE

1. Read "Flattening an Exercise" starting on page 248. _____

2. Demonstrate with a demo kit, to your twin, how you would know an Objective Exercise was flat. _____

3. Demonstrate with a demo kit, to your twin, five examples of a communication lag. _____

4. Demonstrate with a demo kit, to your twin, five examples of a cognition. _____

5. Demonstrate with a demo kit, to your twin, five examples of an ability regained. _____

CSI PROD NOV 22 1993 238450

SECTION SIX: PROCEDURE FOR STARTING AND ENDING A SESSION

1. Read "Use of a Doll in Drilling" starting on page 265. _____

2. Read "Procedure for Starting and Ending a Session" starting on page 268. _____

3. DOLL DRILL: Using a doll, drill with your coach:

   a. The procedure for setting up, running and ending a session until you can do this procedure easily and with confidence. Get this passed by your Course Supervisor. _____

   b. The procedure for ending a session when course time runs out until you can do this procedure easily and with confidence. Get this passed by your Course Supervisor. _____

SECTION SEVEN: NARCONON COUNSELOR'S CODE

1. Read the "Narconon Counselor's Code" starting on page 281. _____

2. Demonstrate with a demo kit, to your twin each of the twenty-two points of the Narconon Counselor's Code. As you demonstrate each one, put your initial next to the number below.

1._____ 5._____ 9._____ 13._____ 17._____ 21._____

2._____ 6._____ 10._____ 14._____ 18._____ 22._____

3._____ 7._____ 11._____ 15._____ 19._____

4._____ 8._____ 12._____ 16._____ 20._____

CSI PROD NOV 22 1993 238451

2. DRILL: Using a doll, drill running OBJECTIVE EXERCISE 2 with your twin until you can confidently run this exercise on another. Get a final pass on this from your Course Supervisor. _____

3. Run OBJECTIVE EXERCISE 2 on your twin until your twin has reached the end phenomena of this exercise. _____

4. Get run on OBJECTIVE EXERCISE 2 until you have reached the end phenomena of this exercise. _____

SECTION THREE: OBJECTIVE EXERCISE THREE

1. Read OBJECTIVE EXERCISE 3 beginning on page 328. _____

2. DRILL: Using a doll, drill running OBJECTIVE EXERCISE 3 with your twin until you can confidently run this exercise on another. Get a final pass on this from your Course Supervisor. _____

3. Run OBJECTIVE EXERCISE 3 on your twin until your twin has reached the end phenomena of this exercise. _____

4. Get run on OBJECTIVE EXERCISE 3 until you have reached the end phenomena of this exercise. _____

SECTION FOUR: OBJECTIVE EXERCISE FOUR

1. Read OBJECTIVE EXERCISE 4 beginning on page 334. _____

CSI PROD NOV 22 1993 238452

2. DRILL: Using a doll, drill running OBJECTIVE EXERCISE 6 with your twin until you can confidently run this exercise on another. Get a final pass on this from your Course Supervisor. _____

3. Run OBJECTIVE EXERCISE 6 on your twin until your twin has reached the end phenomena of this exercise. _____

4. Get run on OBJECTIVE EXERCISE 6 until you have reached the end phenomena of this exercise. _____

SECTION SEVEN: OBJECTIVE EXERCISE SEVEN

1. Read OBJECTIVE EXERCISE 7 beginning on page 356. _____

2. DRILL: Using a doll, drill running OBJECTIVE EXERCISE 7 with your twin until you can confidently run this exercise on another. Get a final pass on this from your Course Supervisor. _____

3. Run OBJECTIVE EXERCISE 7 on your twin until your twin has reached the end phenomena of this exercise. _____

4. Get run on OBJECTIVE EXERCISE 7 until you have reached the end phenomena of this exercise. _____

SECTION EIGHT: OBJECTIVE EXERCISE EIGHT

1. Read OBJECTIVE EXERCISE 8 beginning on page 364. _____

CSI PROD NOV 22 1993 238453

7. Run OBJECTIVE EXERCISE 9, PART TWO on your twin until your twin has reached the end phenomena of this exercise. _____

8. Get run on OBJECTIVE EXERCISE 9, PART TWO until you have reached the end phenomena of this exercise. _____

SECTION TEN: OBJECTIVE EXERCISE TEN

1. Read OBJECTIVE EXERCISE 10, beginning on page 429. _____

2. DRILL: Using a doll, drill running OBJECTIVE EXERCISE 10 with your twin until you can confidently run this exercise on another. Get a final pass on this from your Course Supervisor. _____

3. Run OBJECTIVE EXERCISE 10 on your twin until your twin has reached the end phenomena of this exercise. _____

4. Get run on OBJECTIVE EXERCISE 10 until you have reached the end phenomena of this exercise. _____

SECTION ELEVEN: OBJECTIVE EXERCISE ELEVEN

1. Read OBJECTIVE EXERCISE 11 beginning on page 446. _____

2. DRILL: Using a doll, drill running OBJECTIVE EXERCISE 11 with your twin until you can confidently run this exercise on another. Get a final pass on this from your Course Supervisor. _____

CSI PROD NOV 22 1993 238454

_____OBJECTIVE EXERCISE 1 _____OBJECTIVE EXERCISE 6

_____OBJECTIVE EXERCISE 2 _____OBJECTIVE EXERCISE 7

_____OBJECTIVE EXERCISE 3 _____OBJECTIVE EXERCISE 8

_____OBJECTIVE EXERCISE 4 _____OBJECTIVE EXERCISE 9

_____OBJECTIVE EXERCISE 5 _____OBJECTIVE EXERCISE 10

_____OBJECTIVE EXERCISE 11

ADDITIONAL OBJECTIVE EXERCISES RUN:_____

CASE SUPERVISOR ATTEST:

I HAVE CASE SUPERVISED THIS STUDENT ON EACH OF THE ABOVE OBJECTIVE EXERCISES AND ATTEST THAT HE HAS REACHED THE FULL END PHENOMENA OF EACH OBJECTIVE EXERCISE ON THIS COURSE.

_____OBJECTIVE EXERCISE 1 _____OBJECTIVE EXERCISE 6

_____OBJECTIVE EXERCISE 2 _____OBJECTIVE EXERCISE 7

_____OBJECTIVE EXERCISE 3 _____OBJECTIVE EXERCISE 8

_____OBJECTIVE EXERCISE 4 _____OBJECTIVE EXERCISE 9

_____OBJECTIVE EXERCISE 5 _____OBJECTIVE EXERCISE 10

_____OBJECTIVE EXERCISE 11

ADDITIONAL OBJECTIVE EXERCISES RECEIVED:_____

CSI PROD NOV 22 1993 238455

CERTS & AWARDS:_____ DATE:_____

(Route this checksheet to the Course Administrator for filing in the student's folder.)

CSI PROD NOV 22 1993 238456

PART ONE

CSI PROD NOV 22 1993 238457

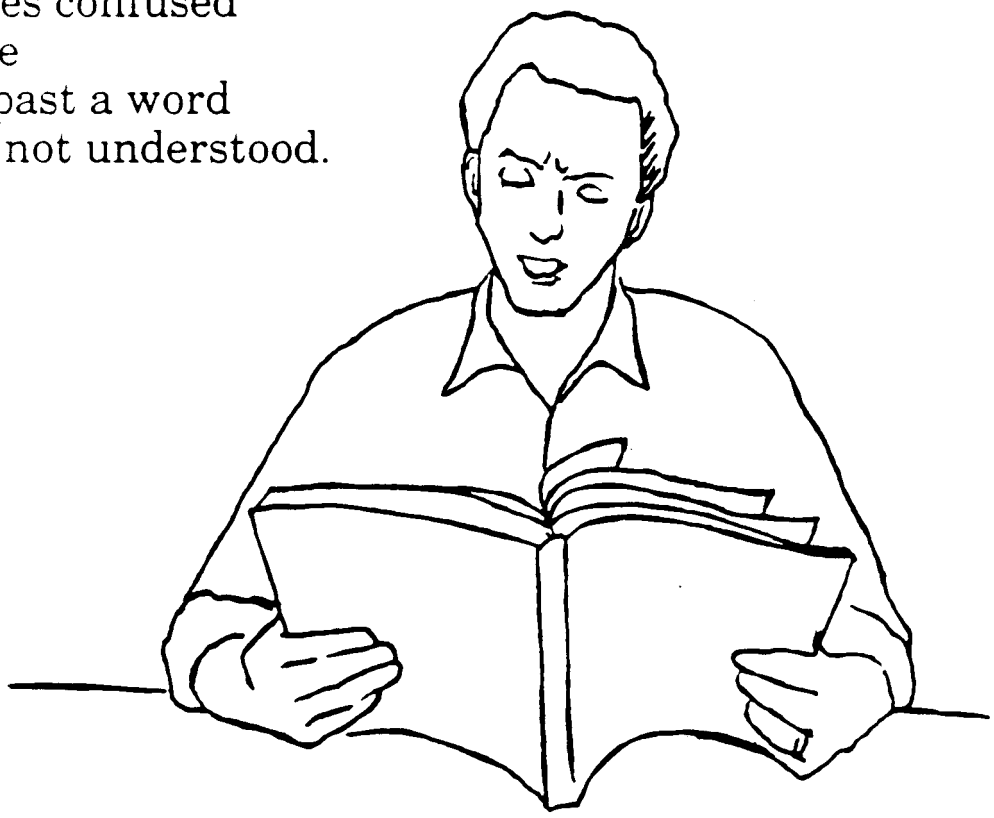
SECTION ONE:

INTRODUCTION

CSI PROD NOV 22 1993 238458

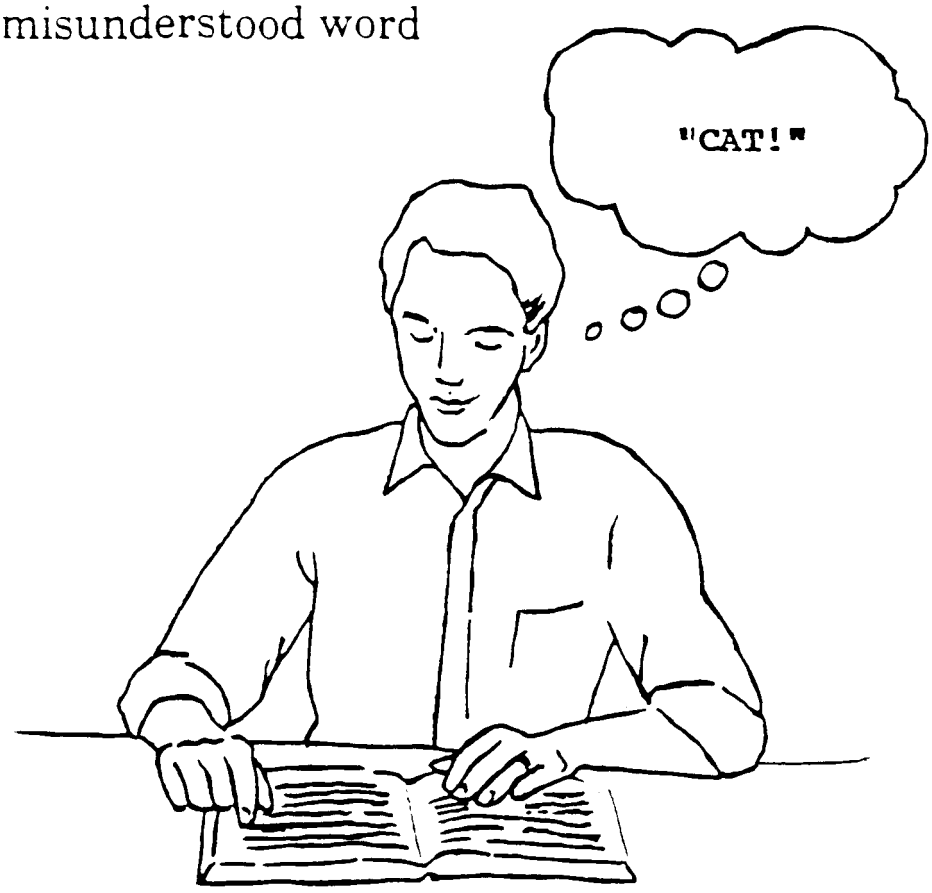
CSI PROD NOV 22 1993 238459

The only reason a person gives up study
or becomes confused
is because
he went past a word
that was not understood.



CSI PROD NOV 22 1993 238460

Find the misunderstood word



and get it defined using a simple dictionary.

CSI PROD NOV 22 1993 238461

If you need help,
ask your Supervisor
to help you.

CSI PROD NOV 22 1993 238462

CSI PROD NOV 22 1993 238463

7. If you have any problem understanding what you are studying, ask your Supervisor for help.

   This is very important. Don't ask another student because he may have the same question.

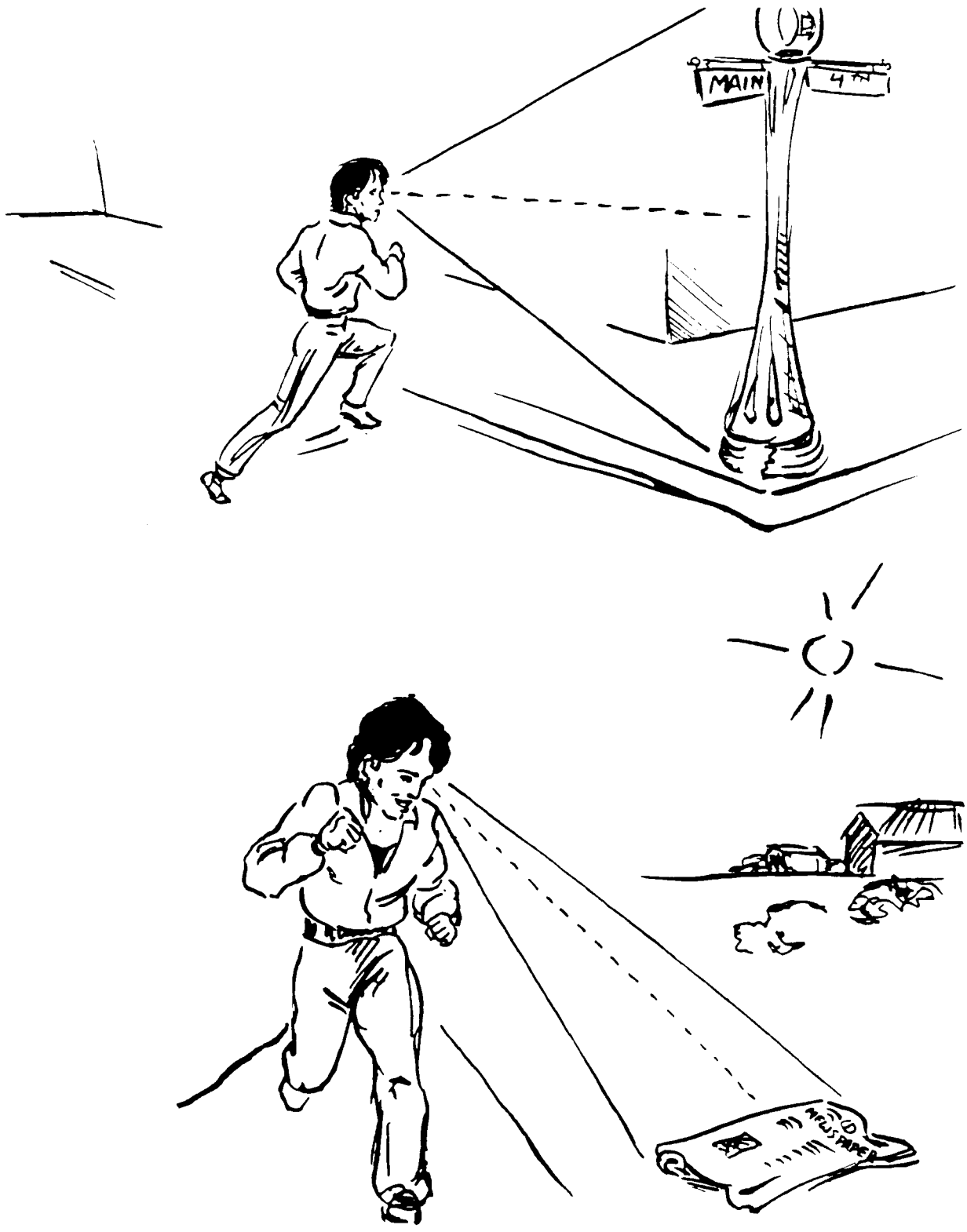
   Always ask the Supervisor.

CSI PROD NOV 22 1993 238464

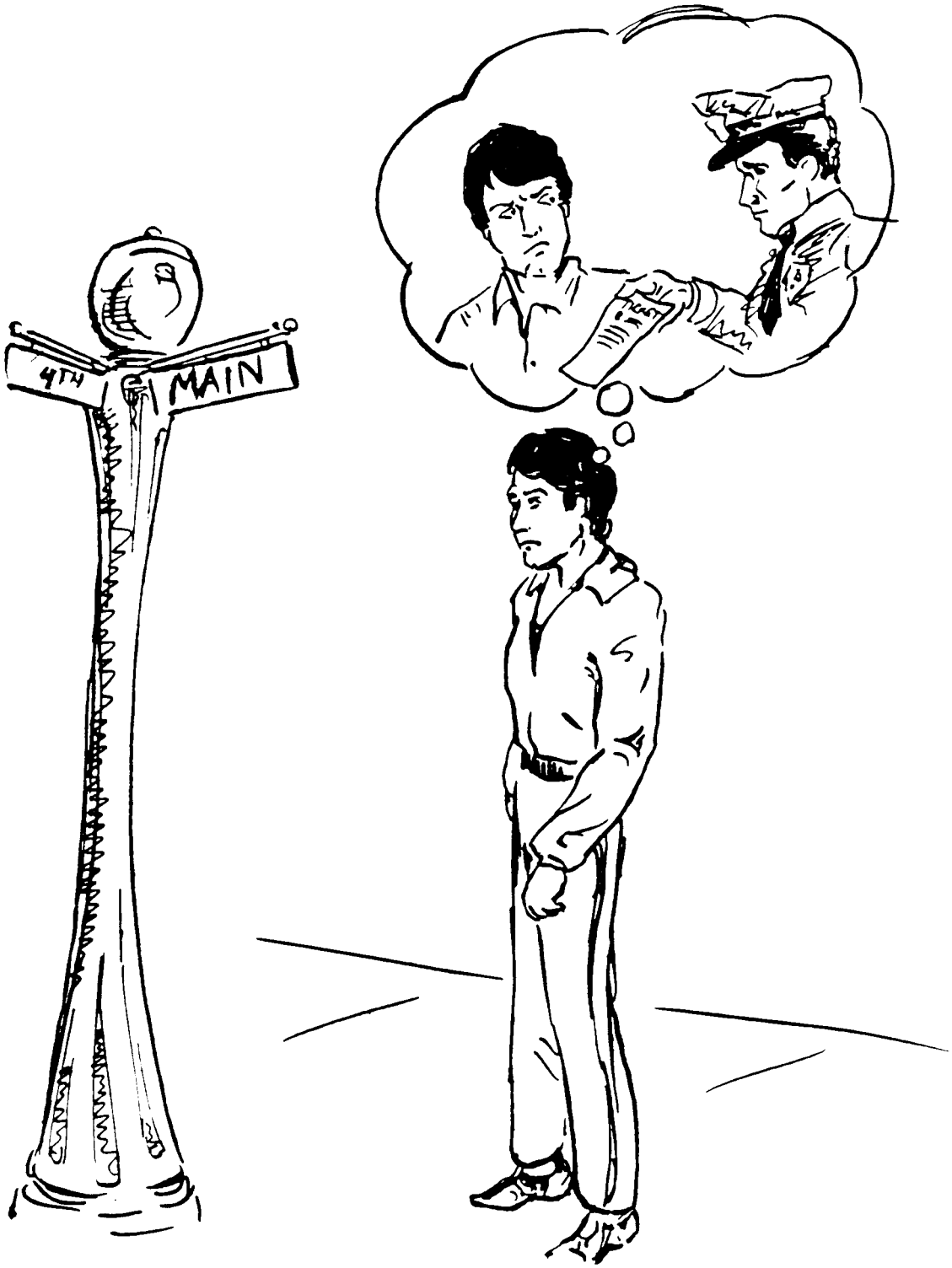
SECTION TWO:

OBJECTIVES -- WHAT THEY ARE

CSI PROD NOV 22 1993 238465


MAIN
4TH

Drugs tend to push a person into experiences of the past and stick him in these experiences. Often, he is not aware that this is occurring.



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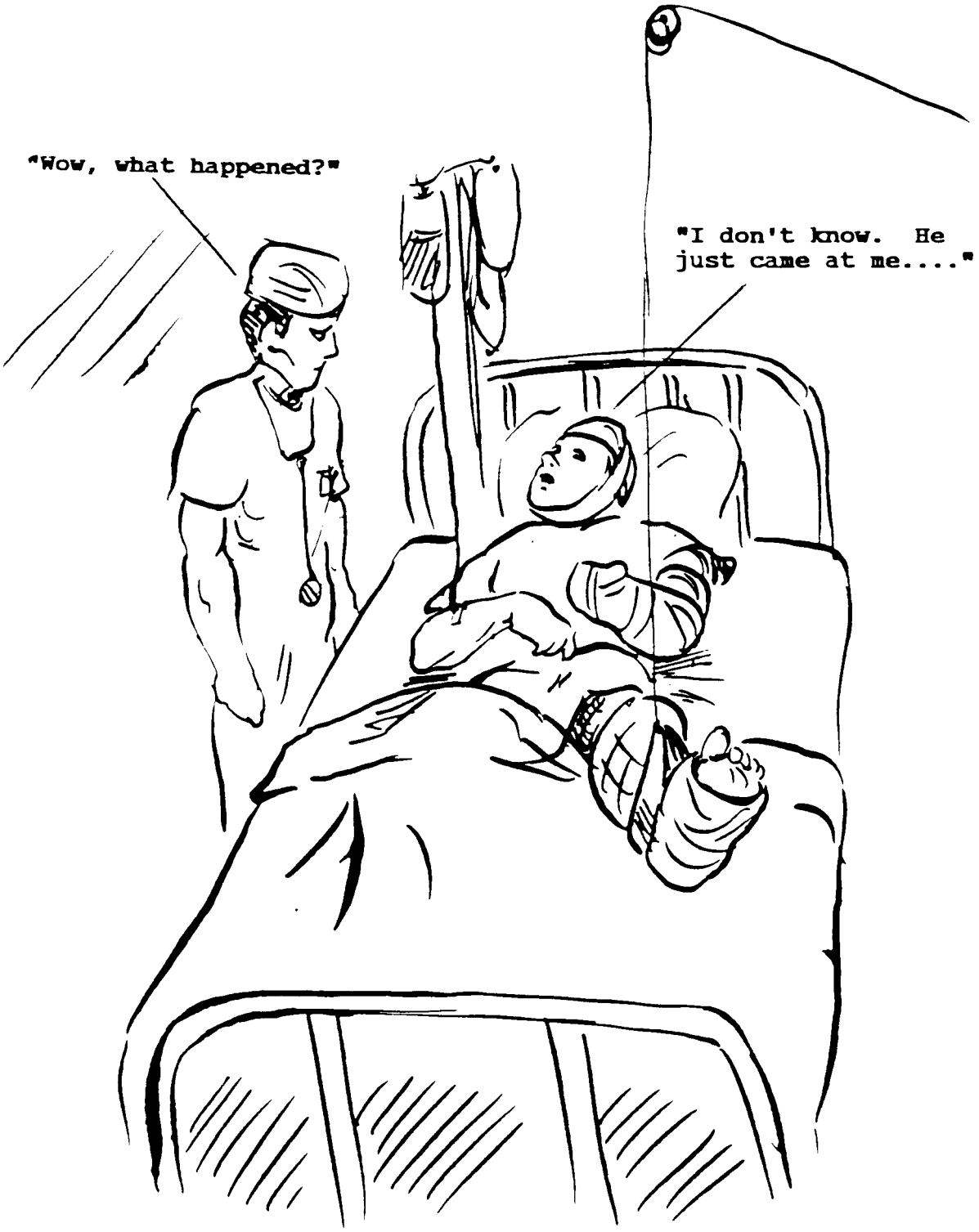
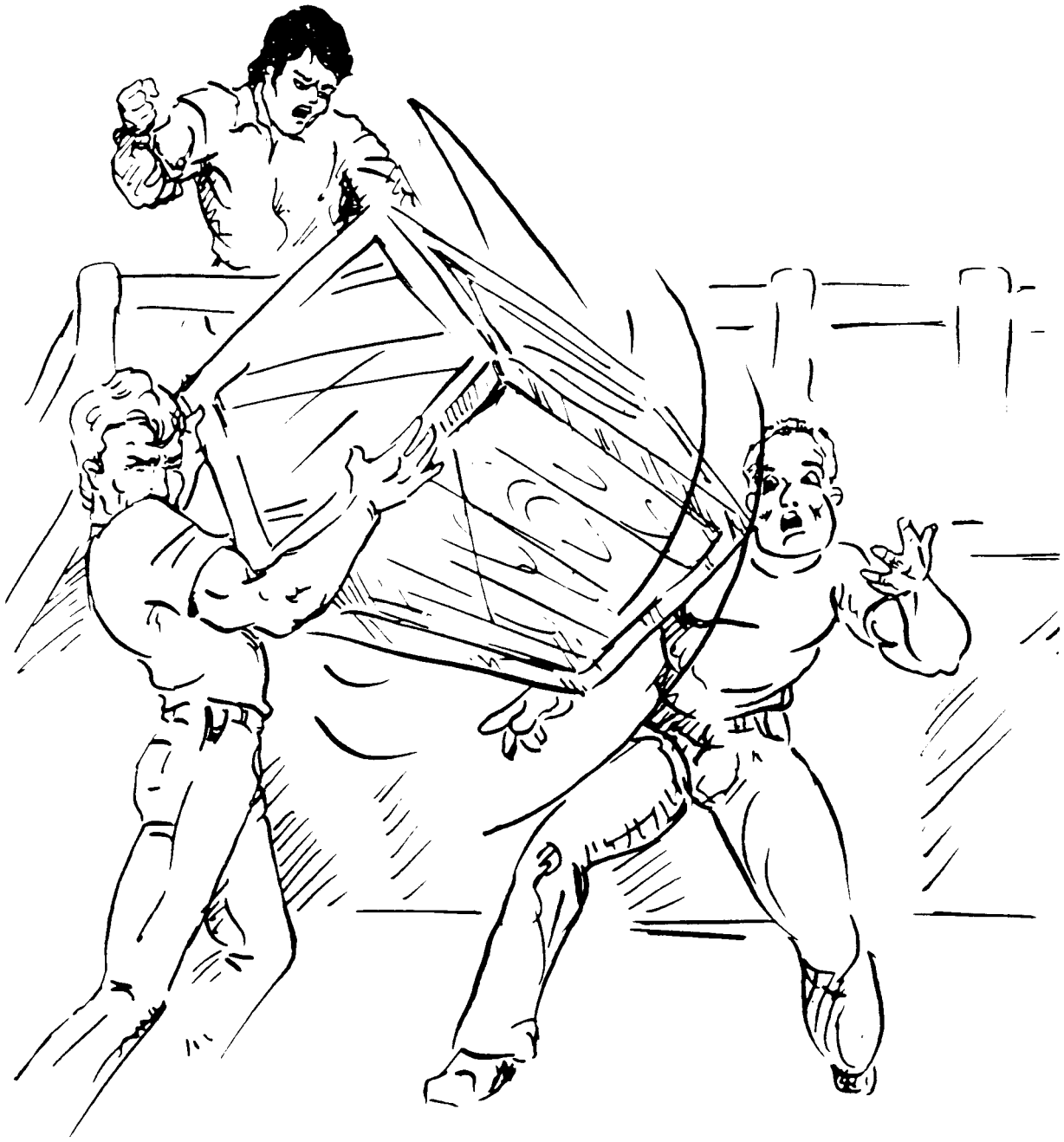


CSI PROD NOV 22 1993 238468

This can make things rough for him and for others.

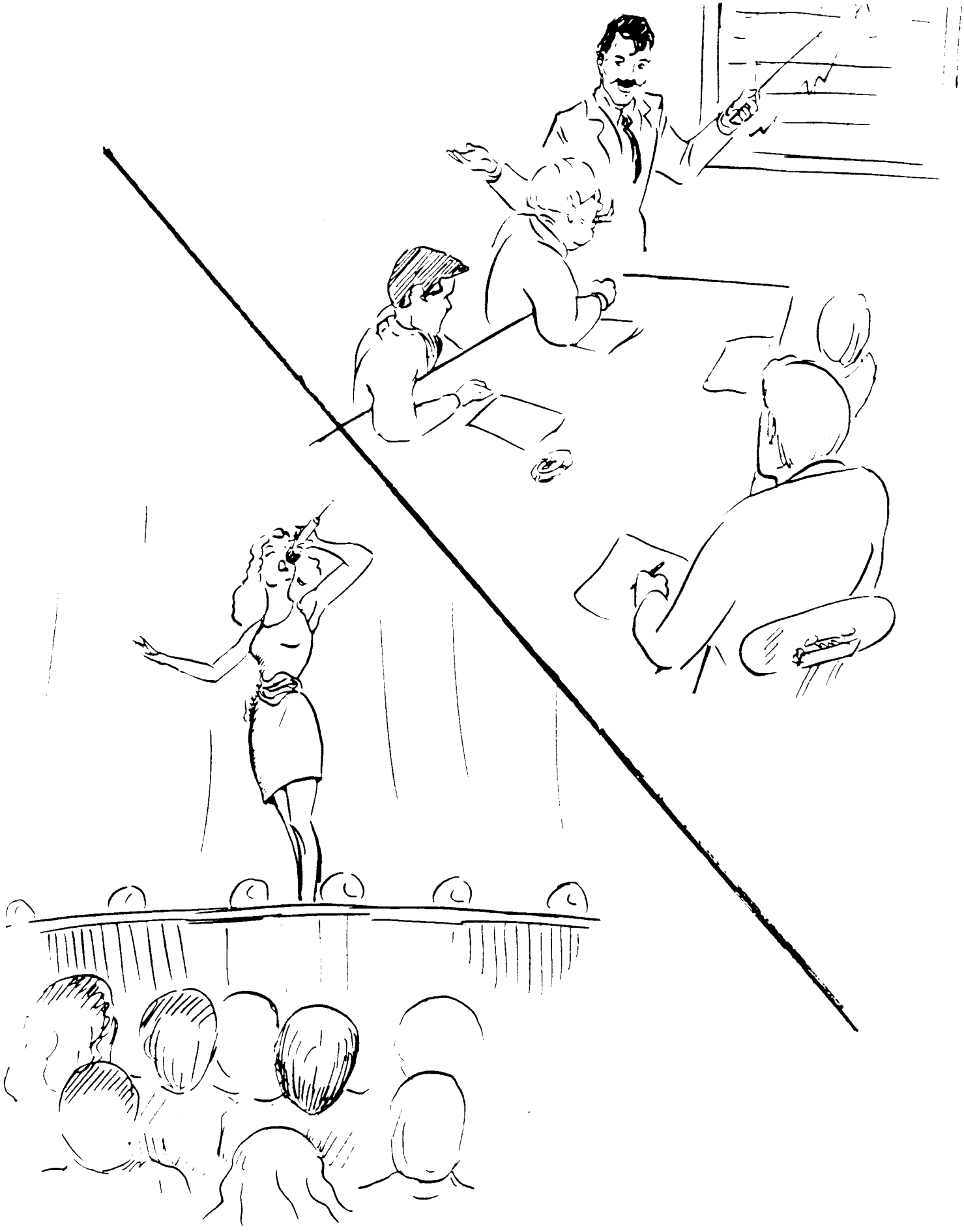


CSI PROD NOV 22 1993 238469

CSI PROD NOV 22 1993 238470

They bring him into the present, away from his past problems.

CSI PROD NOV 22 1993 238471



CSI PROD NOV 22 1993 238472

NARCONON
GAIN CONTROL OF YOUR LIFE COURSE

To: Supervisor

From:_____ Date:_____

Write down why Objectives are vital for helping someone who has taken drugs.

Tear this page out and place it on the Supervisor's desk.

CSI PROD NOV 22 1993 238473

SECTION THREE:

COUNSELING AT NARCONON

CSI PROD NOV 22 1993 238474

THE NARCONON COUNSELOR

A Narconon Counselor is a person trained in applying exercises and procedures to individuals for their betterment. He is one who *listens*. He does not invalidate (degrade or discredit or deny something someone else considers to be fact), criticize the person or Narconon student. He never evaluates for the person or student he is counseling. To "evaluate" means to tell the student what to think about his case. This is something a Narconon Counselor never does as it can cause upset or inhibit gains in session.

CSI PROD NOV 22 1993 238475

I decided that I really want to be a lawyer!

Well Tom, your aptitude shows you are better suited to be a mechanic. While you may be enthusiastic, we need to look at the reality of your situation....

CSI PROD NOV 22 1993 238476

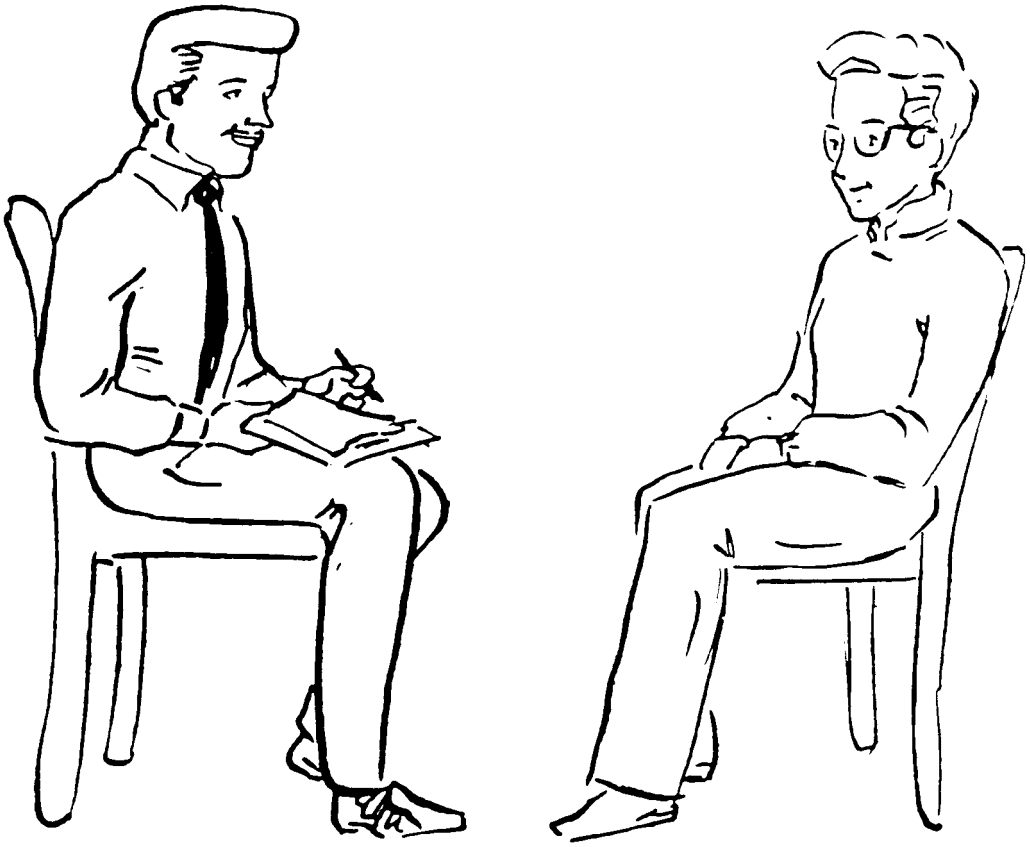
Counseling is the exact application of exercises and procedures by a trained Narconon Counselor. The exact definition is: The action of asking a person a question (which he can understand and answer), getting an answer to that question and acknowledging him for that answer.

It is a very exact and precise procedure.

Counseling occurs in a session.

A session is a precise period of time during which a counselor counsels a Narconon student . The counselor, by asking precise questions or commands, helps the student gain increased ability and freedom from the harmful effects of drugs.

CSI PROD NOV 22 1993 238477



This is a session.

It is a precise period of time
which a counselor counsels a Narconon student.

CSI PROD NOV 22 1993 238478

SECTION FOUR:

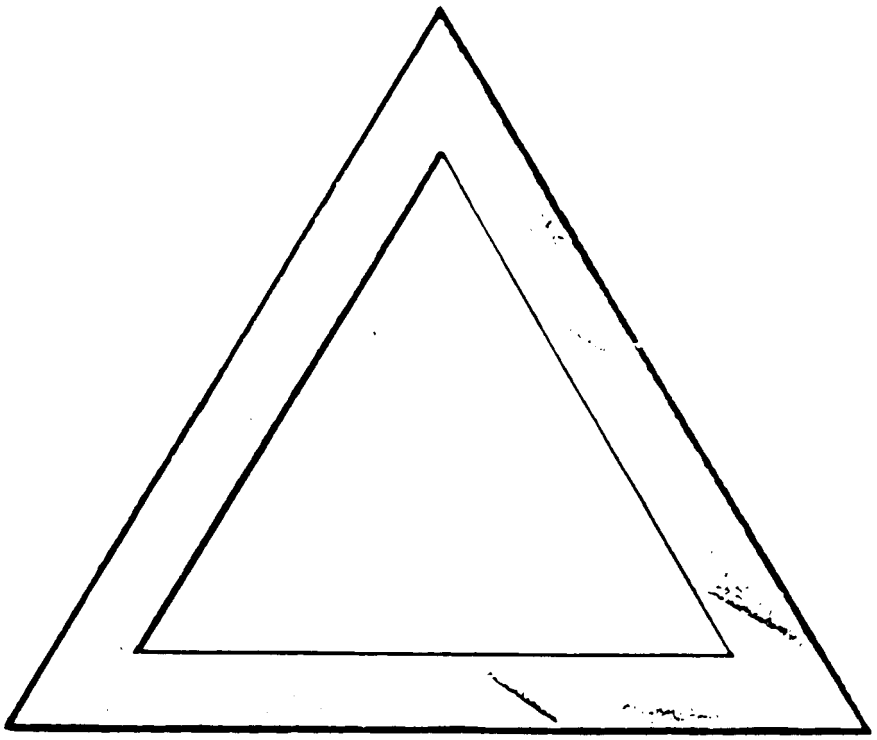
THE ARC TRIANGLE AND COMMUNICATION

CSI PROD NOV 22 1993 238479

THE ARC TRIANGLE

The ARC Triangle is a triangle which is a symbol of the fact that affinity, reality and communication act together as a whole entity (a thing that has definite existence) and that one of them cannot be considered unless the other two are also taken into account.

Communication



Reality **Affinity**

CSI PROD NOV 22 1993 238480

Without **affinity** there is no reality or communication.

Without **reality** or some agreement, affinity and communication are absent.

Without **communication** there can be no affinity or reality.

It is only necessary to improve one corner of this very valuable triangle in order to improve the remaining corners.

CSI PROD NOV 22 1993 238481

Two people who agreed on a lot of things would have a high level of common reality. Two people who disagreed would have little common reality with each other.

Reality

CSI PROD NOV 22 1993 238482

These three points of this triangle go together.

Have you ever tried to communicate with somebody for whom you felt no affinity at all? Have you ever tried to communicate with somebody for whom you had no agreement of any kind? And have you ever tried to reach an agreement with any body you couldn't communicate with?

CSI PROD NOV 22 1993 238483

The ARC Triangle plays an important role in communication. If you wish to be in communication with someone there must be some agreement and there must be some liking for the person and then good communication can exist.

CSI PROD NOV 22 1993 238484

This is the tone scale:

4.0 Eagerness, Exhilaration

3.5 Strong Interest

3.0 Conservatism

2.5 Boredom

2.0 Antagonism (Overt Hostility)

1.5 Anger

1.1 Covert Hostility

1.0 Fear

0.5 Grief

0.2 Apathy

0.0 Death

On the following pages, the tone scale is illustrated, showing how someone may look or act at the various tones.

CSI PROD NOV 22 1993 238485

0.5 Grief

1.0 Fear

CSI PROD NOV 22 1993 238486

2.0 Antagonism (Overt Hostility)

2.5 Boredom

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4.0 Eagerness, Exhilaration

CSI PROD NOV 22 1993 238488

One's environment greatly influences one's position on the tone scale. Every environment has its own tone level. A man who is really a 3.0 can begin to act like a 1.1 in a 1.1 environment. However, a 1.1 usually acts no better that about 1.5 in an environment with a high tone. If one lives in a low-tone environment, he can expect, eventually, to be low-toned.

Men who can do things are very high on affinity, very high in terms of reality and are very capable in terms of communication.

You should realize in using the ARC Triangle that, once more, the emotional tones are progressed through as one begins to develop communication. In other words, somewhere up the line somebody who has been totally apathetic about you is liable to become angry at you. If you can simply persevere (persist) up through this anger, he reaches only antagonism, then boredom and finally enthusiasm and a perfect communication level of understanding.

CSI PROD NOV 22 1995 238489

(When finished, tear out this page and turn it in to your Supervisor.)

CSI PROD NOV 22 1993 238490

THE COMMUNICATION FORMULA

It might be said that the triangle begins with communication, which brings into existence affinity and reality.

In order to be able to communicate successfully it is important to understand what communication is.

There is a formula called the Communication Formula.

CSI PROD NOV 22 1993 238491

The receipt point of a communication is called "Effect." He is the "effect" of the communication.

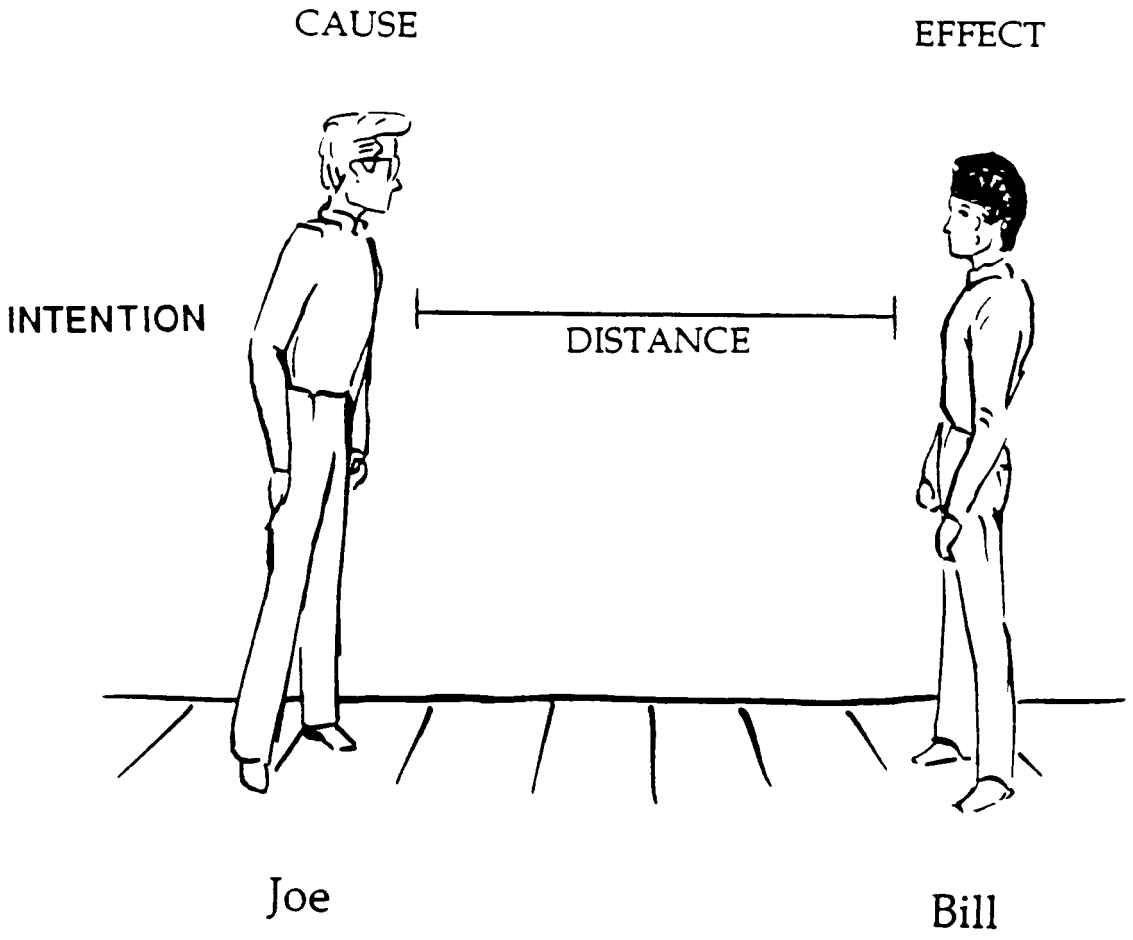
EFFECT

Bill

CSI PROD NOV 22 1993 238492

In order for Joe to communicate to Bill he must want to communicate and this we call "Intention."

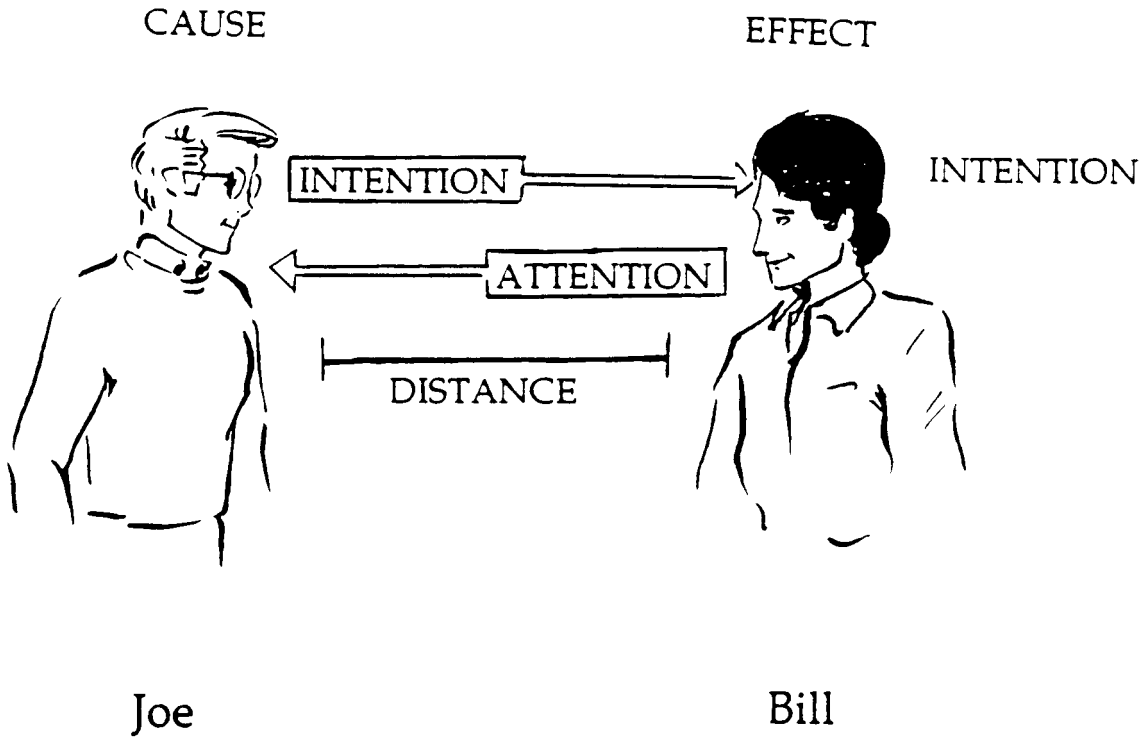
Joe *intends* to communicate. He wants to say something.



CSI PROD NOV 22 1993 238493

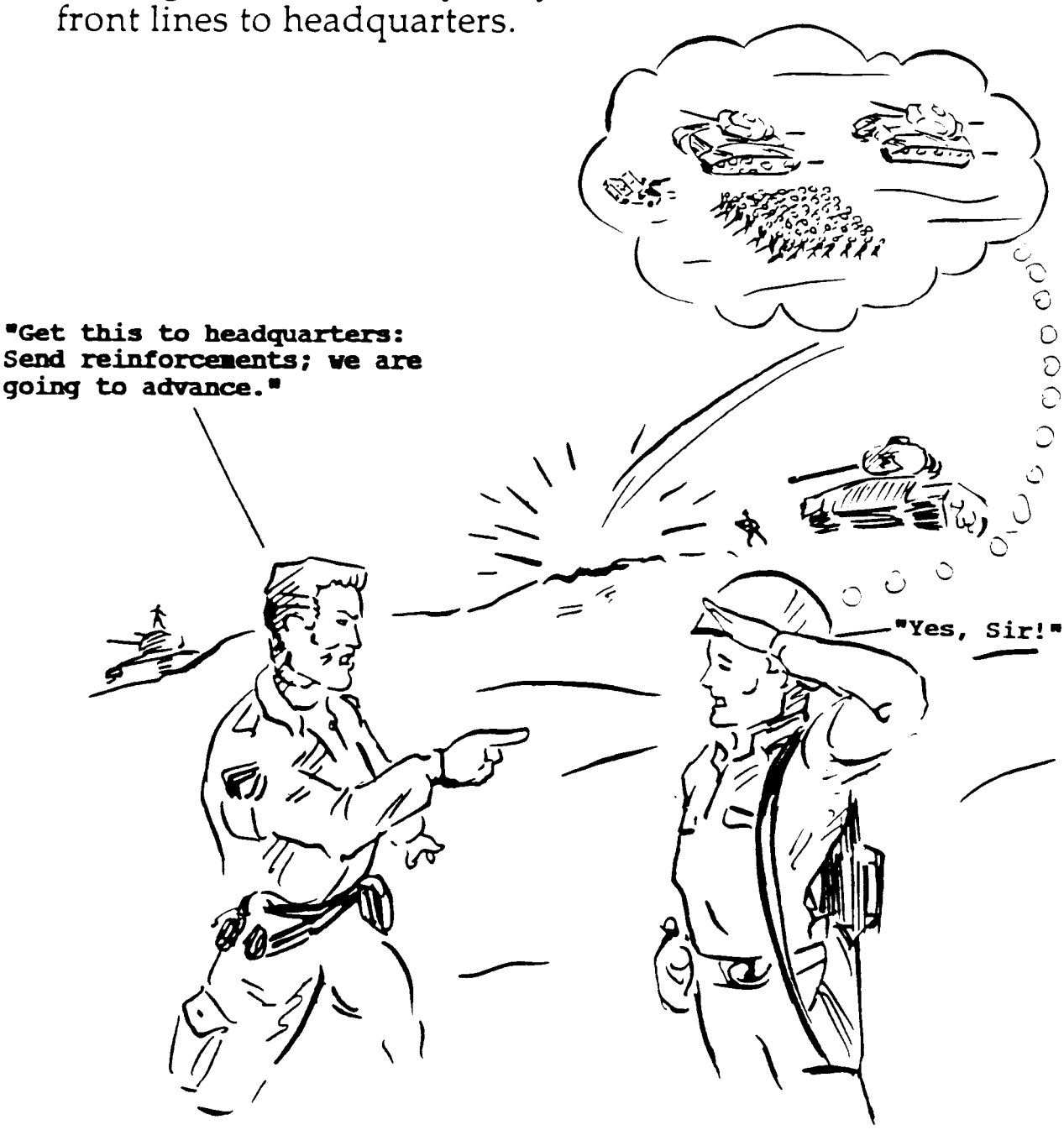
Bill must "intend" to listen or receive the communication so we put "intention" on his side.

Bill must also have some "attention" on Joe if he is going to receive the communication.



CSI PROD NOV 22 1993 238494

To illustrate this there is the example of the battle commander who sent a message back to headquarters during the battle. The message sent was "Send reinforcements. We are going to advance." But the message had to be relayed by word of mouth from the front lines to headquarters.



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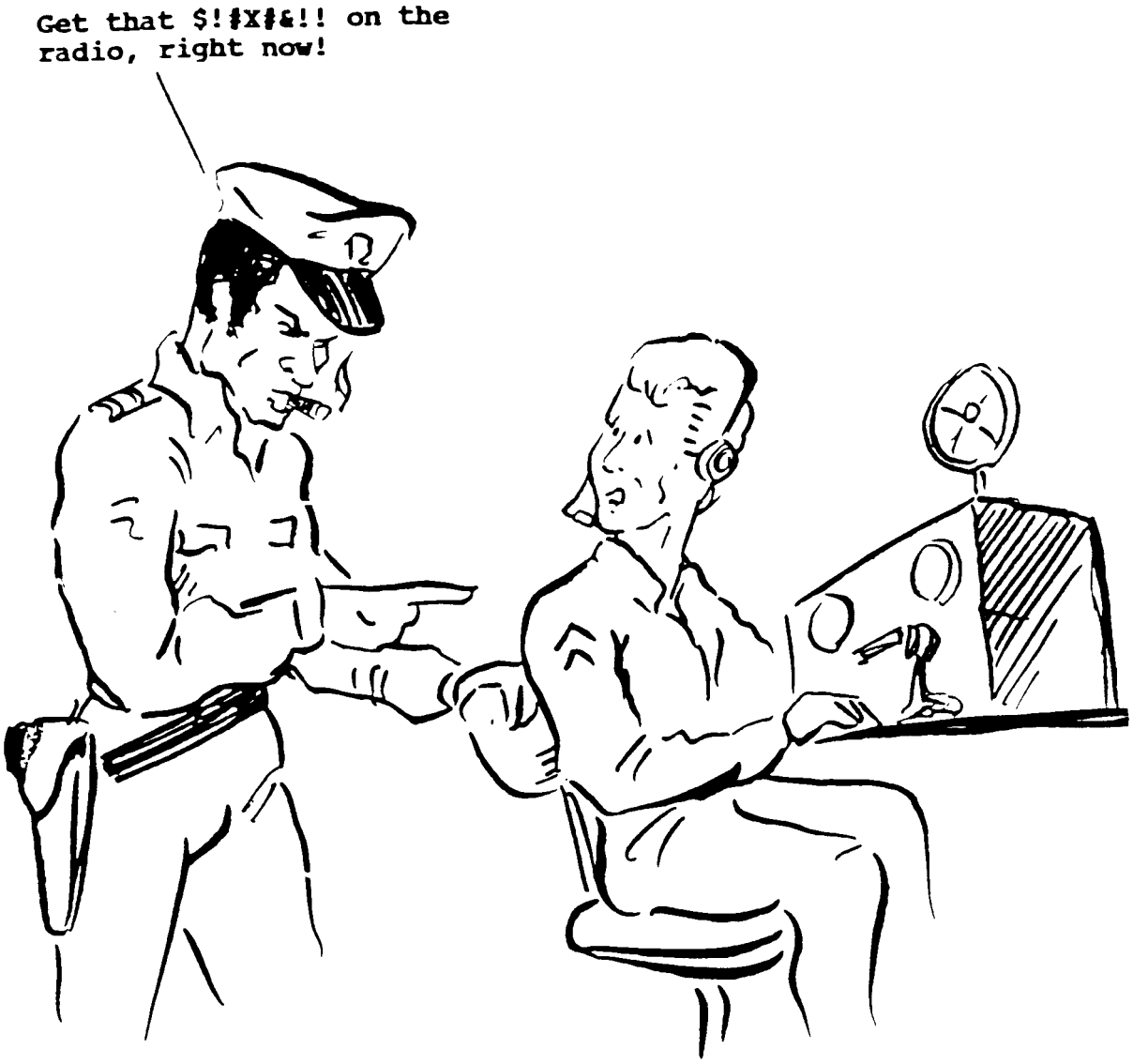


Without duplication misunderstandings can arise.

CSI PROD NOV 22 1993 238496

NARCONON
GAIN CONTROL OF YOUR LIFE COURSE

To: Supervisor

From:_____ Date:_____

Write down what you did and what you observed while doing the drill of getting a communication across to your twin.

Tear this page out and place it on the Supervisor's desk.

CSI PROD NOV 22 1993 238497

NARCONON
GAIN CONTROL OF YOUR LIFE COURSE

To: Supervisor

From:_____ Date:_____

Write down what you did and what you observed while doing the drill of receiving a communication from your twin.

Tear this page out and place it on the Supervisor's desk.

CSI PROD NOV 22 1993 238498

SECTION FIVE:

TRAINING ROUTINES: BEGINNING TR 0 - TR 4

TRAINING DRILLS

Communication is a very important factor (condition or quality) to successful living. Communication is also an essential (very important) part in successfully delivering the Objective Exercises.

A good grasp of the cycle of communication is very important in these exercises.

To help you practice and improve your ability to communicate there are training drills which have been developed. These are called TRs or Training Routines.

Earlier in the Narconon program you did TRs to help you come off drugs.

On this course, TRs are done to acquire counseling skill. TRs are what make counseling work. You need these skills so that you can successfully deliver Objective Exercises to your twin. Your twin needs these skills so that he can successfully deliver Objective Exercises to you.

The Objectives sessions which you will deliver to one another will be successful to the degree that you both do these TRs well.

Start!

CSI PROD NOV 22 1993 238501

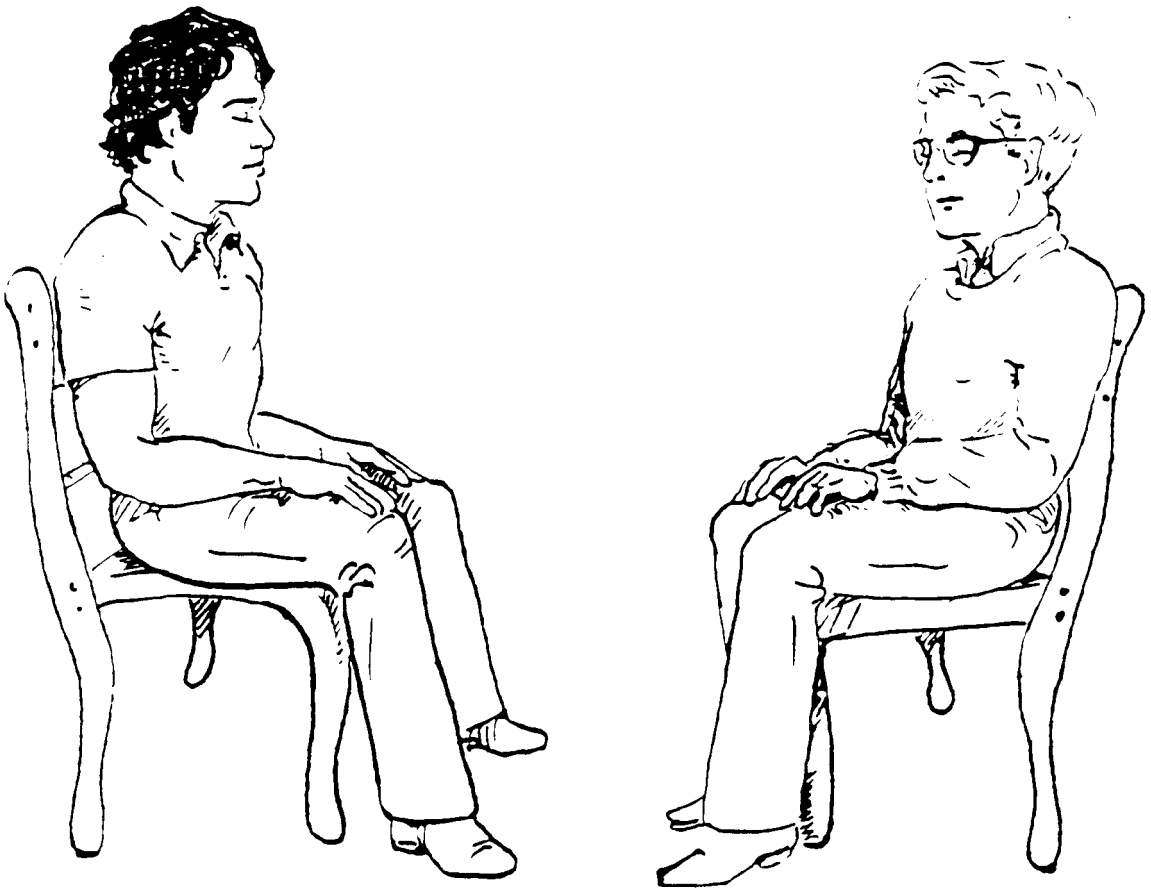
BEGINNING TR 0

CSI PROD NOV 22 1993 238502

PURPOSE

The purpose of this drill is to train the student counselor to be there comfortably and confront another person.

The idea is to get a student counselor to BE there comfortably in a position three feet in front of another person, to BE there and not do anything else but BE there.



CSI PROD NOV 22 1993 238503

PROCEDURE:

You and the coach sit facing each other with eyes closed, a comfortable distance apart -- about three feet.

Close your eyes and BE THERE.

Your Supervisor will begin the drill with a "Start".

There is no conversation. This is a silent drill. There is NO twitching, moving, confronting with a body part, or "system" used to confront or anything else added to BE there.

CSI PROD NOV 22 1993 238504

You and your twin should practice this drill until your Supervisor gives you a "That's It" to stop the drill.

When you can BE there comfortably and confront and have reached a *win,* the drill is passed.

CSI PROD NOV 22 1993 238505

TR 0

CSI PROD NOV 22 1993 238507

PROCEDURE:

Your Supervisor will begin the drill with a "Start."

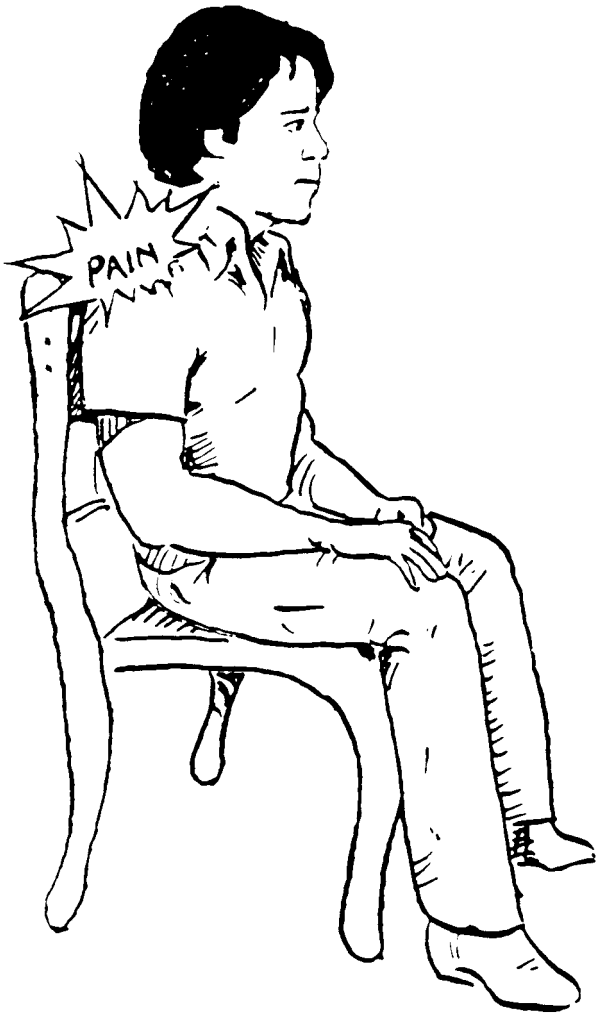
You and your coach sit facing each other a comfortable distance apart -- about three feet.

Neither one of you making any conversation or effort to be interesting.

CSI PROD NOV 22 1993 238508

You may tend to confront WITH a body part rather than confront, or use a system of confronting rather than just BE there.

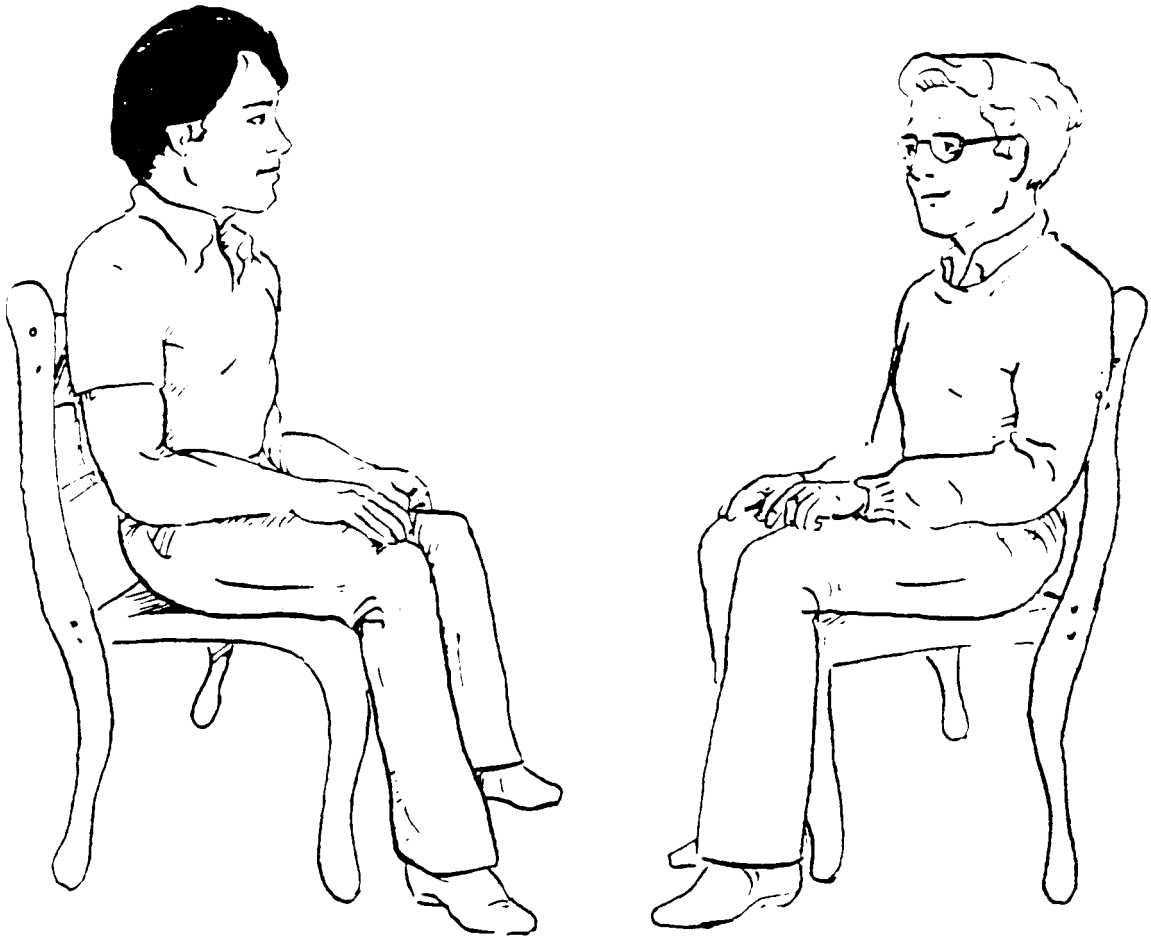
Confronting with a body part can cause pain or discomfort in that body part being used to confront. The solution is just to confront and BE there.



CSI PROD NOV 22 1993 238509

Sit there and say or do nothing.
Do this for some hours.
Simply practice confronting.

This drill is passed when you can just BE there and confront and you have reached a win.



CSI PROD NOV 22 1993 238510

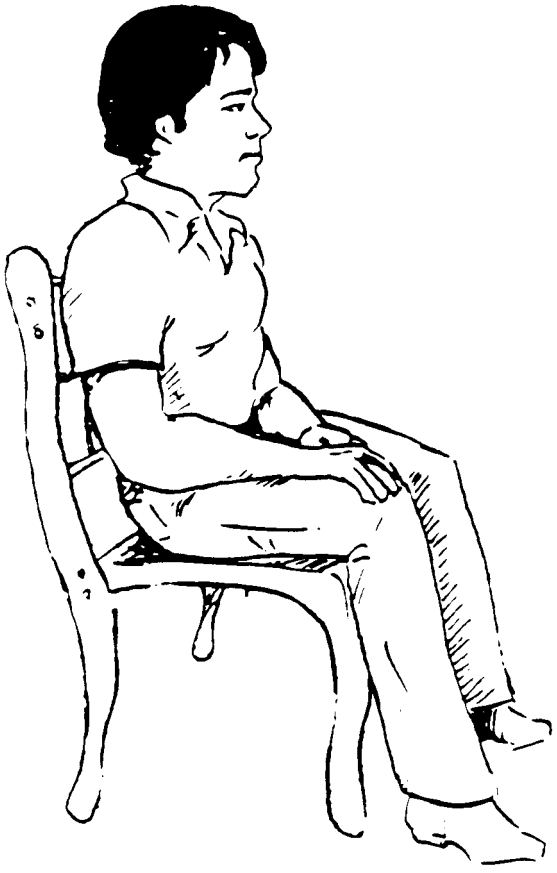
TRO
BULLBAIT

CSI PROD NOV 22 1993 238512

PURPOSE:

The purpose of this drill is to train the student counselor to confront a person in session with session exercises only or with nothing.

The whole idea is to get the student counselor to BE there comfortably in a position three feet in front of a person in session without being thrown off, distracted or reacting in any way to what he says or does.

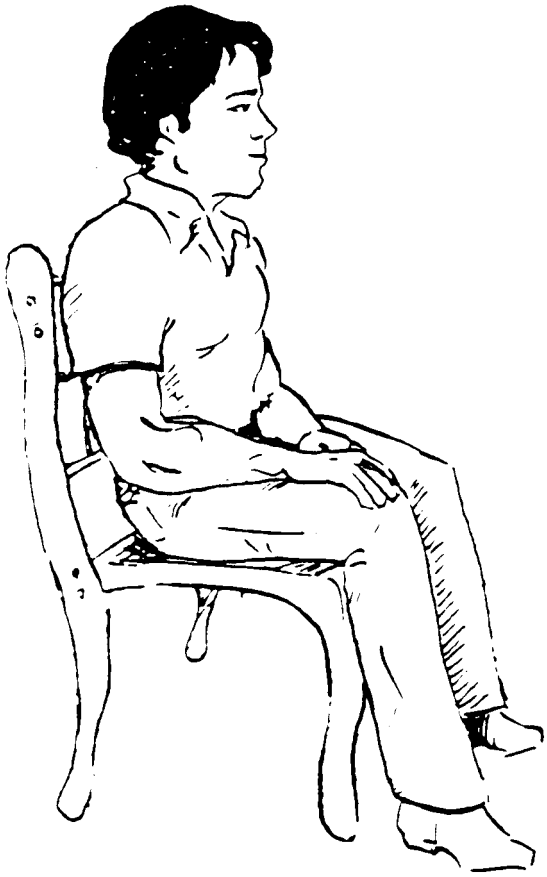


CSI PROD NOV 22 1993 238513

PROCEDURE:

You and the coach sit facing each other a comfortable distance -- about three feet apart.

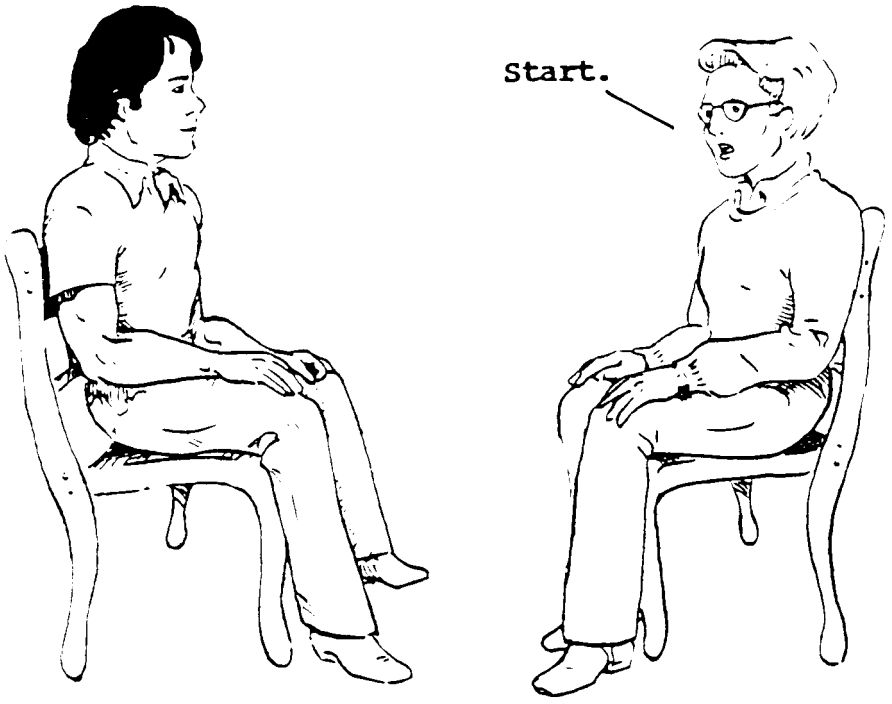
After you have passed TR 0 and you can just BE there comfortably, "bullbaiting" can begin.



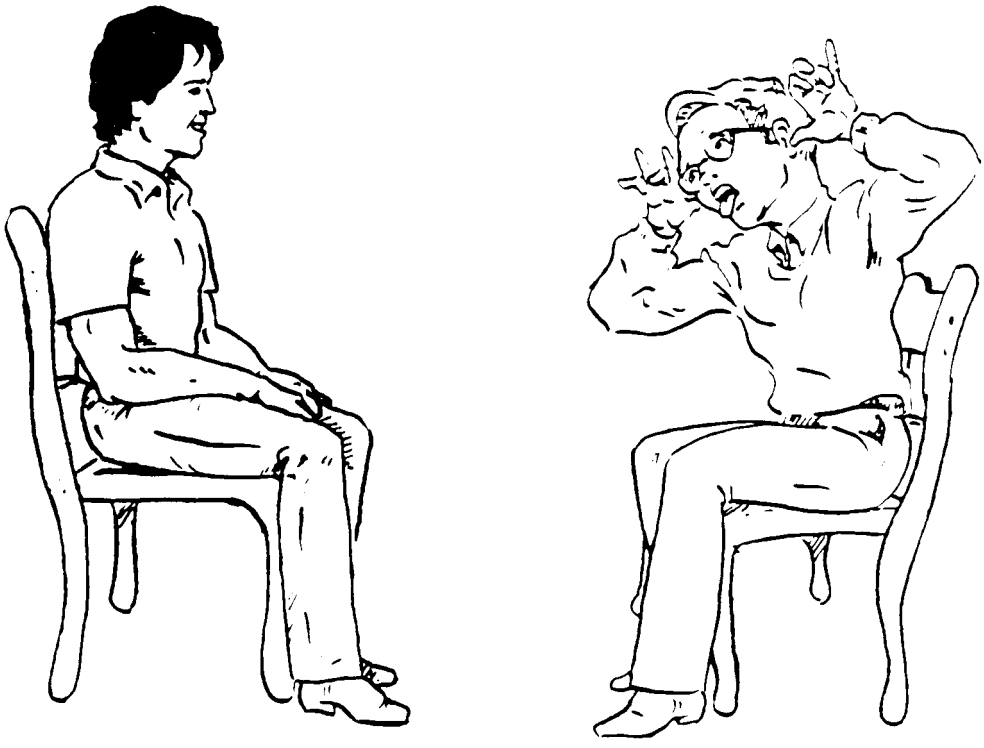
You are to BE THERE and CONFRONT the coach no matter what he says or does.

CSI PROD NOV 22 1993 238514

The coach begins the drill with a "Start."



If you react to something the coach says or does,

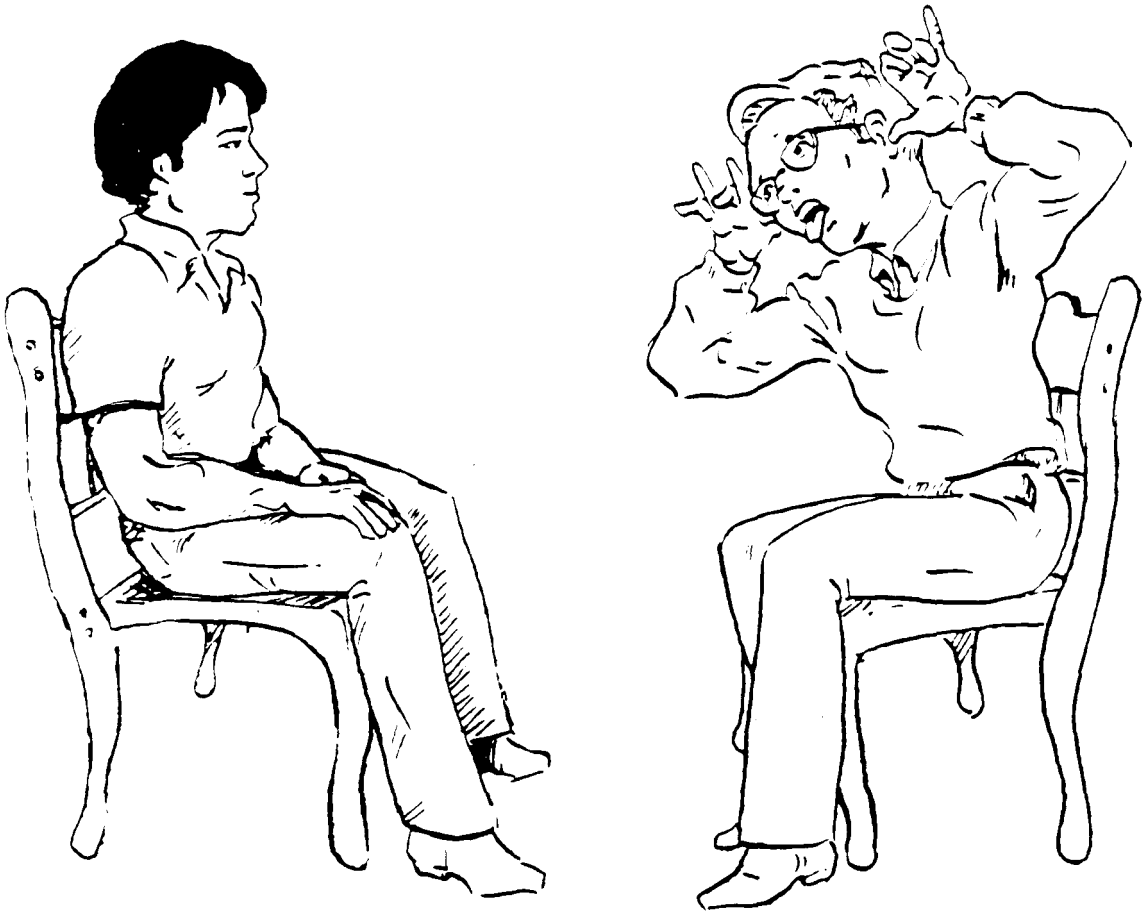


CSI PROD NOV 22 1993 238515

Anything added to BEING there is sharply flunked by the coach.

Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked, with the reason why.

The coach may say or do anything except leave the chair. Your "buttons" can be found and tromped on hard.

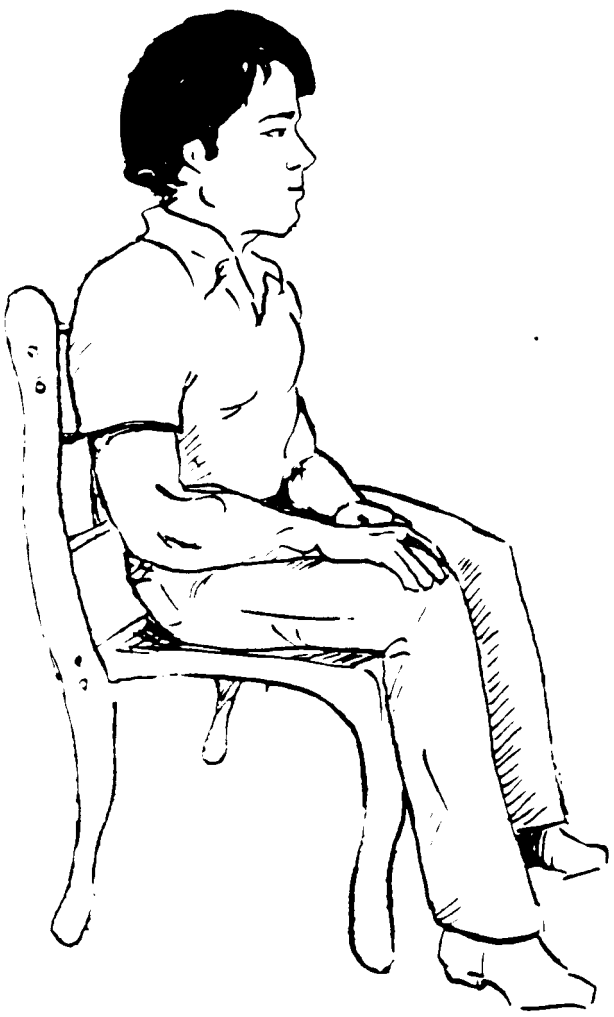


He flattens the button by repeating exactly what was done or said that caused the reaction. This is done again and again until there is no longer any reaction.

The coach never goes on to another button until the one you reacted to is flat.

CSI PROD NOV 22 1993 238516

This drill is passed when you can BE there comfortably without being thrown off of distracted or react in any way to anything the coach says or does and you have reached a win.



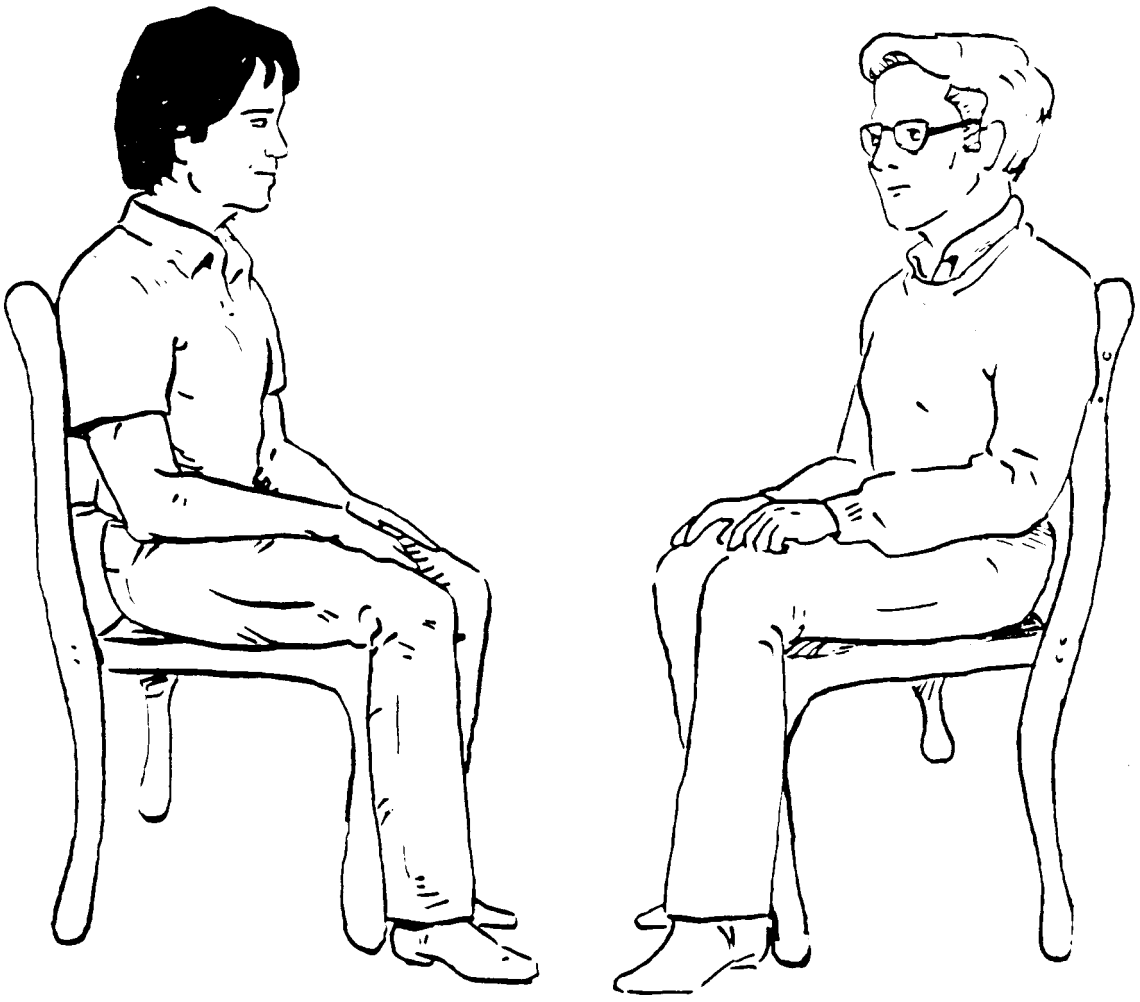
CSI PROD NOV 22 1993 238517

TR 1

CSI PROD NOV 22 1993 238518

PROCEDURE:

Sit facing your coach
a comfortable distance apart.



CSI PROD NOV 22 1993 238519

The command goes from the book to you and, as your own, to the coach.

It must not go from the book to the coach.

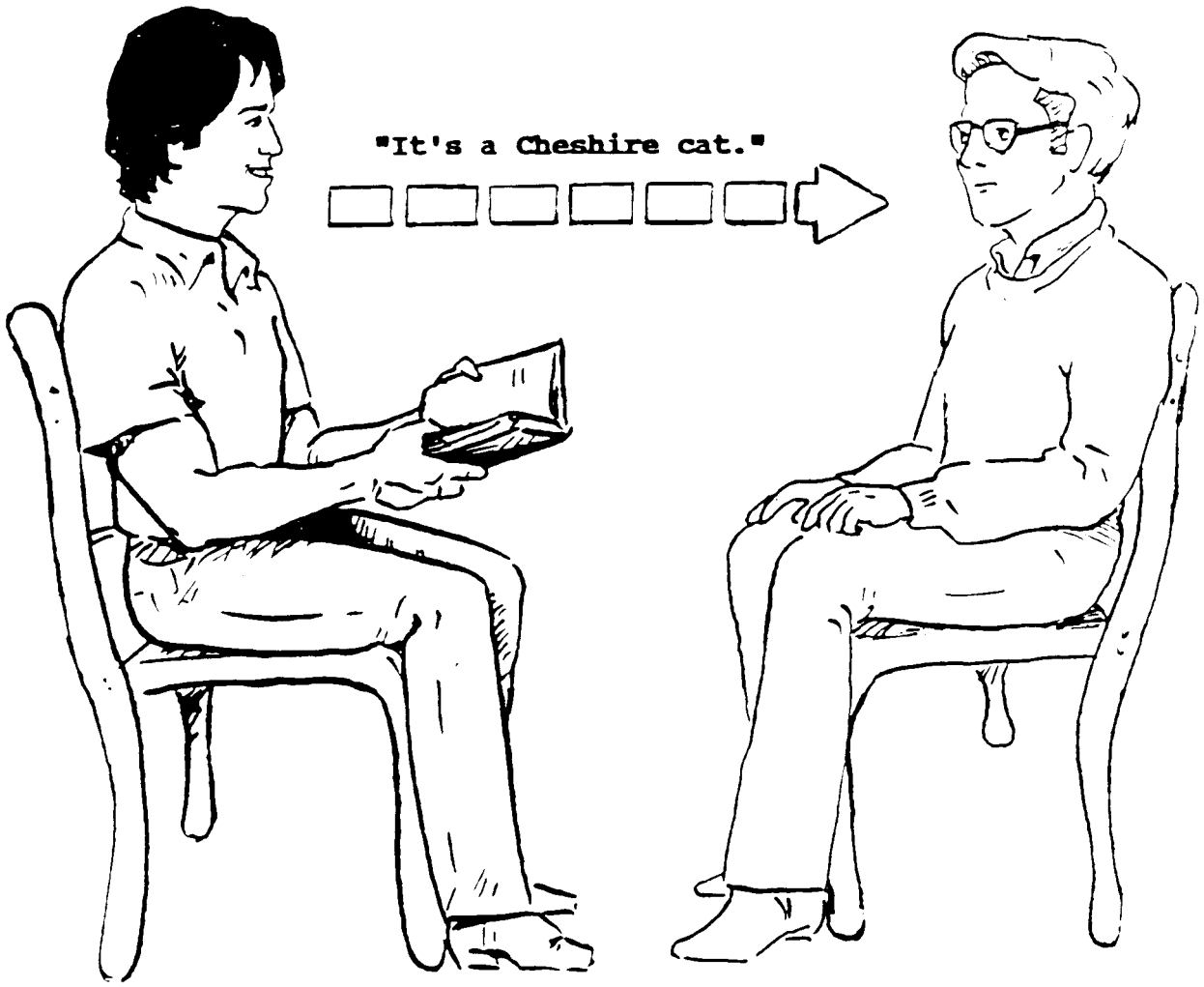
CSI PROD NOV 22 1993 238520

The coach must receive the command clearly and understand it before he says "Good."

The coach says "Start," and "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again. "That's it" is used to terminate (finish or end) for a discussion or to end the activity. If the drill is terminated for a discussion, the coach must say "Start" again before it resumes (begins again).

CSI PROD NOV 22 1993 2385

Do this drill until you can put across
a communication naturally,
and can do it
easily and relaxedly.



CSI PROD NOV 22 1993 238522

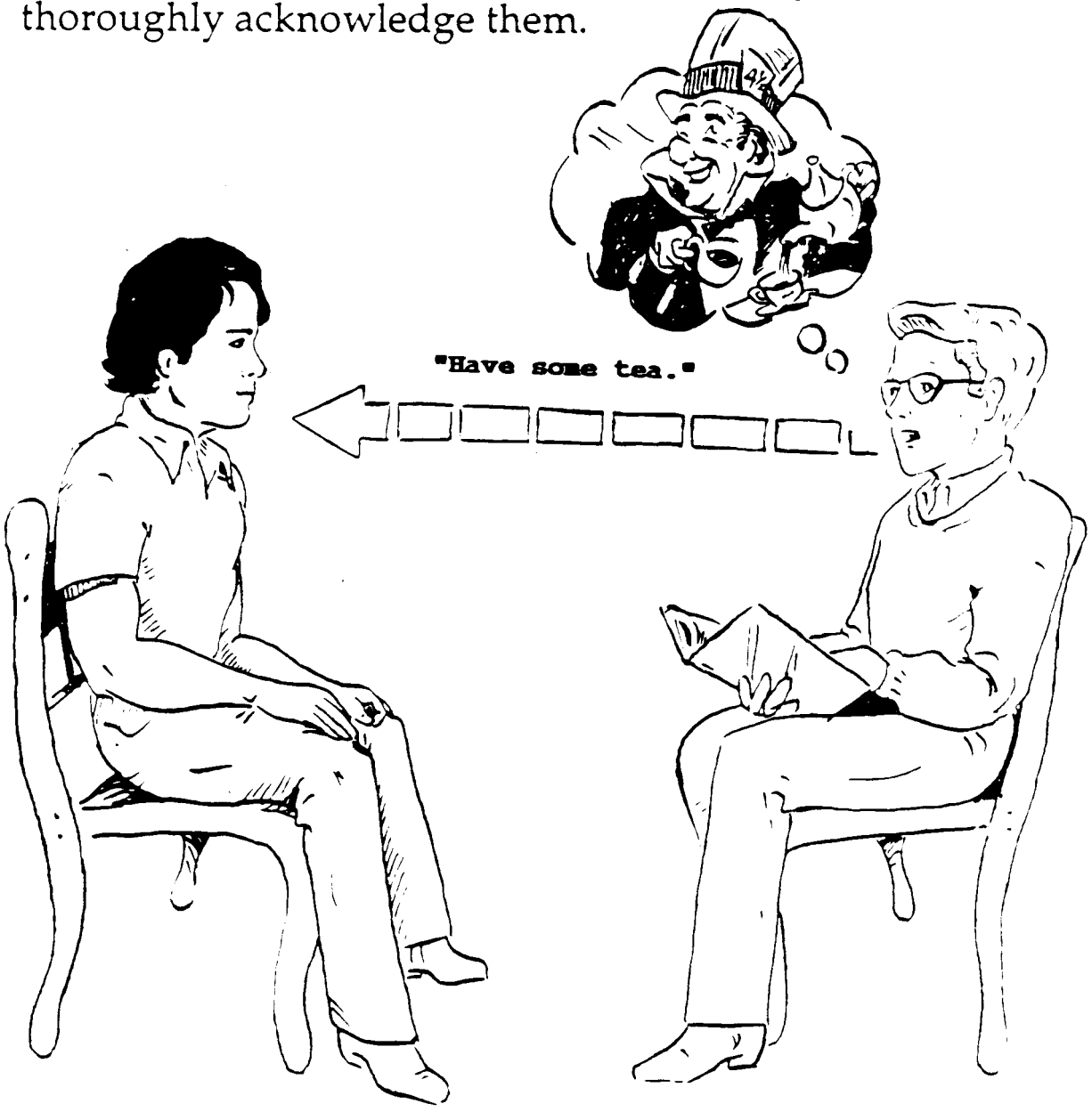
TR 2

CSI PROD NOV 22 1993 238523

PROCEDURE:

You and the coach are seated facing each other at a comfortable distance apart.

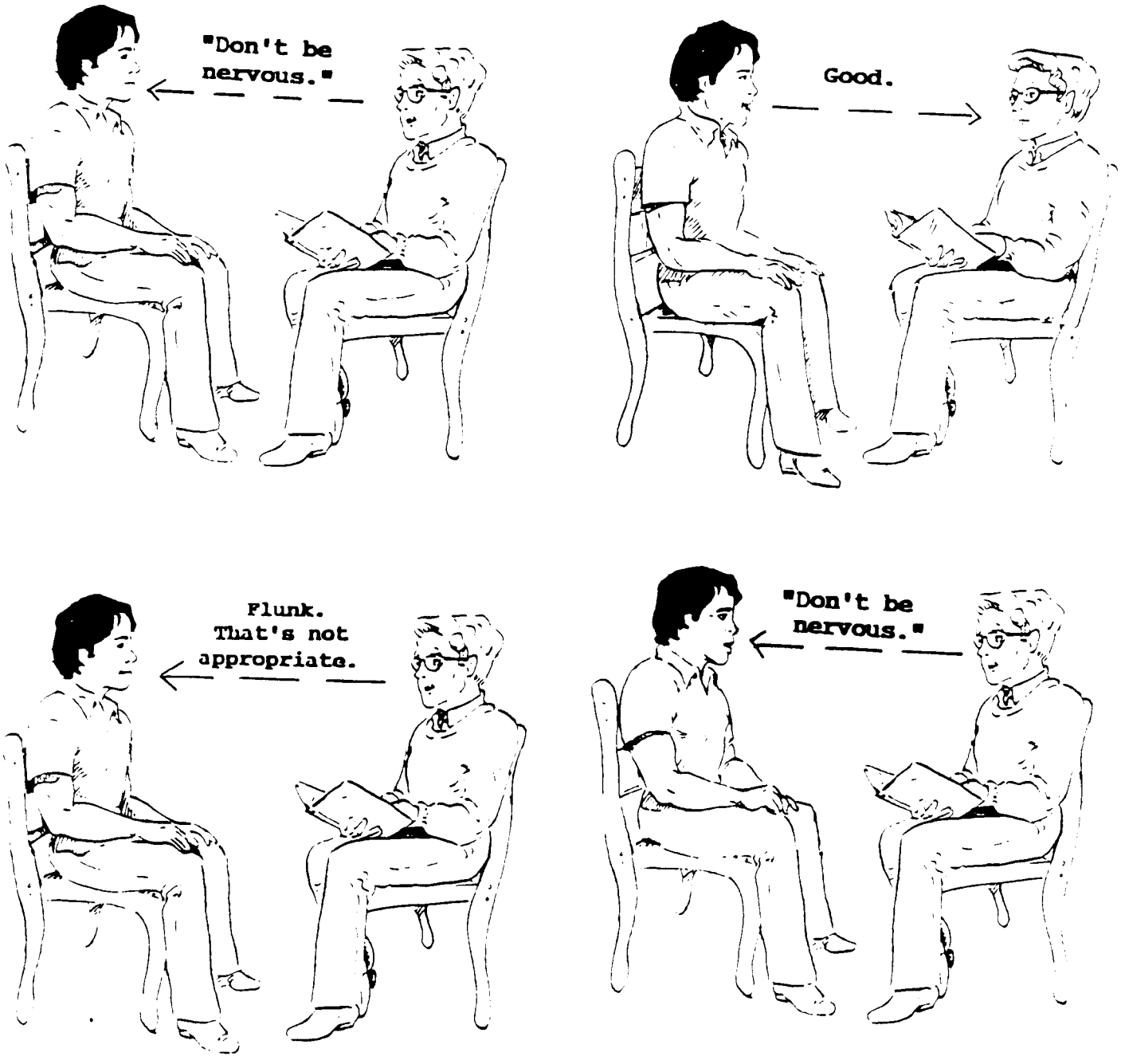
The coach reads lines from the book,"Alice in Wonderland" omitting the "he saids" and you thoroughly acknowledge them.



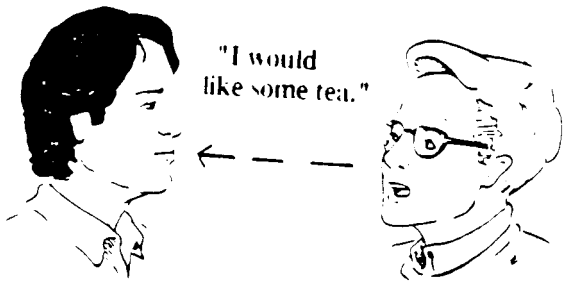
CSI PROD NOV 22 1993 238524

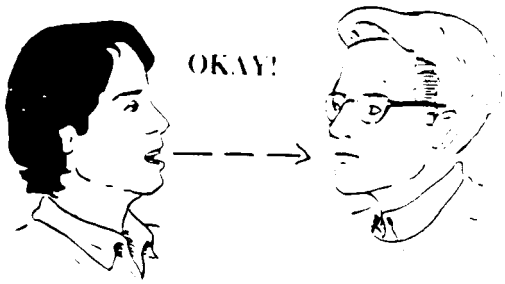
The coach says "Start," reads a line and says "Flunk" every time he feels there has been an improper acknowledgment.

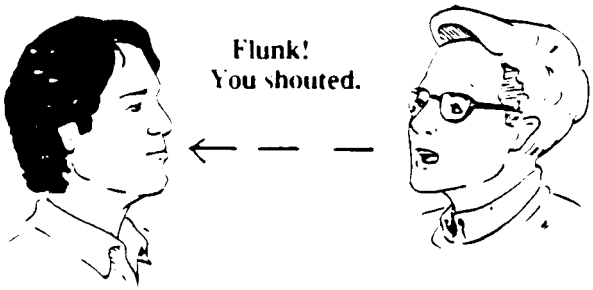
The coach repeats the same line each time he says "Flunk."

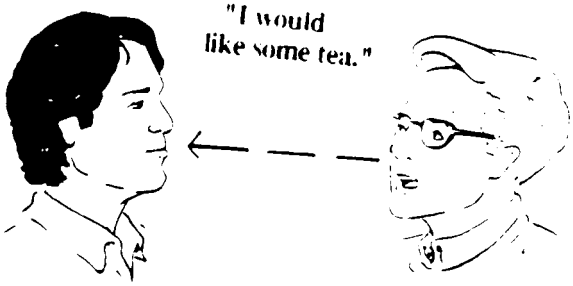


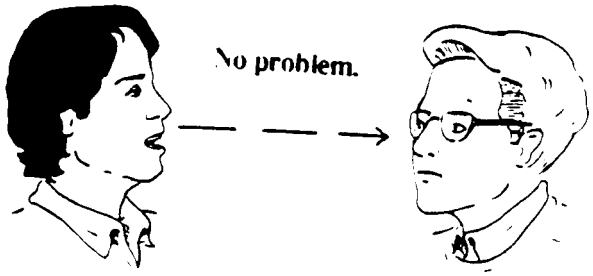
CSI PROD NOV 22 1993 238525











CSI PROD NOV 22 1993 238526

Curb (restrain, control) over and under acknowledgment.

You can do anything at first to get your acknowledgment across. The coach will then even you out.

CSI PROD NOV 22 1993 238527

"That's it" may be used to terminate for discussion or terminate the drill.

"Start" must be used to begin a new coaching after a "That's it."

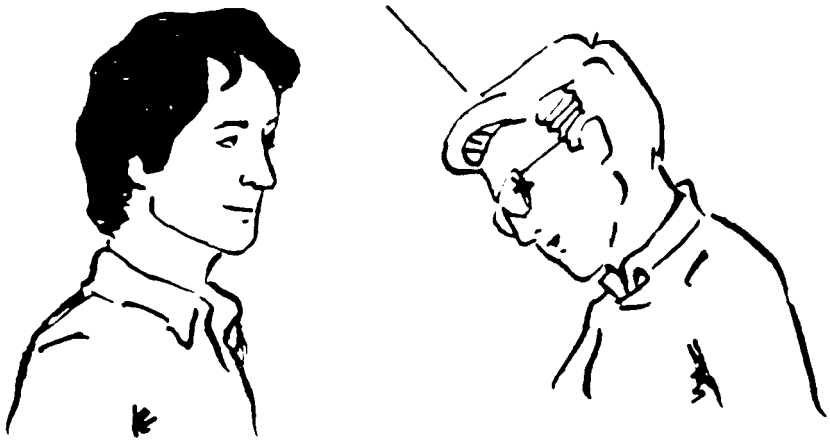
CSI PROD NOV 22 1993 238528

CSI PROD NOV 22 1993 238529

TR 2 1/2

CSI PROD NOV 22 1993 238530

"Bill, I've got something to ask...er...ah...."

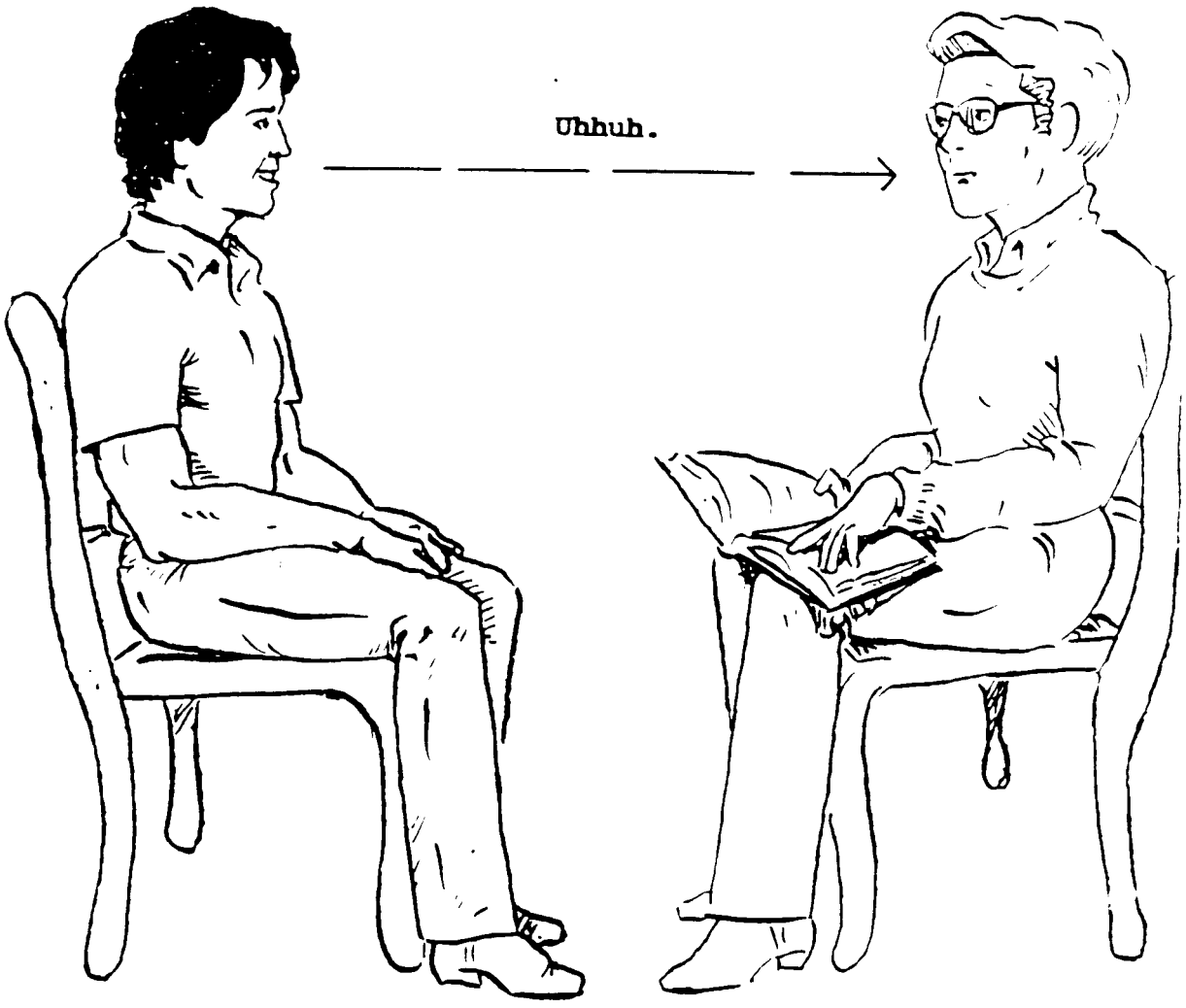


"Go on, tell me."

"Can I borrow your car tonight?"

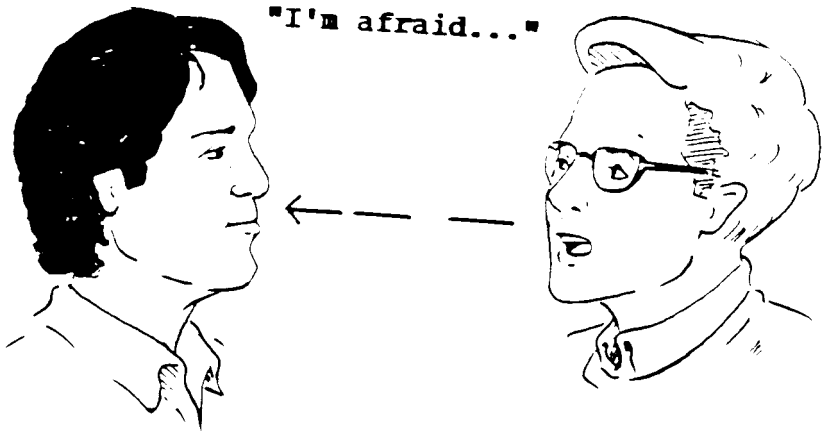
CSI PROD NOV 22 1993 238531

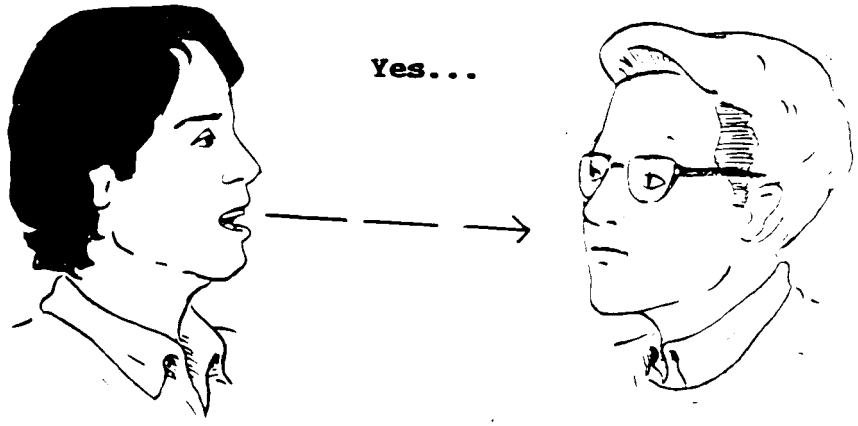
Give him a half-acknowledgment to show him you understand and want him to CONTINUE.

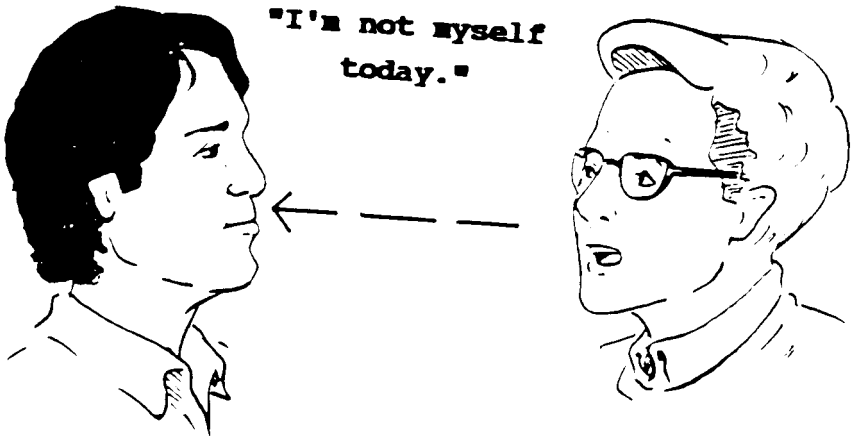


CSI PROD NOV 22 1993 238532

He repeats the same line each time he says "Flunk."

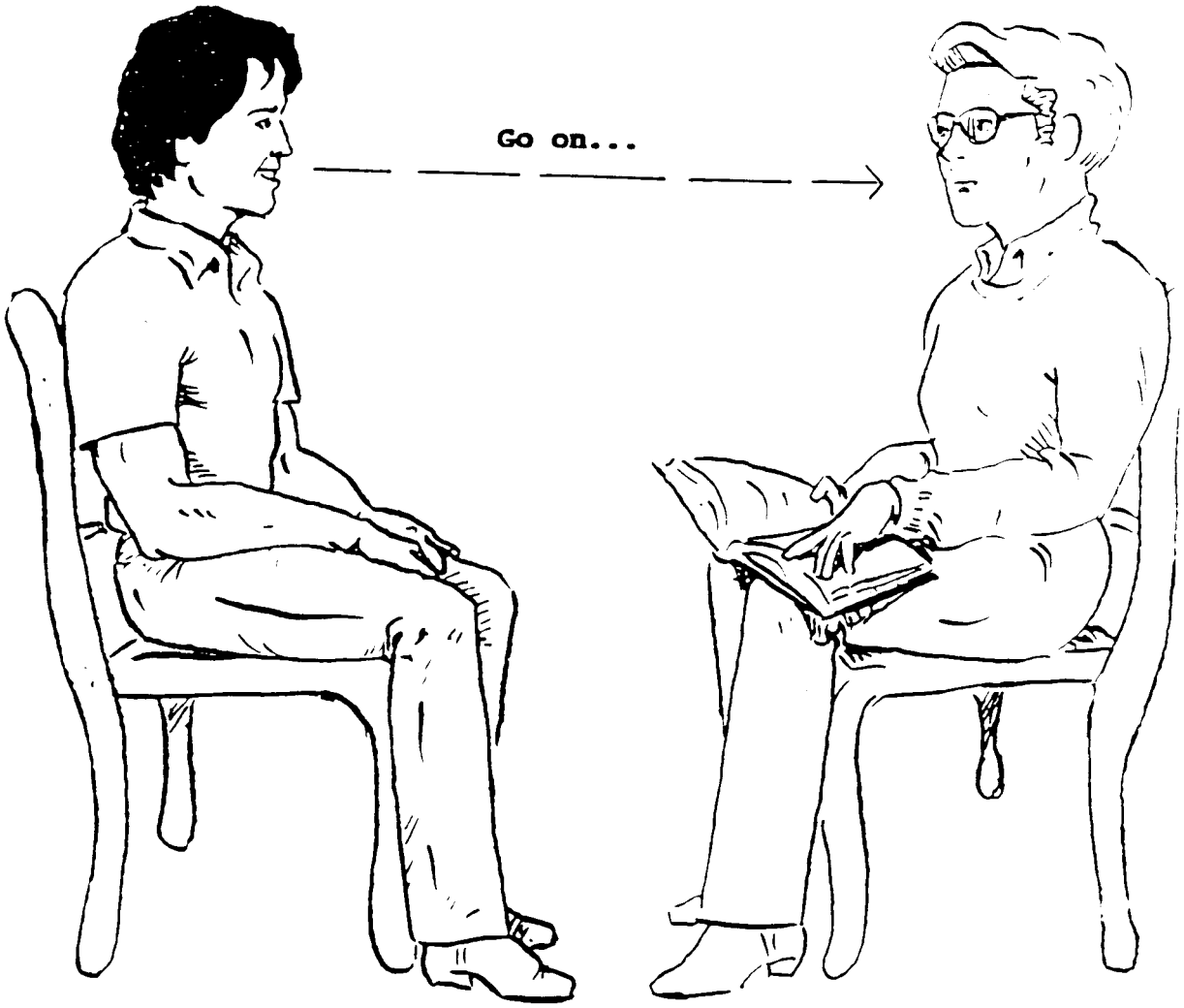






CSI PROD NOV 22 1993 238533

Do this drill until you can easily encourage a person to continue talking.



CSI PROD NOV 22 1993 238534

TR 3

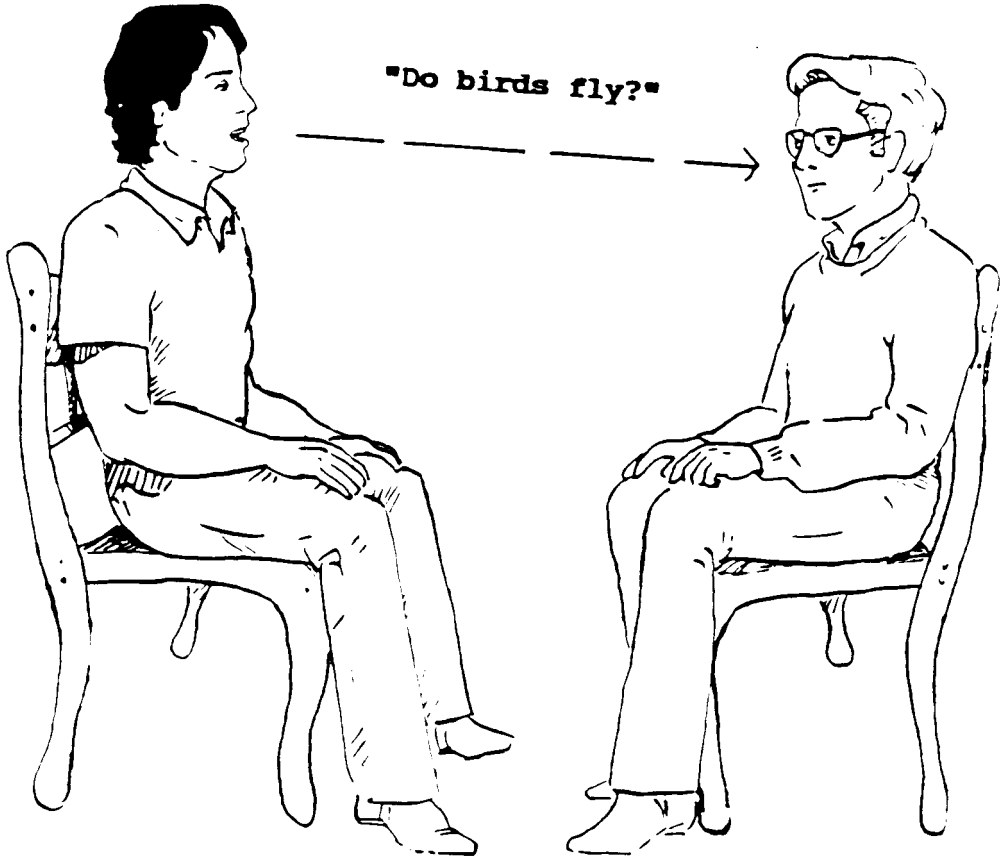
CSI PROD NOV 22 1993 238535

PROCEDURE:

You and the coach are seated a comfortable distance apart.

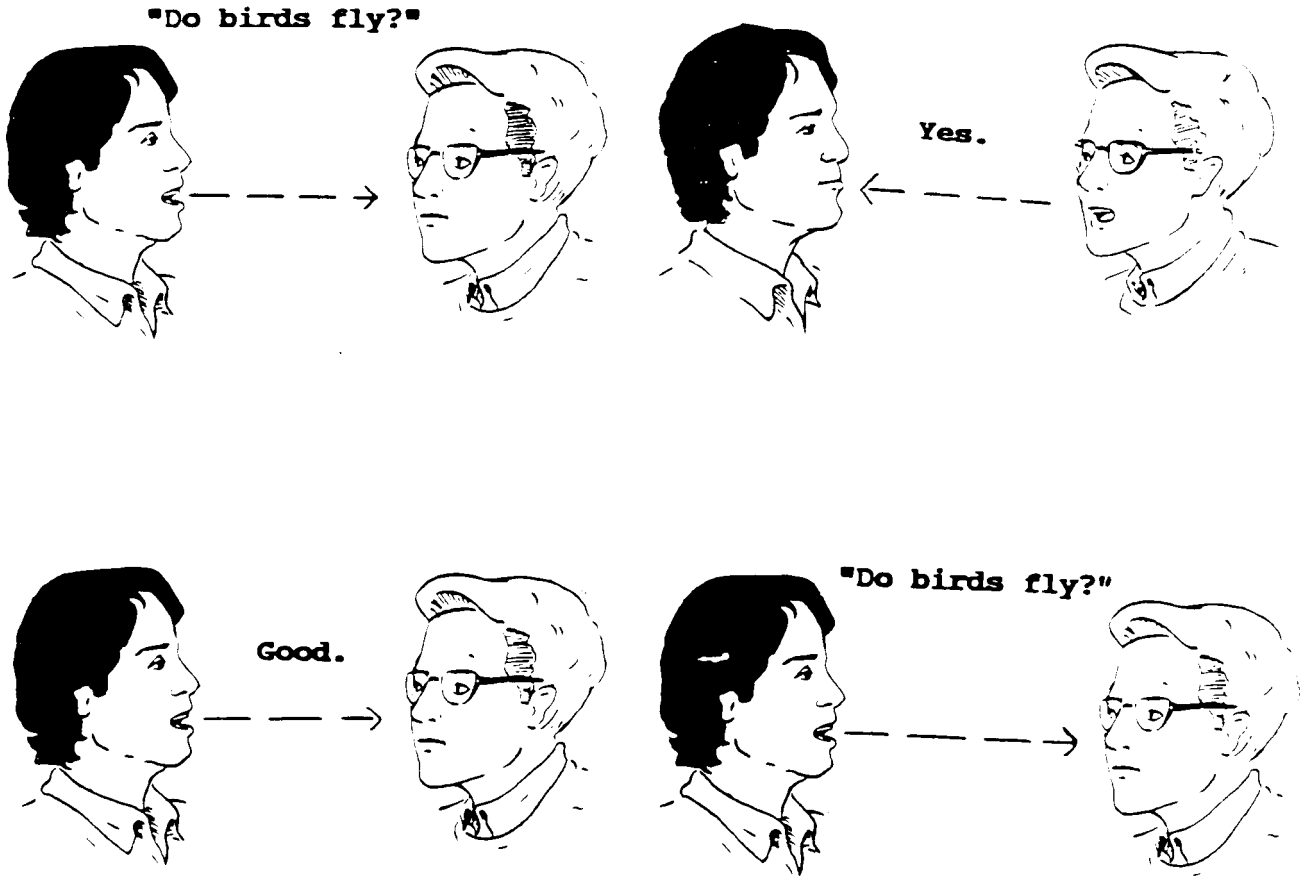
You must learn to give a command and receive an answer and to acknowledge it in one unit of time.

You ask either "Do birds fly?"
or "Do fish swim?".



CSI PROD NOV 22 1993 238536

Then a new cycle is started by you asking the same question over again.



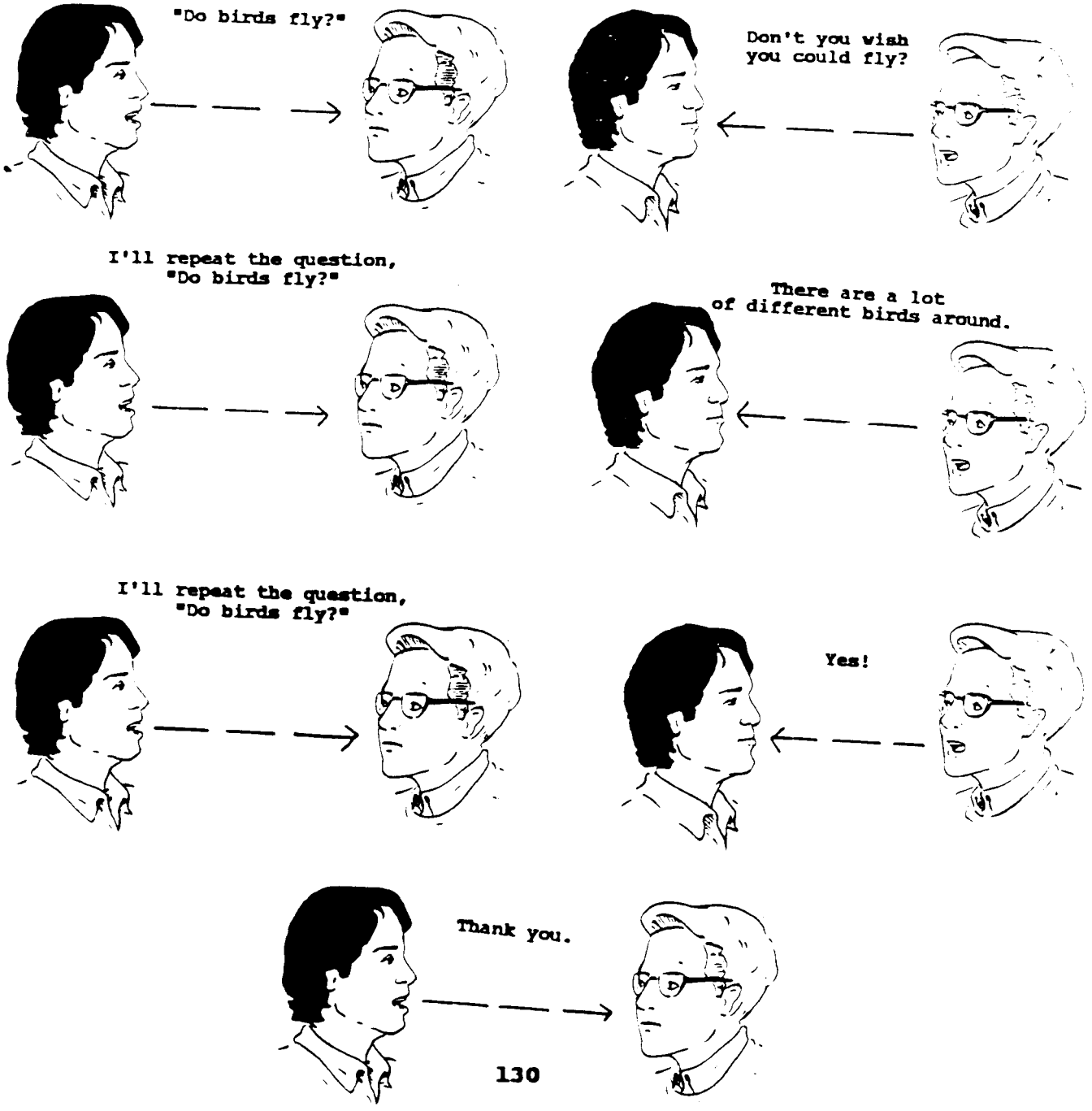
Each time the question is asked it should be asked newly as though it were being asked for the first time.

CSI PROD NOV 22 1993 238537

Occasionally the coach will not answer the question but make remarks completely off the subject.

These are called comments.

A comment is a remark made about the student or about the room.



CSI PROD NOV 22 1993 238538

You are flunked if you fail to get an answer to the question asked, if you fail to repeat the exact questions, if you are led off by excursions (going off the subject) taken by the coach.

CSI PROD NOV 22 1993 238539

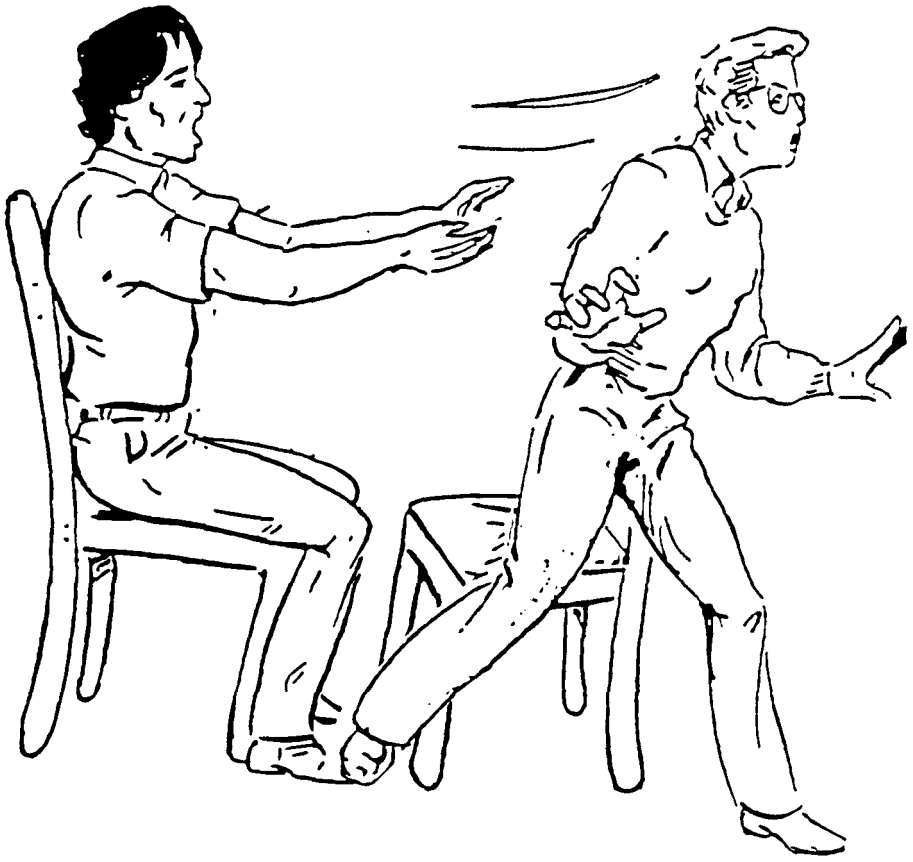
The coach begins the drill with a "Start" and stops the drill with a "That's it."

The coach may not use "Start," "Flunk," "Good" and "That's it" to fluster or trap you.

Any other statement under the sun may be used.

The coach may try to leave his chair in this TR.

If he succeeds, it is a flunk.

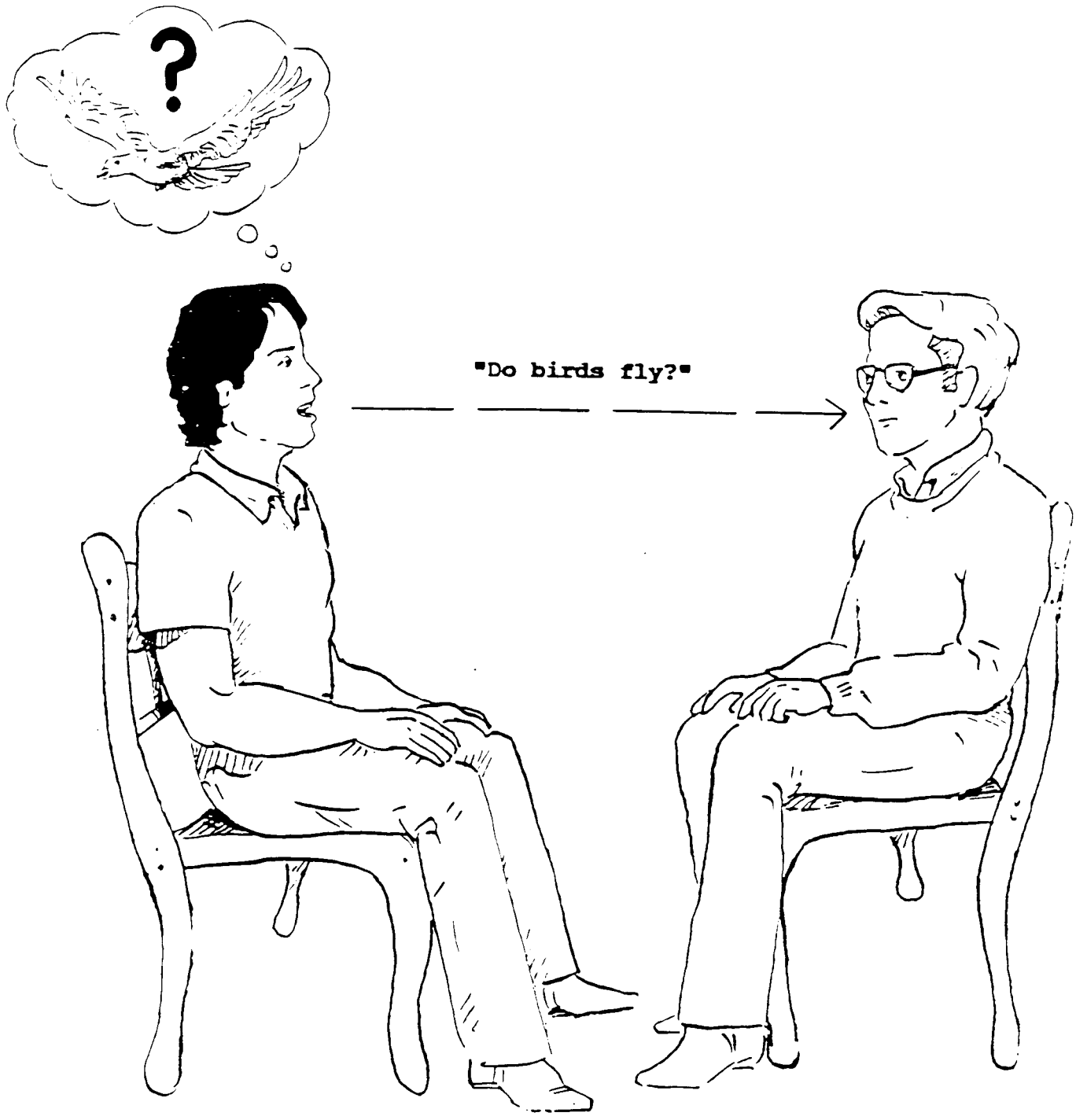


CSI PROD NOV 22 1993 238540

You may use your hands to prevent a "blow" (leaving) of the coach.

CSI PROD NOV 22 1993 238541

Do this drill until
you can get your question answered
and can duplicate your question each time newly.



CSI PROD NOV 22 1993 238542

TR 4

CSI PROD NOV 22 1993 238543

PROCEDURE:

You and the coach sit facing each other at a comfortable distance apart.

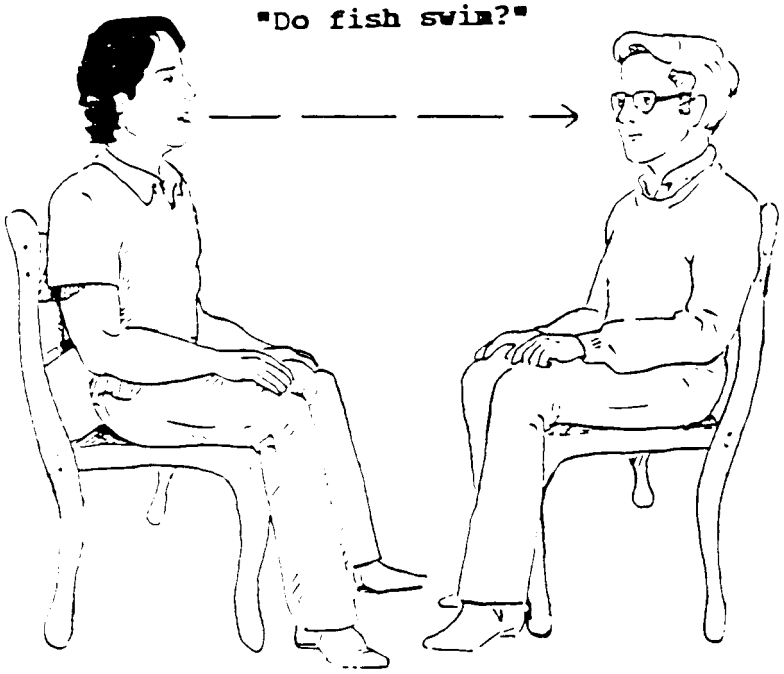
The commands are "Do fish swim?" or "Do birds fly?".

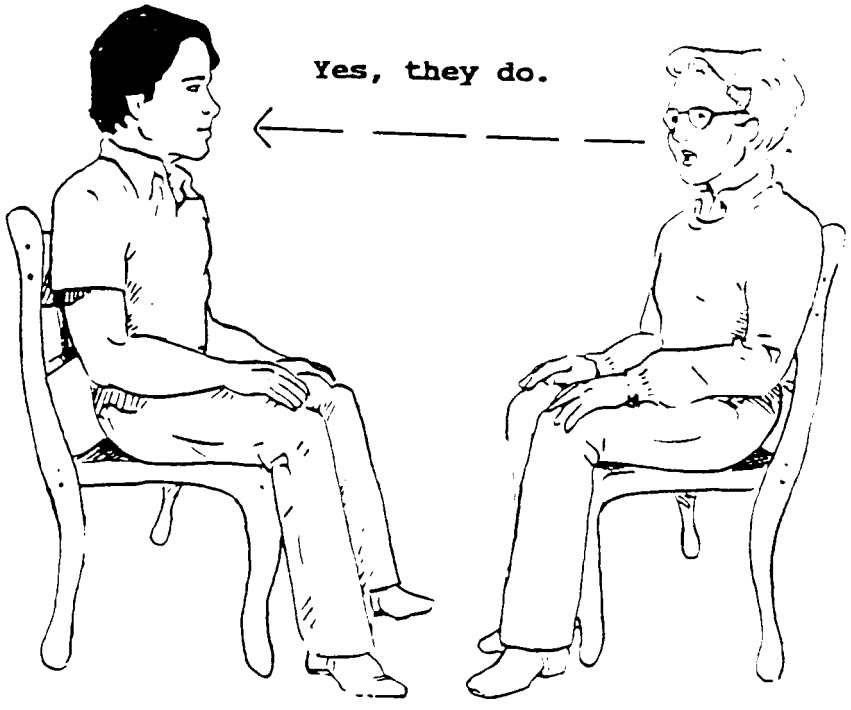
CSI PROD NOV 22 1993 238544

You do three things:

1) Clarify and understand the origination.

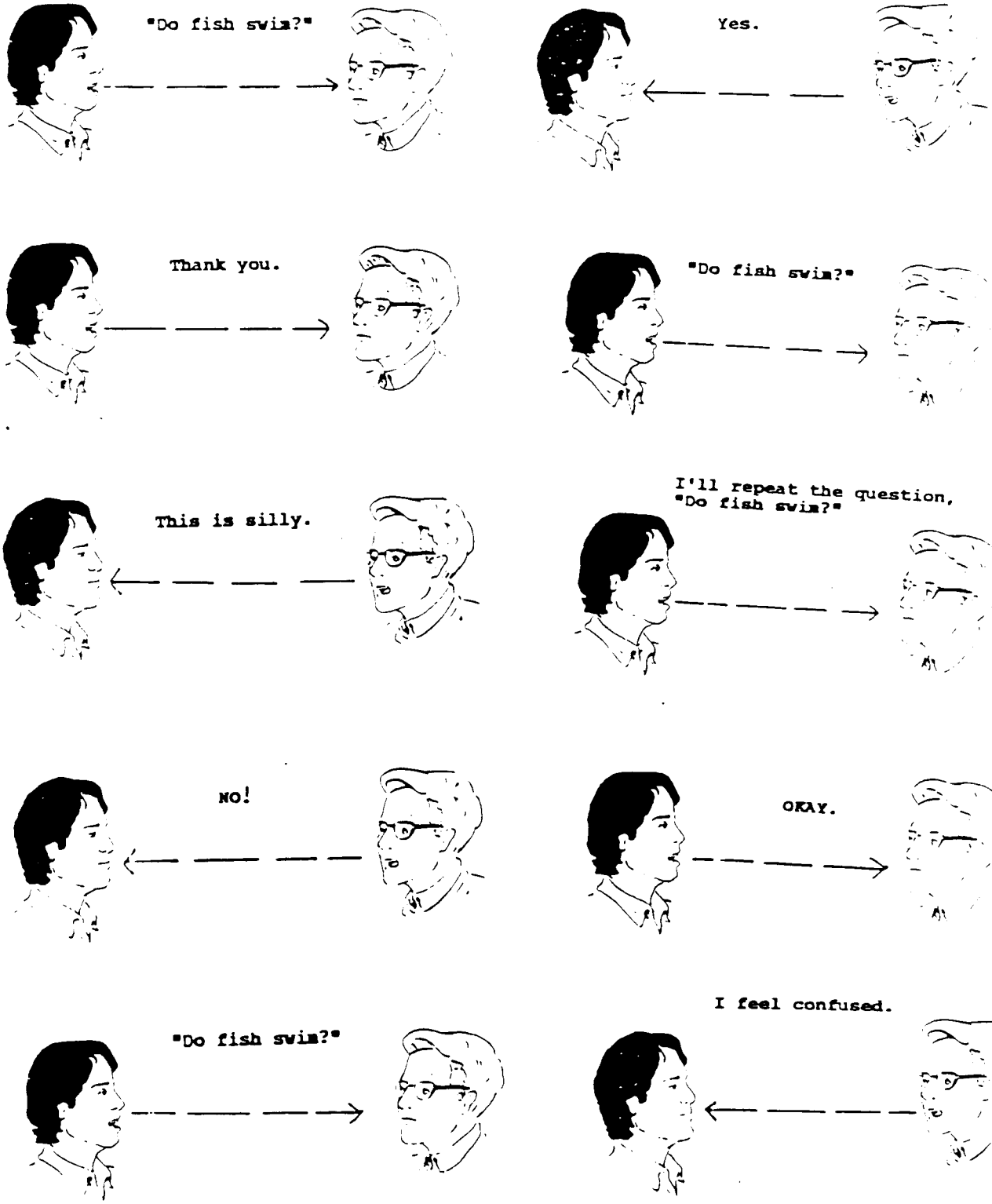
CSI PROD NOV 22 1993 238545





CSI PROD NOV 22 1993 238546

Originations are handled. Comments are ignored.



CSI PROD NOV 22 1993 238547

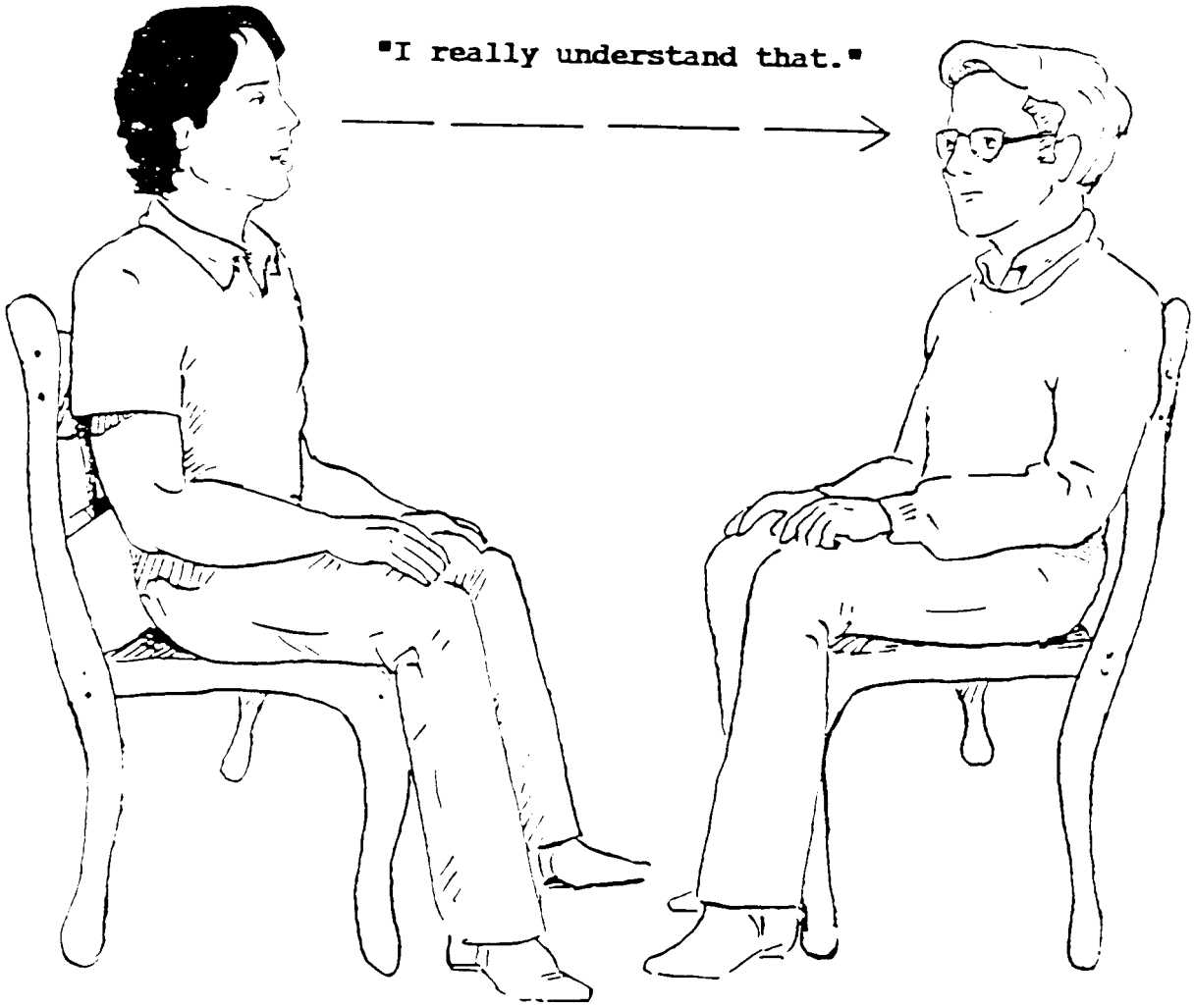
Your failure to differentiate between these comments (by trying to handle them) and coach's remarks about himself is a flunk.

Your failure to persist is always a flunk in any TR but here more so.

The coach should not always read from the list provided in this course booklet to originate, and not always look at you when about to comment.

CSI PROD NOV 22 1993 238548

Do this drill until you can easily and naturally handle a person's origination.



CSI PROD NOV 22 1993 238549

I think I'm backed up from my body.

I just realized I've had a headache for years.

This is silly.

I feel all confused.

I've got a sharp pain in my back.

I feel lighter.

I can't tell you.

I feel terrible - like I'd lost something.

WOW - I didn't know that before!

The room seems to be getting dark.

Say, this really works.

I feel awfully tense.

You are really a good coach.

That wall seems to move toward me.

If you say that again, I'll bust you in the mouth.

I feel like something just hit me in the chest.

You surely have a nice office here.

CSI PROD NOV 22 1995 238550

I'm getting sleepy.

I'm starving. Let's go to lunch.

Can I have a cigarette?

What does this have to do with getting off drugs?

Suddenly, I'm so tired.

Everything is getting blurry.

What time do we get through?

Is this room rocking?

How much longer do we have to do this?

You are the worst coach I've ever had.

Your eyes stink.

I feel like there's a spider's web on my face.

My left leg hurts.

I feel so light!

Isn't it getting hot in here?

I just remembered the first time I went swimming.

CSI PROD NOV 22 1993 23

I am going to vomit on you if you don't stop.

I absolutely love the way you handle originations.

You are sweet.

CSI PROD NOV 22 1993 238552

SECTION SIX:

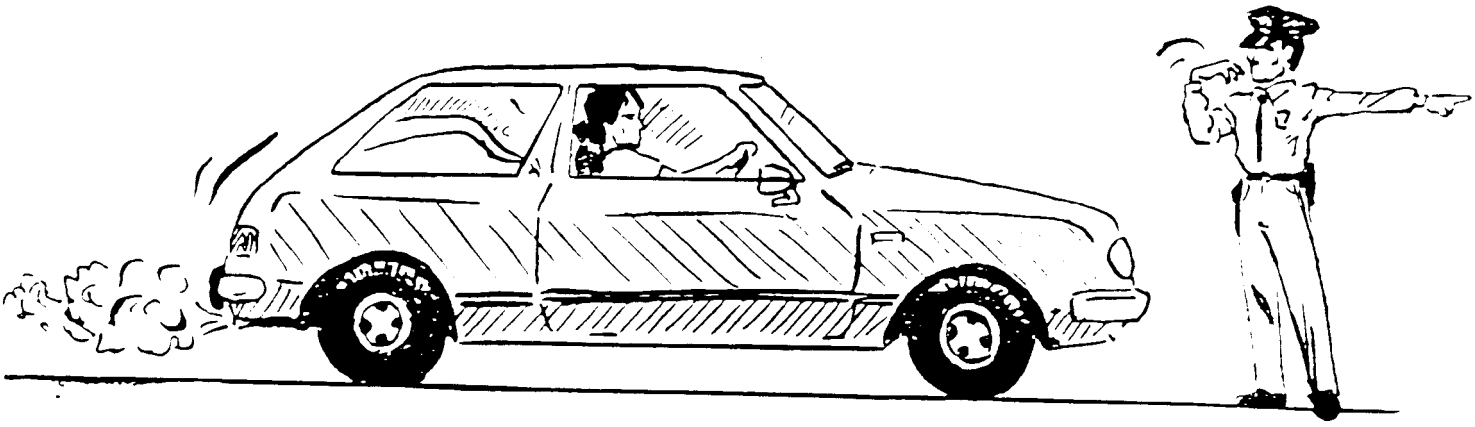
TRAINING ROUTINES
TRs 6 - 9

CSI PROD NOV 22 1993 238553

CONTROL

CSI PROD NOV 22 1993 238554

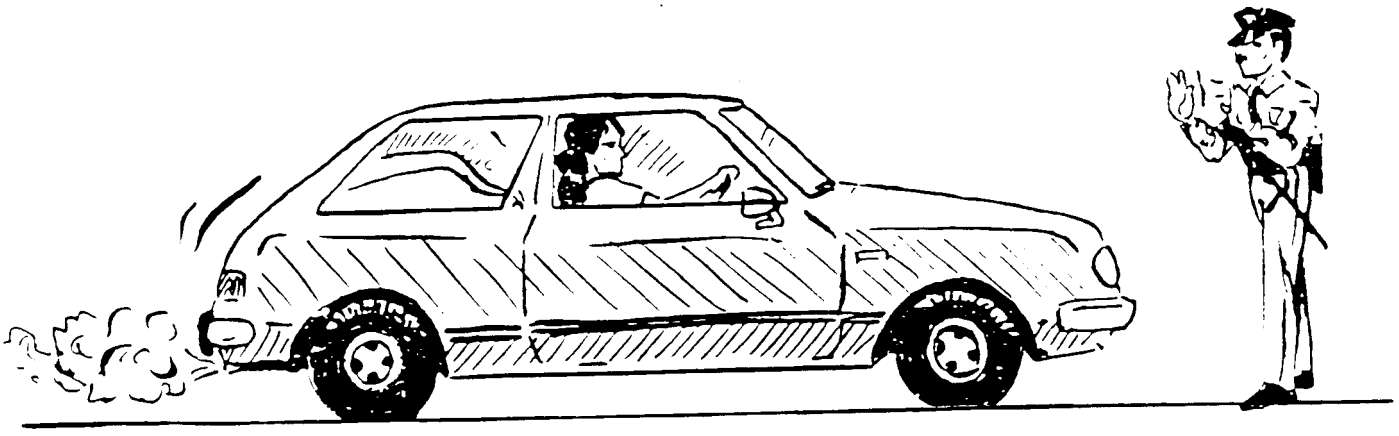
CONTROL IS



START

CSI PROD NOV 22 1993 238555

STOP



You can say that he can CONTROL the car.

CSI PROD NOV 22 1993 238556

or if he can't CHANGE the position of the car

CSI PROD NOV 22 1993 238557

CONTROL IS START, CHANGE, STOP.

These next drills are about CONTROL.

CSI PROD NOV 22 1993 238558

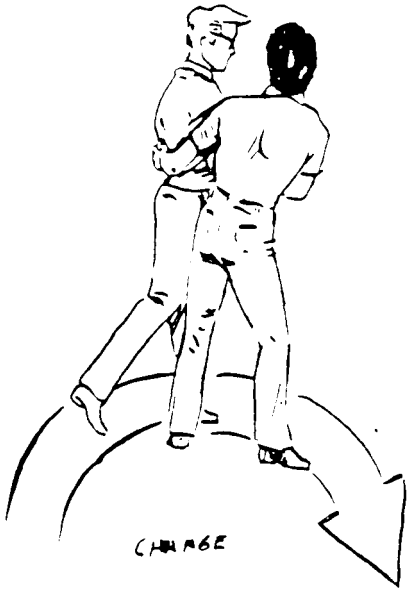
TR 6

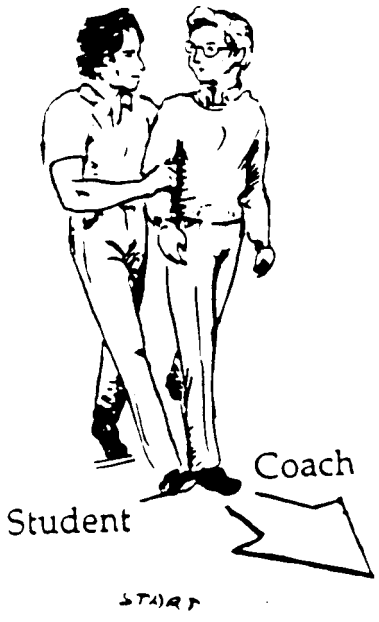
CSI PROD NOV 22 1993 238559

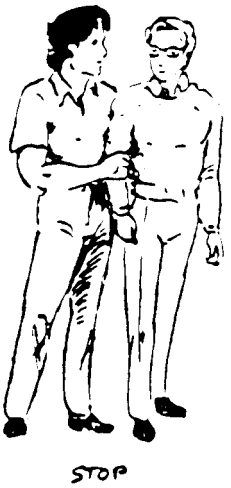
PROCEDURE:

You and your coach walk side by side. You are always on the coach's right, except when turning.

Silently steer your coach's body around the room, not touching the walls, quietly STARTING, CHANGING, and STOPPING his body.





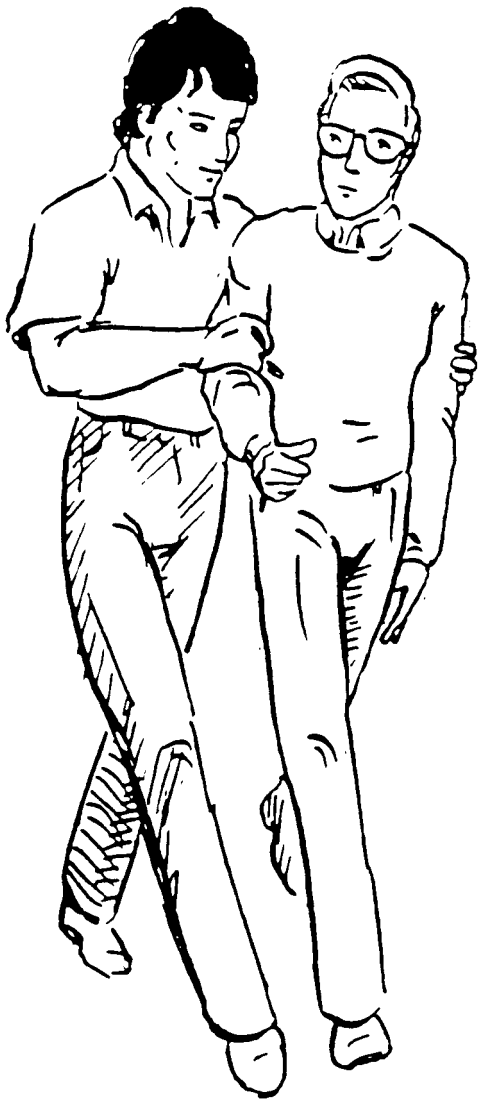


CSI PROD NOV 22 1993 238560

In this part of the drill, you are not allowed to walk the coach into walls, as walls become automatic stops and you are then not stopping the coach's body but allowing the wall to do it for you.

CSI PROD NOV 22 1993 2385

Do this drill until you have mastered (become expert or skilled in) moving another body than your own without verbal communication.



CSI PROD NOV 22 1993 238562

PART TWO

PURPOSE:

The purpose of this part of the drill is to accustom you to moving another body, by giving commands and while giving commands, only.

CSI PROD NOV 22 1993 238563

The commands to be used are:

"LOOK AT THAT WALL." "THANK YOU."

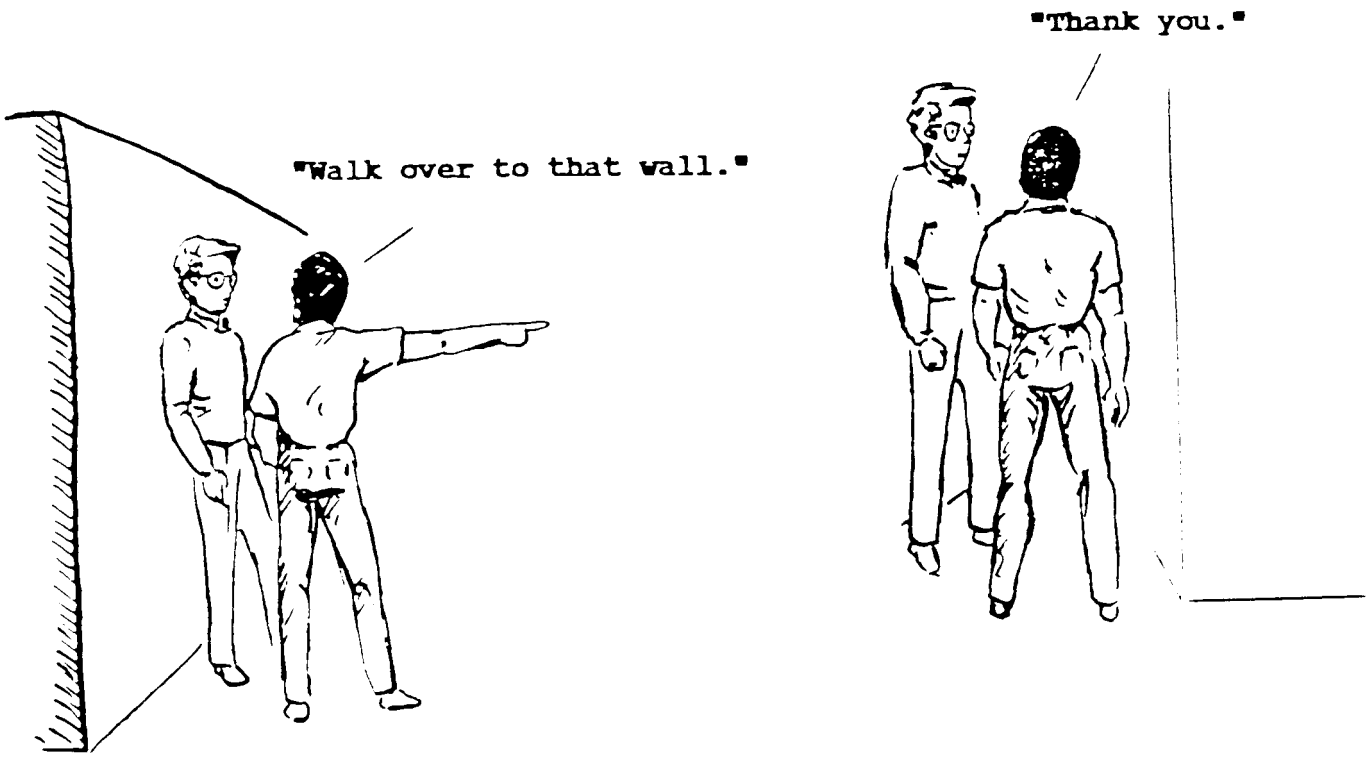
"WALK OVER TO THAT WALL." "THANK YOU."

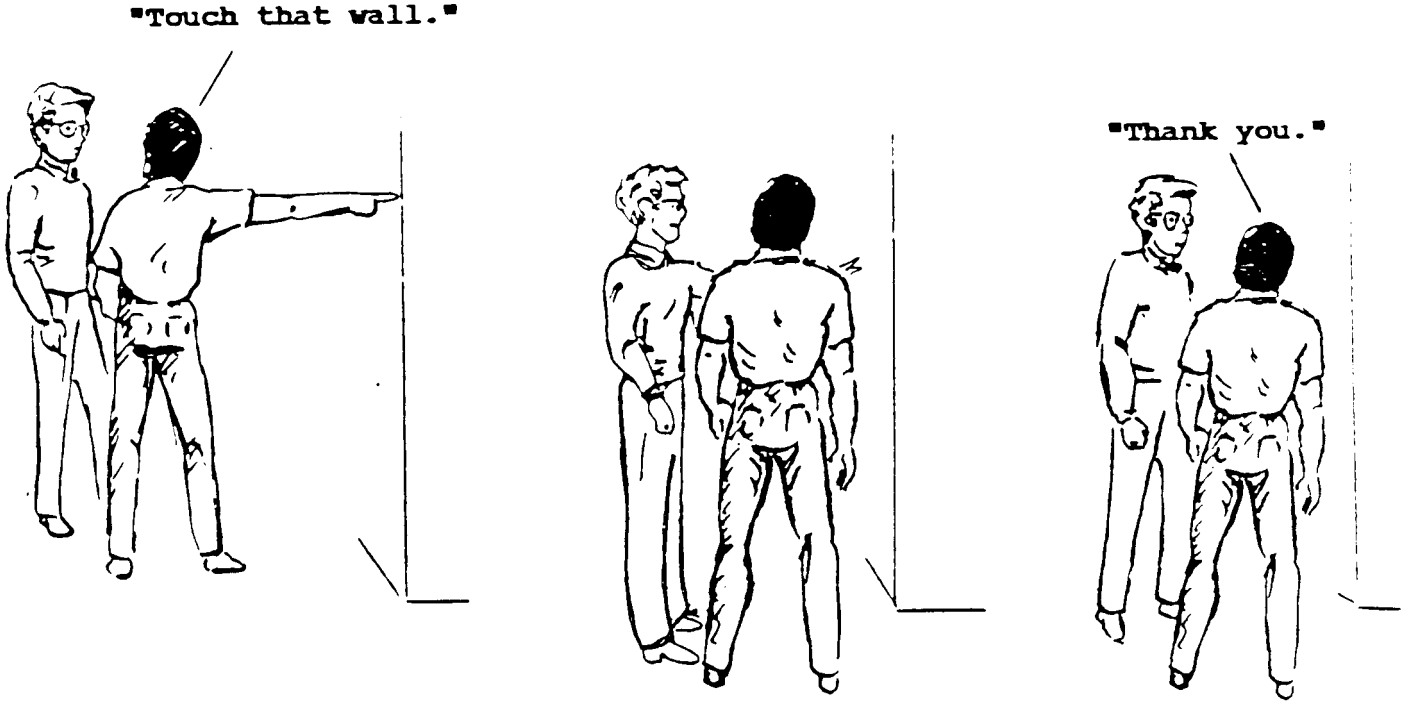
"TOUCH THAT WALL." "THANK YOU."

"TURN AROUND." "THANK YOU."

Training stress is on complete, crisp precision of movement and commands.

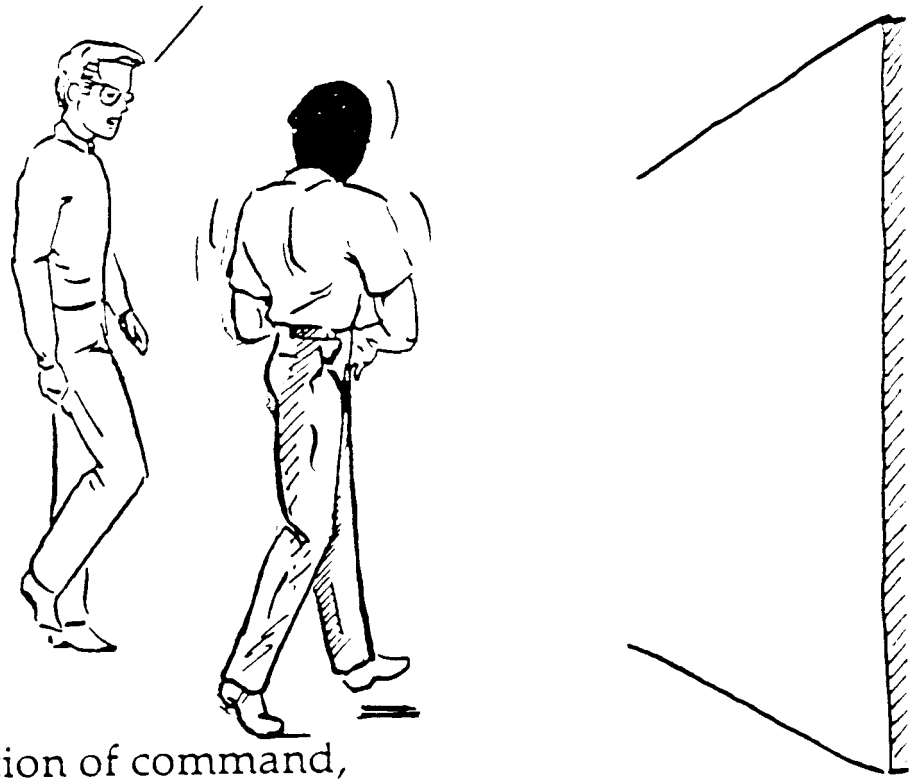
CSI PROD NOV 22 1993 238564



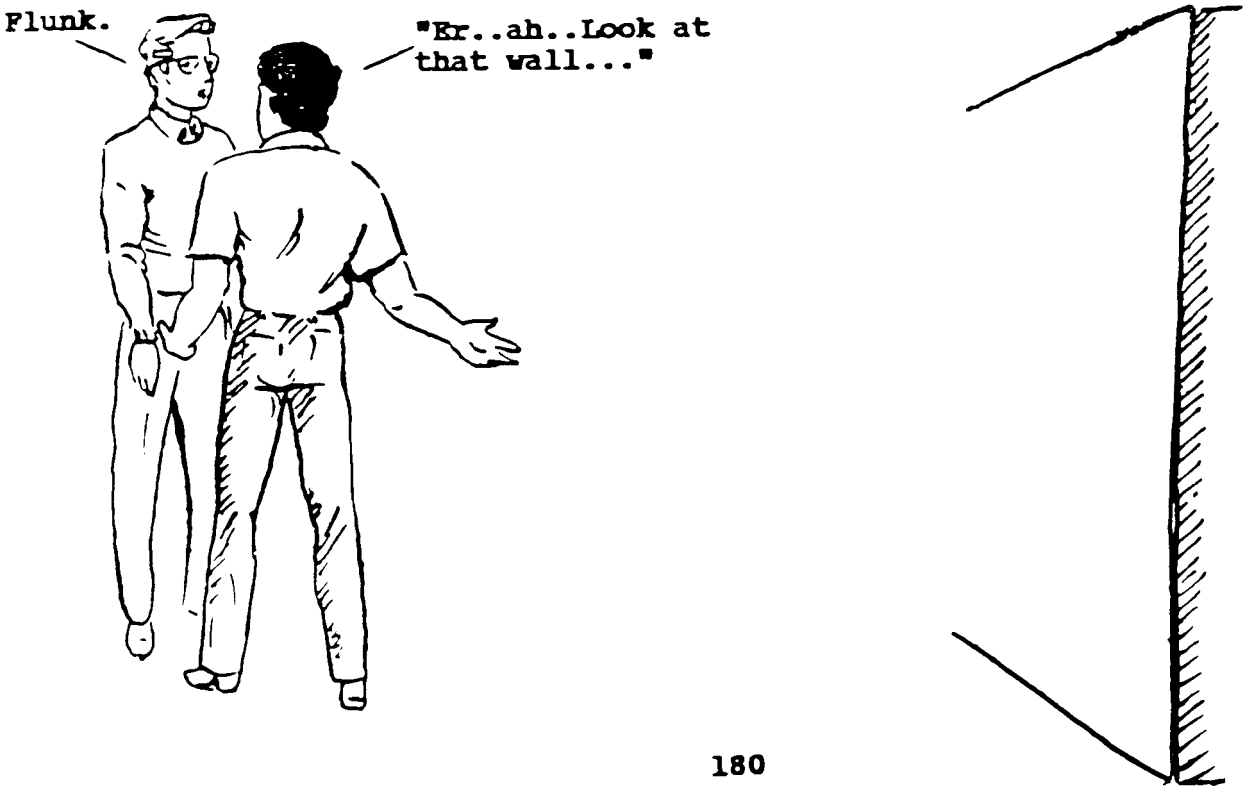


CSI PROD NOV 22 1993 238565

The coach will flunk you for
every hesitation or nervousness
in moving the body,

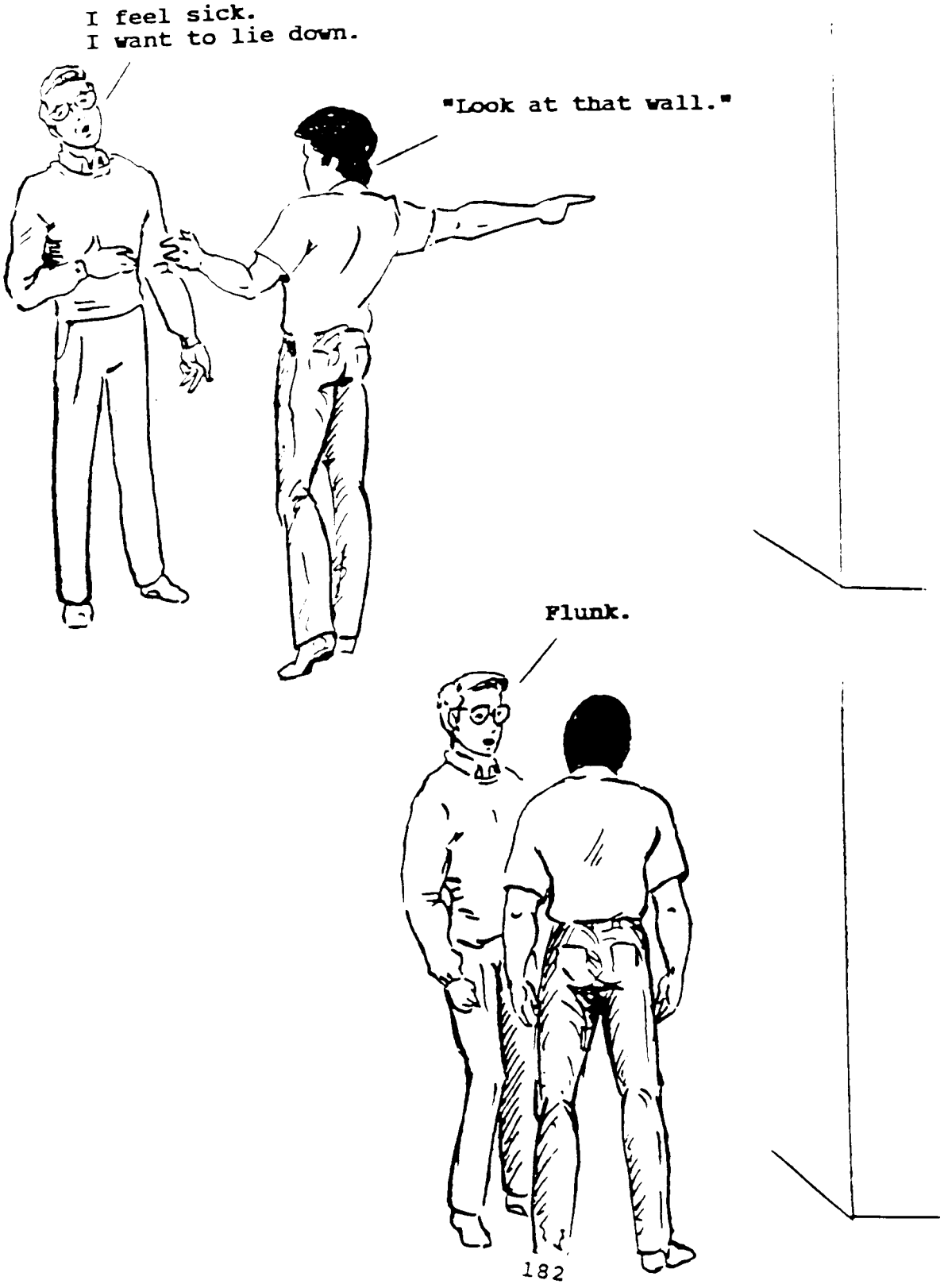


for bad communication of command,



CSI PROD NOV 22 1993 238566

and for failing to handle originations by the coach.



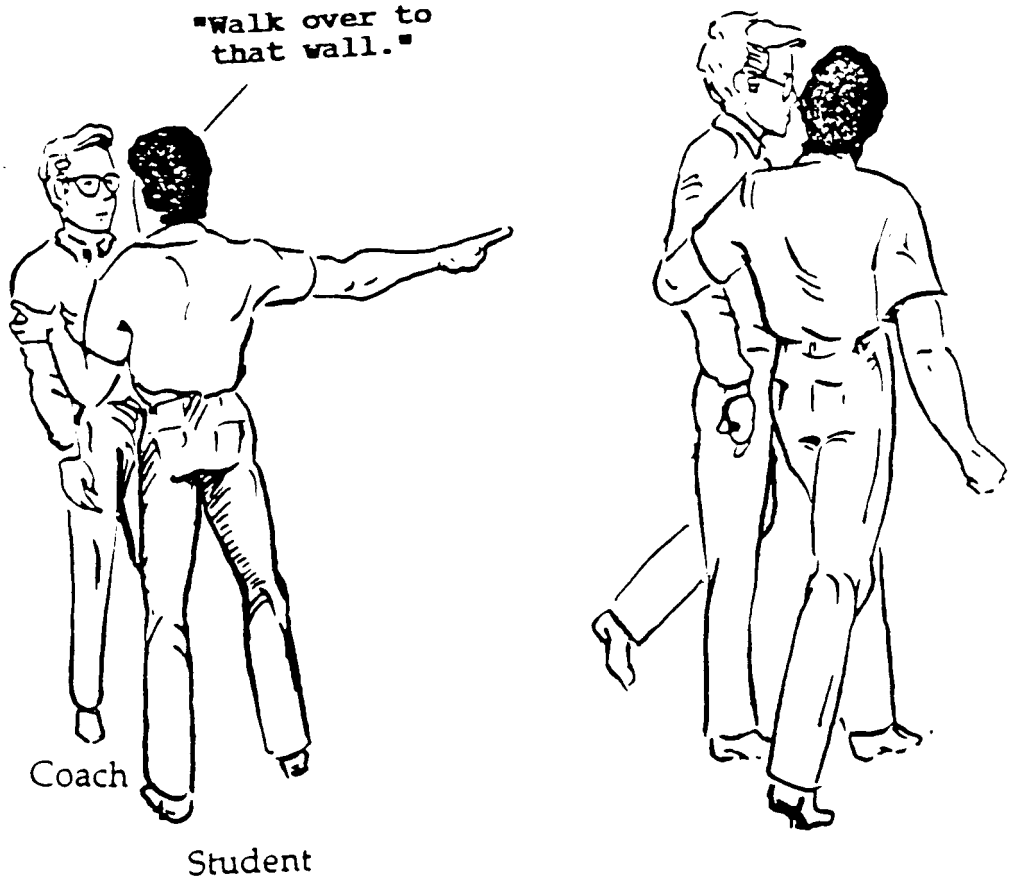
CSI PROD NOV 22 1993 238567

TR 7

CSI PROD NOV 22 1993 238568

PROCEDURE:

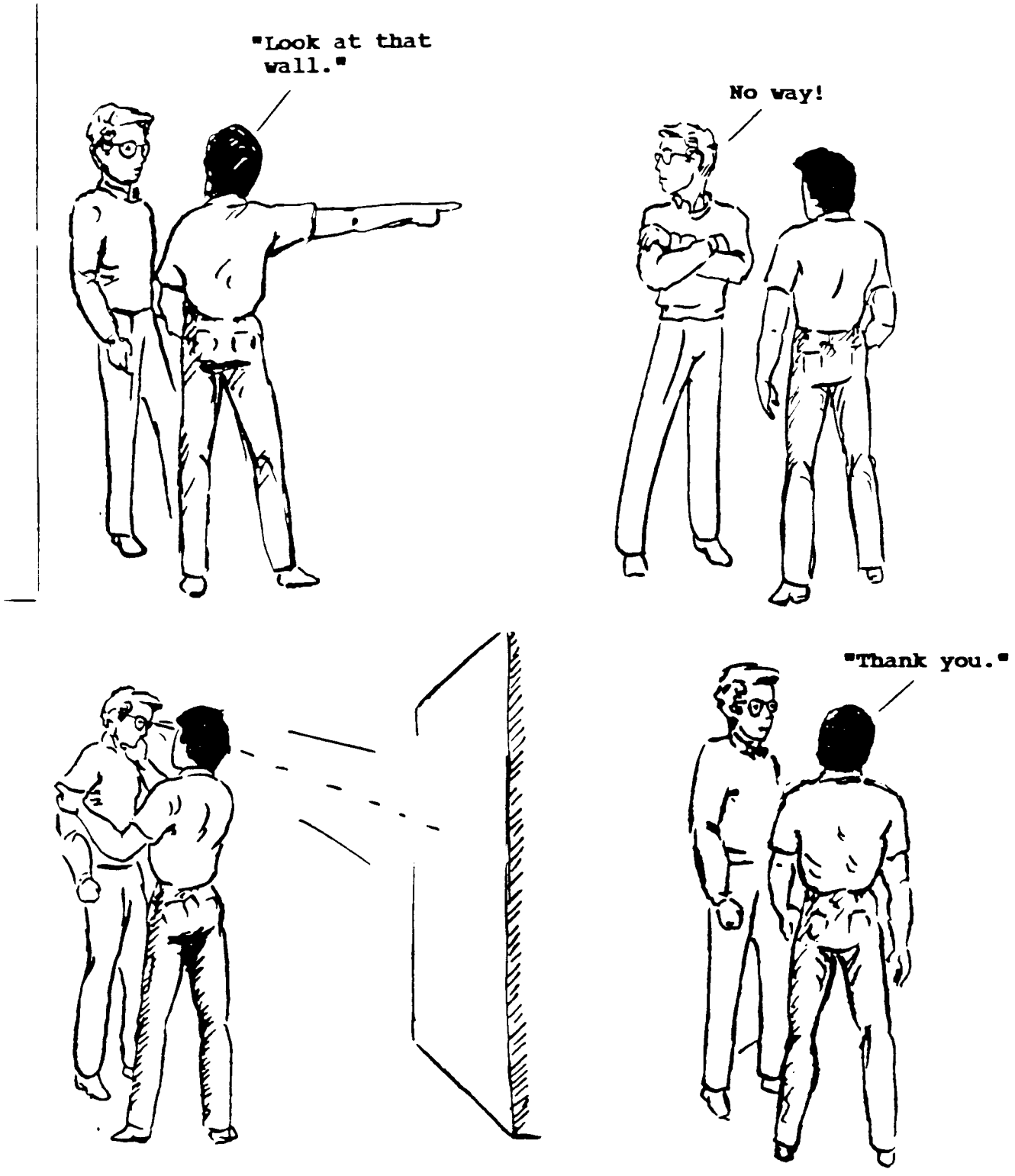
You and your coach
are ambulant (moving or walking around).
You handle the coach physically.
You use the same commands as in TR 6.



You enforce (carry out) your commands by manual guiding.

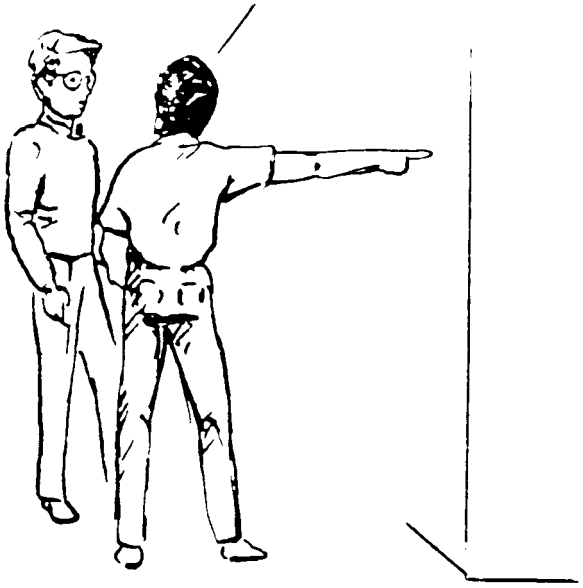
CSI PROD NOV 22 1993 238569

Your coach will try in all possible ways to stop you from running control on him.

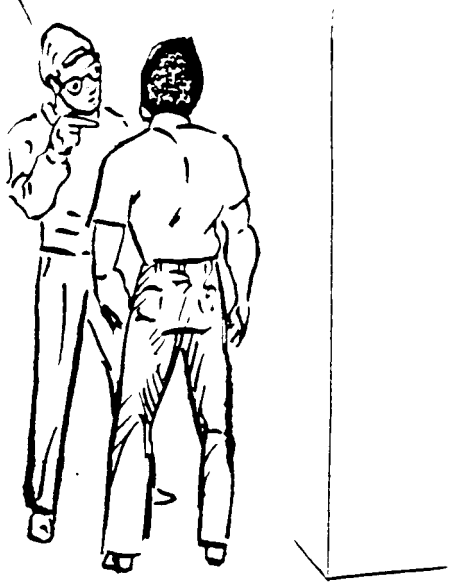


CSI PROD NOV 22 1993 238570

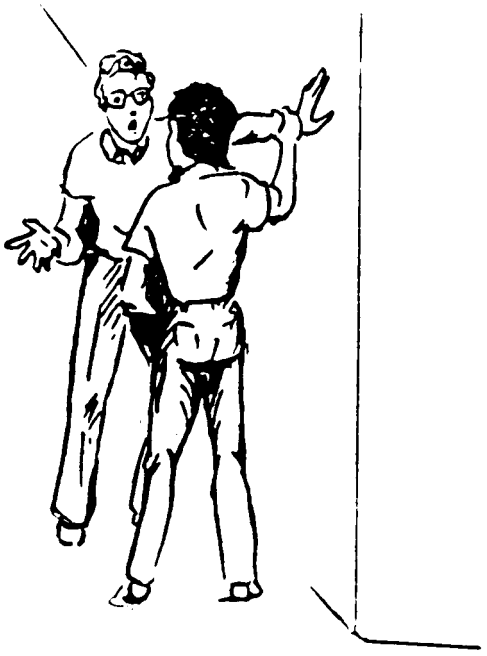
"Touch that wall."



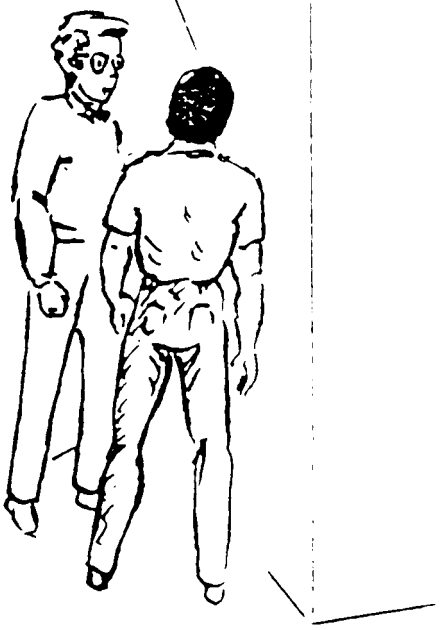
Hmm...what is that on your collar?



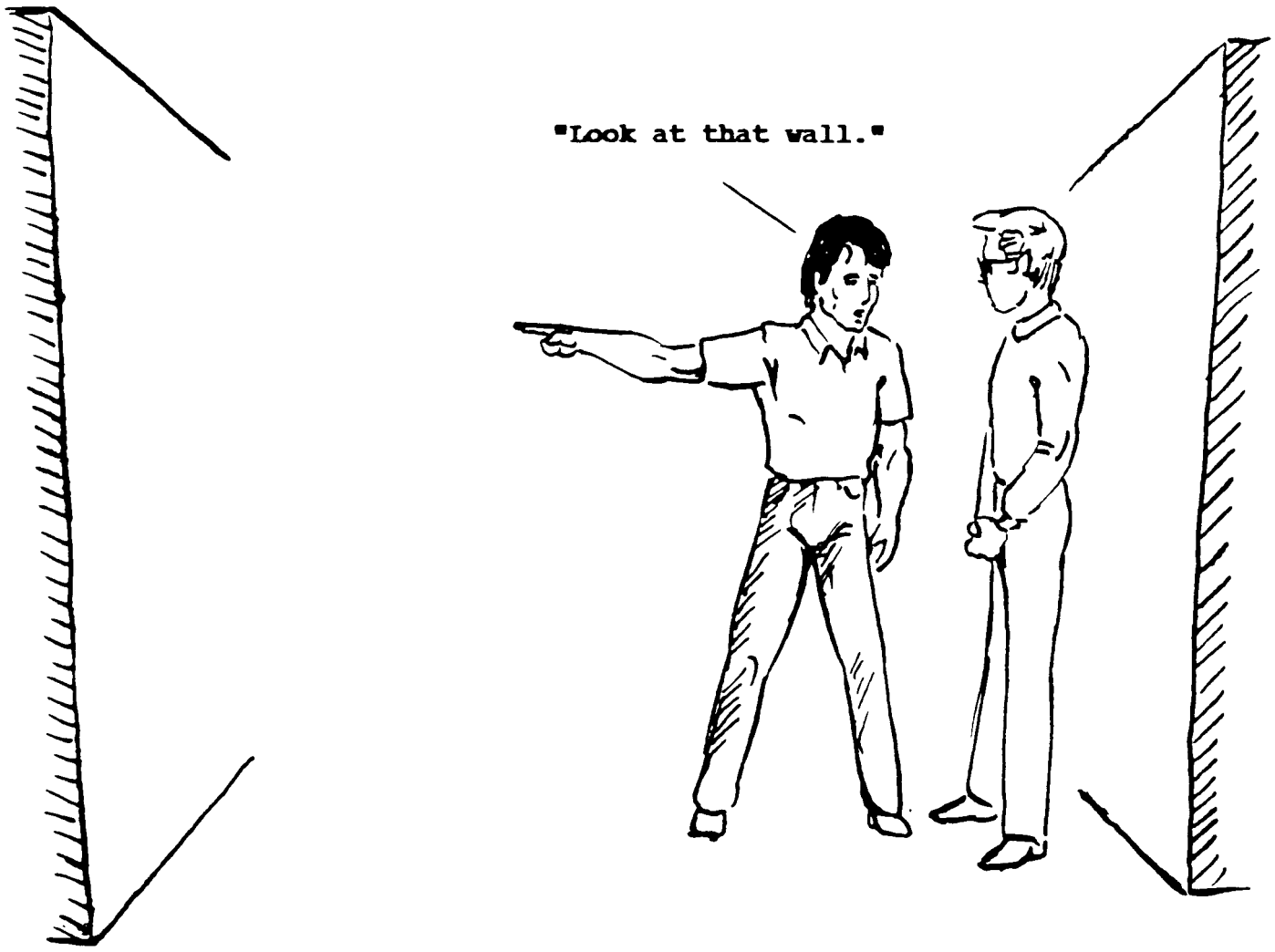
Hey...how did you get my hand on that wall?



"Thank you."



CSI PROD NOV 22 1993 238571



CSI PROD NOV 22 1993 238572

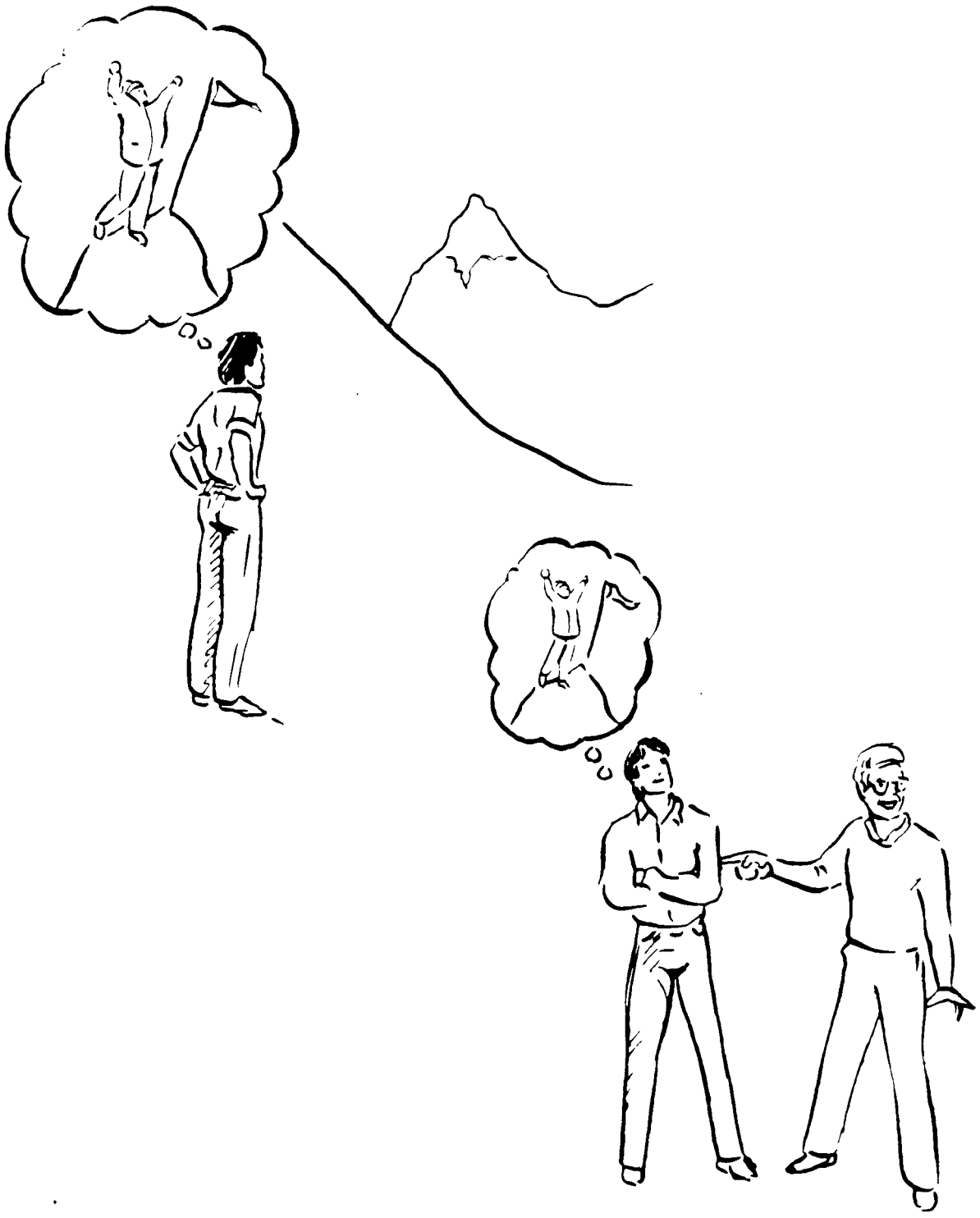
Training stress is on accuracy of your performance and your persistence. The coach will gradually toughen up your resistance on a gradient. This means that he will get tougher and tougher as you go through the drill.

CSI PROD NOV 22 1993 238573

INTENTION

CSI PROD NOV 22 1993 238574

INTENTION WITHOUT RESERVATION means



CSI PROD NOV 22 1993 238575

TR 8

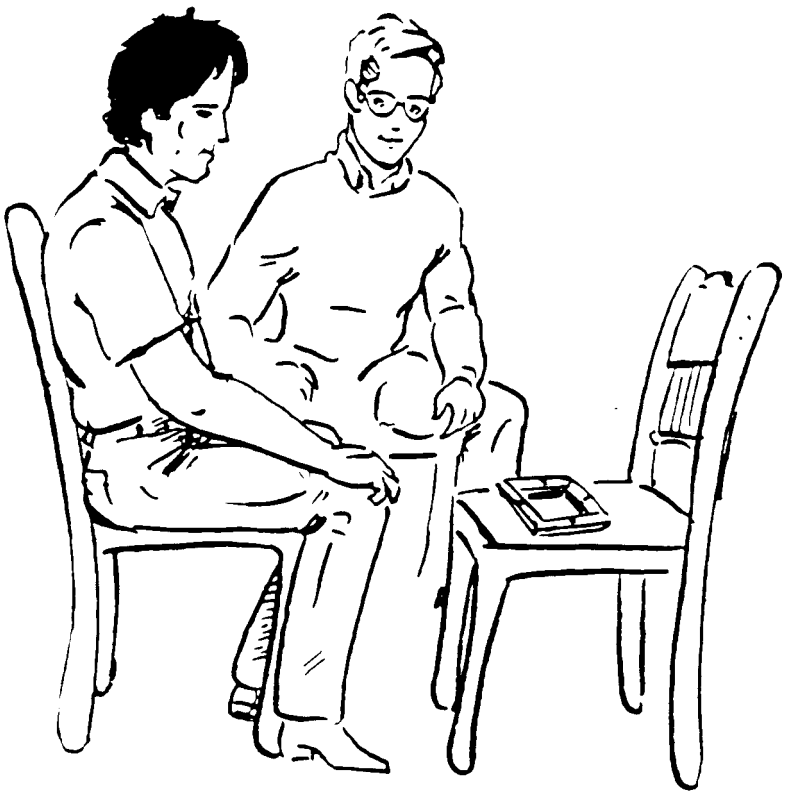
CSI PROD NOV 22 1993 238576

This drill usually takes the most time of any of the control TRs. Time on it is well spent.

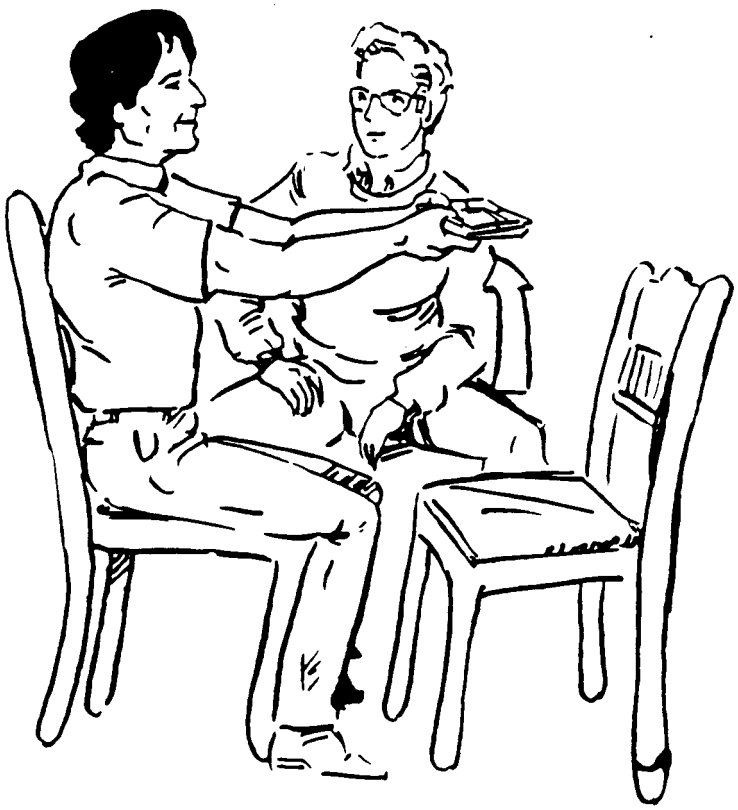
CSI PROD NOV 22 1993 238577

Command the ashtray in the loudest possible way.
This is called SHOUTING.

CSI PROD NOV 22 1993 238578

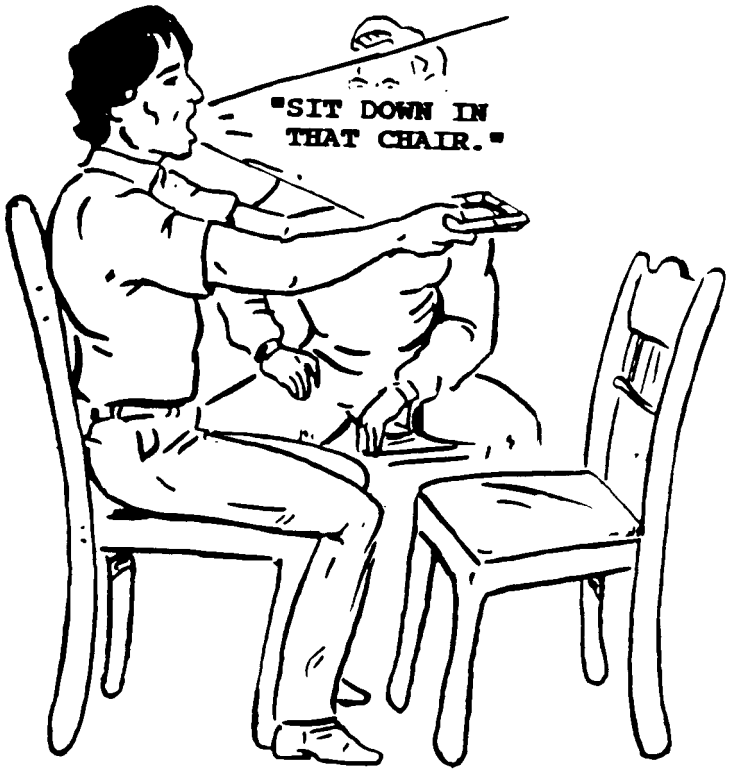


CSI PROD NOV 22 1993 238579



CSI PROD NOV 22 1993 238580

"Command it as loudly as you can."



CSI PROD NOV 22 1993 238581

That would complete two cycles of action.

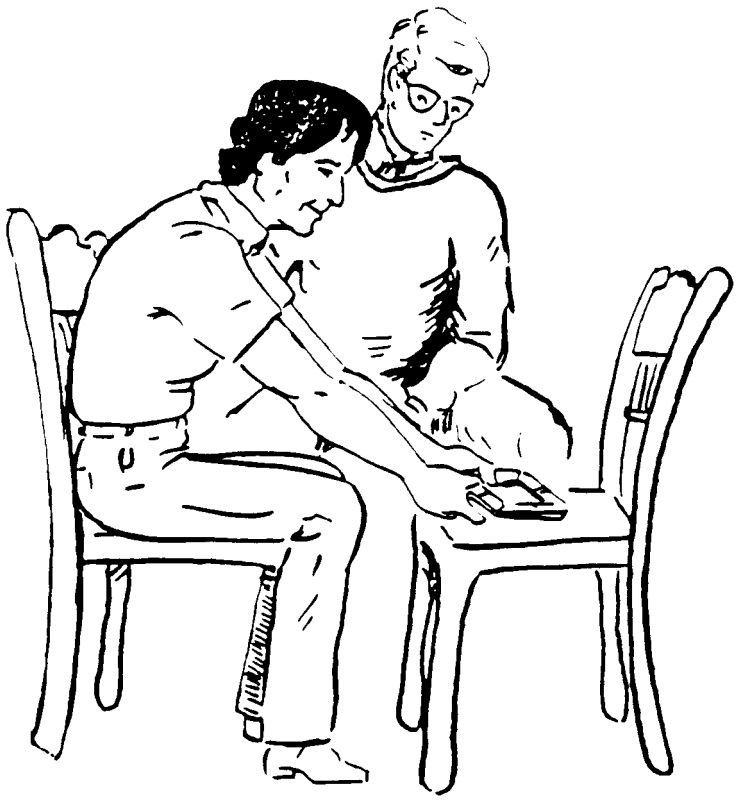
CSI PROD NOV 22 1993 238582

The coach will help you along.
Occasionally he will ask,
"Are you willing to be in that ashtray?"
When you answer, he will then ask,
"Are you willing for a thought to be
there instead of you?"
Then he continues the drill.
The answers are not so important.
What is important is that the idea is brought to your attention.
He will also ask,
"Did you really expect that ashtray
to comply with that command?"

CSI PROD NOV 22 1993 238583

PART FOUR

Now, do the drill silently,



putting the intention in the ashtray
without even thinking the words
of the command or the acknowledgment.

CSI PROD NOV 22 1993 238584

Stress that intention has nothing to do with words and has nothing to do with the voice nor is it dependent upon thinking certain words.

An intention must be clear and have no counter-intention in it. (A counter-intention is an opposing intention.)

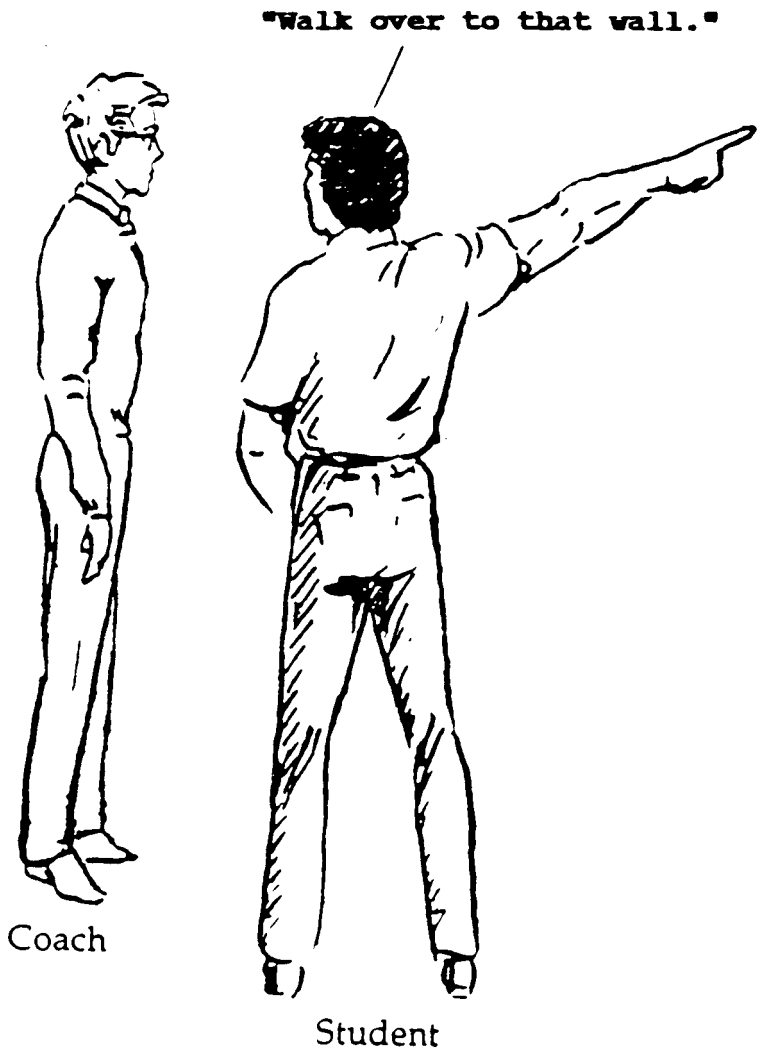
CSI PROD NOV 22 1993 238585

TR 9

CSI PROD NOV 22 1993 238586

PROCEDURE:

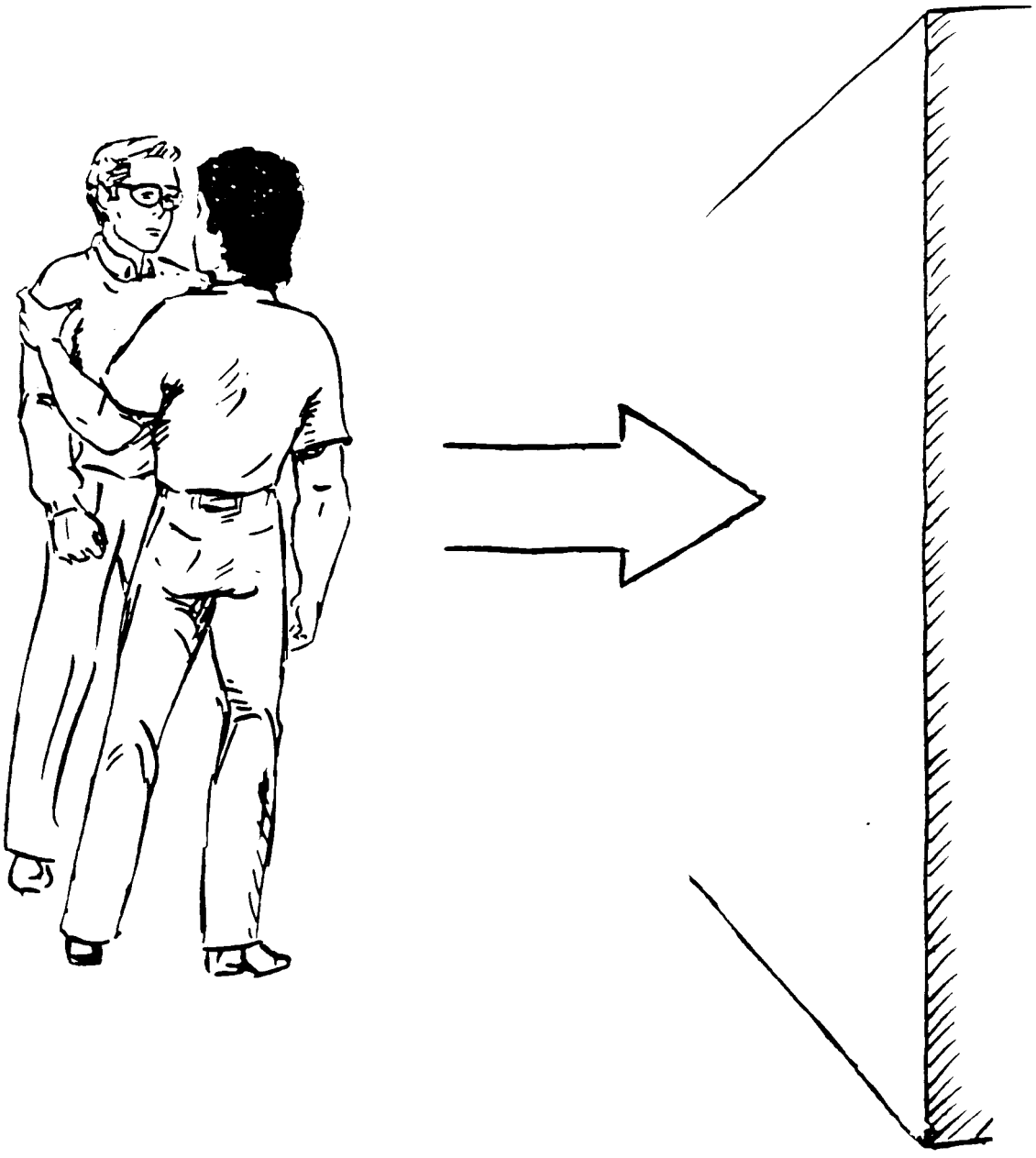
You and the coach are ambulant (moving or walking around).
You are in manual contact with the coach as needed.
The commands are the same as those used in TR 6.



CSI PROD NOV 22 1993 238587

No jerky struggles are allowed, since each jerk is a stop.

Learn to smoothly increase the effort quickly to the amount needed to make the coach do the command.



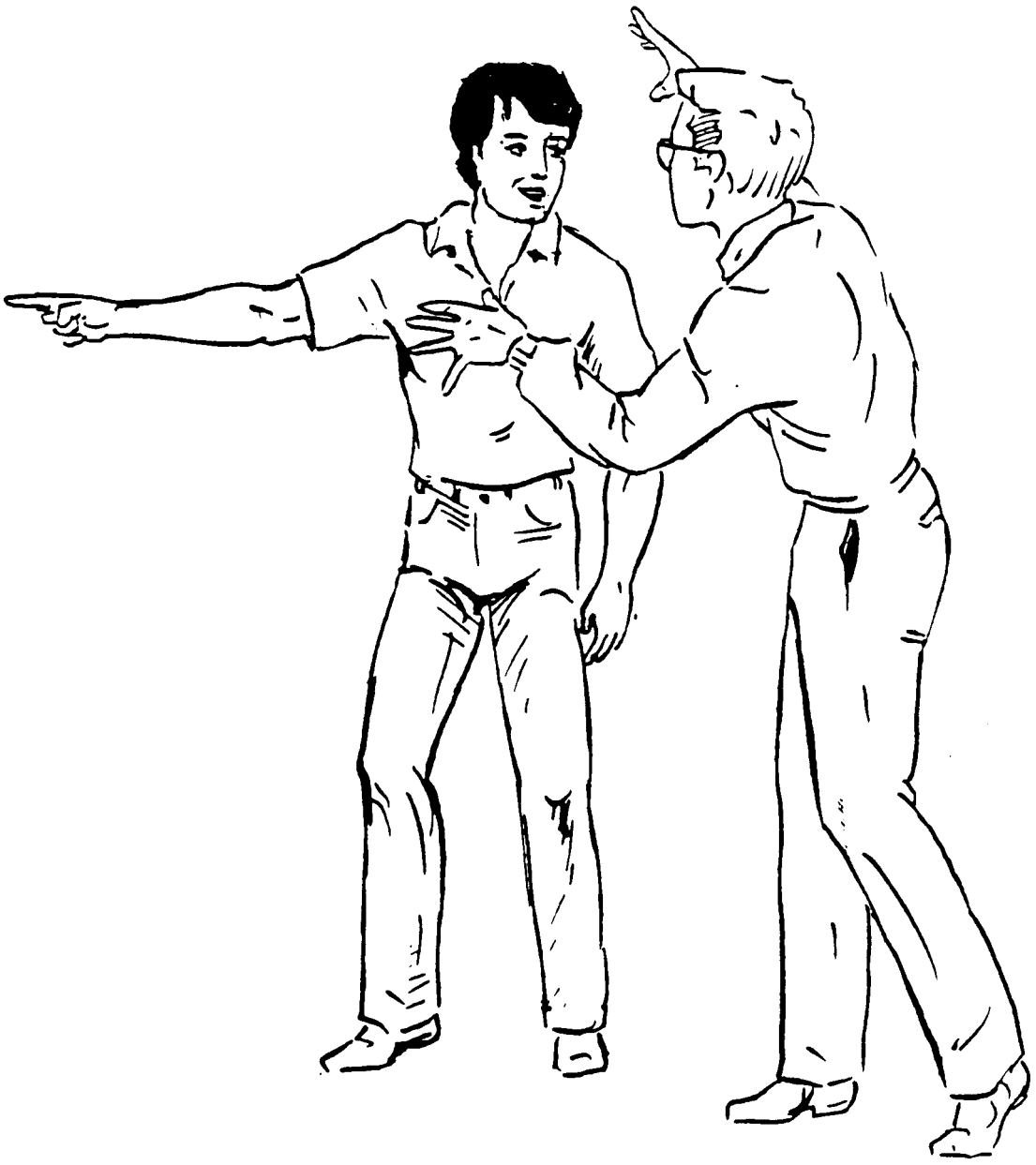
CSI PROD NOV 22 1993 238588

Even a slight smile can be a flunk.

Too much force can be a flunk.

CSI PROD NOV 22 1993 238589

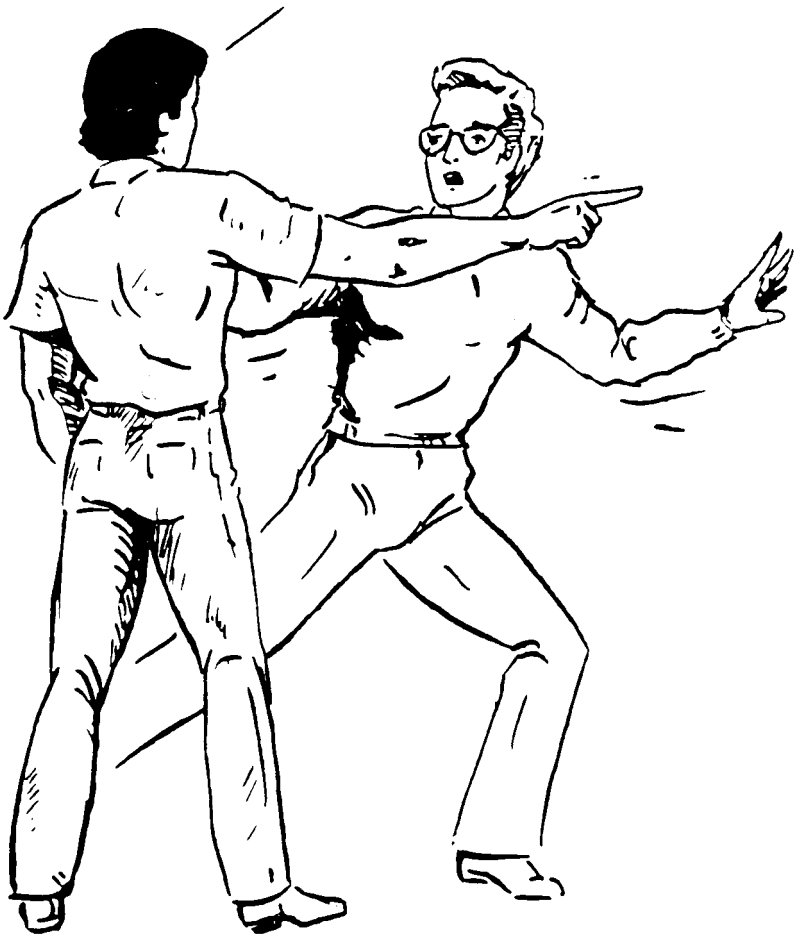
Anything not INTENTION WITHOUT RESERVATION is a flunk.



CSI PROD NOV 22 1993 238590

After the coach is satisfied with your ability to get the intention across, he should then do all he can to break you off intention without reservation.

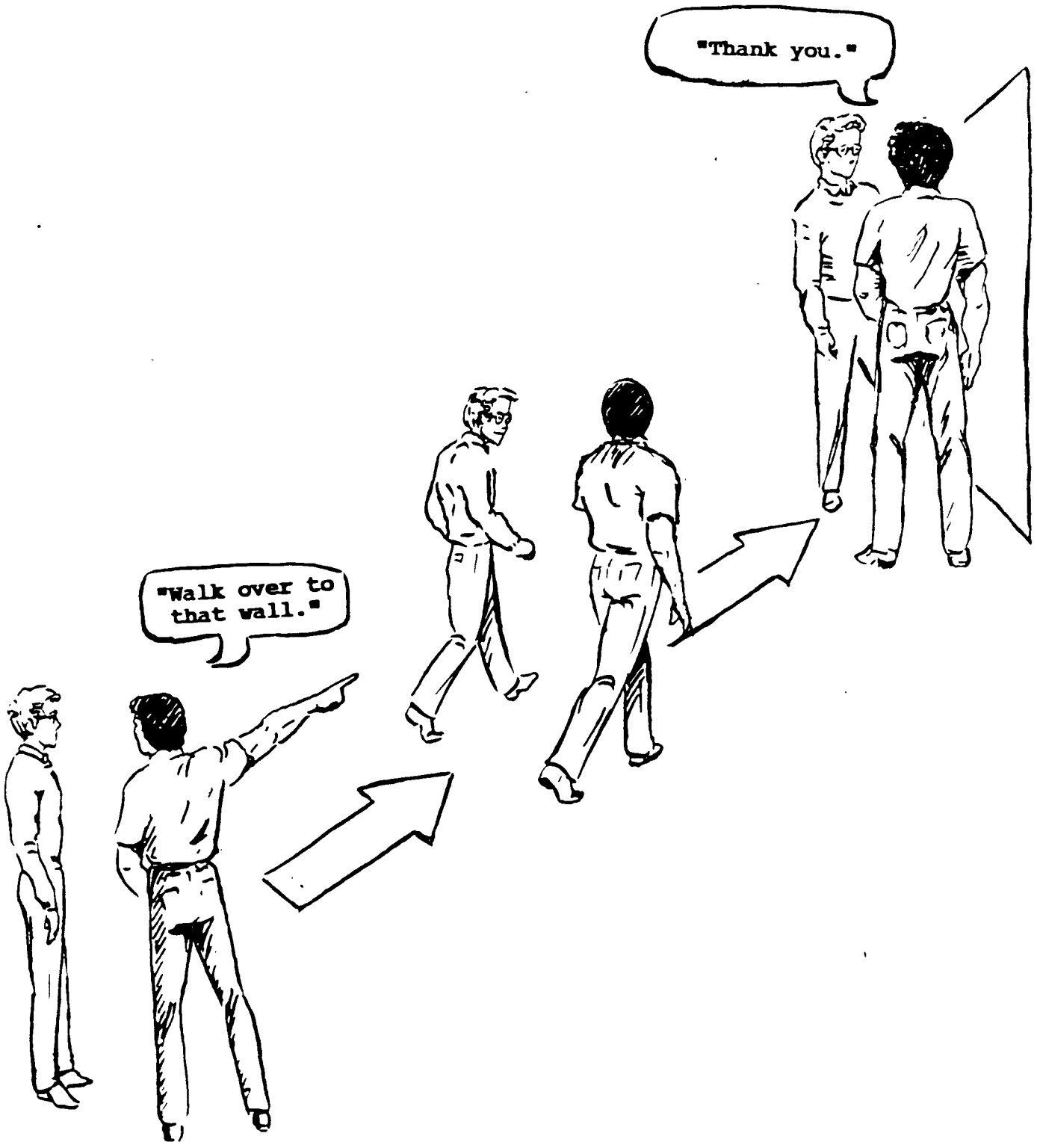
"Look at that wall."



He will try to surprise you and change the pace,

CSI PROD NOV 22 1993 238591

Do this drill until you can control a person with INTENTION WITHOUT RESERVATION.



CSI PROD NOV 22 1993 238592

NARCONON GAIN CONTROL OF YOUR LIFE COURSE

PART TWO

From the works
of

L. RON HUBBARD

CSI PROD NOV 22 1993 238170

PART TWO

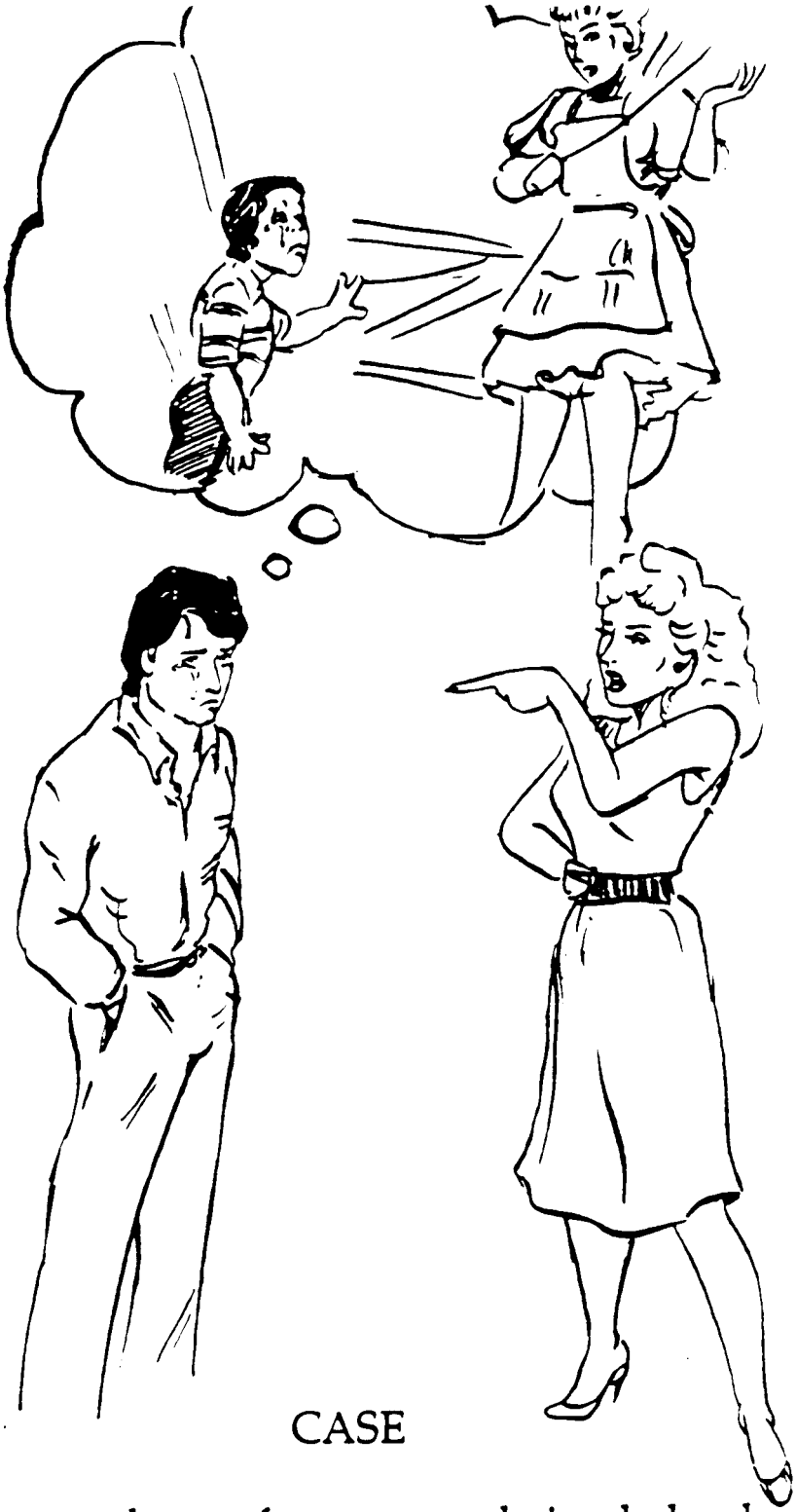
SECTION ONE -

OBJECTIVE EXERCISE ONE

SECTION ONE:

DEFINITIONS

CSI PROD NOV 22 1993 238173



CASE

Case is the general term for a person being helped. A person's case is the way he respond to the world around him by reason of his experiences in life.

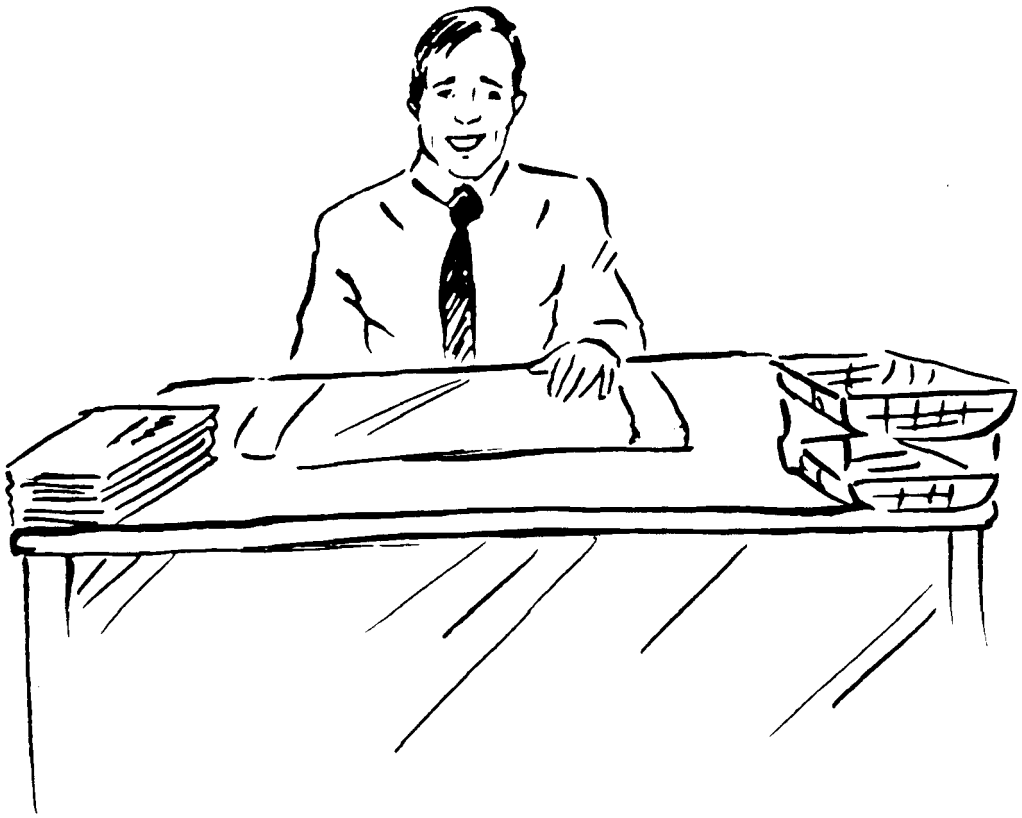
CSI PROD NOV 22 1993 238174

CSI PROD NOV 22 1993 238175

"Hey I think I can ....
I know I can.

Case gain are improvements and resurgences a person experiences from his sessions. It is any case betterment according to the person who experiences it.

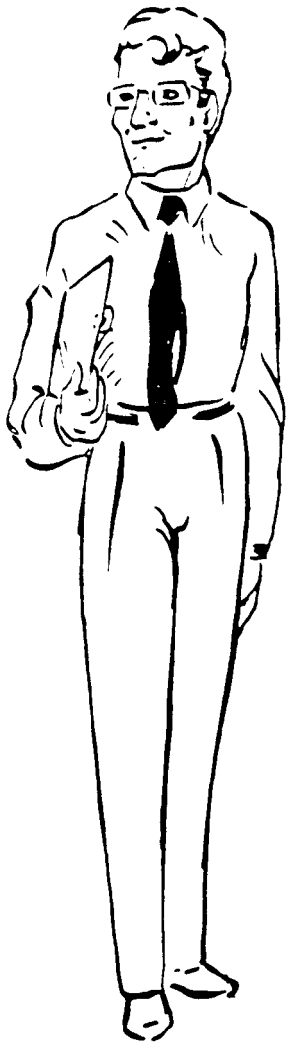
CSI PROD NOV 22 1993 238176



THE CASE SUPERVISOR

The Case Supervisor is an accomplished counselor certified by Narconon, who is trained to **supervise cases.** He is your case supervisor. All sessions are written up and turned in to the Case Supervisor. If you are the Narconon Counselor who is delivering a session, he tells you what to do, corrects you, and keeps you calm and willing and winning. The Case Supervisor directs what actions are done for each person under his care. All case supervision is for the benefit of the person receiving the session.

CSI PROD NOV 22 1993 2381



THE COURSE SUPERVISOR

He is the person in charge of a course and its students. The job of the Course Supervisor is to ensure that his students duplicate, understand and apply the materials of the course being studied. He is not an instructor. He is trained to **supervise** you through your course. He is also the session Supervisor. He assigns all sessions and teams. He helps you if you run into any difficulty with a session.

CSI PROD NOV 22 1993 238178

SECTION TWO:

INDICATORS

CSI PROD NOV 22 1993 238179

GOOD INDICATORS BAD INDICATORS

INDICATORS

To INDICATE means to direct attention to point to or point out; show.

An INDICATOR means a person or thing that indicates.

An "indicator" is a condition arising in a session (or before or after it) which indicates whether the session (or case) is running well or badly. It is something one OBSERVES.

There are good indicators and bad indicators.

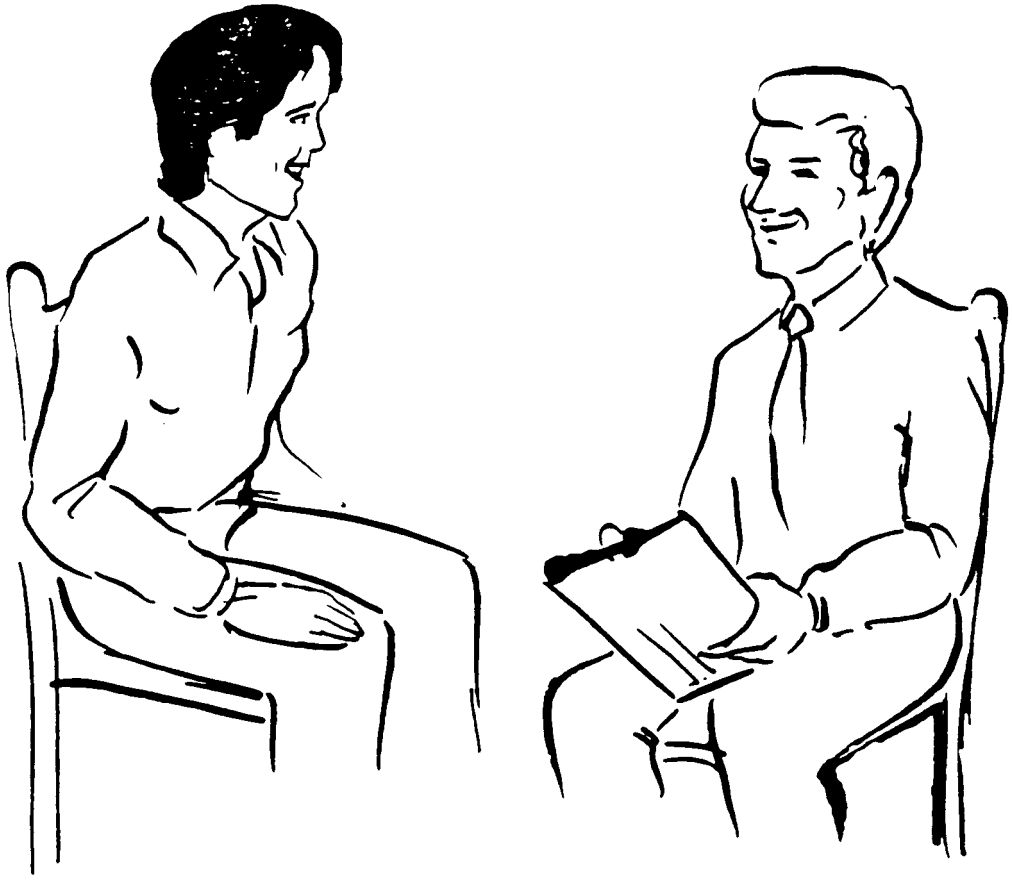
CSI PROD NOV 22 1993 238186

If a student is

a) cheerful or getting more cheerful,
b) his eyes are brighter,
c) skin tone is improved,
d) he is feeling more energetic,
e) his life problems are lessening,
f) he's getting through the program okay with wins,
g) he's getting more confident,
h) his attention is becoming freer and more under his control,
i) he is handling his environment more easily,

these are GOOD INDICATORS. Good indicators mean "keep it going."

CSI PROD NOV 22 1993 238181



GOOD INDICATORS

CSI PROD NOV 22 1993 238182

Very good indicators (VGIs) means good indicators to a very marked degree. It means extremely good indicators. For example, if a person were happy or laughing in session, those could be considered very good indicators. Or if a person is now taking more control of his life in some way that would be a very good indicator.

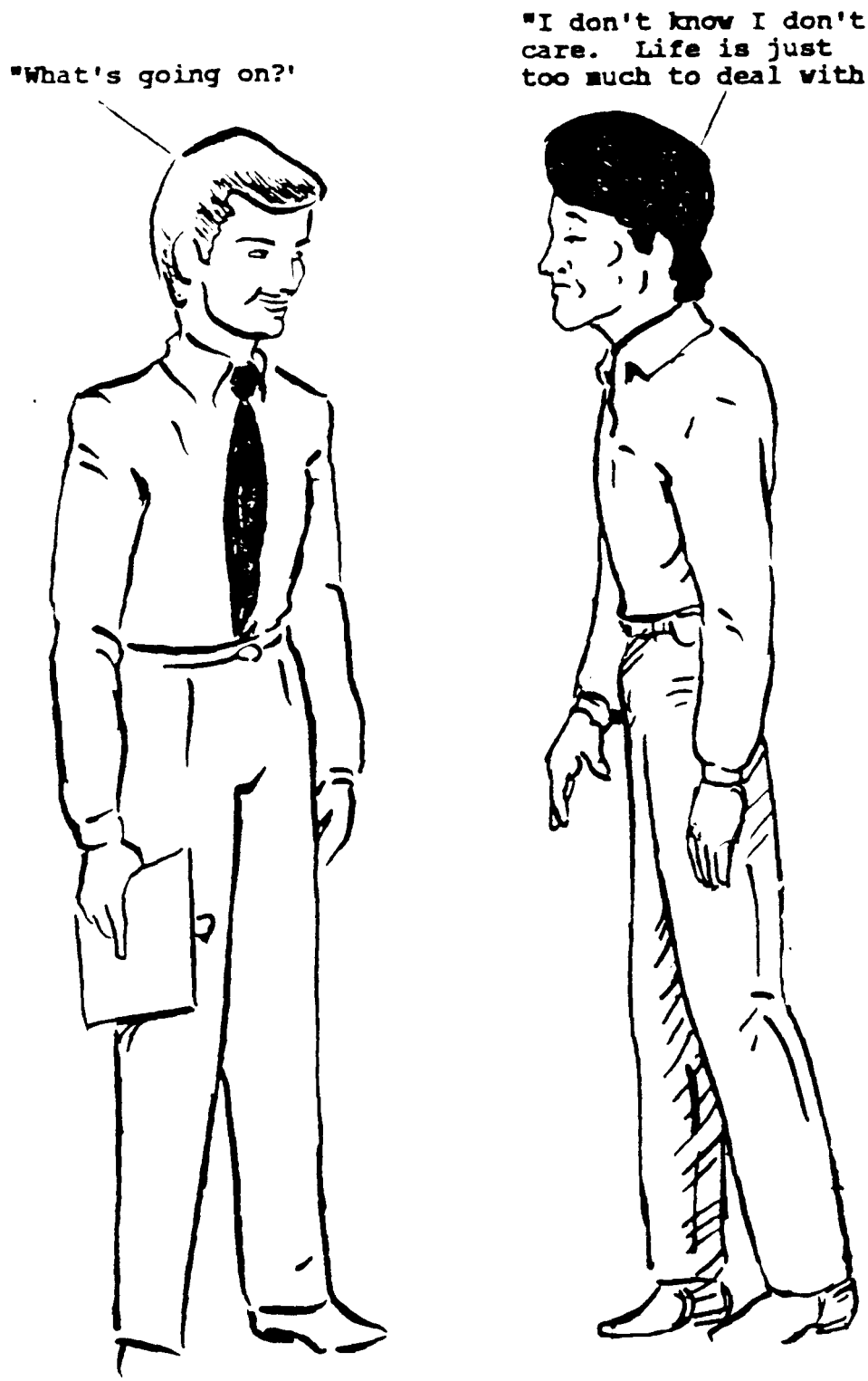
CSI PROD NOV 22 1993 238183

If a student is

a) in trouble,
b) upset at the end of session,
c) his skin tone is dull,
d) his eyes are dull,
e) he is lethargic (drowsy, sluggish, dull),
f) not becoming more cheerful,
g) he's bored with sessions,
h) tired,
i) taking drugs or alcohol,
j) critical of counselors or the organization,
k) not handling his environment more easily,

these are BAD INDICATORS and mean that correction must be done.

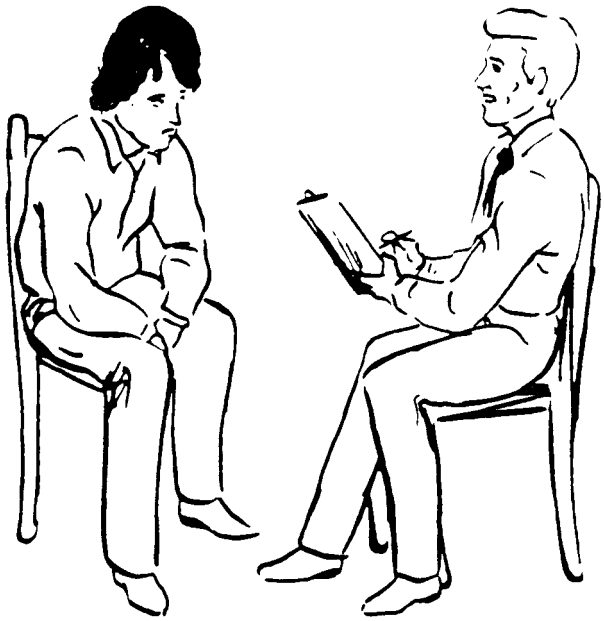
CSI PROD NOV 22 1993 238184



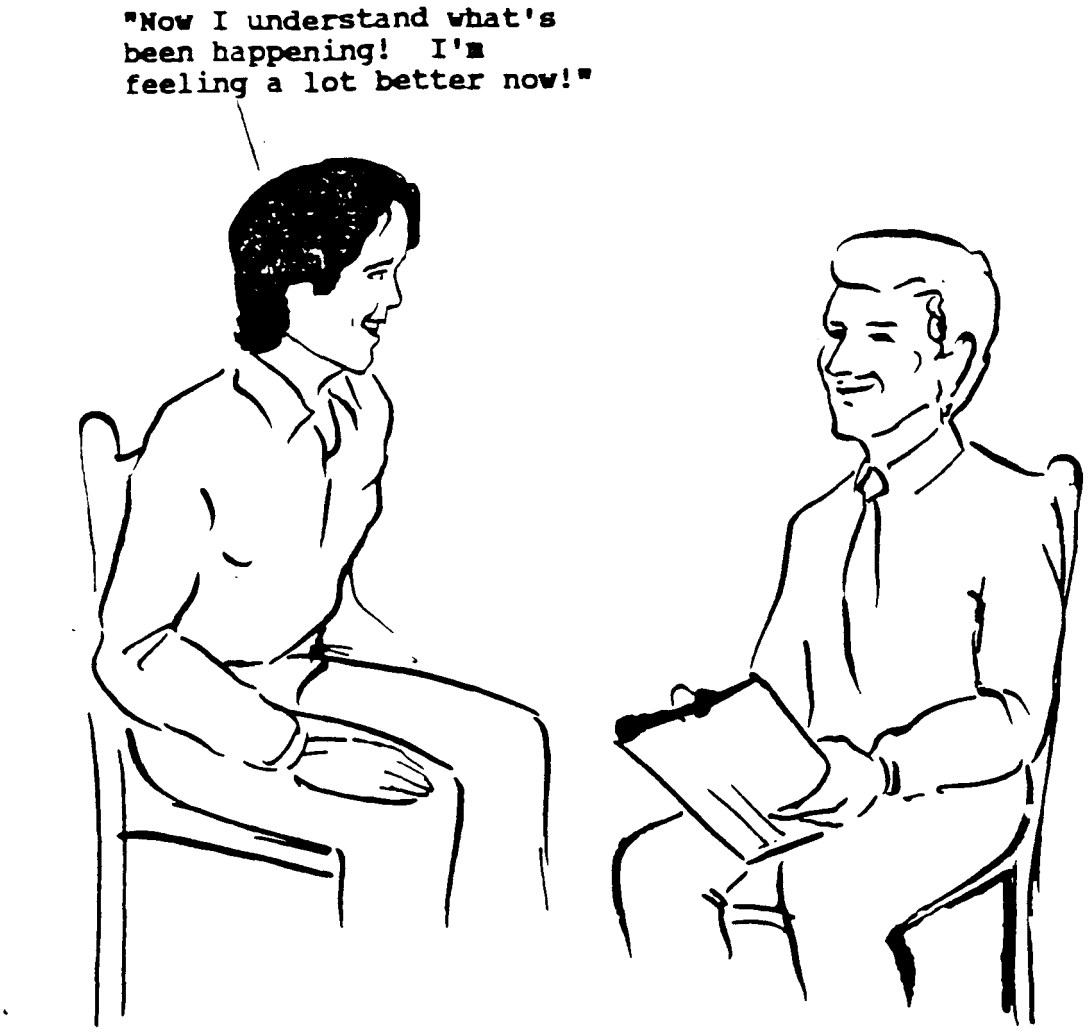
BAD INDICATORS

CSI PROD NOV 22 1993 238185

CSI PROD NOV 22 1993 238186



CSI PROD NOV 22 1993 238187



Indicators are used to provide a proper program for the case so that each student is kept winning.

You have to be able to SEE indicators, KNOW what they are and report them to the Case Supervisor when they occur.

CSI PROD NOV 22 1993 238188

SECTION THREE:

FLATTENING AN EXERCISE

CSI PROD NOV 22 1993 238189

FLATTENING AN EXERCISE

To flatten an exercise means to carry on with an exercise until it no longer produces a reaction.

An exercise is flat when:

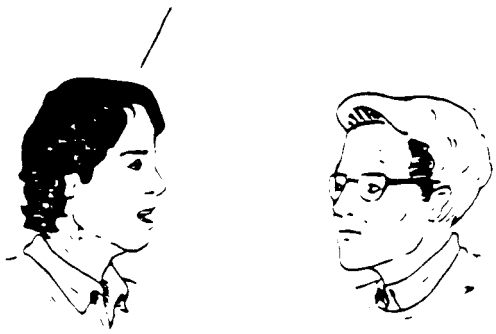
1. THERE IS THE SAME COMMUNICATION LAG FROM THE MOMENT THE COMMAND IS GIVEN UNTIL THE TIME A PERSON ANSWERS THE COMMAND AT LEAST THREE TIMES IN A ROW.

A communication lag is: "The length of time intervening (to come or be between) between the asking of a question, origination or statement, and the exact moment that the question or original statement is answered."

If you will look very closely at this definition you will discover that nothing is said about what goes on between the asking of the question or the origination of a communication and its being answered. What goes on in between is the lag.

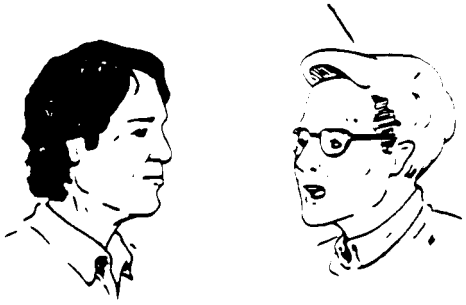
CSI PROD NOV 22 1993 238190

"How are you?"



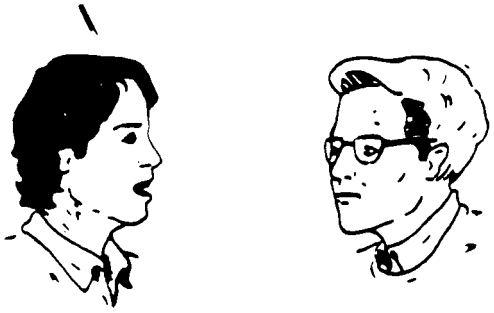
Two seconds later..

"I'm fine."



The communication lag is 2 seconds.

"How are you?"



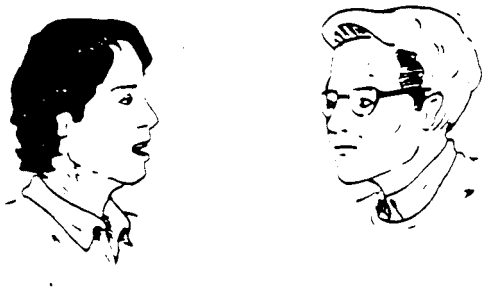
Ten seconds later....

"I'm okay."

The communication lag is 10 seconds.

CSI PROD NOV 22 1993 238191

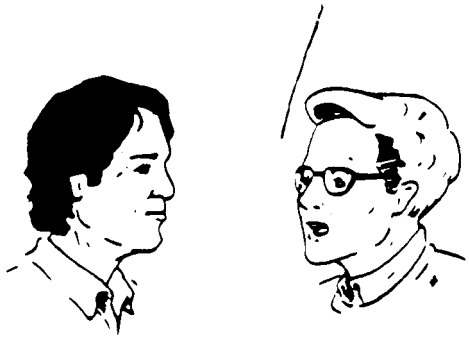
"How are you?"



"Well, that depends on how you look at it...."

Thirty seconds later....

"I'm all right."



The communication lag is 30 seconds.

CSI PROD NOV 22 1993 238192

It does not matter if the person stood on his head, went to the North Pole, stood silent, answered some other question, thought it over, attacked you, or began to string beads.

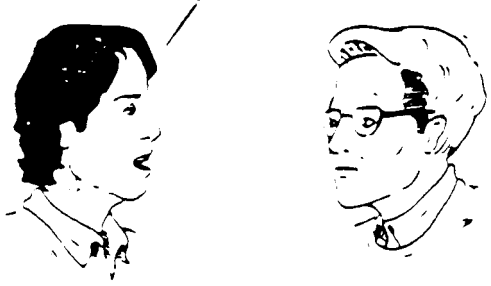
Any other action but answering, and the time taken up by that action, is a communication lag. You have to understand this very thoroughly.

Usually one interprets a communication lag as the length of time it takes the person to answer the question and loosely applies this as the length of time between asking of the question and the first moment the person speaks. This is not a communication lag, for the person may start to speak on some other subject, may <u>almost</u> answer the question, and still not actually answer the question.

Flattening a communication lag requires only that a person answer after a uniform interval of time at <u>least</u> three times. It no longer produces change or a reaction.

CSI PROD NOV 22 1993 238193

"Do birds fly?"



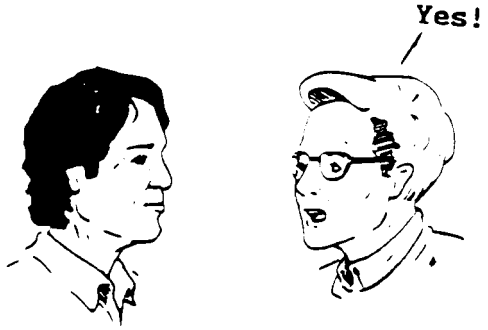
2 seconds later....

Yes!

"Do birds fly?"

2 seconds later....

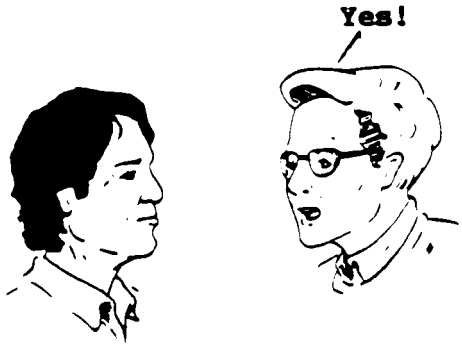
Yes!



2 seconds later....

"Do birds fly?"

Yes!



The communication lag is flat.

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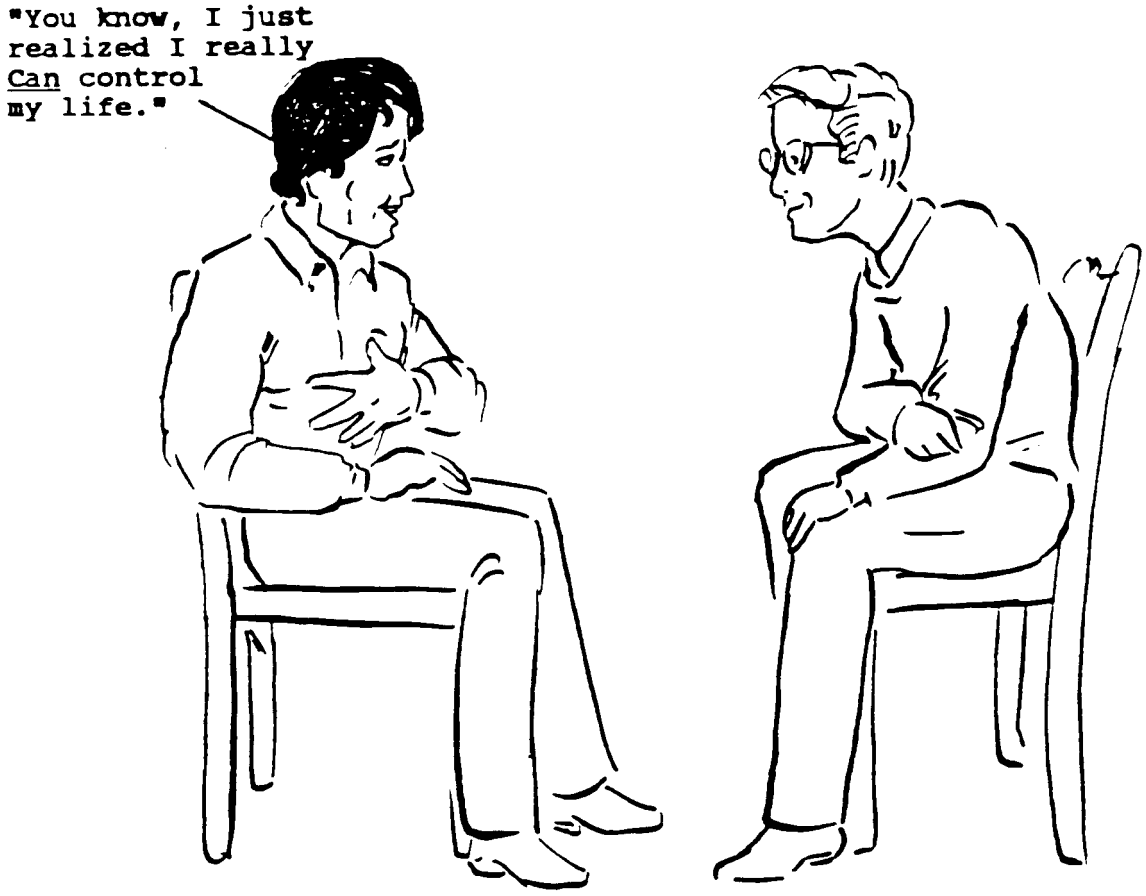
An exercise is also flat when:

2. A COGNITION OCCURS.

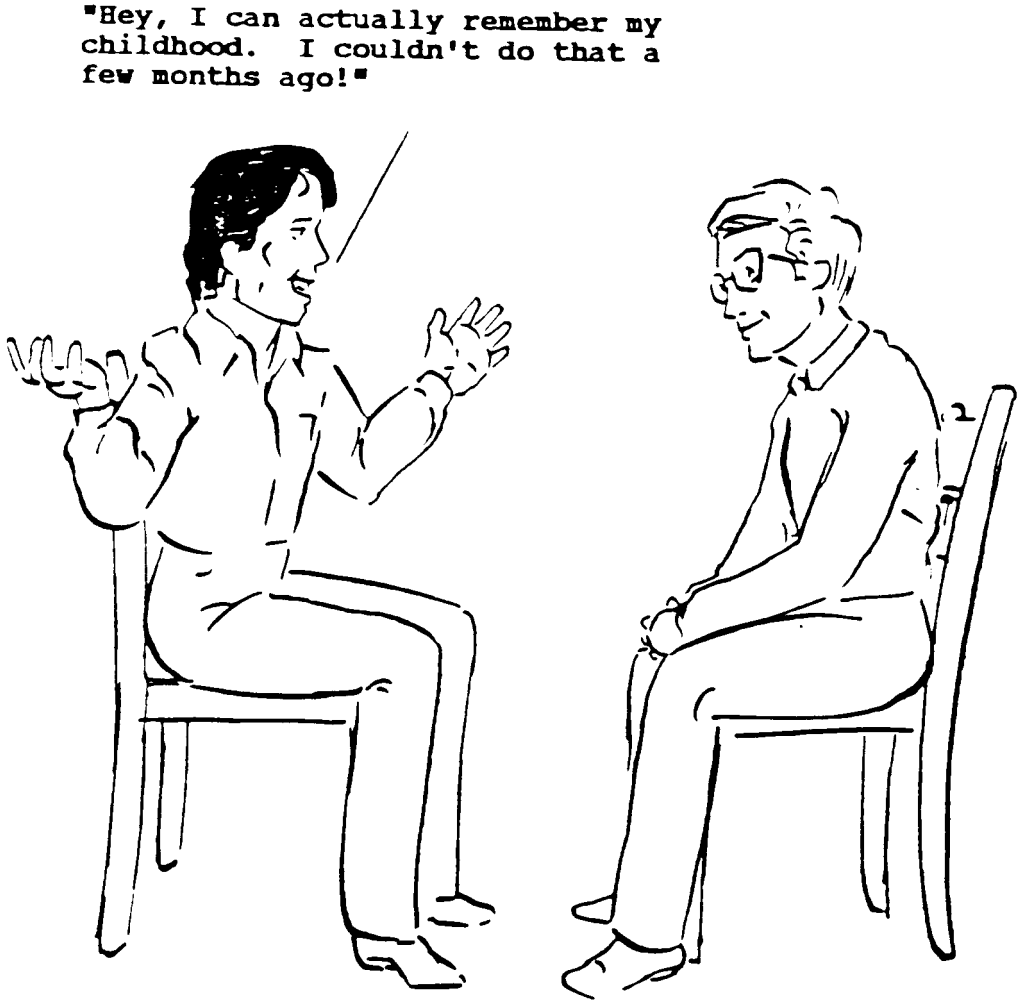
A cognition is an origination from a person indicating that he has "come to realize." It's a "what do you know, I..." statement. It's something a person suddenly understands or feels. "Well, what do you know about that ?" It is a new realization of life.



Cognitions result in higher degrees of awareness and as a result greater abilities to succeed with one's endeavors (sincere efforts or attempts) in life.

And, it is also flat when:

3. AN ABILITY IS REGAINED.



Each exercise is run to a flat point. (By "run" is meant to do or to get a session exercise.)

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SECTION FOUR:

THREE IMPORTANT RULES

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THREE IMPORTANT RULES

When you do Objective Exercise sessions, your purpose is to produce a change for the better in a person.

There is no set time for an exercise to flatten. There is an old rule: It takes as long as it takes. It can be a short time or it can be many hours. An exercise is flat when it no longer is producing change or reaction.

Don't be surprised if physical reactions such as body twitches, tiredness and pains turn on while doing these exercises. The person receiving these exercises might also get sad or angry. These are signs that changes are occurring with a person in the session.

There are three important rules to remember:

1. GET THE PERSON THROUGH IT.

2. WHAT TURNS IT ON WILL TURN IT OFF.

3. THE WAY OUT IS THE WAY THROUGH.

Exercises work <u>well</u> when done by the book.

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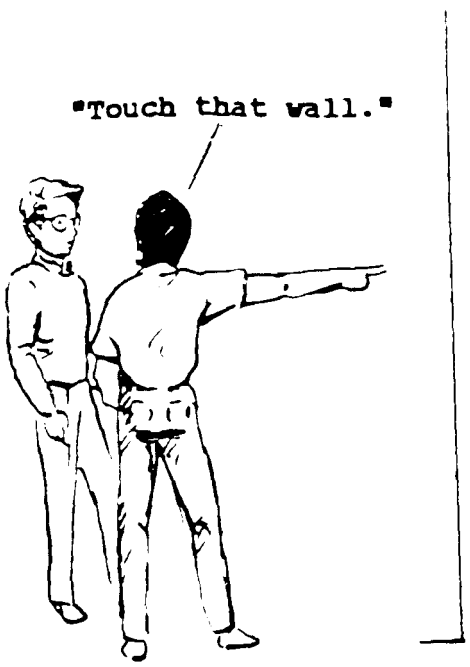

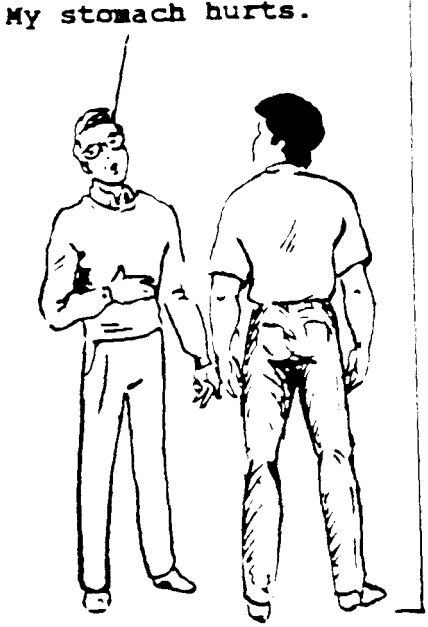

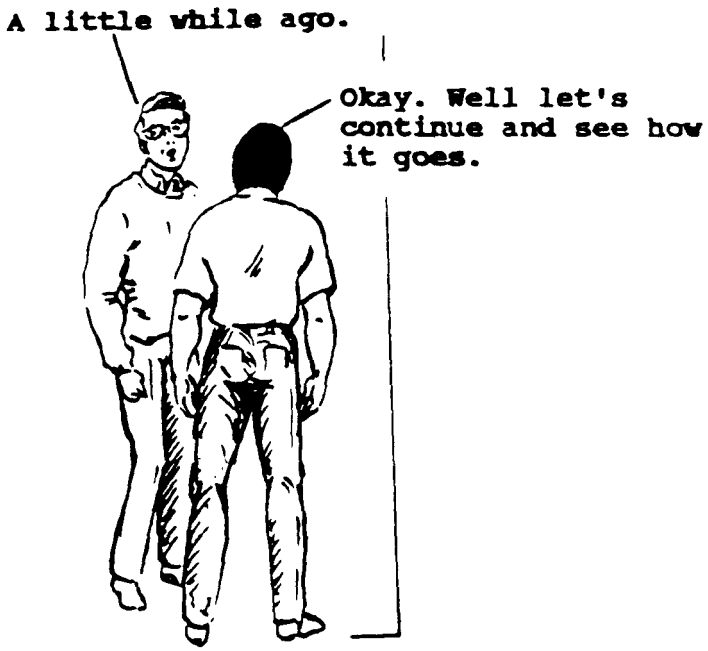

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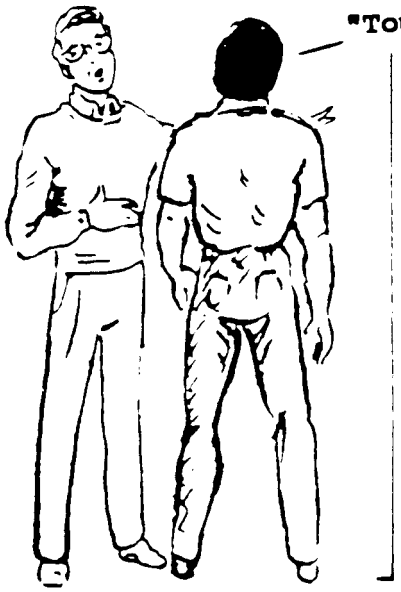

Later....

CSI PROD NOV 22 1993 238200

SECTION FIVE:

SESSION REPORT FORM AND WORKSHEET

HOW TO WRITE A SESSION REPORT FORM AND WORKSHEETS

The Session Report Form

The Session Report Form is a printed form filled out by the student after an Objective Exercise session. It gives the details of the beginning and end of the session, the condition of your twin, the wording of the exercise, etc.

The form is so written that one can see the whole session at a glance, just by looking at the one side of the Session Report Form.

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The form is filled in at the top with:

SESSION REPORT FORM

1. Name of your student.

3. Date.

Student: Joe Rogers Date: 20 August 1979

2. Your name.

4. Time length of the Objectives session (example 2 hours 58 minutes.)

Student Counselor: Sam Smith Session Length 2:58

Exercise	Time	Results and comments

CSI PROD NOV 22 1993 238203

The rest of the form is filled in with:

SESSION REPORT FORM

Student: Joe Rogers Date: 20 August 1979

Student Counselor: Sam Smith Session Length: 2:58

Exercise	Time	Results and comments
Session started	5. Time session started: 1:30 p.m.	6. Condition of the student at the session start. Joe was very quiet. He said he was feeling spaced out today.
7. What process was run - LISTING THE EXACT COMMANDS. "Look around here and find something you could have."		8. End result Joe said he never realized there were so many things around before.
Exercise completed Session ended	9. Time session ended 4:28 pm 4:28 pm	He was smiling and looked bright.
	10. Condition of the student at session end.	
	11. The student's gains or comments.	

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Worksheets

A worksheet is supposed to be the complete running record of the session from beginning to end. You should not be skipping from one page to another but should just be writing page after page after page as the session goes along. You write the exercise being run , your twin's answers and any originations. If the commands of the exercise being used are numbered, you can write down the command number on the worksheet each time the command is given.

In doing the Objective Exercises, it is not practical to try and keep a worksheet and do the exercise at the same time. In these cases you write up the worksheet after the session has been ended.

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Example of Session Worksheet for an Objective Exercise:

20 August 19

Joe Rogers
Sam Smith

Session started 1:30pm

Exercise
"Look around here and find something you could have."

As the exercise was done he said he was getting some backflashes

1:50 p.m

I continued the exercise.

He got annoyed a lot with the room.

3:00 pm

I continued the exercise.

He said he realized why he was feeling so bad. He was going through something like he used to when he was 10 years old and he felt like he popped out of it. He was smiling and looked bright.

4:28 p.

Session ended.

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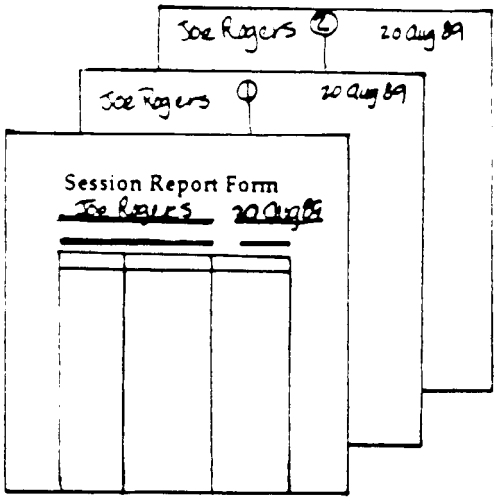
When the session is completed, the worksheets are put in proper sequence and stapled with the Report Form on top from beginning to end of session.



Time notations should be made at regular intervals (now and then) throughout the session.

When an exercise has reached its end result indicate it on your worksheet along with the time it occurred.

One NEVER writes up the worksheet <u>after</u> the session from notes. One never copies the worksheet into "more readable form" from "notes taken in session." A worksheet <u>is</u> the worksheet.

The student should always read over his worksheets before turning them in to the Supervisor and, if any words or letters are missing or cannot be read, they should be written in with a different colored pen.

Example:

Realized started using (Red ink) drugs when....

Good worksheet action results in a communication -- a communication of truth. The Case Supervisor should be able to look the worksheets over and see what the student counselor did, the key things that the person he delivered a session did or said, and how the session went. It is a running record of the session.

If these rules are followed, it will make the Course Supervisor's, Case Supervisor's and your job much easier and your reports much more valuable. It will ensure the Case Supervisor has all the data he needs to keep you and your twin winning.

CSI PROD NOV 22 1993 238208

SECTION SIX:

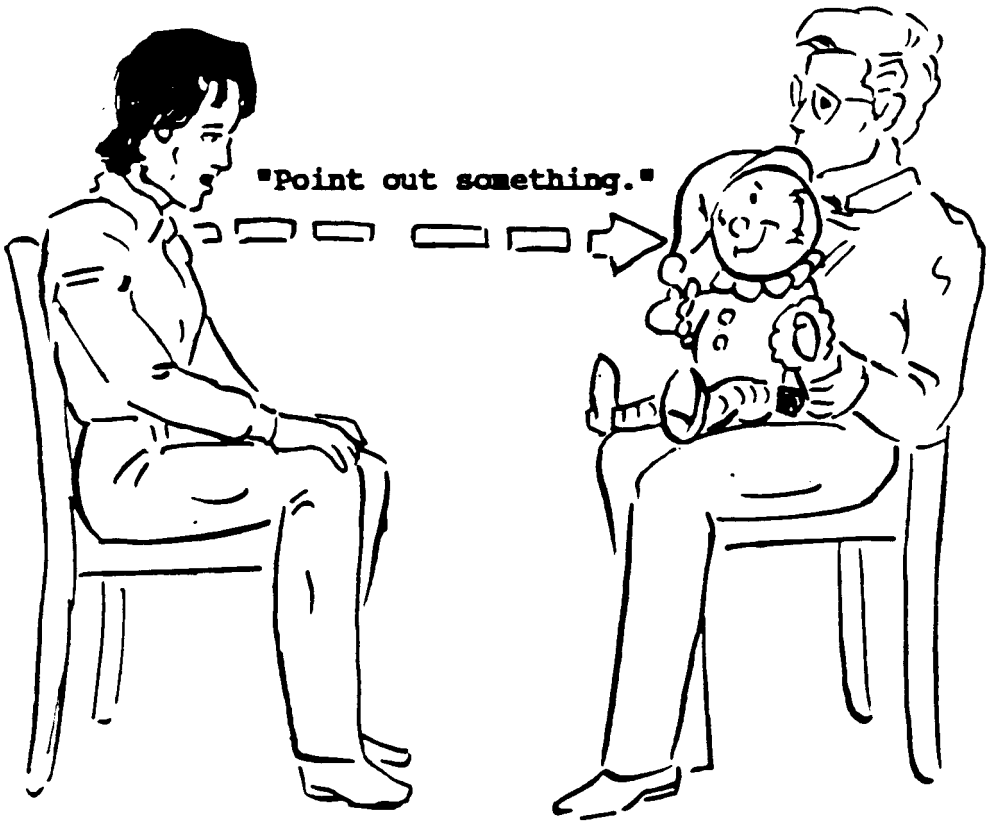
PROCEDURE FOR STARTING AND ENDING A SESSION

USE OF A DOLL IN DRILLING

In drilling Objective Exercises, a doll is often used to avoid giving the commands directly to another person (the coach) when an actual Objectives session is not being done.

The doll need not be elaborate (complicated) but should be at least a foot tall, preferably two feet. The doll is used as a substitute for the person.

When a doll is called for in a drill, the coach holds the doll. The student addresses (directs a remark or statement to) the command to the doll, not to the coach.



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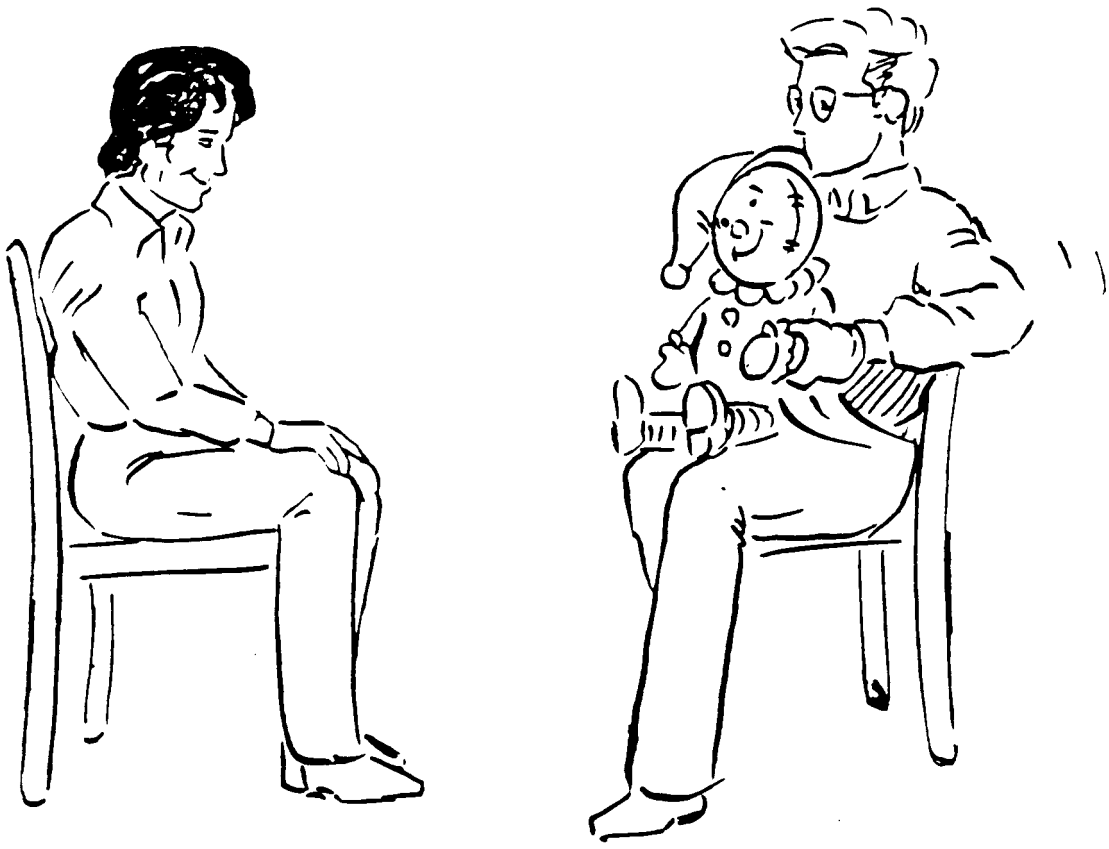
The coach then makes the doll respond to the command, either by moving the doll to make it do the action called for or by answering for the doll.



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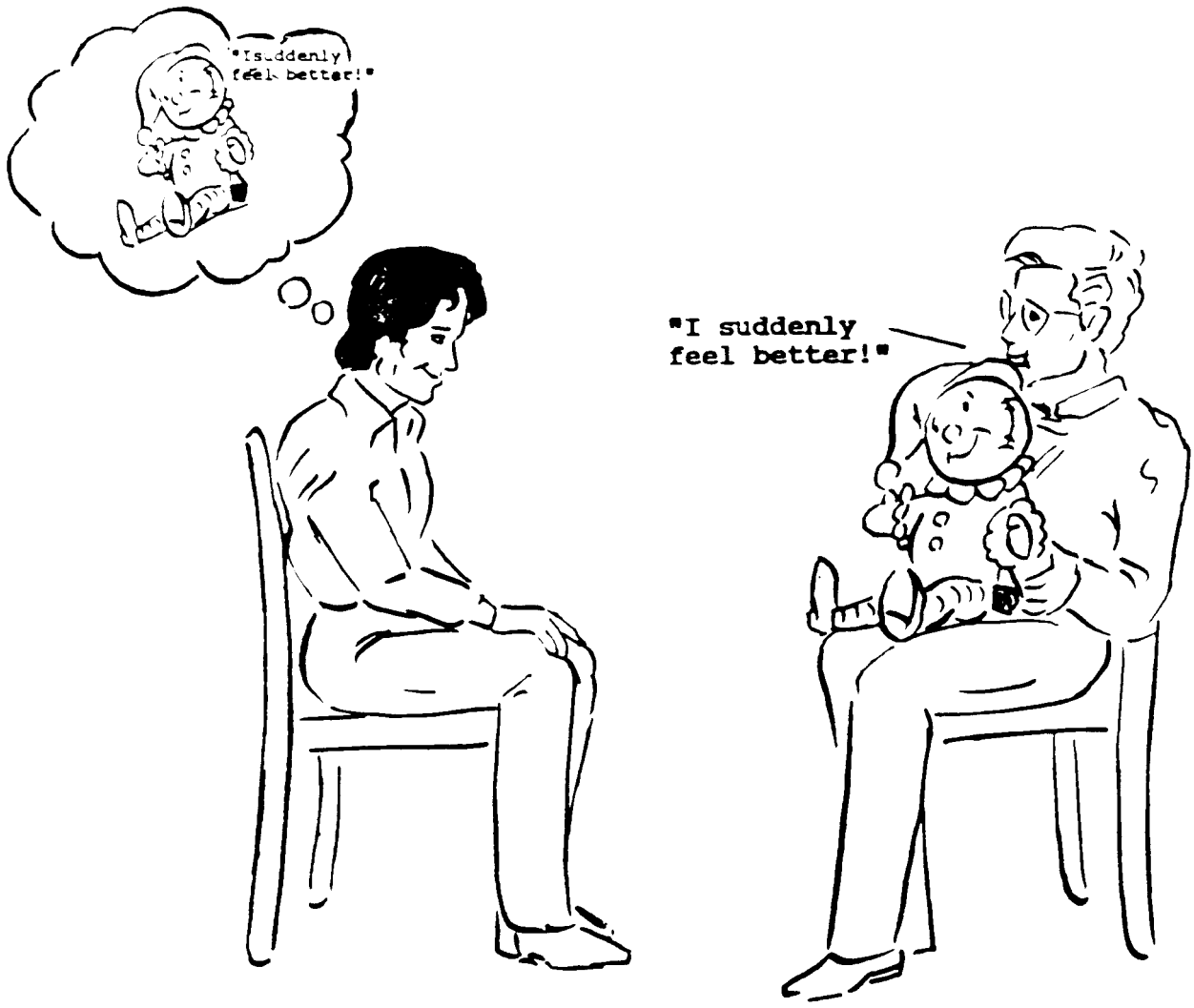
The coach would also make appropriate originations for the doll to approximate a real situation.



The purpose of drilling with a doll is to ensure that you are totally familiar with a drill and can run it correctly and comfortably using the doll before you deliver that exercise to a live person.

CSI PROD NOV 22 1993 238212

PROCEDURE FOR STARTING AND ENDING A SESSION

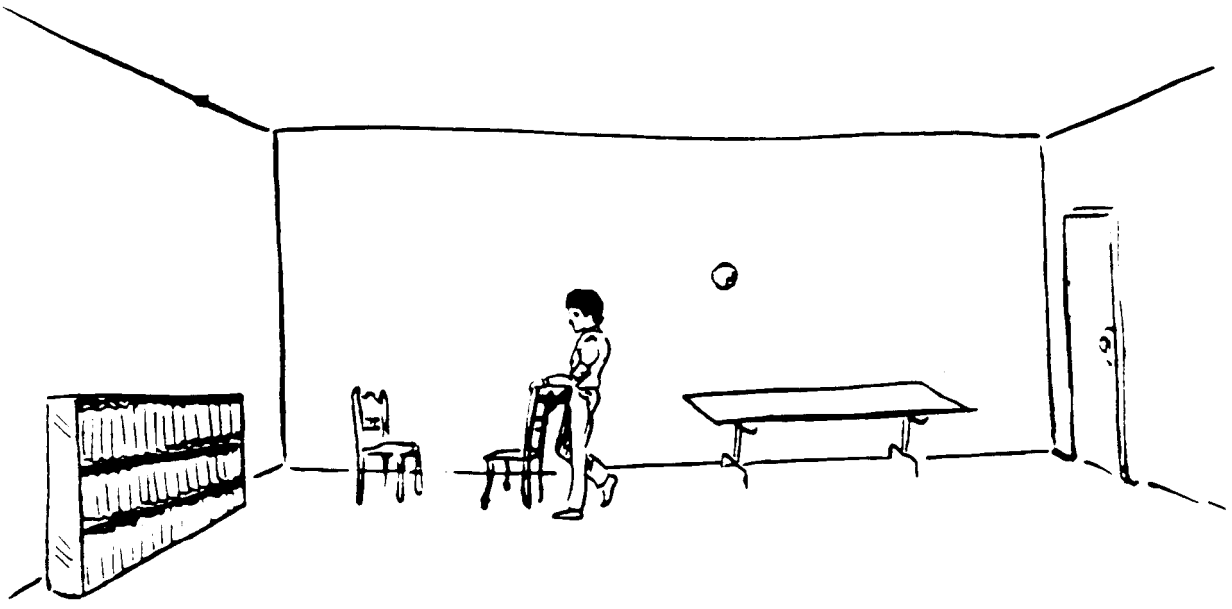
There is a procedure for starting and ending an Objectives session.

It is this:

1. Inform the Supervisor that you are going to be starting a session.

2. Get a clipboard and your Session Report Form and Worksheets.

3. Select and set up a session space in the course room.



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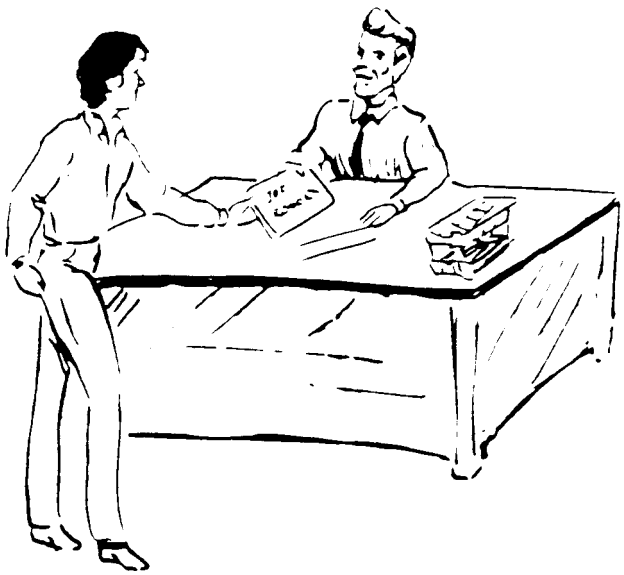
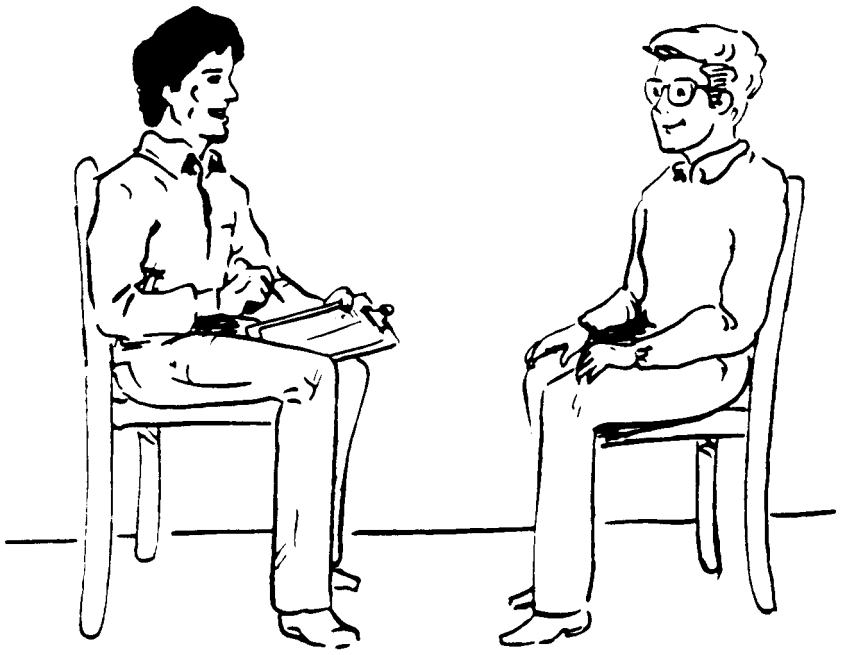
4. Get your twin's folder.



5. Bring your twin to the session space.

6. Have your twin sit in his or her chair. You sit facing your twin.



CSI PROD NOV 22 1993 238214

7. Ask your twin if it is all right to do the session in the part of the room you are both in, and if not, make things right by adjusting the room or the location of the session to another part of the course room.

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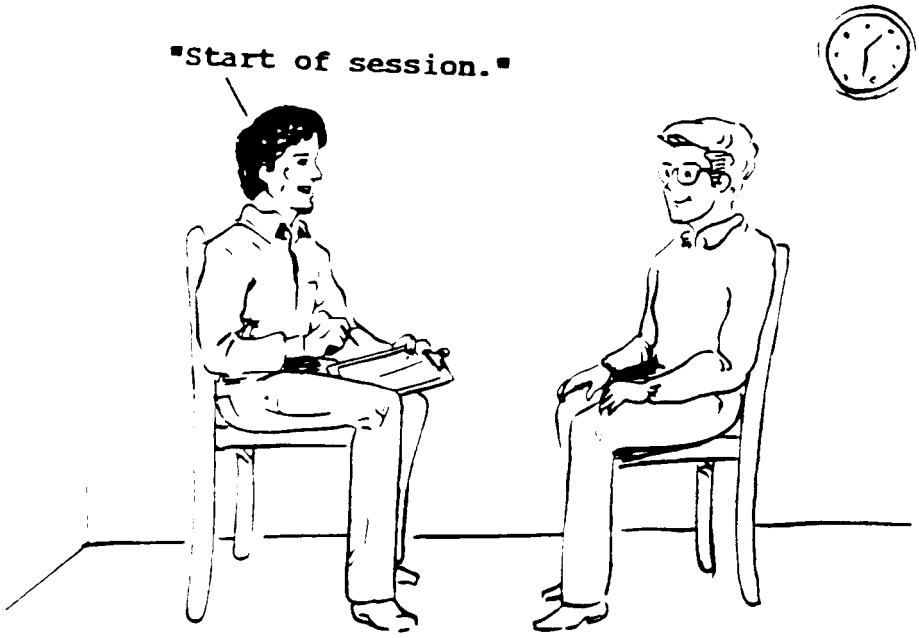
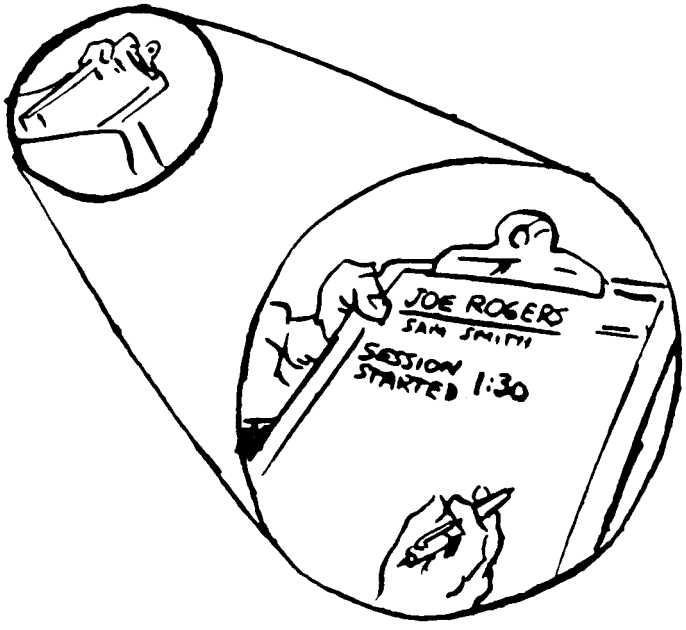
8. Check if your twin is well fed and well rested.

9. Tell your twin "Start of session."

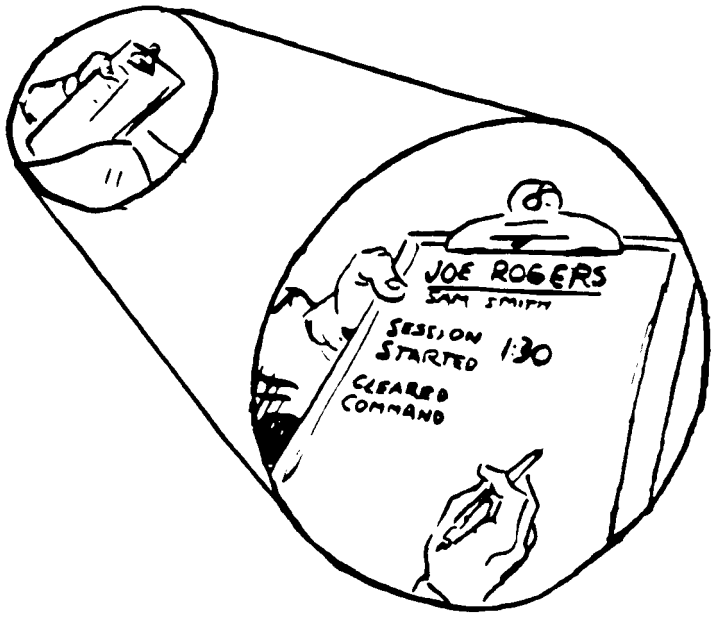
10. Start your worksheet. Note the time you started on the worksheet.





CSI PROD NOV 22 1993 238216

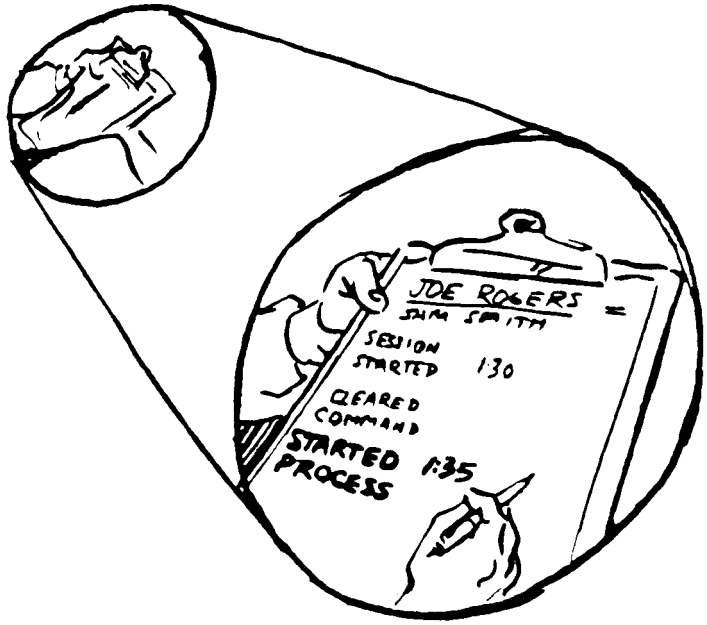
11. Tell your twin you will clear the command with him. Clear the command backwards by first clearing in turn each word in the command in backwards sequence. Use a good, simple dictionary if needed. Once the words are cleared, give him the command and ask him to tell you what the command means. Do this for each command of the exercise.



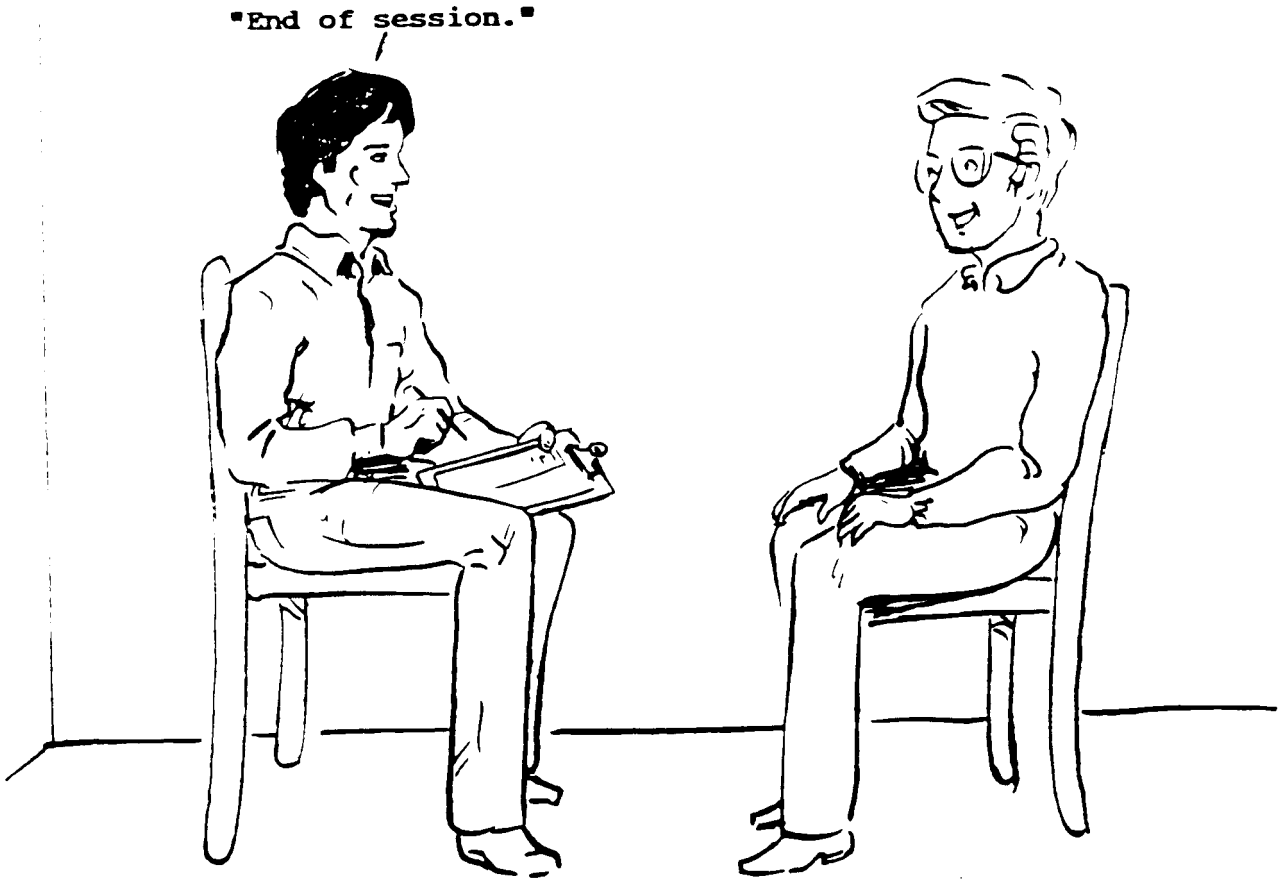
If, from his answer it is obvious that he has a misunderstood word, reclear the obvious word or words, using a dictionary. Have him use each word in a sentence until he has it, and then reclear the command again. If necessary repeat the steps for clearing a command again to make sure he understands the command. Indicate on your worksheet that you have cleared each command.

12. Tell your twin "We are now going to do _____(name of exercise)_____." Then note the time the exercise starts and place your clipboard on the floor.

13. Run the exercise on your twin.

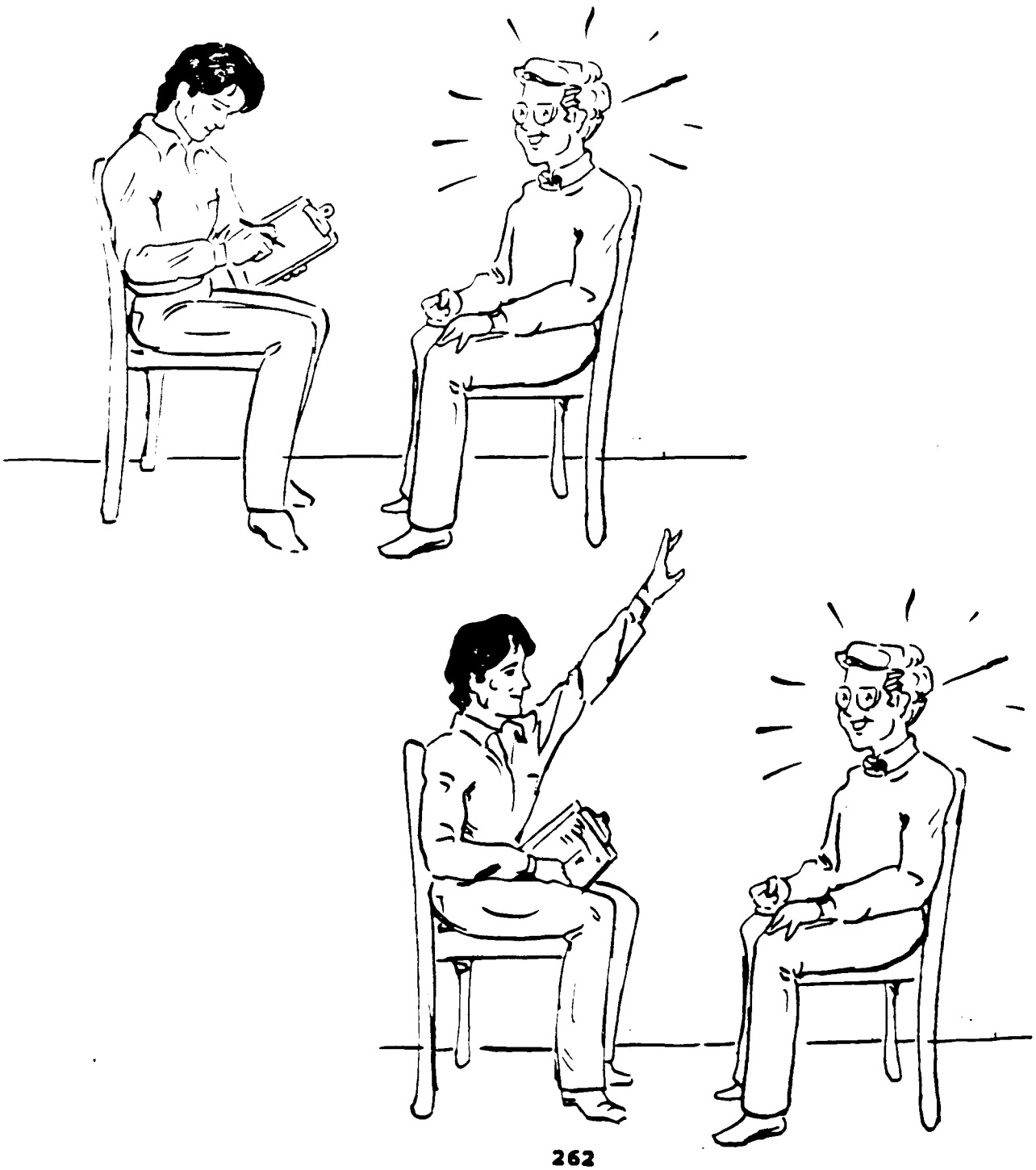


14. When your twin has reached the end result of the exercise, end the exercise. Tell him "End of session" and have him sit down (if not sitting).



15. Write briefly what happened at the end result of the exercise.

16. Put your hand up to signal the Supervisor. He will read what you have written and tell you what to do next.



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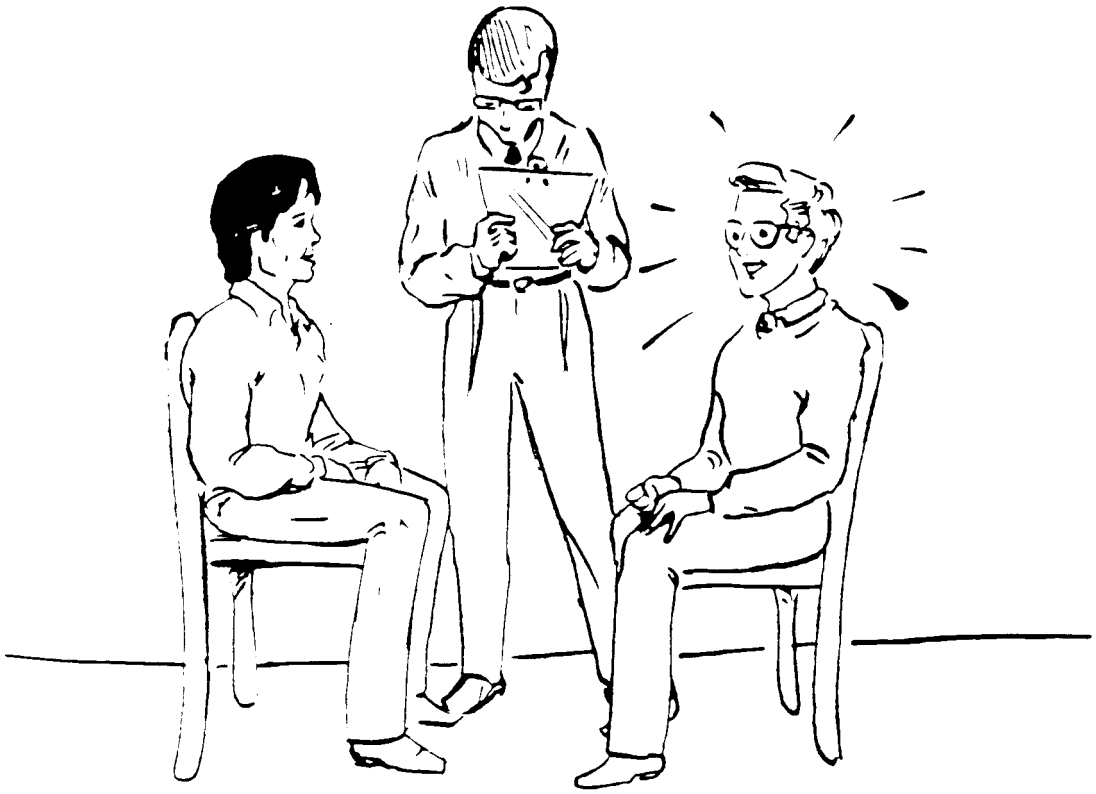

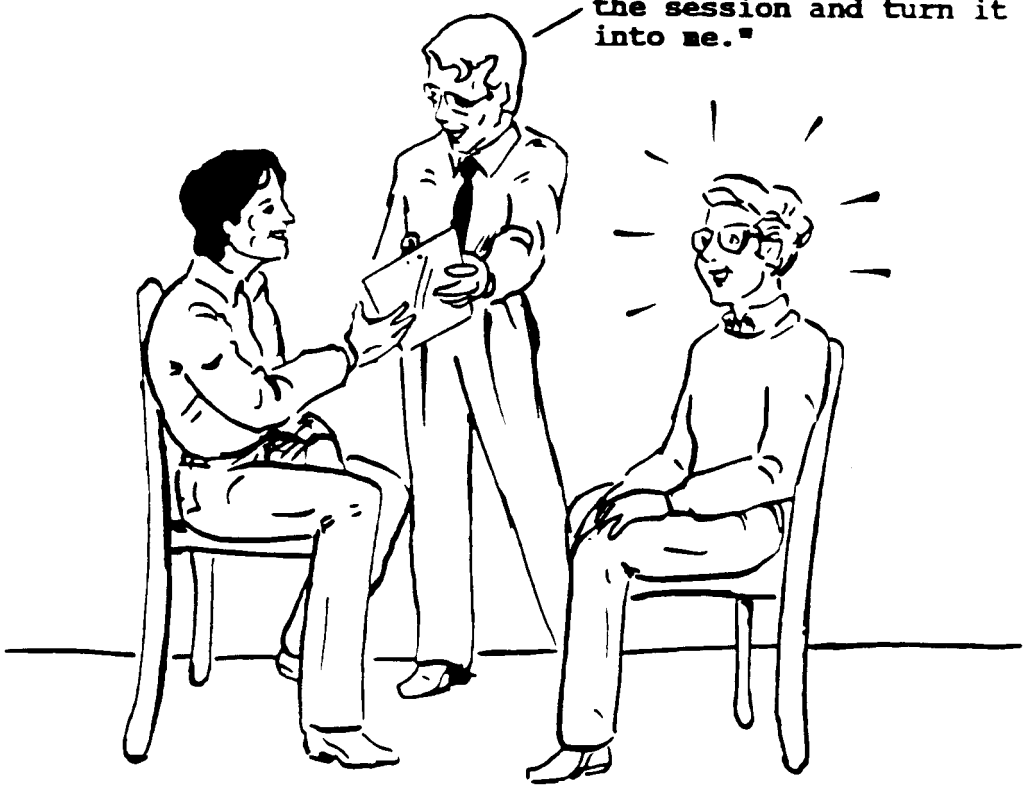
"Very good. Write up the session and turn it into me."

17. After the session write up your worksheets and your Session Report Form. Put your worksheets beneath the Session Report Form, and staple them together. Put all the data in the folder.

18. Turn the folder in to the Supervisor.

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If the end of the course time comes up before the exercise is flat, do the following:

1. Toward the end of the session, warn "The session time is about over. We'll have to be ending shortly."

2. When your twin has carried out an extra command or two, say, "We're closing the session now. Time is up."

3. End the session with "End of session."

4. Put your hand up to signal the Supervisor. He will read what you have written and tell you what to do next.

5. After the session write up your Worksheets and your Session Report Form. Put your Worksheets beneath the Session Report Form, and staple them together and put them in your twin's folder.

6. Turn the folder in to the Supervisor.

CSI PROD NOV 22 1993 238224

If you run into any difficulty in session and can't handle it, or if your twin becomes upset or other confusions arise, put your hand behind your back to attract the attention of the Supervisor who will help you.

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SECTION SEVEN:

NARCONON COUNSELOR'S CODE

CSI PROD NOV 22 1993 238226

In order for your twin to get the full benefits of the Objective Exercises on this course, there are certain rules which we ask you to follow. These are tried and proven rules followed by counselors at Narconon.

NARCONON
COUNSELOR'S CODE

1. Do not evaluate for the student or tell him what he should think about his case.

2. Do not invalidate (degrade, discredit or deny something someone else considers to be fact) or correct the student's data.

3. Use the exercise which improve the student's case.

4. Keep all appointments once made.

5. Do not do an exercise on a student who has not had sufficient rest and who is physically tired.

6. Do not do an exercise on a student who is improperly fed or hungry.

7. Do not permit a frequent change of counselors for a student.

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8. Do not sympathize with the student but be effective.

9. Do not let the student end the session on his own independent decision.

10. Never walk off from the student during a session.

11. Never get angry with the student in session.

12. Run every exercise to its end result.

13. Never run an exercise beyond its end result.

14. Be willing to grant beingness* to the student.

15. Never mix the session procedures and exercises which were developed by L. Ron Hubbard, with other practices except when the student is physically ill and a doctor is needed.

16. Always remain in good two-way communication with the student during sessions.

17. Never enter comments, expressions or enturbulence into a session that distracts the student from his case.

* Granting beingness is the ability or willingness to let someone else be what he is. Listening to what someone has to say and taking care to understand them, being courteous, not needlessly criticizing them, expressive admiration or affinity are examples of the actions of someone who can grant beingness. To continually find fault with another would be failing to grant beingness to them.

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18. Always continue to give the student the exercise or command when needed in session.

19. Never let the student run a wrongly understood command.

20. Never explain, justify or make excuses for any mistakes as a counselor whether real or imagined.

21. Never use the secrets of the student which he has told in session for punishment or for your own advantage.

22. Never falsify the worksheets of sessions.

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PART THREE

CSI PROD NOV 22 1993 238230

OBJECTIVES:

IMPORTANT NOTE

These exercises can take many hours to run to achieve the end result. It takes as long as it takes. An exercise is flat when it no longer is producing change or reaction. Always run each exercise until you've reached the full end result. This will ensure that the full gains and wins are gotten from each exercise.

CSI PROD NOV 22 1993 238231

OBJECTIVE ONE

The commands for this exercise are:

1. **"LOOK AROUND HERE AND FIND SOMETHING THAT IS REALLY REAL TO YOU."**

2. **"LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND COMMUNICATING WITH."**

3. **"LOOK AROUND HERE AND FIND SOMETHING YOU WOULDN'T MIND BEING AROUND."**

You and your twin are both moving or walking around. (Not sitting in chairs.)

This exercise will bite suddenly and bring a person to present time.

Of all Objectives, this exercise tends to be the shortest. It often ends with a very bright cognition after only a few commands.

These commands are run consecutively - that is 1,2,3,1,2,3, and so on until the person is in present time, has a cognition, and very good indicators.

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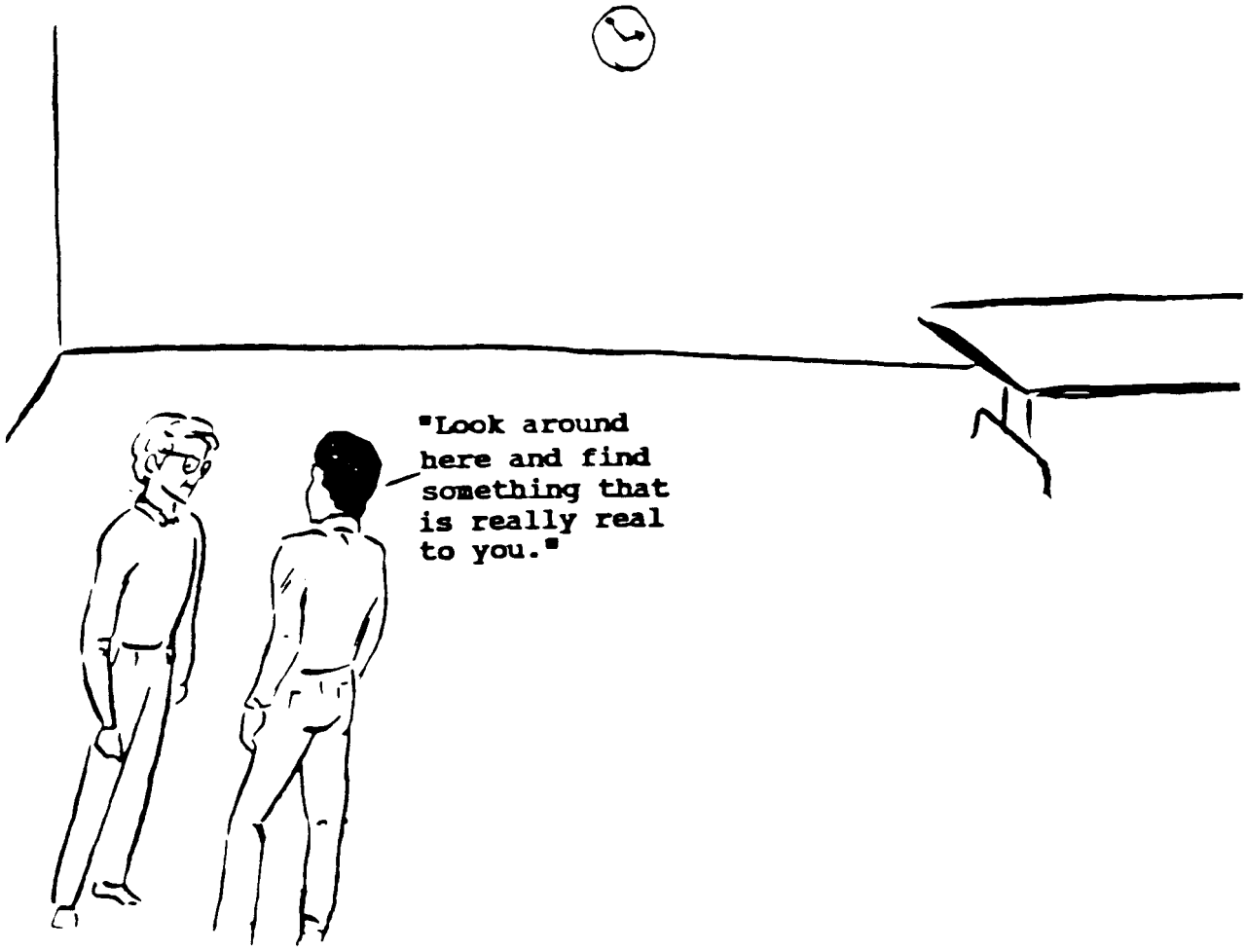

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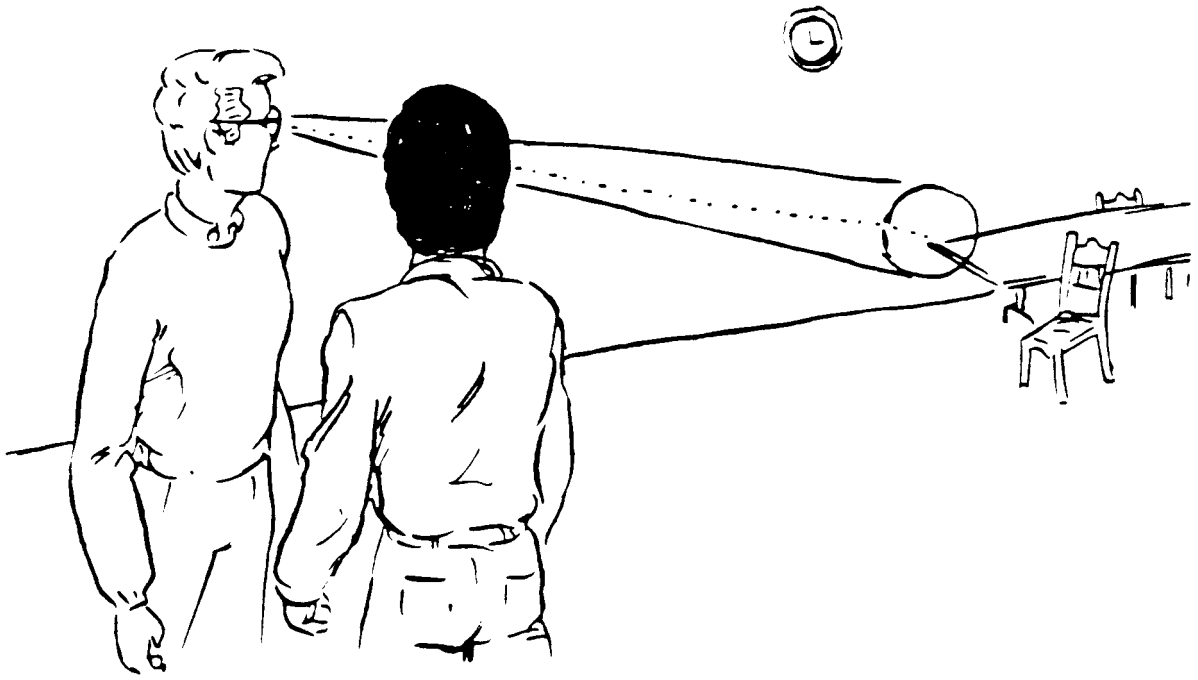

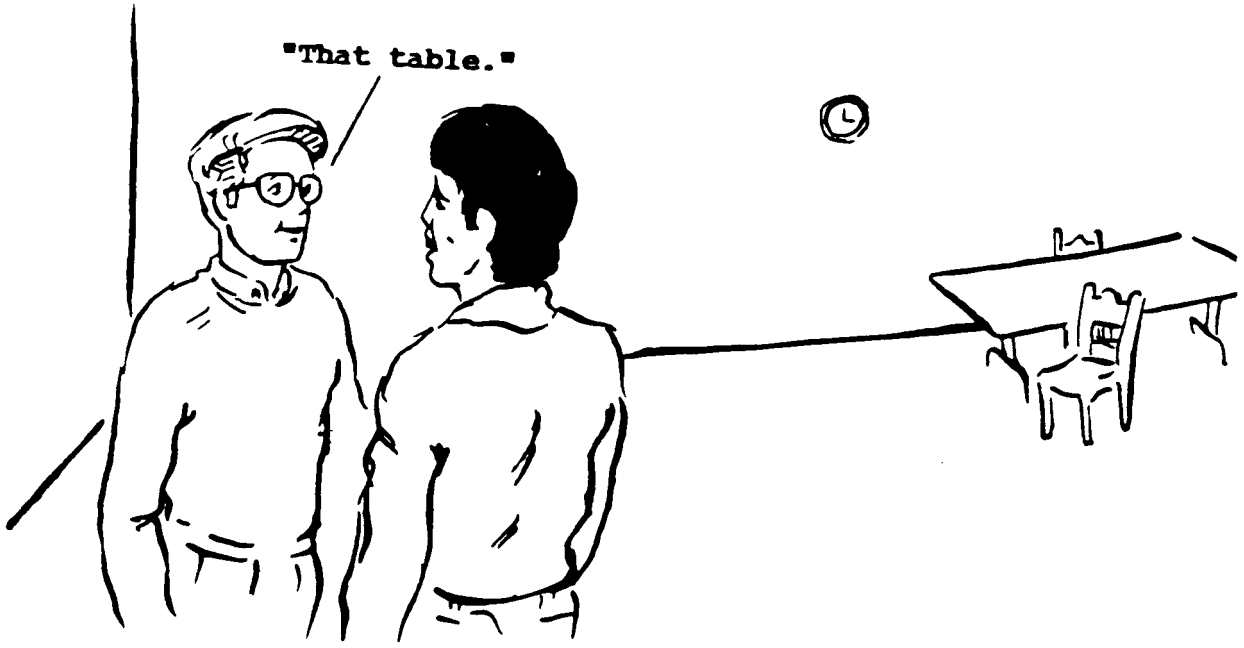

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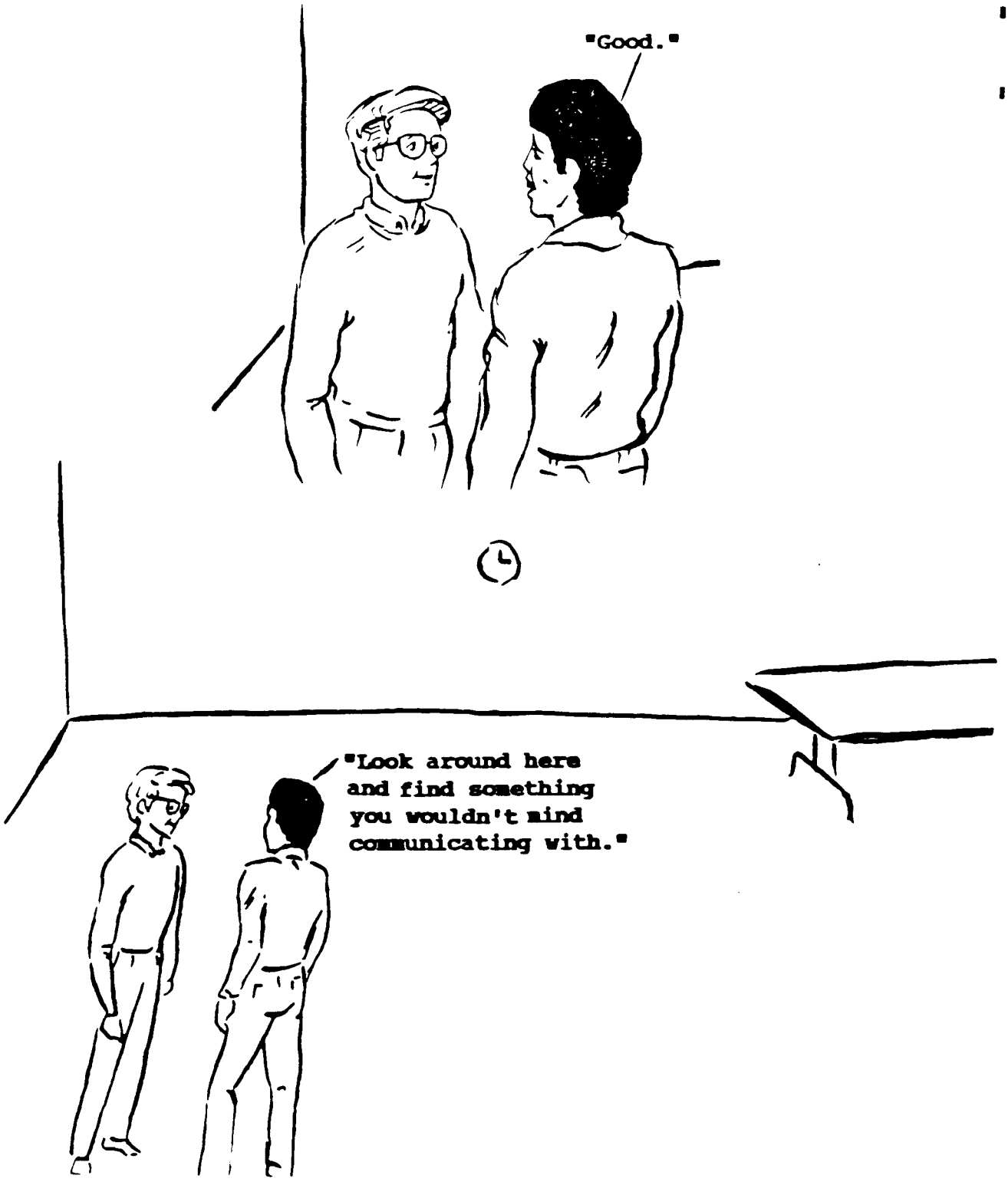
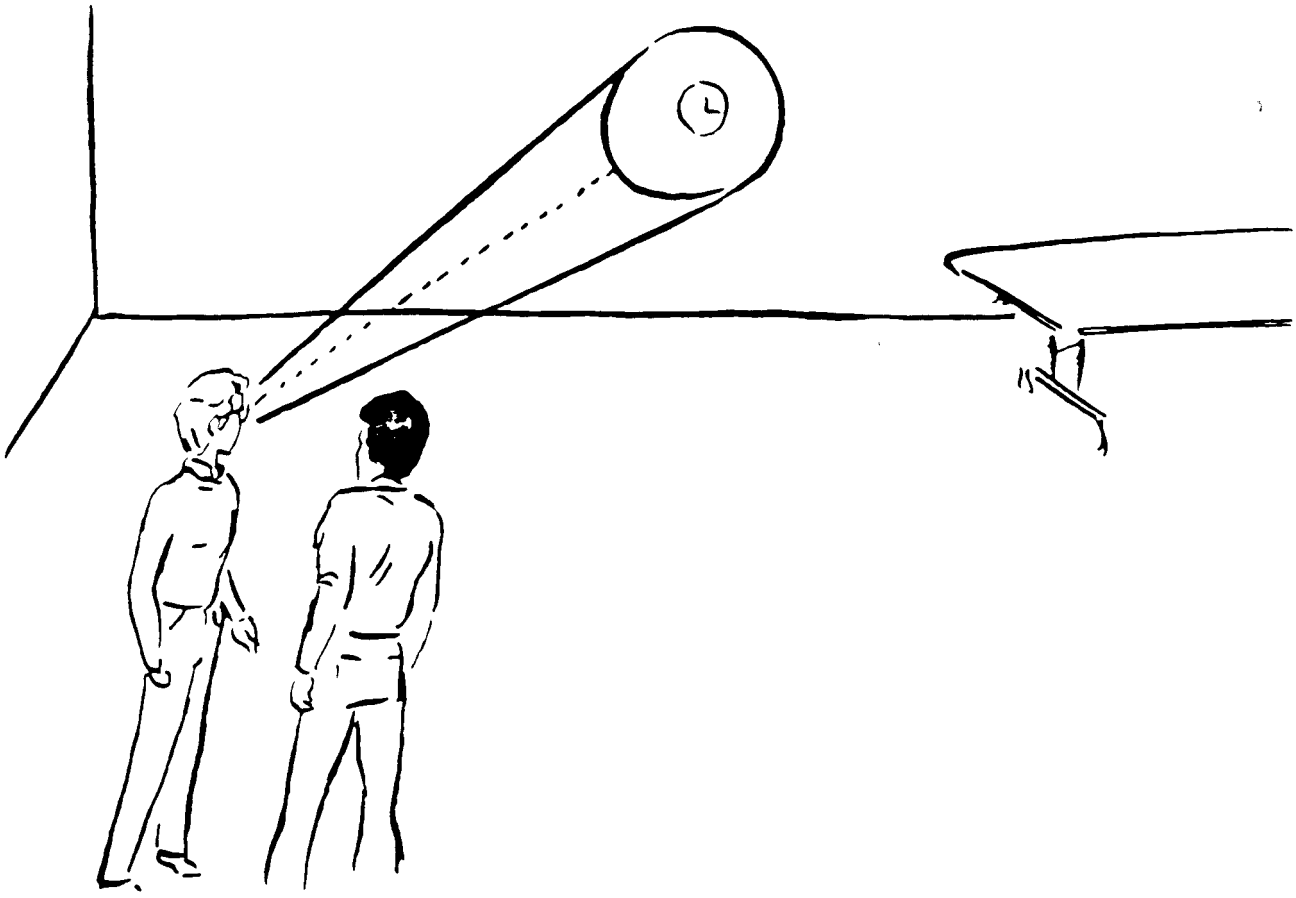
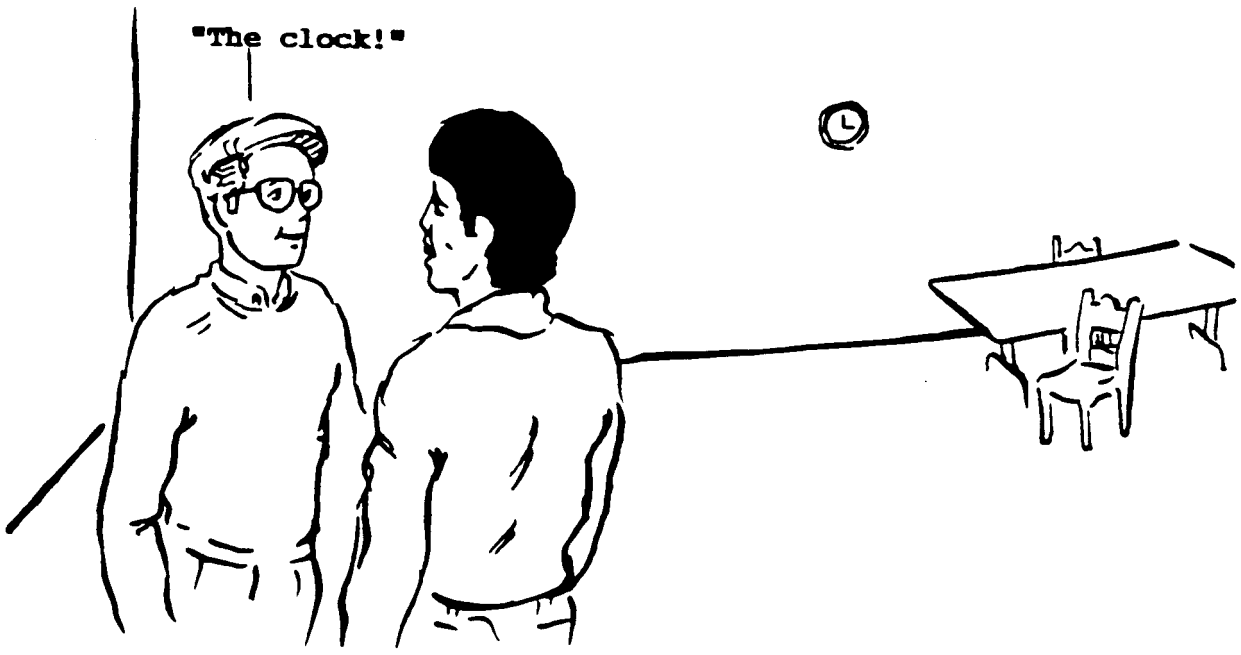

"Good."
"Look around here and find something you wouldn't mind communicating with."





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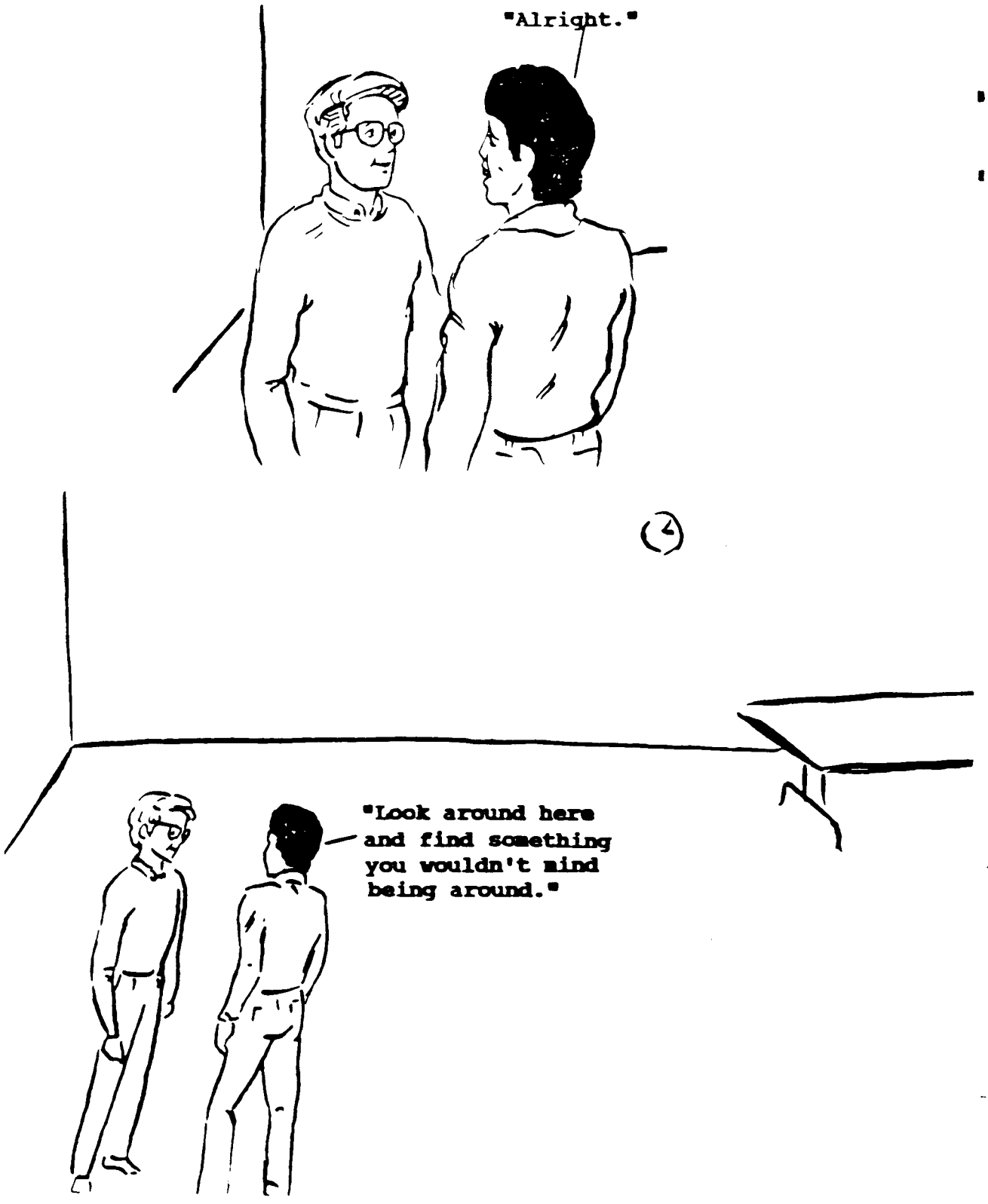

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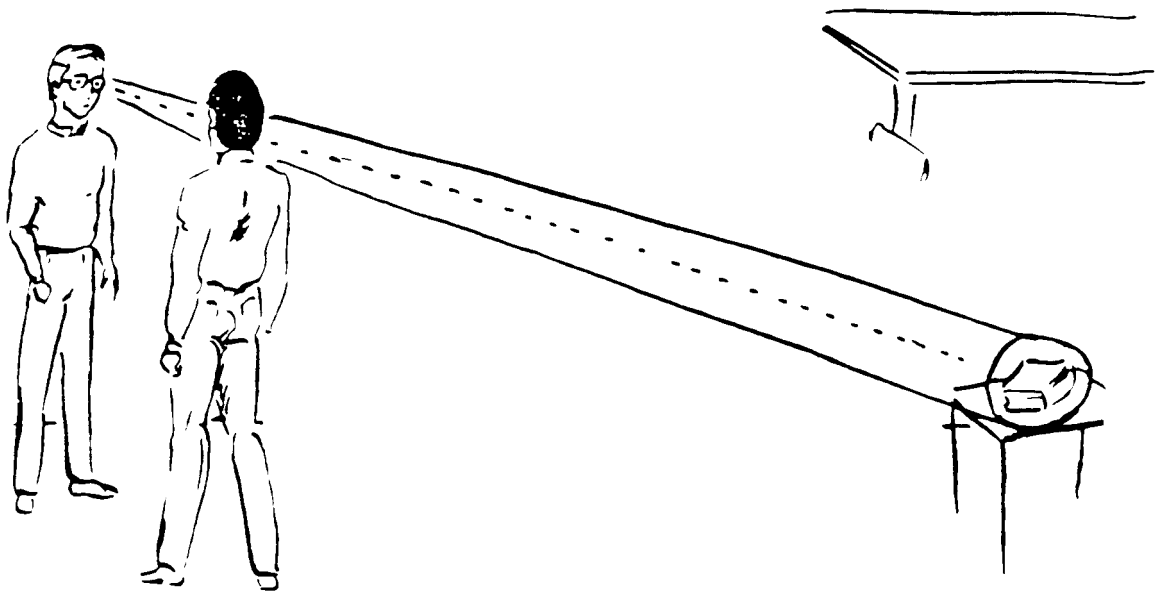

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SECTION TWO -

OBJECTIVE EXERCISE TWO

OBJECTIVE EXERCISE TWO

Objective Exercise Two has four Parts -- A, B, C, and D.

You run Part A to a flat point, then Part B to a flat point, then Part C to a flat point, then Part D to a flat point, then Part A to a flat point, etc.

CSI PROD NOV 22 1993 238241

You and your twin are seated in chairs without arms. Your knees are on the outside of both your twin's knees. Tell your twin, "We will now run Part A."

Using intention without reservation, give the command

"GIVE ME THAT HAND."

Indicate your twin's right hand by a slight nod.

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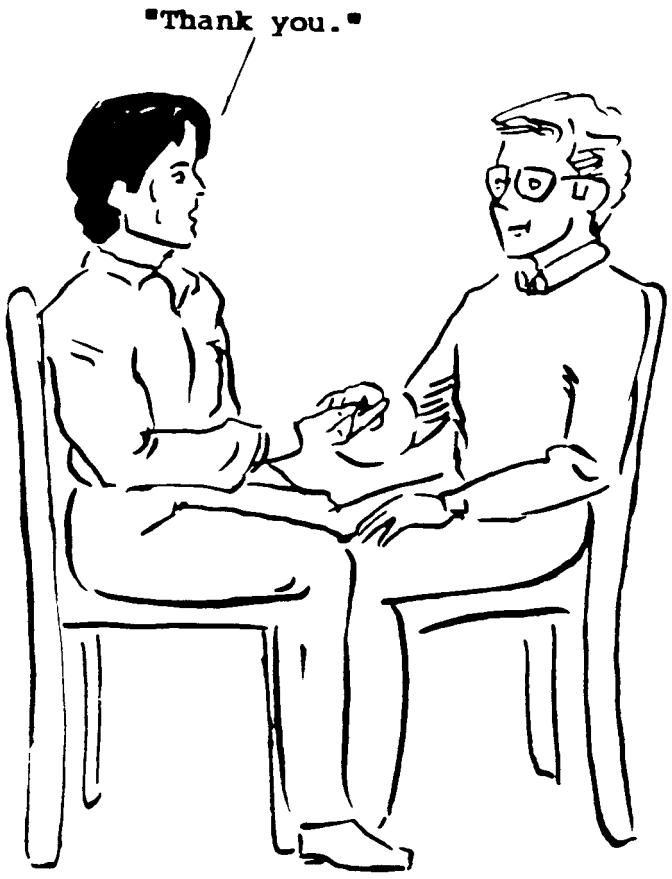
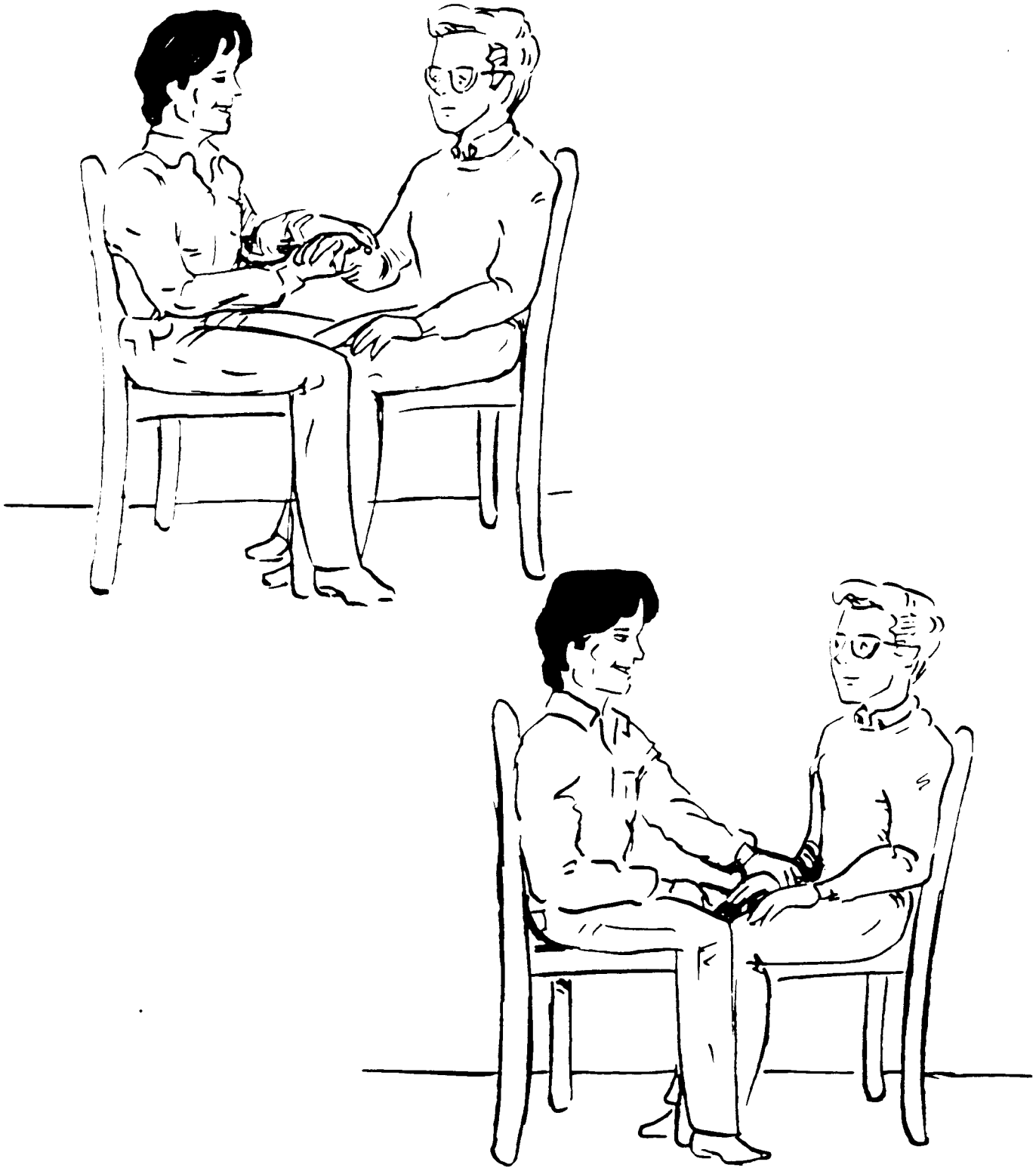


When your twin has put his right hand in your right hand, acknowledge him with "Thank You."

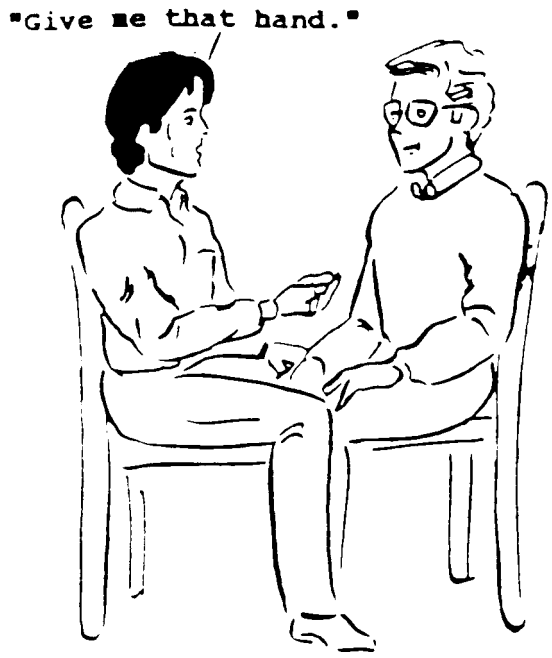
All commands and acknowledgments are done with intention without reservation, one command in one unit of time.

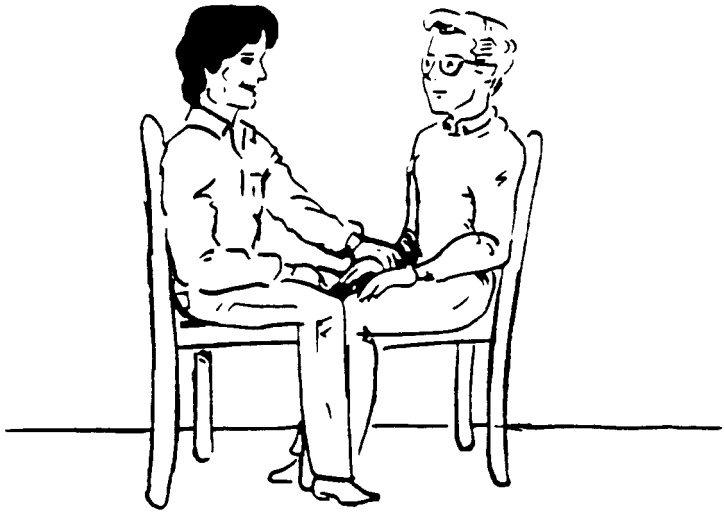
CSI PROD NOV 22 1993 238243



Take your twin's right wrist by your left hand and return your twin's hand to his lap.

CSI PROD NOV 22 1993 238244

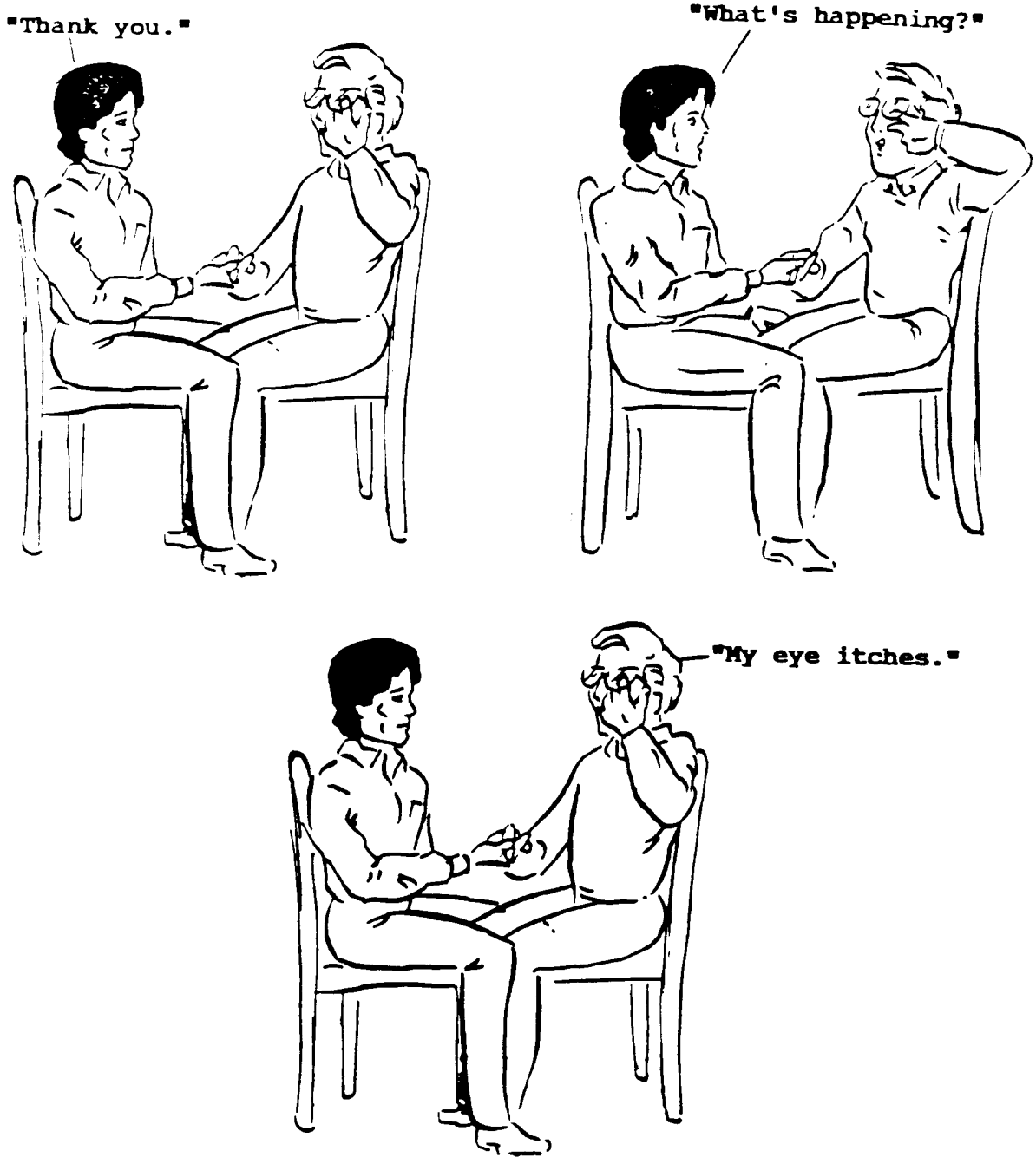




Continue running the exercise in this manner.

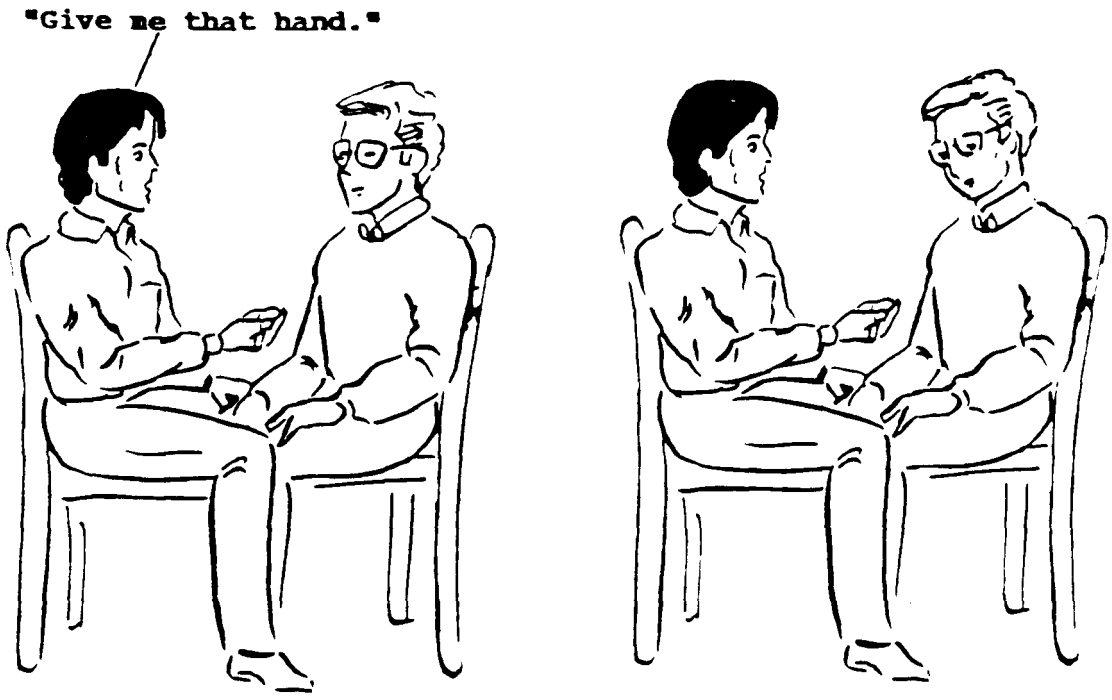
CSI PROD NOV 22 1993 238245

Take up any physical manifestations as originations by saying, "What's happening?" This is done after your twin has carried out the command and has been acknowledged but before letting go of your twin's hand.



Each time a new physical change occurs, take it up with your twin as though he had spoken. If the same "origination" happens again and again only take it up occasionally, not every time it happens.

If your twin doesn't give you his hand after the command and you have waited a normal response period, take his right hand in your left hand and place it in your right. Then acknowledge him. Ask "What's happening?" as necessary. Accept whatever he says and continue.



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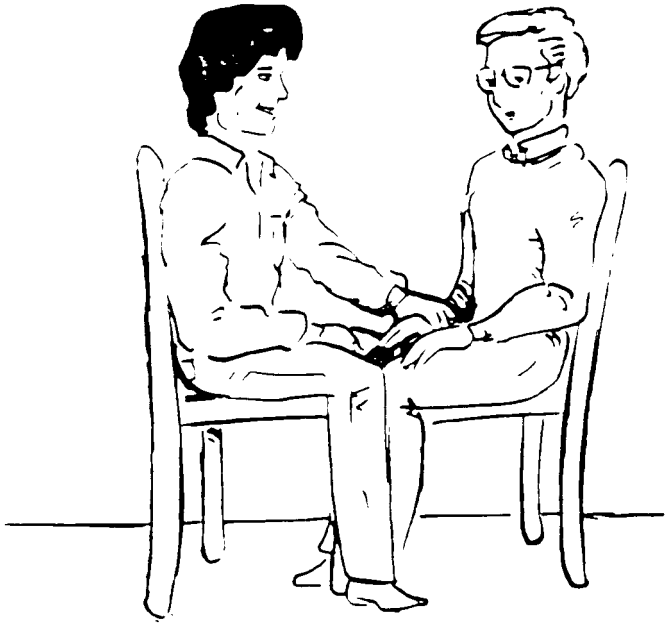

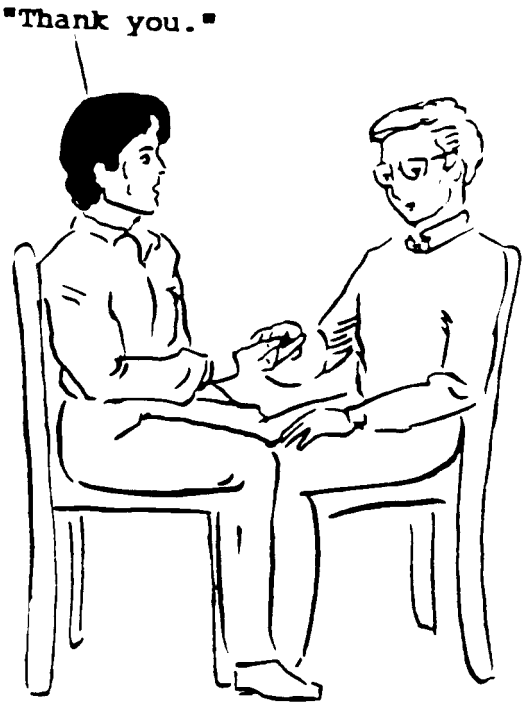

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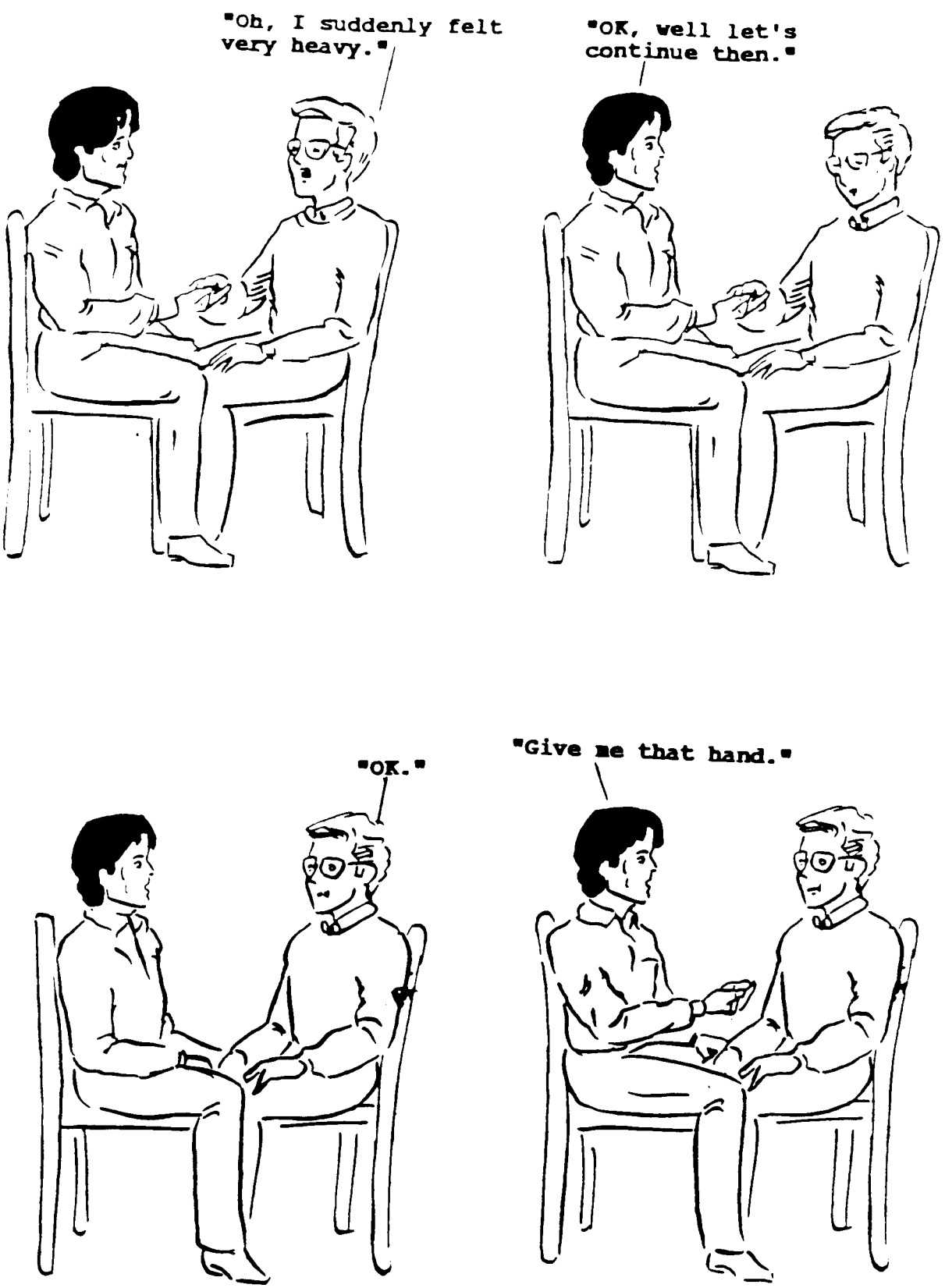


CSI PROD NOV 22 1993 238249

Continue running the exercise.

After three consecutive commands when your twin does carry out the command, with equal comm lag and without any physical change, Part A is considered flat.

CSI PROD NOV 22 1993 238250

Stand up, and move the chairs to the side of the room leaving a clear walk between two opposite walls of the room. Stand to the right of your twin, your twin facing the opposite wall.

Tell your twin "We will now run exercise 2."

Give the commands for exercise 2, using intention without reservation:

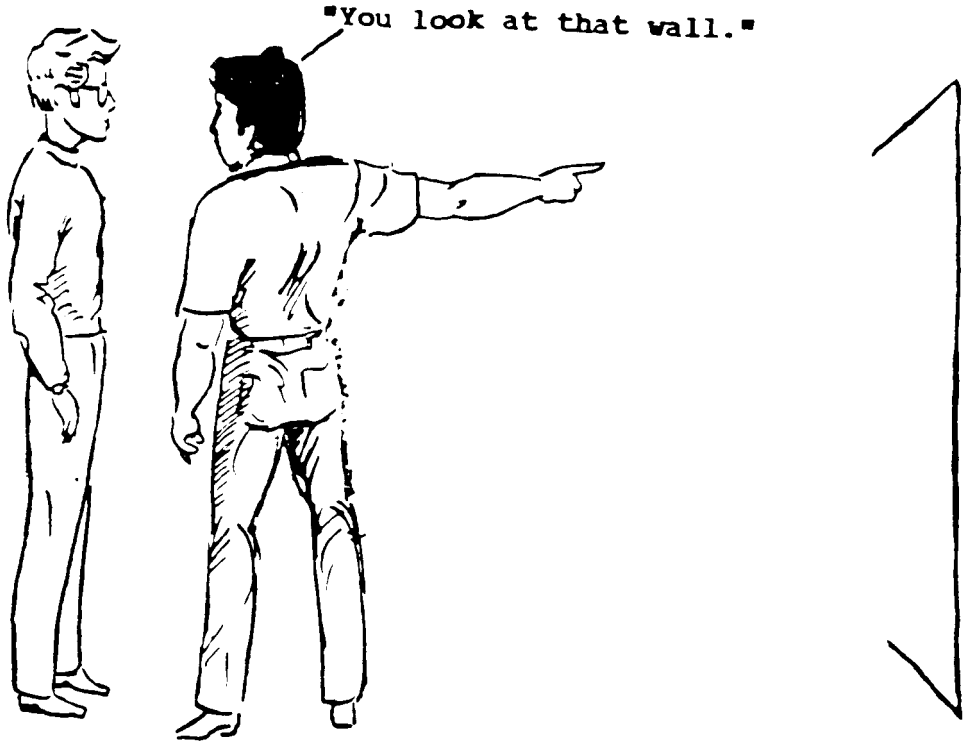
1. **"YOU LOOK AT THAT WALL." "THANK YOU."**

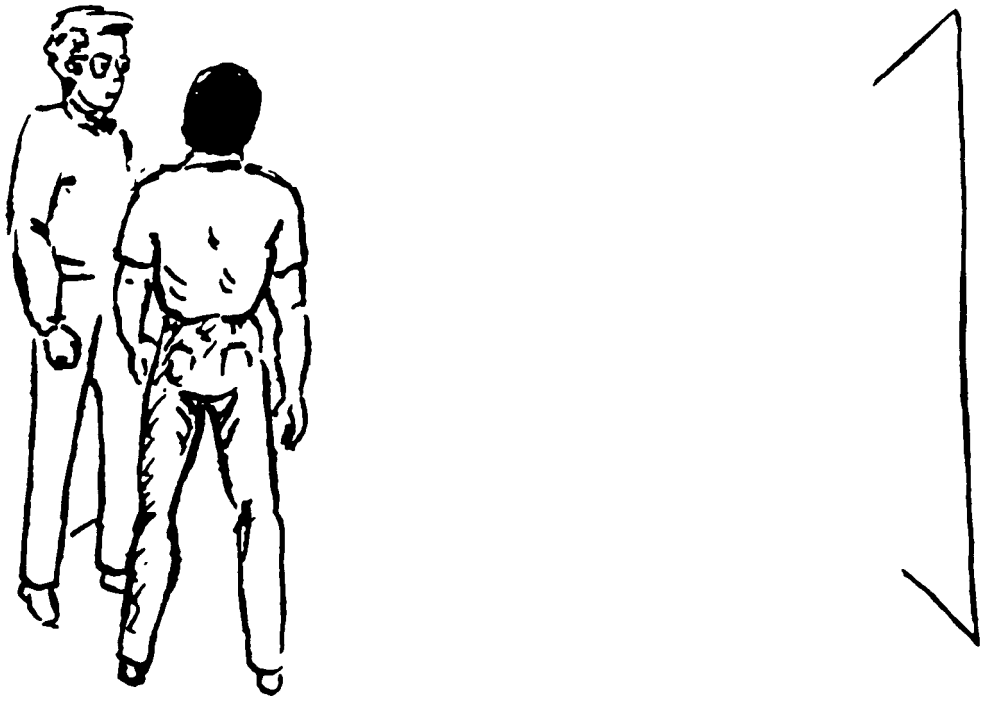
2. **"YOU WALK OVER TO THAT WALL." "THANK YOU."**

3. **"YOU TOUCH THAT WALL." "THANK YOU."**

4. **"TURN AROUND." "THANK YOU."**

CSI PROD NOV 22 1993 238251





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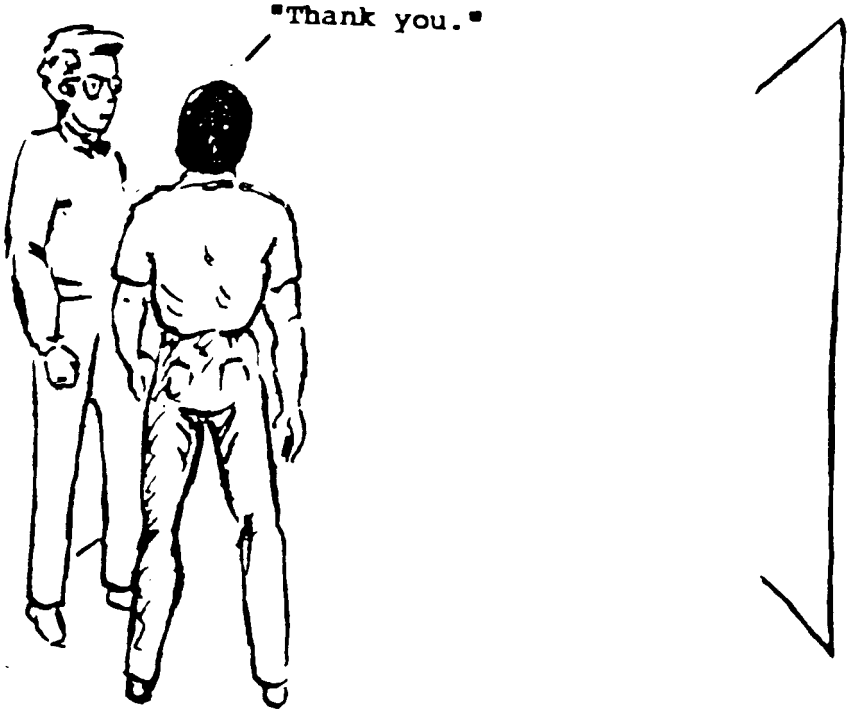

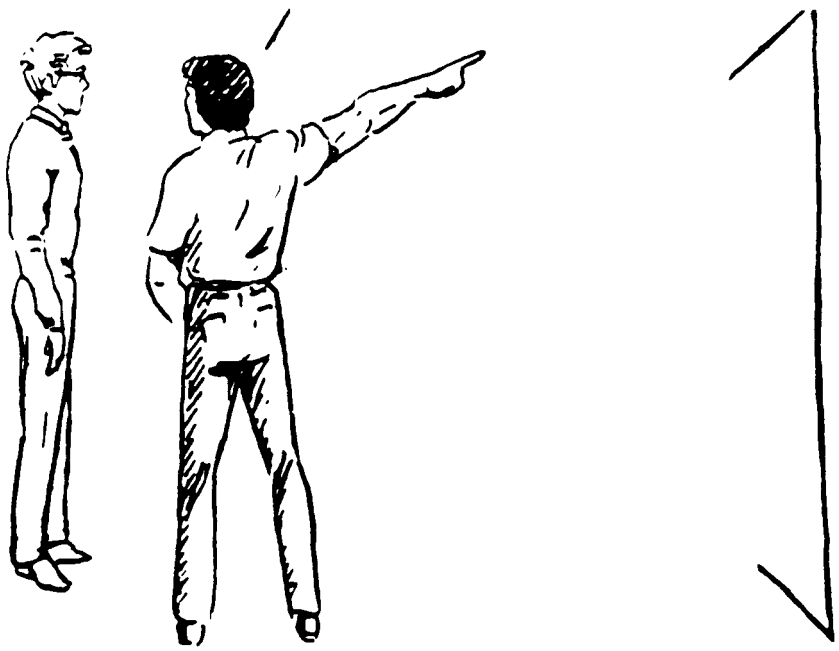

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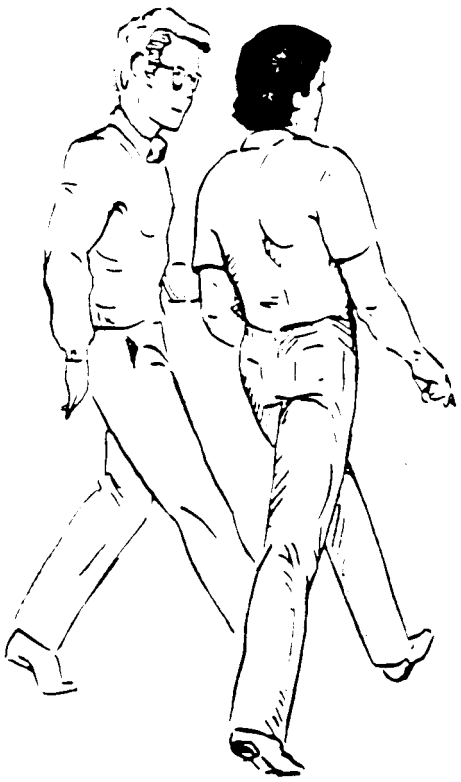
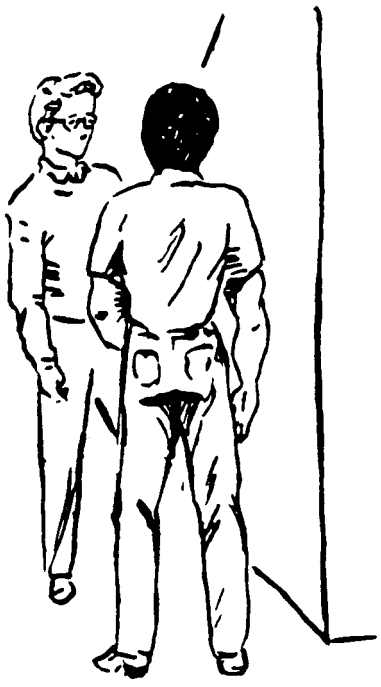


"Thank you."

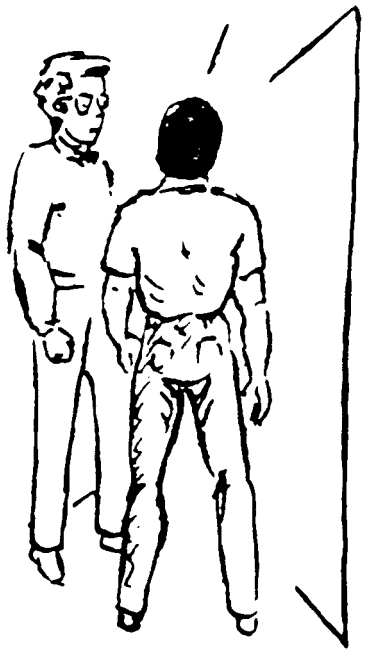


CSI PROD NOV 22 1993 238254

"You touch that wall."

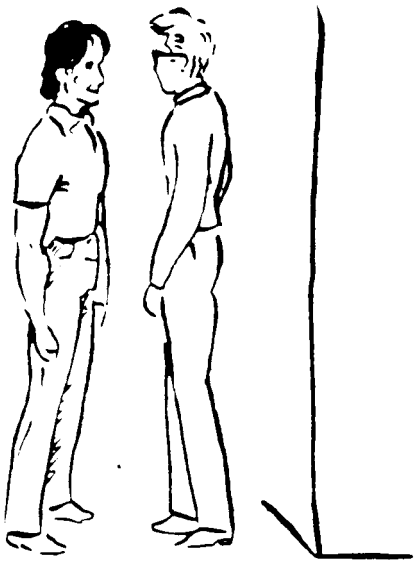
CSI PROD NOV 22 1993 238255

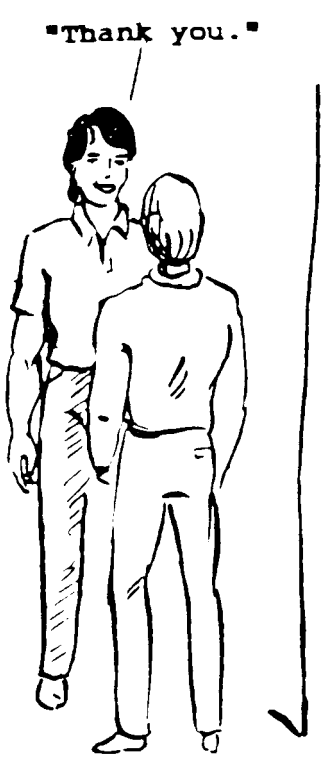
"Thank you."

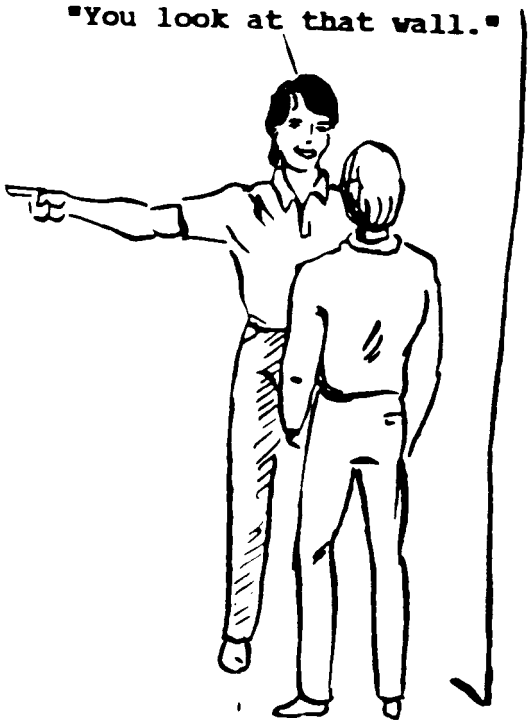


"Turn around."

CSI PROD NOV 22 1993 238256







Take up <u>each new physical change</u> as though it was an origination when it happens by asking your twin "What's happening?"

The student is in physical contact with his twin as needed.

The student's body acts as a block to forward motion when the twin turns.

You give the command, give your twin a moment to obey, then enforce the command with physical contact of exactly the correct force to get the command executed. Do not block your twin from executing the commands.

Continue running the exercise until it is flat.

CSI PROD NOV 22 1993 238258

Tell your twin, "We will now run Part C."

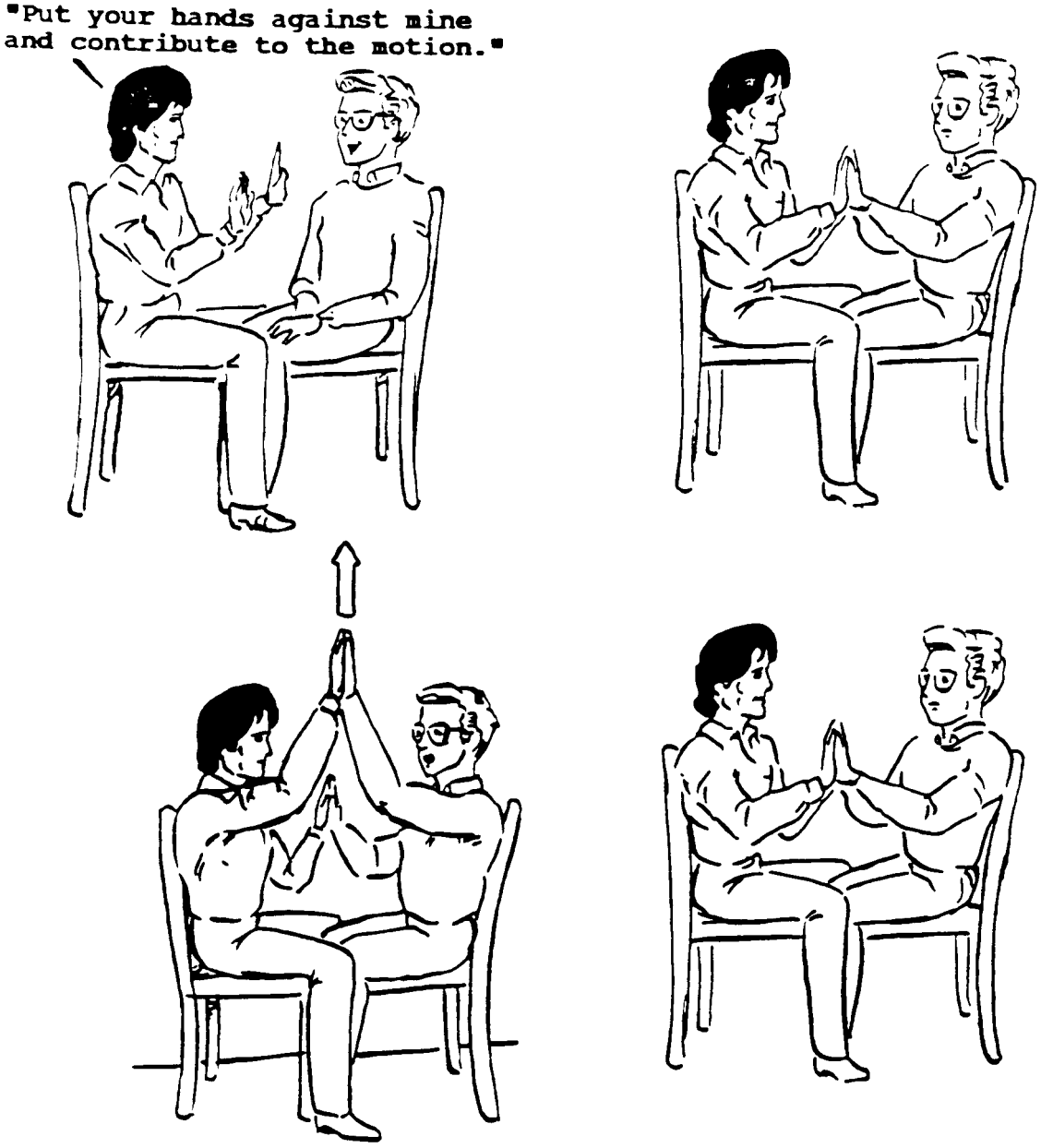
Set up the chairs for your twin and yourself as you did earlier for Part A, with your twin's knees between your legs.

Raise both hands, palms open facing your twin. Your hands about shoulder height and half way between yourself and your twin.

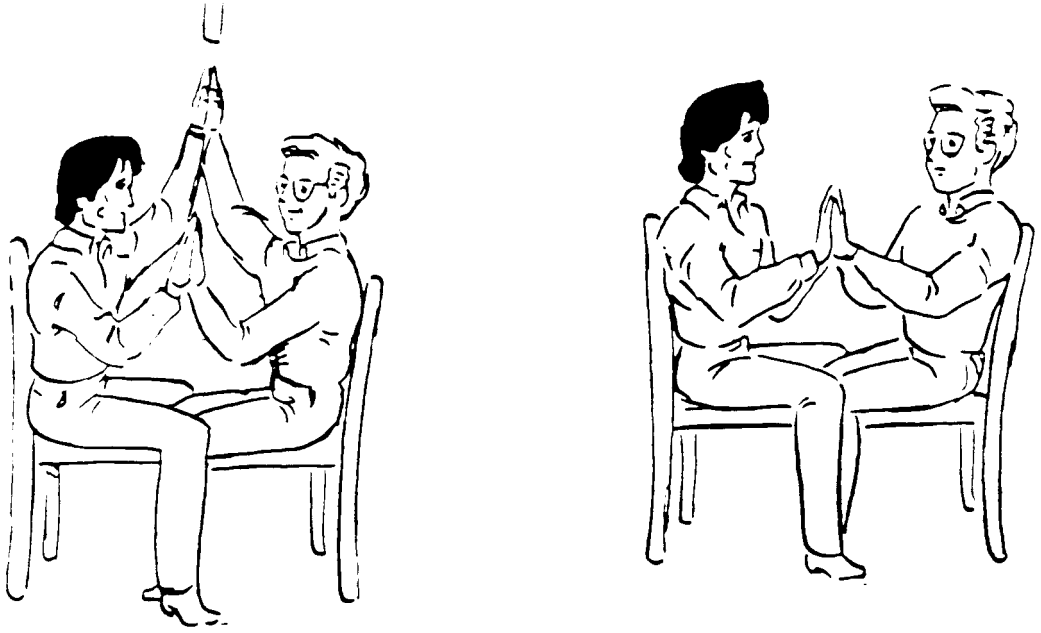
CSI PROD NOV 22 1993 238259

Give the command **"PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION."**

When your twin has his palms facing your, make a simple motion with the right hand and then the left hand. All motions are done with intention without reservation.

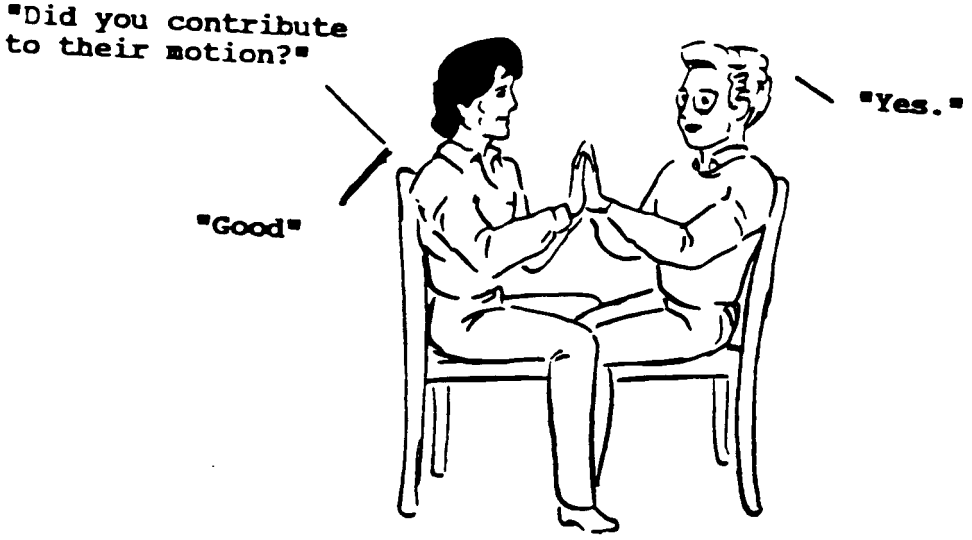


CSI PROD NOV 22 1993 238260



After the motion is done with the right then left and both hands returned to starting position (your twin's palms are still against yours), ask **"DID YOU CONTRIBUTE TO THEIR MOTION?"**

After your twin answers, acknowledge him.

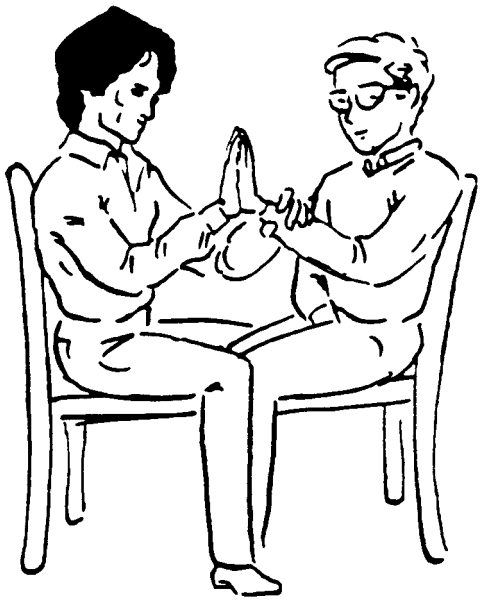


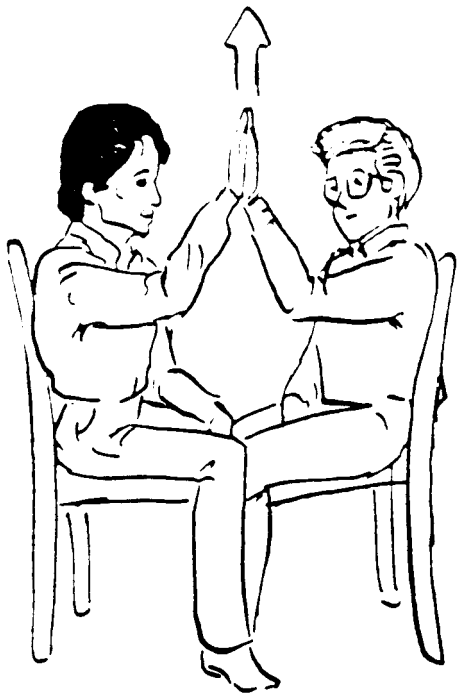
Allow your twin to return hands back to lap.
Continue running this until this is flat.

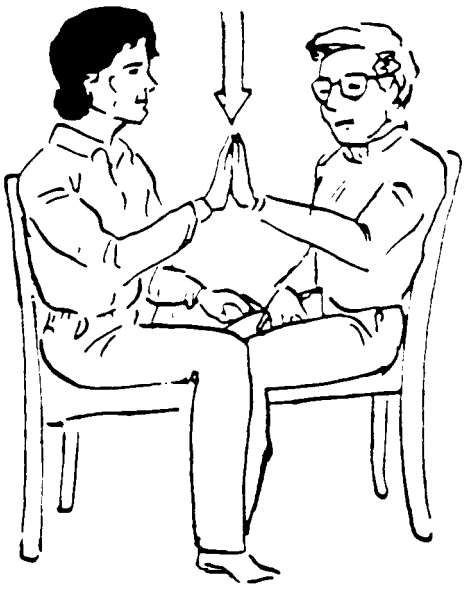
CSI PROD NOV 22 1993 238261

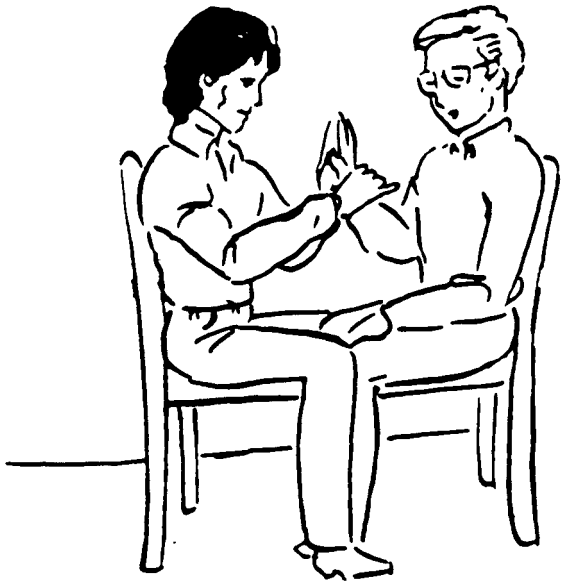
If your twin feels groggy while doing this exercise you may take his wrist and help him execute the command one hand at a time. If, while feeling this way, your twin does not answer the question "DID YOU CONTRIBUTE TO THEIR MOTION?" you may wait for a normal communication lag of your twin, acknowledge and continue the exercise.

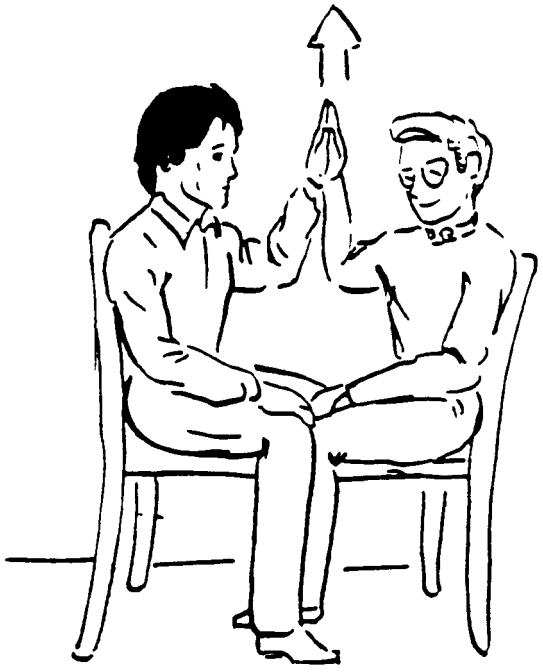
"Put your hands against mine and contribute to the motion."











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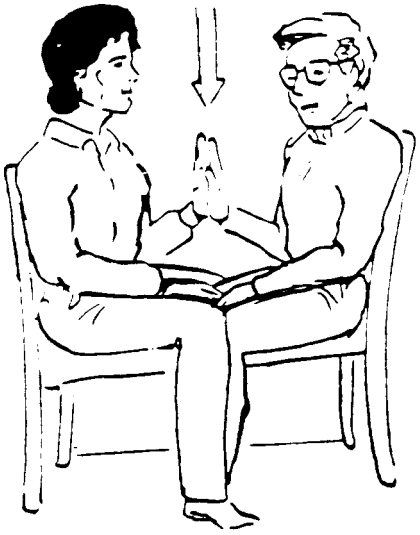
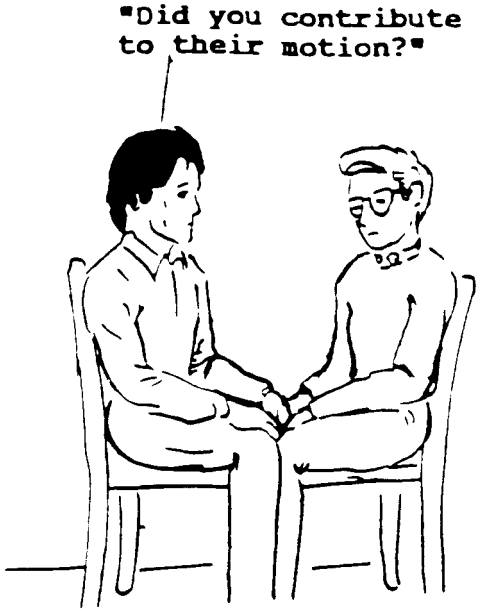
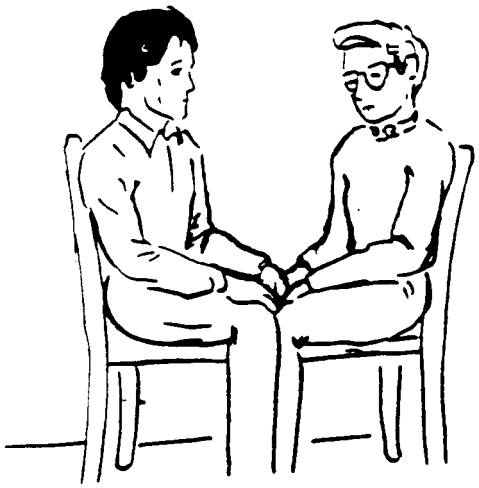
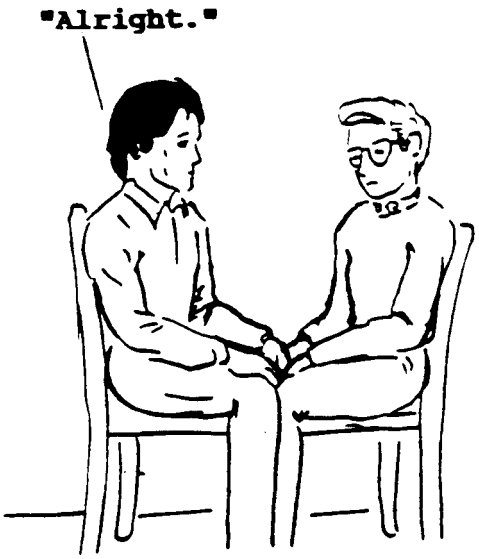








CSI PROD NOV 22 1993 238264

On succeeding times through Parts A-D, do this same thing with a half inch of space between you and your twin's palms. (The Case Supervisor will instruct you when to increase the space on Part C.) The command is:

1. **"PUT YOUR HANDS FACING MINE ABOUT 1/2 INCH AWAY, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION."**

Make a simple motion with the right hand, then the left hand.

Ask your twin:

2. **"DID YOU CONTRIBUTE TO THEIR MOTION?"**

Acknowledge your twin's answer.

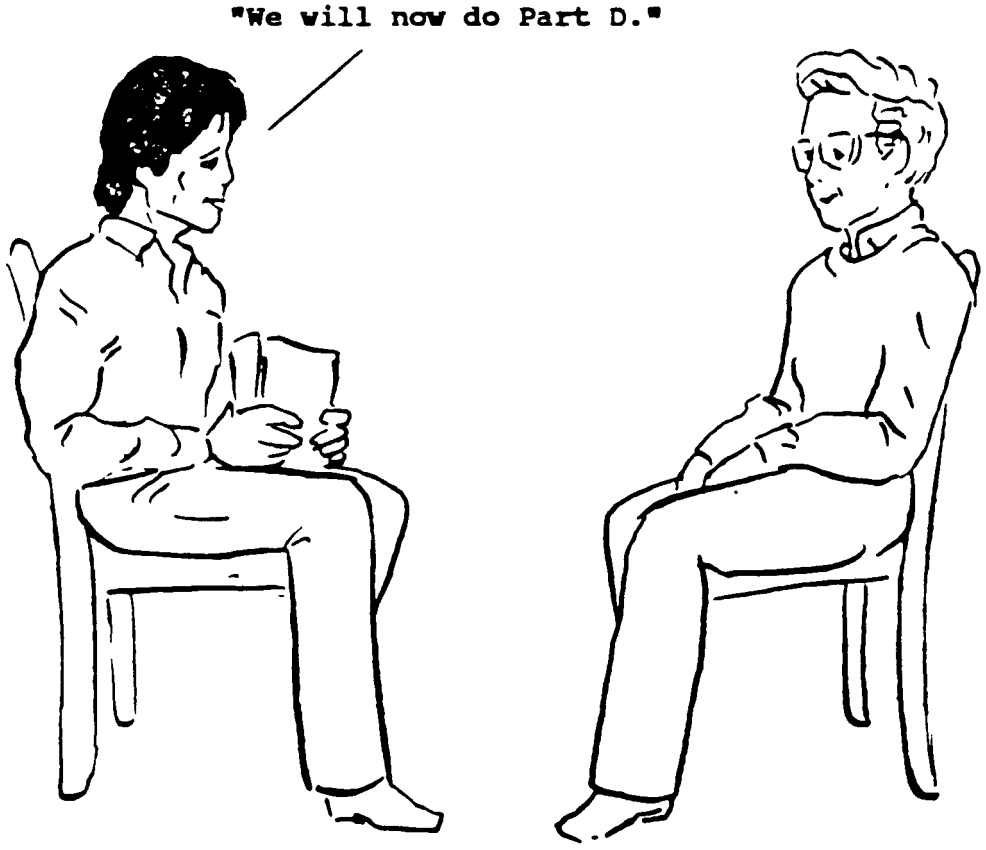
Allow your twin to return hands back to lap.

When this is flat, do it with a wider space on each succeeding run through Exercise 1 - 4 until your twin is able to follow motions a yard away.

CSI PROD NOV 22 1993 238265

Tell your twin "We will now do Part D."

Remain seated in your chairs, this time a comfortable distance apart. Take up a book.



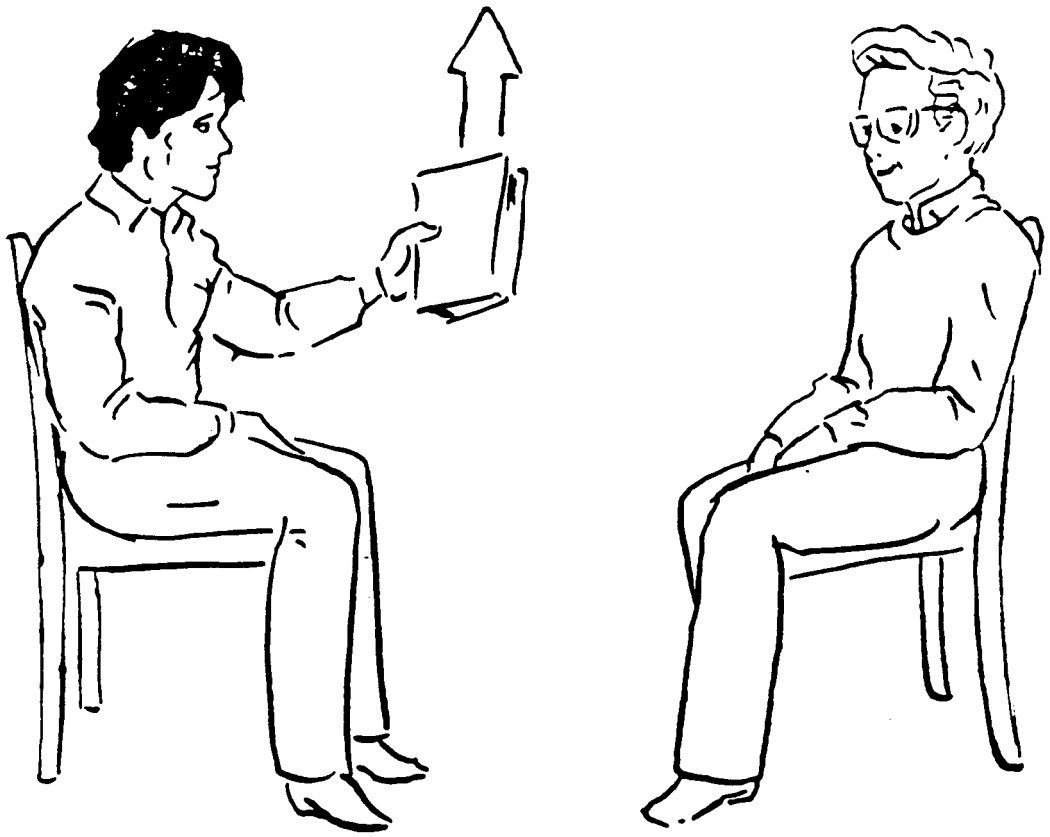
Explain to your twin that you are going to make a motion with the book, when you have done so, you want him to duplicate the motion.

There are no set verbal commands on this exercise.

CSI PROD NOV 22 1993 238266

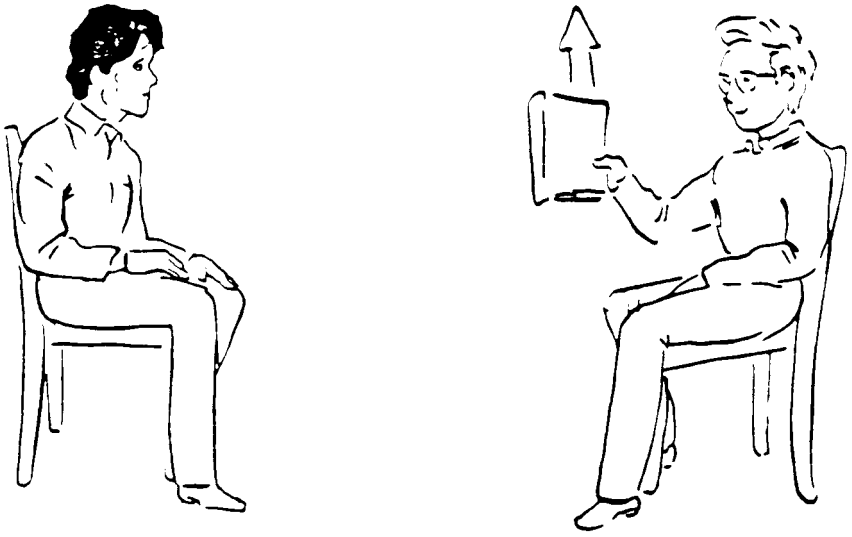
Make a simple motion with the book.

Circular motions are more complex than straight lines. You should begin on your twin with motions that begin in the same place each time and are neither very fast nor very slow, nor very complex.



CSI PROD NOV 22 1993 238267

Hand the book to your twin. He takes the book and duplicates the motion.

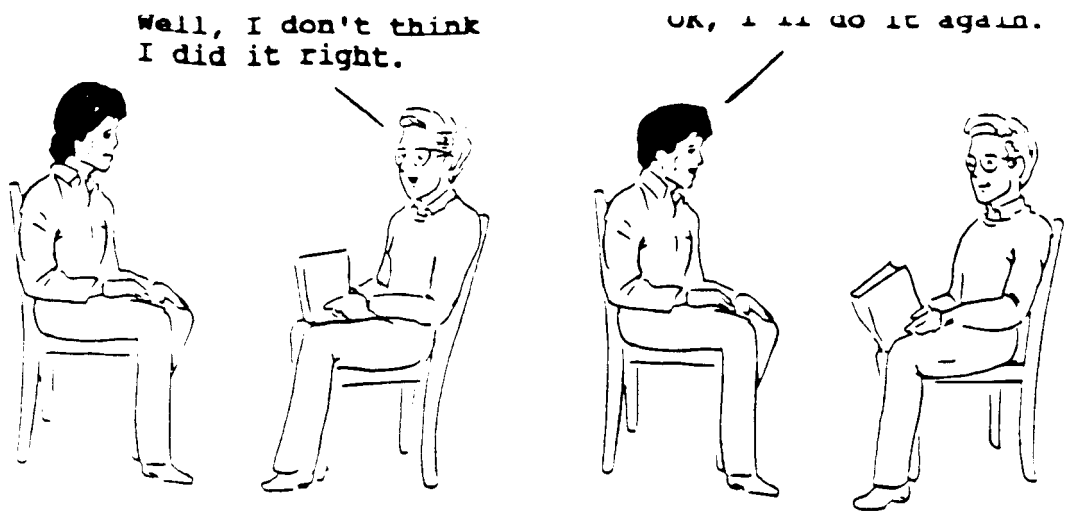


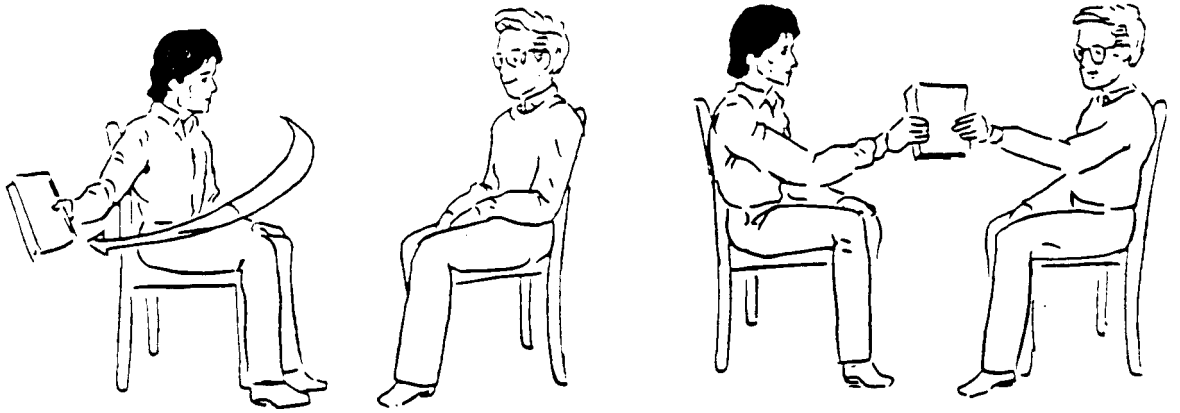
Ask your twin if he is satisfied that he duplicated the motion. (There are no set verbal commands.)

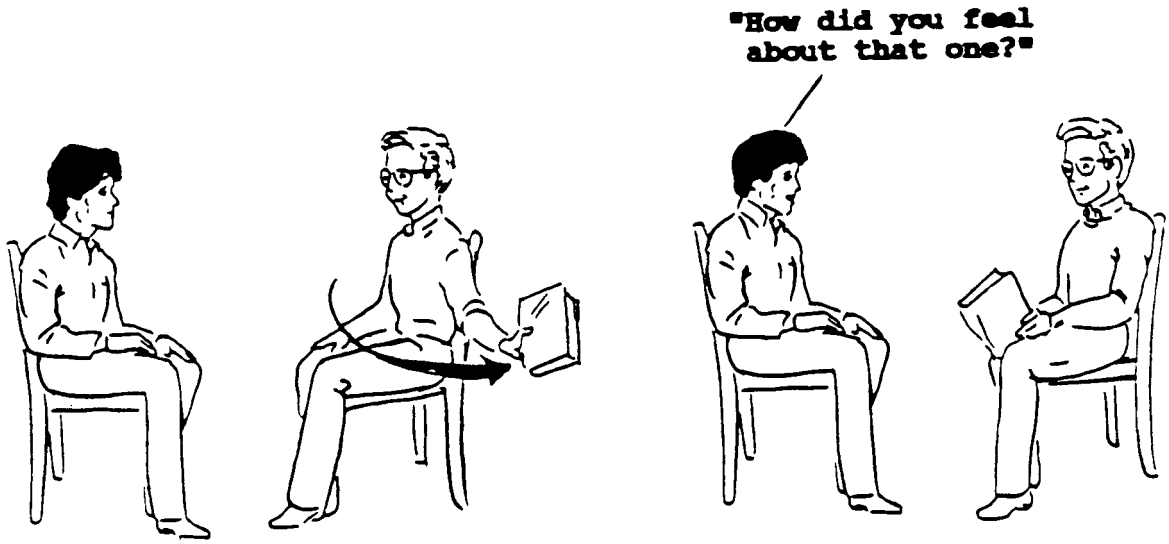
If he is and you are also fully satisfied, take back the book and go to the next command (another motion).

If your twin is not sure that he duplicated the motion repeat it for him and give him back the book.

CSI PROD NOV 22 1993 238269







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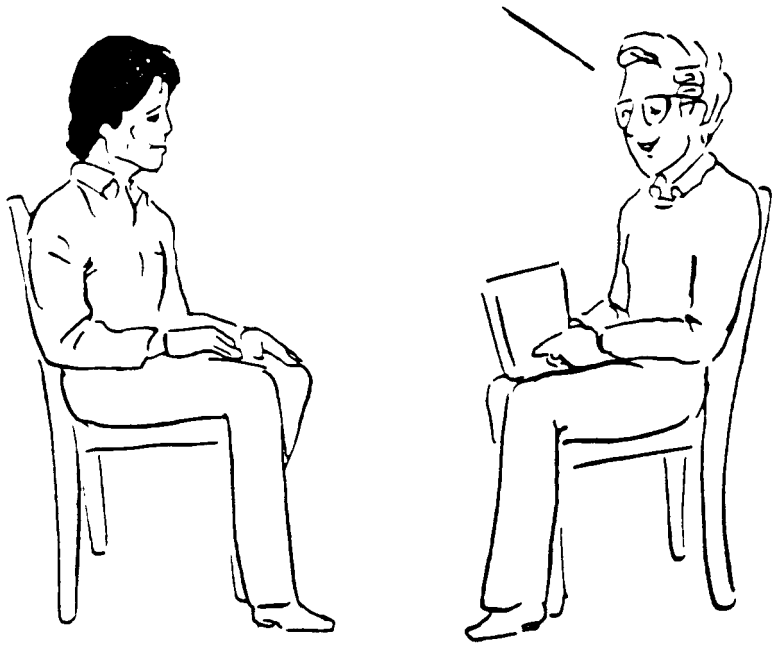


CSI PROD NOV 22 1993 238271

If your twin is sure he did the command and you can see the duplication is pretty wrong, accept your twin's answer and continue on a gradient scale of motion either with the left or right hand until your twin can do the original command correctly. This ensures no invalidation.

Continue running Part D on your twin until it is flat.

CSI PROD NOV 22 1993 238272

Repeat Parts A, B, C, D through and through until

A. all are flat on one run through,

B. or until your twin has a good cognition with very good indicators,

C. or an ability is regained.

When any of these occur, end off the session and have your twin sit down. Write briefly what happened on the end result. Then signal to the Supervisor and give him your Worksheet to read. He will tell you what to do next.

CSI PROD NOV 22 1993 238273

SECTION THREE -

OBJECTIVE EXERCISE THREE

CSI PROD NOV 22 1993 238274

OBJECTIVE EXERCISE 3

The command for this exercise is:

"TOUCH THAT (indicated object)."

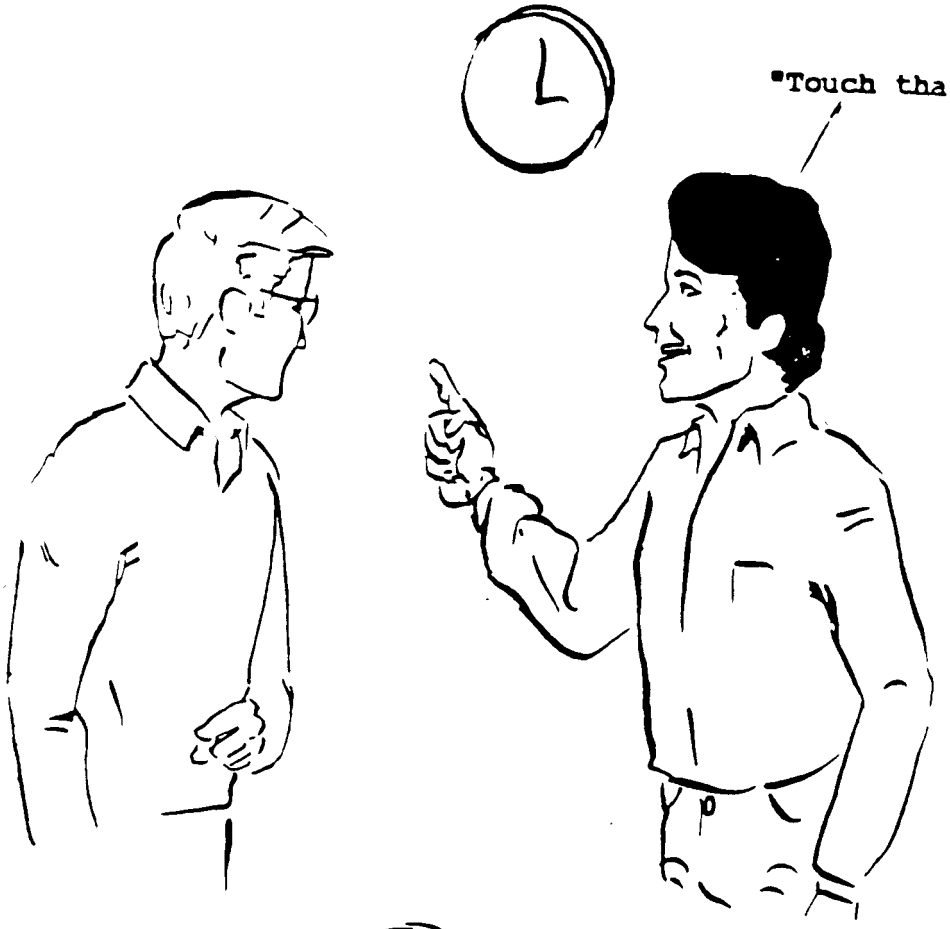
"THANK YOU."

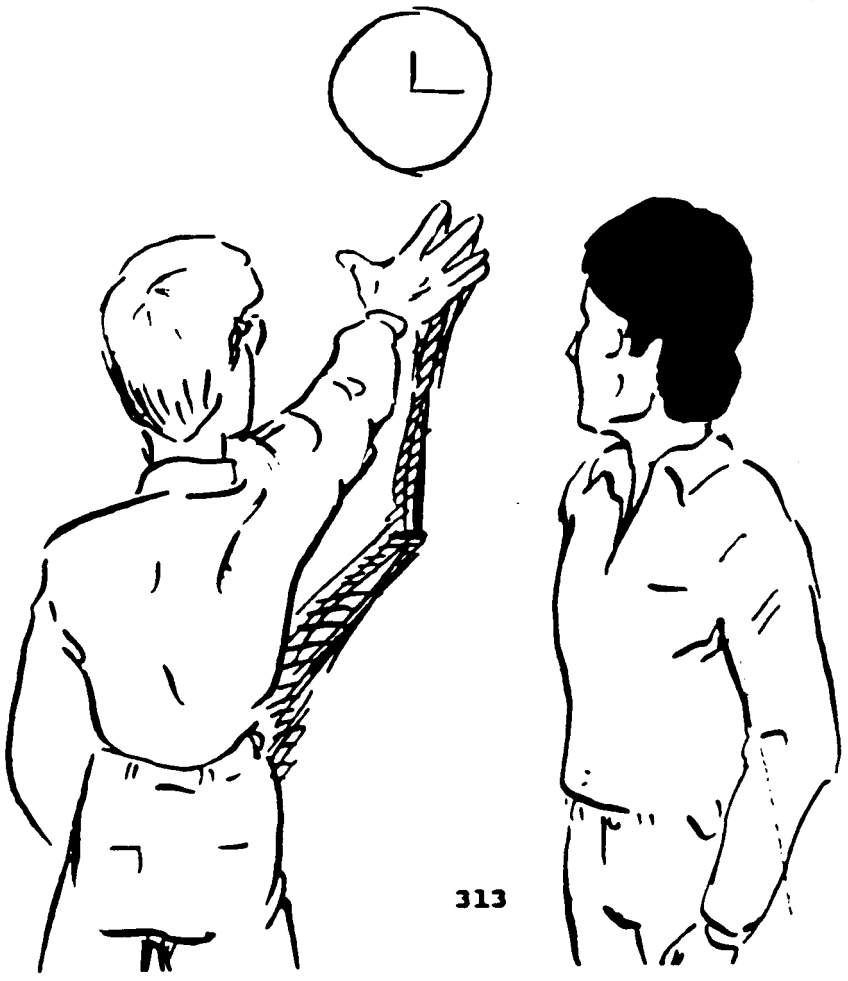
You and your twin may be walking around (not sitting in a chair). You are in manual contact with your twin as is necessary to face him toward and guide him to the indicated object.

If a person is very unable you and he can be seated at a table that has a number of objects scattered on its surface.

Run this exercise until there is that same lag from the moment the command is given until the time your twin answers the command at least 3 times in a row, or a cognition occurs, or an ability is regained.

CSI PROD NOV 22 1993 238275


"Touch that wall."



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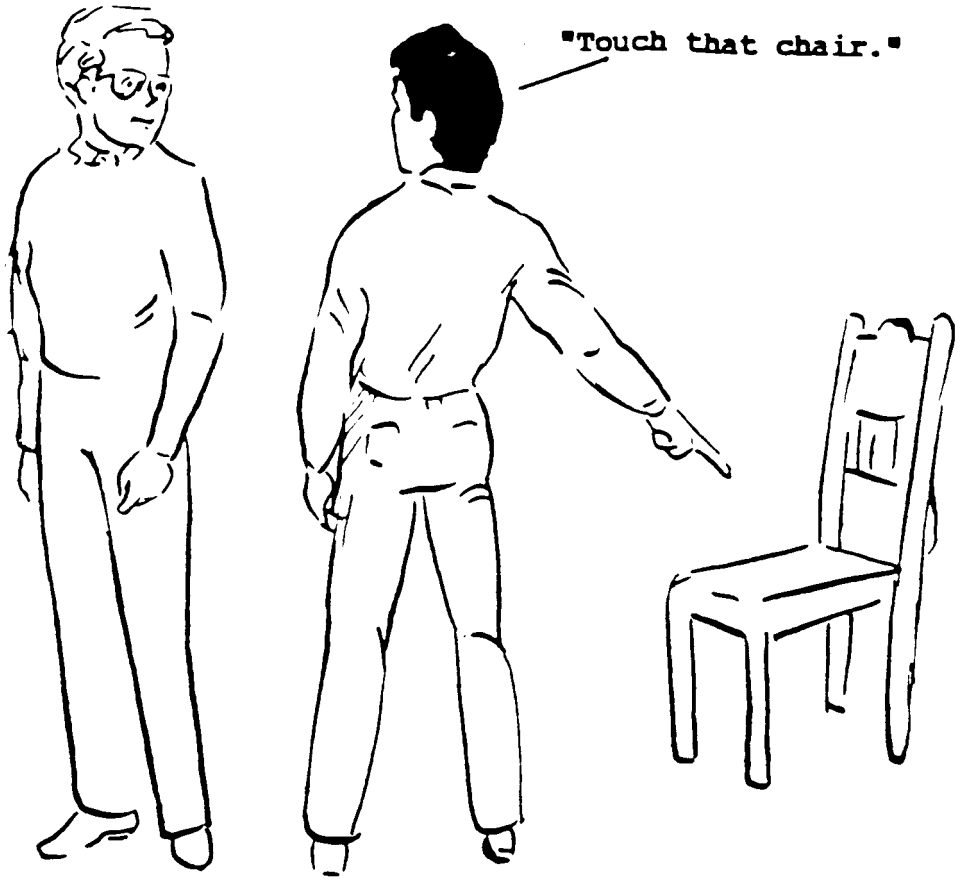

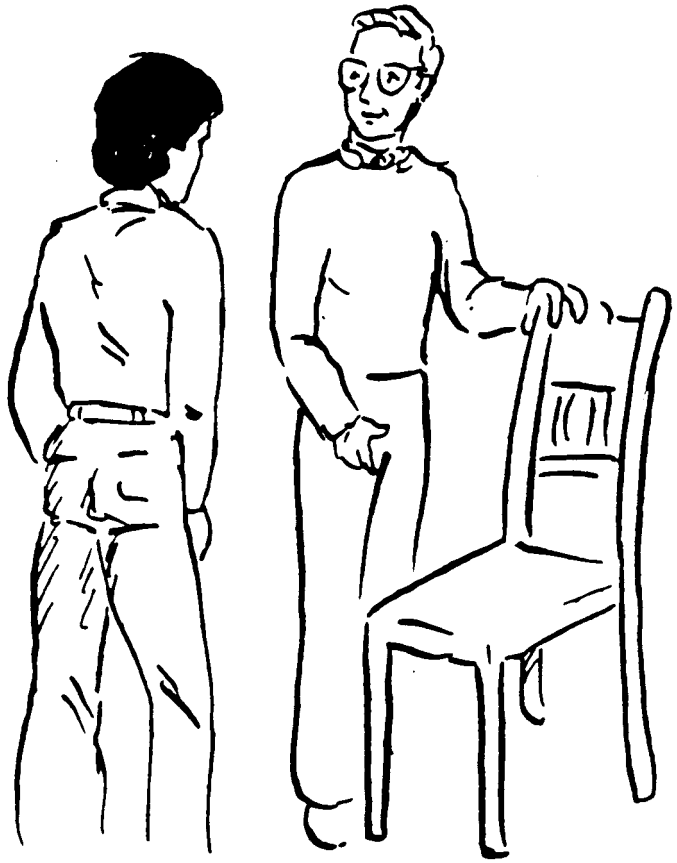

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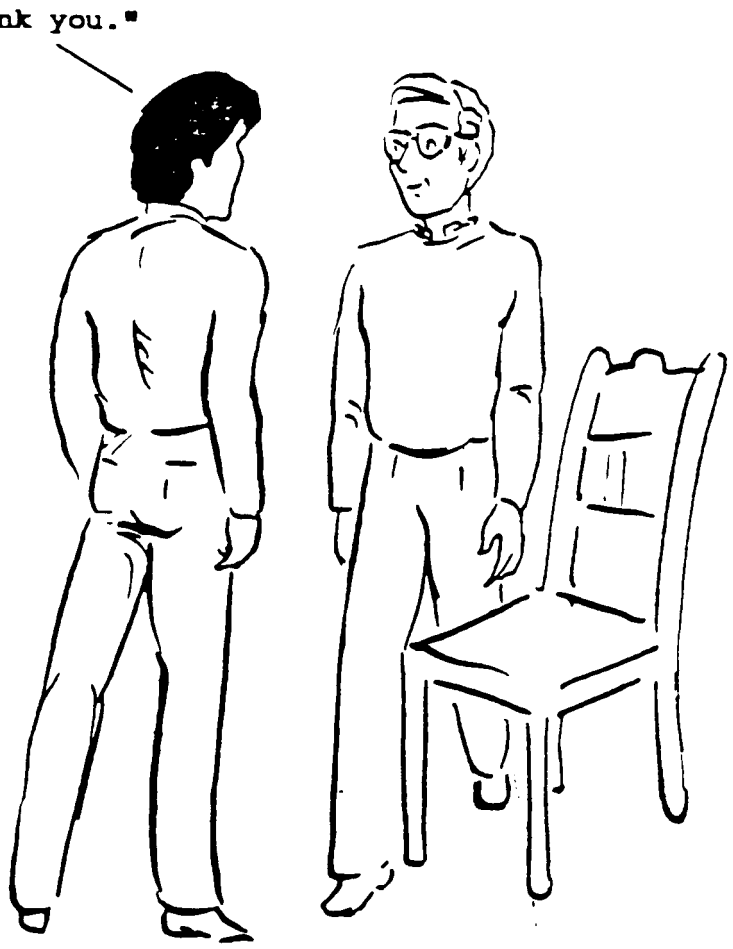


CSI PROD NOV 22 1993 238279

SECTION FOUR -

OBJECTIVE EXERCISE FOUR

EXERCISE 4

The commands for this exercise are:

1. **"TOUCH YOUR** (body part)."

"THANK YOU."

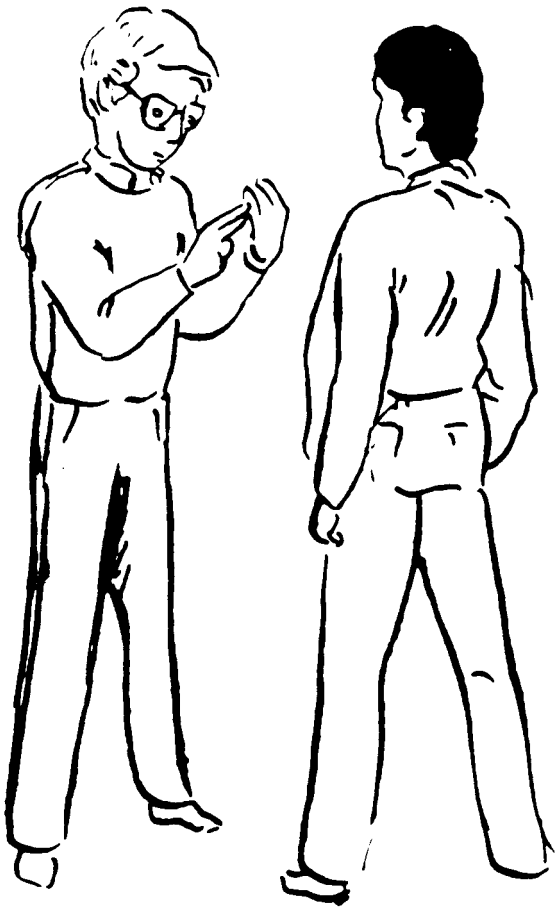
2. **"TOUCH THAT** (indicated room object)."

"THANK YOU."

You and your twin will move around the room as needed. You enforce the commands by manual contact using your twin's hands to touch objects and touch body parts. Use only those body parts which are not embarrassing to your twin. Impossible commands should not be given to your twin.

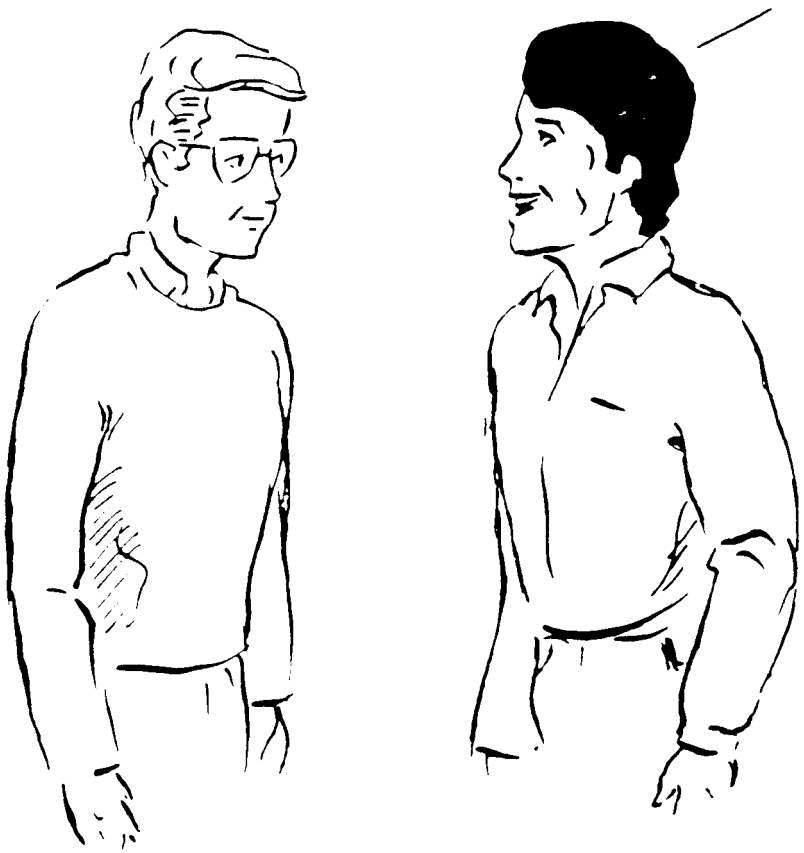
Run this exercise until there is the same lag from the moment the command is given until the time your twin answers the command at least 3 times in a row, or a cognition occurs, or an ability is regained.

CSI PROD NOV 22 1993 238281

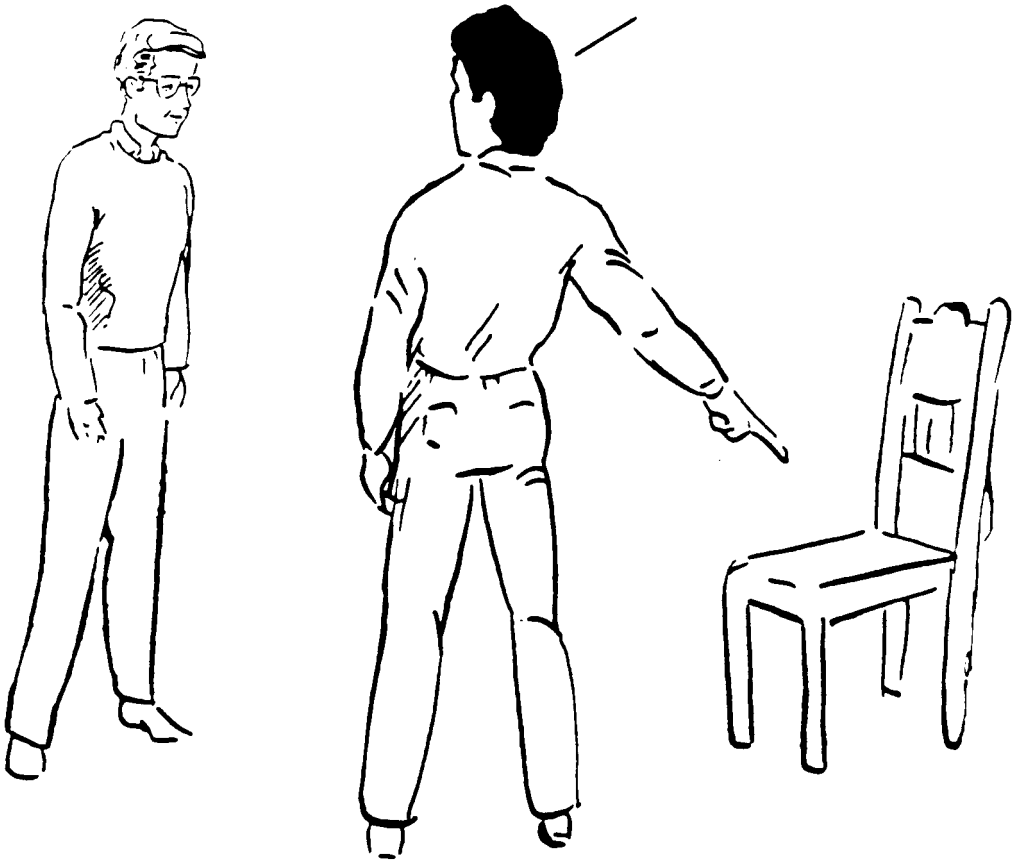


CSI PROD NOV 22 1993 238282

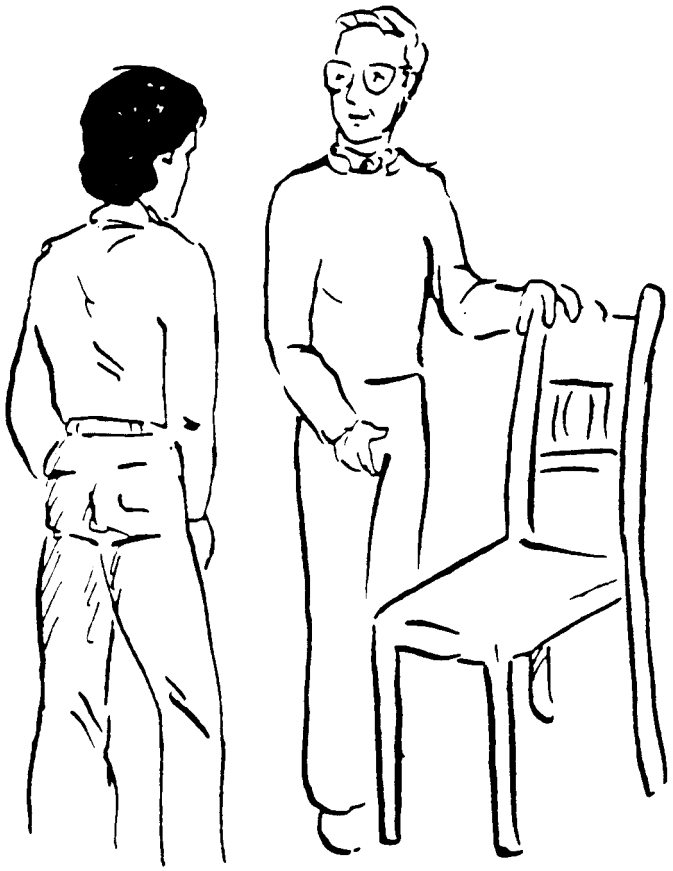
"Thank you."



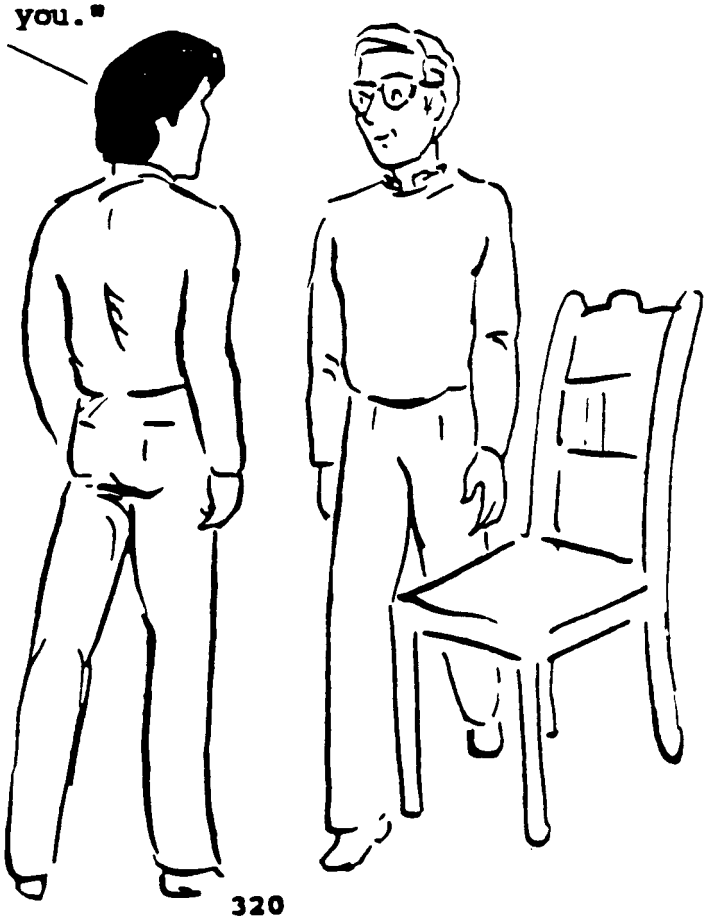
"Touch that chair."



CSI PROD NOV 22 1993 238283

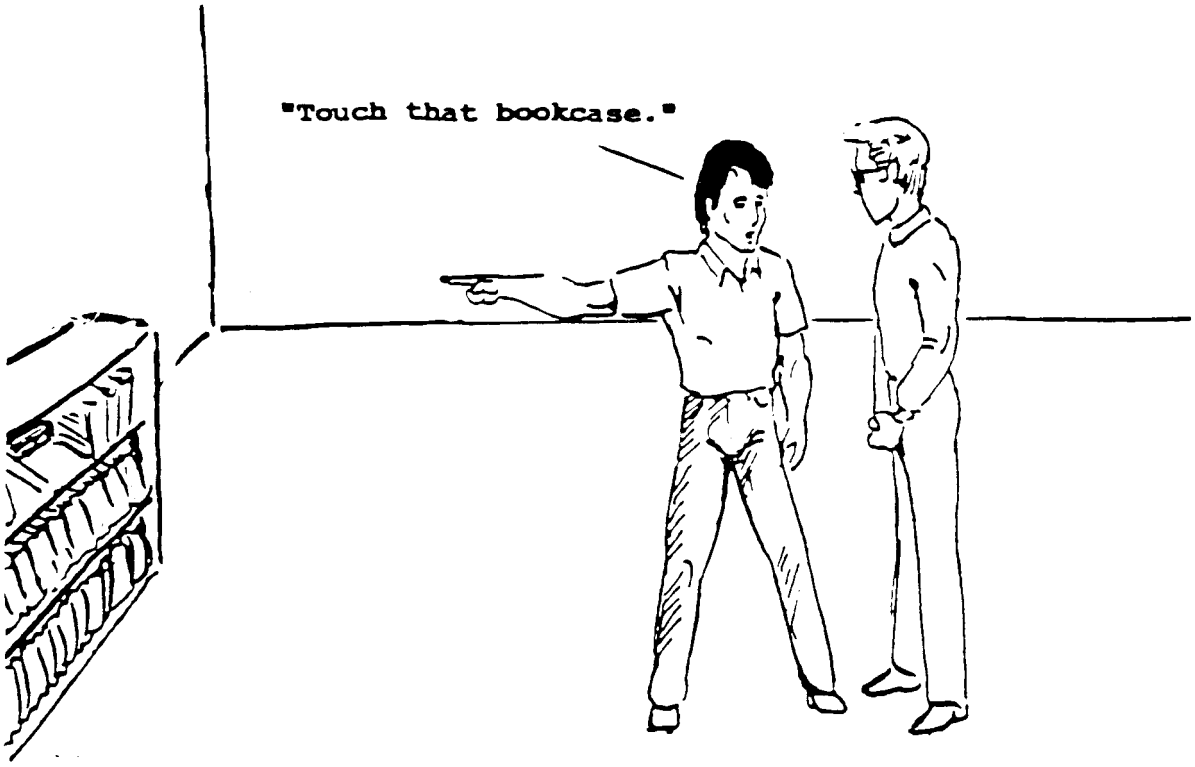


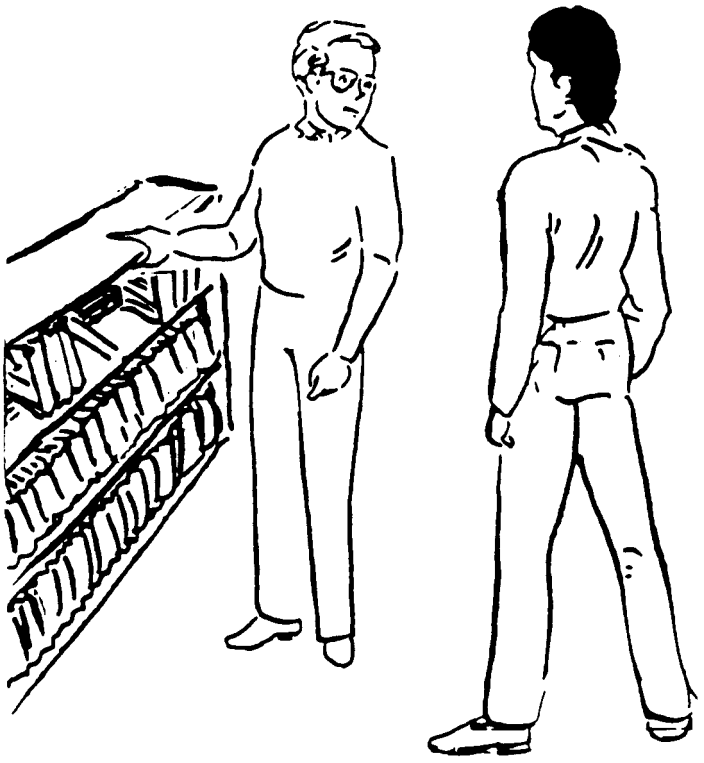
"Thank you."



320

CSI PROD NOV 22 1993 238285





CSI PROD NOV 22 1993 238286

CSI PROD NOV 22 1993 238287

SECTION FIVE -

OBJECTIVE EXERCISE FIVE

OBJECTIVE EXERCISE 5

The commands for OBJECTIVE EXERCISE 5 are:

1. **"TOUCH THAT TABLE."**

   "THANK YOU."

2. **"TOUCH YOUR** (body part)."

   "THANK YOU."

3. **"TOUCH THAT TABLE."**

   "THANK YOU."

4. **"TOUCH YOUR** (body part)."

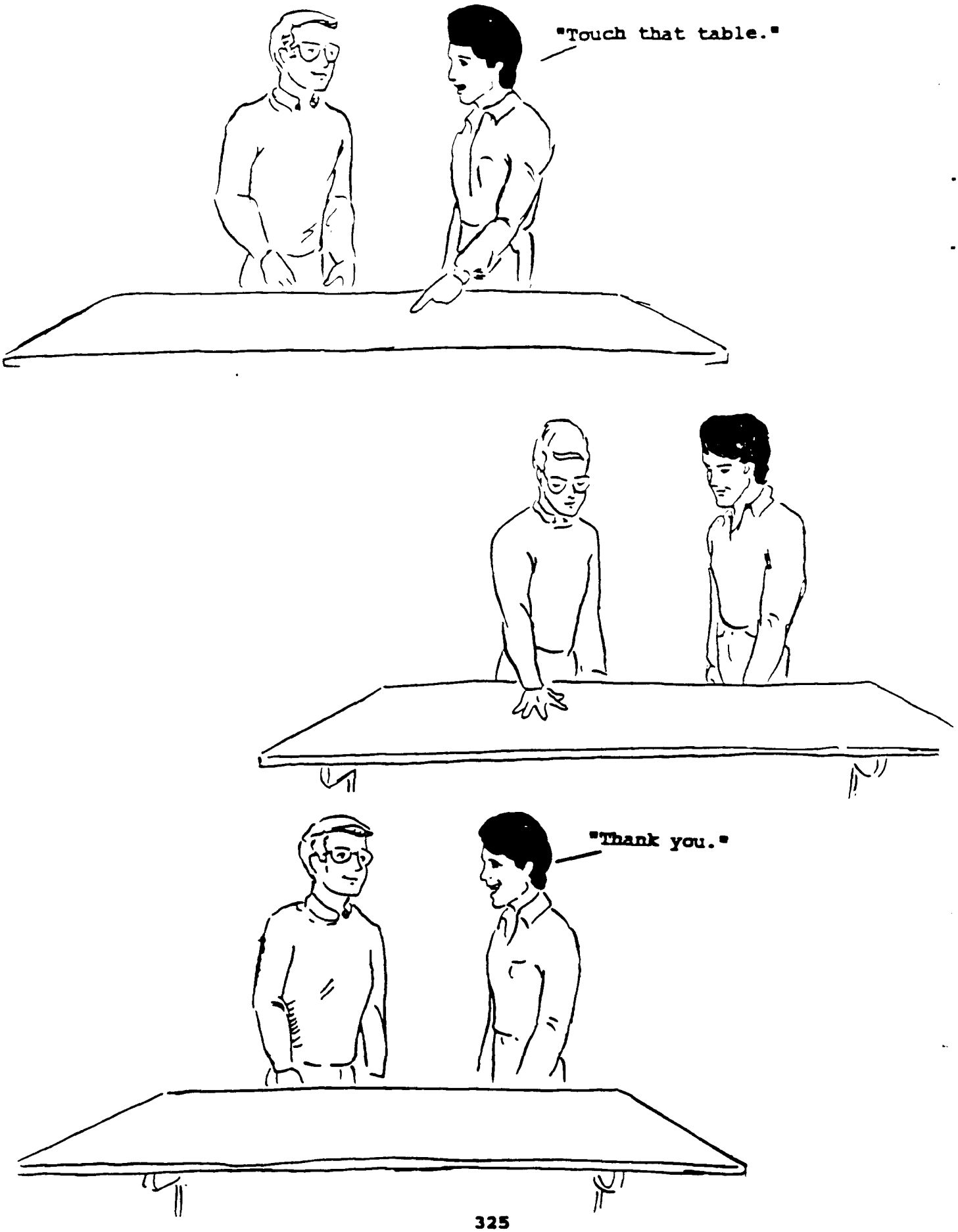
   "THANK YOU."

The commands are run consecutively - 1, 2, 3, 4, 1, 2, etc., to end result.

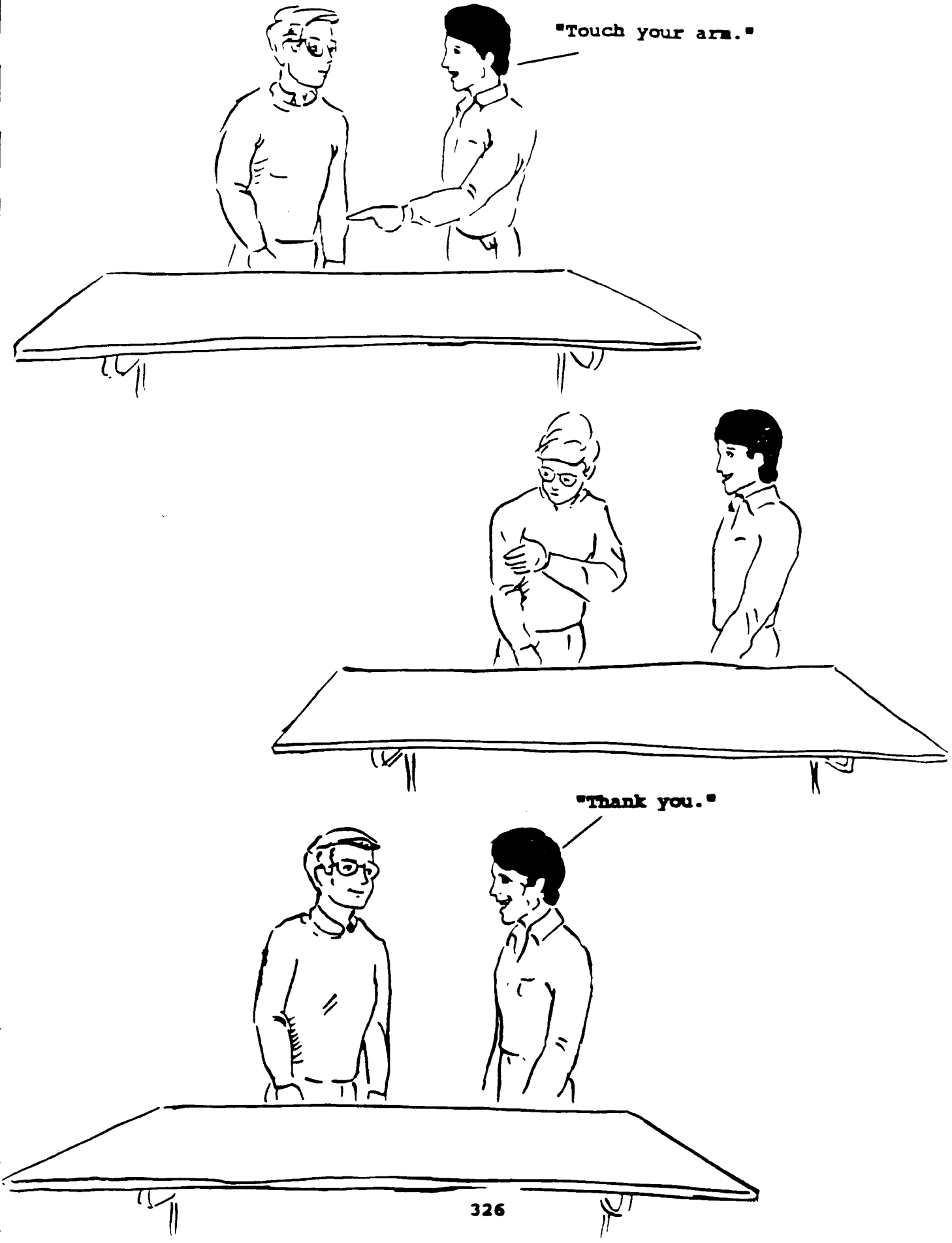
Your twin should be walking. You are standing by to manually enforce the commands. Maintain good ARC with your twin. You run the commands on a body part to no comm lag on that body part, then you select a different body part and run it in the commands above.

Run this exercise until there is the same lag from the moment the command is given until the time your twin answers the command at least three times in a row, or a cognition occurs, or an ability is regained.

CSI PROD NOV 22 1993 238289

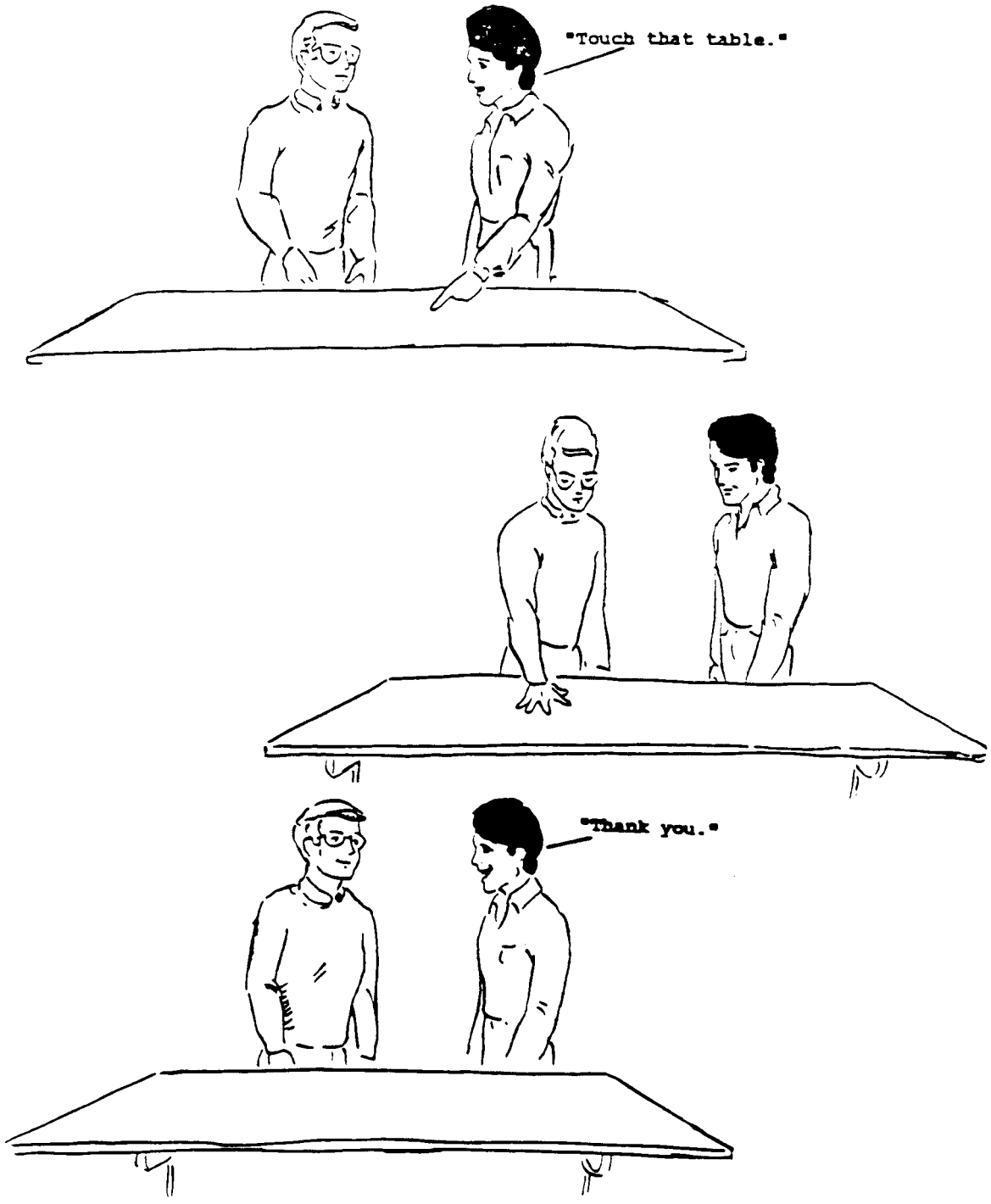


CSI PROD NOV 22 1993 238290

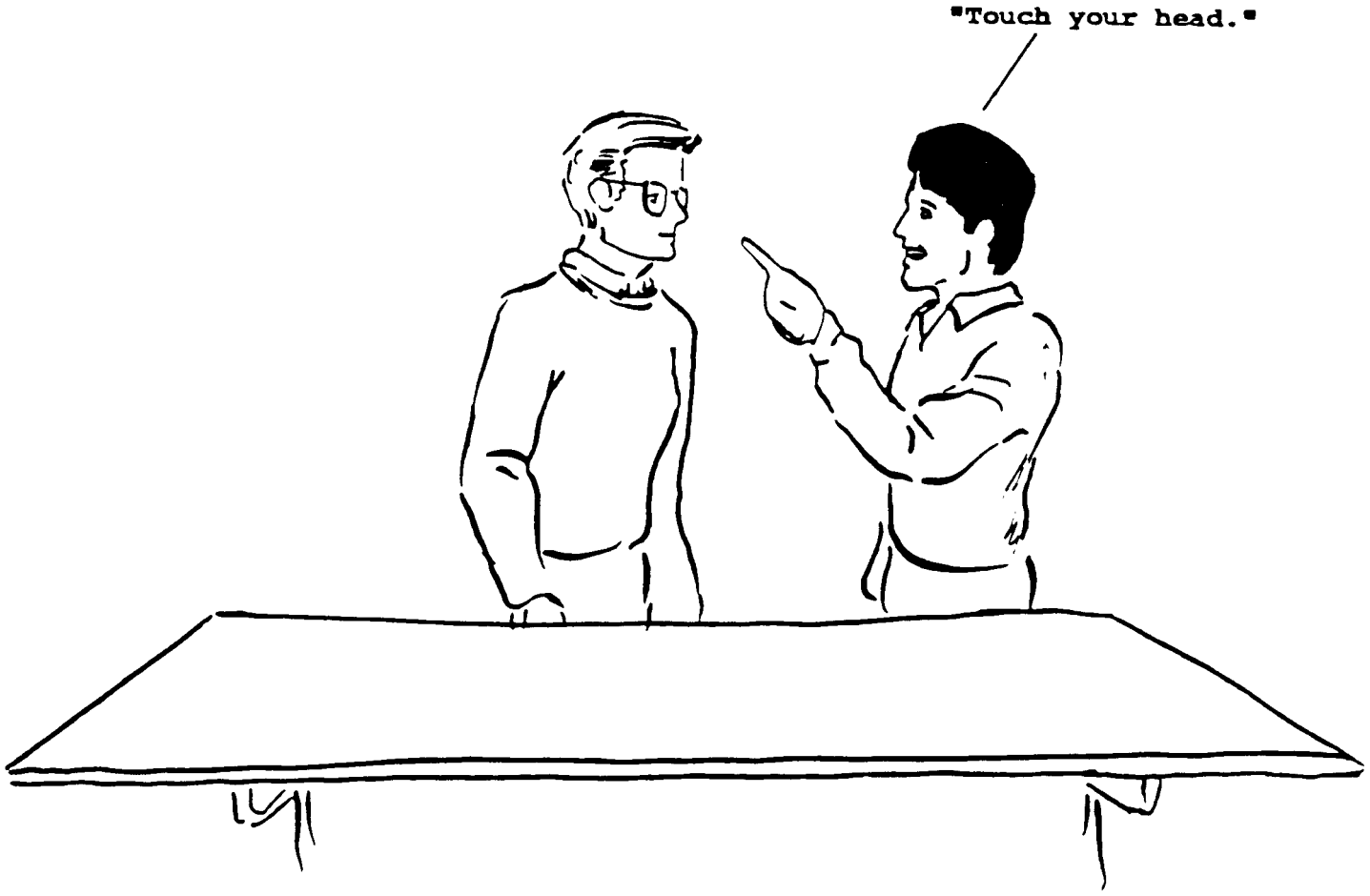


CSI PROD NOV 22 1993 238291

When there is no comm lag on that body part, select a different body part.



CSI PROD NOV 22 1993 238292



CSI PROD NOV 22 1993 238293

SECTION SIX -

OBJECTIVE EXERCISE SIX

EXERCISE 6

The commands for this exercise are:

1. **"LOOK AROUND HERE AND TELL ME SOMETHING YOU COULD HAVE."**

2. **"LOOK AROUND HERE AND TELL ME WHAT YOU WOULD PERMIT TO REMAIN IN PLACE."**

3. **"LOOK AROUND HERE AND TELL ME WITH WHAT YOU COULD DISPENSE."**

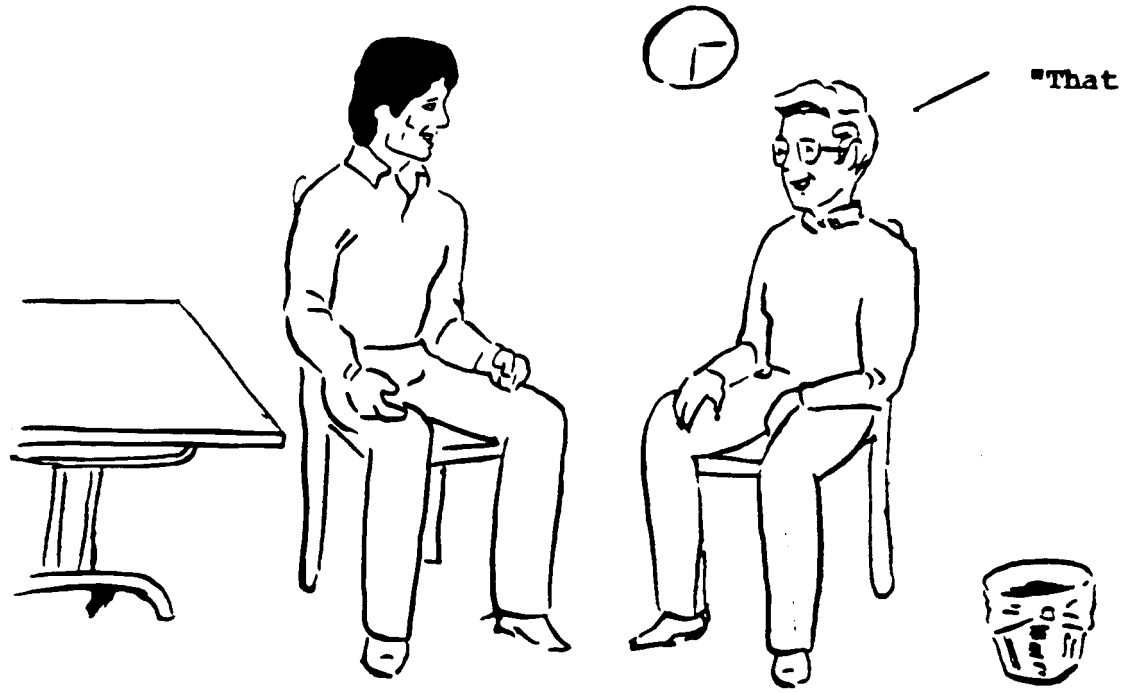
Your twin and you are seated at a comfortable distance apart, both facing toward the majority of the room

Each command is run until it is flat - there is the same lag from the moment the command is given until the time your twin answers the command at least 3 times in a row, or a cognition occurs, or an ability is regained.

Run command 1 until it is flat, then run command 2 until it is flat, then run command 3 until it is flat.

CSI PROD NOV 22 1993 238295

"Look around here and tell me something you could have."



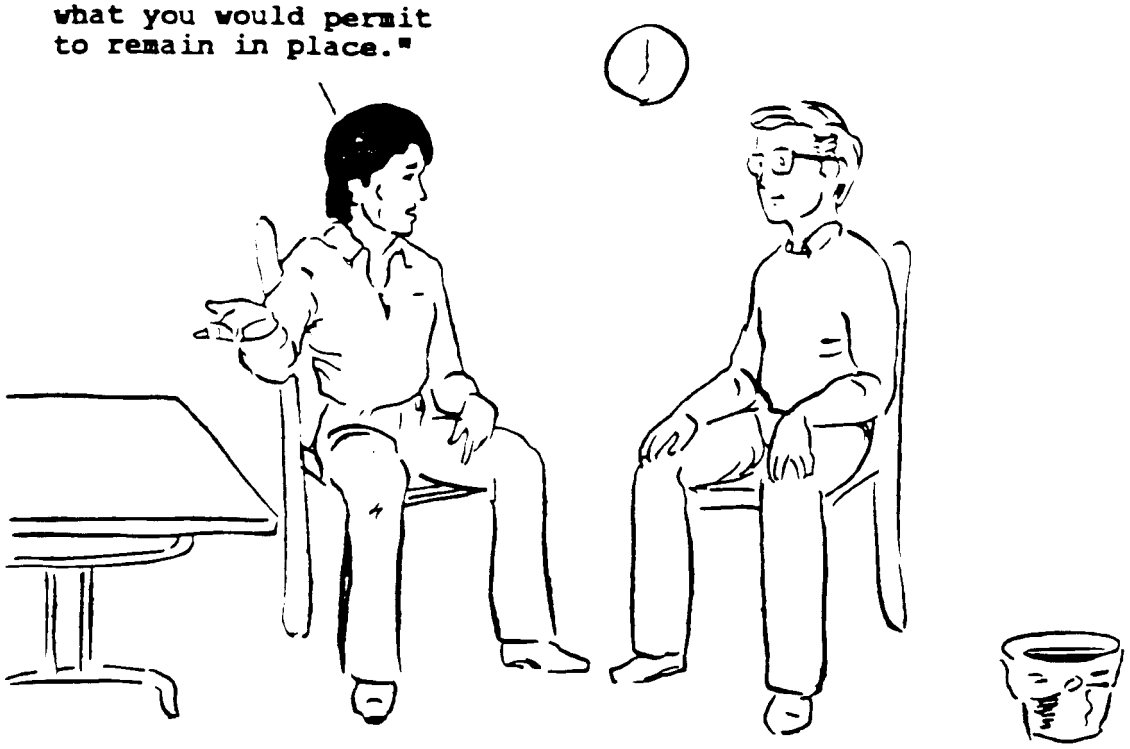
"That table."

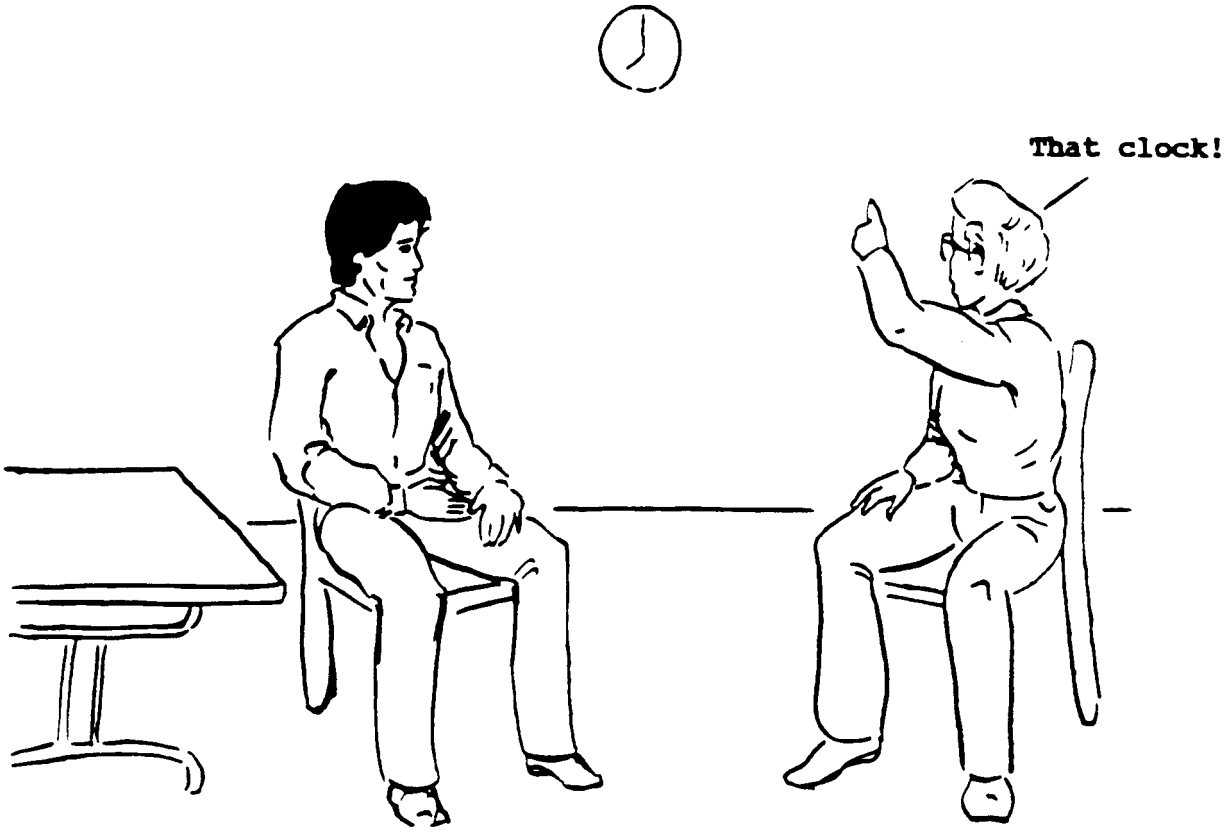
CSI PROD NOV 22 1993 238296

Run this exercise until it is flat.

CSI PROD NOV 22 1993 238297

"Look around here
and tell me
what you would permit
to remain in place."

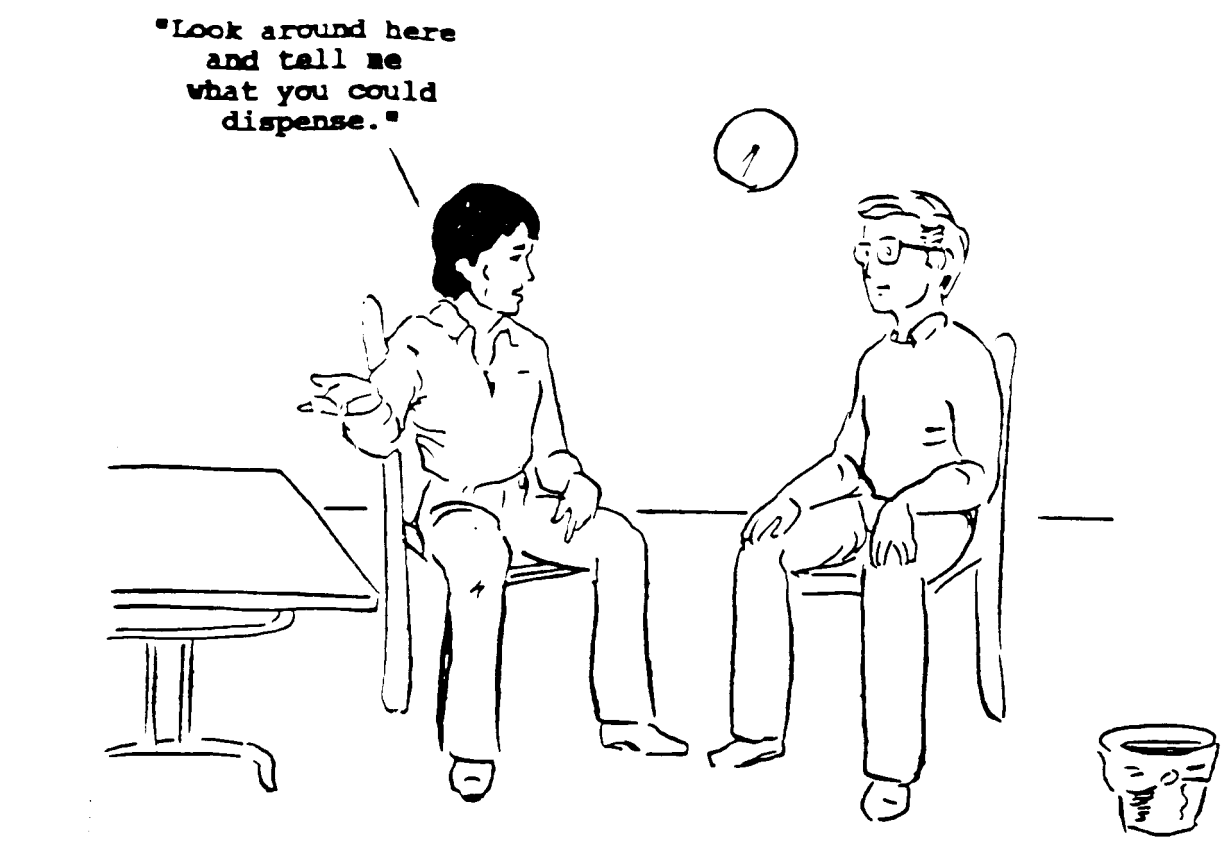


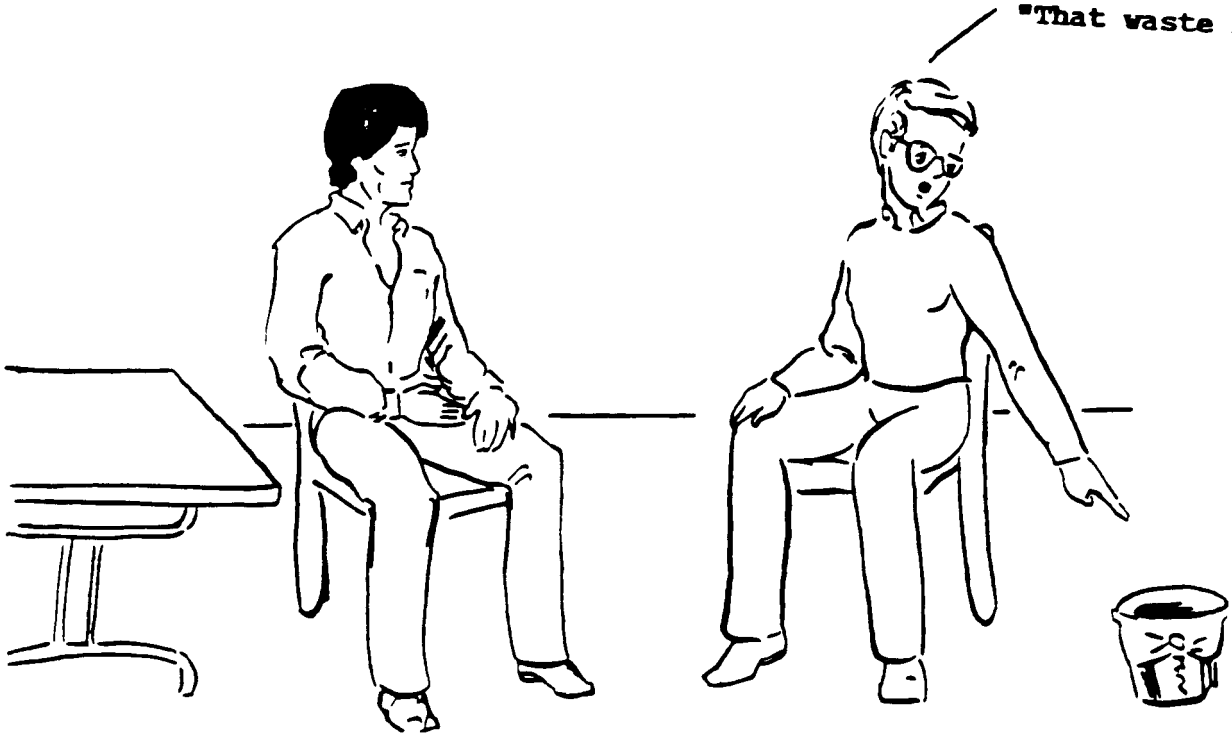


CSI PROD NOV 22 1993 238298

Run this exercise until it is flat.

CSI PROD NOV 22 1993 238299





CSI PROD NOV 22 1993 238300

"Alright."

Run this exercise until it is flat.

CSI PROD NOV 22 1993 238301

SECTION SEVEN -

OBJECTIVE EXERCISES SEVEN

OBJECTIVE EXERCISE 7

The commands for this exercise are:

1. "**LOOK AT THAT** (indicated object)."

   "THANK YOU."

2. "**WALK OVER TO THAT** (indicated object)."

   "THANK YOU."

3. "**TOUCH THAT** (indicated object)."

   "THANK YOU."

4. **"KEEP IT FROM GOING AWAY."**

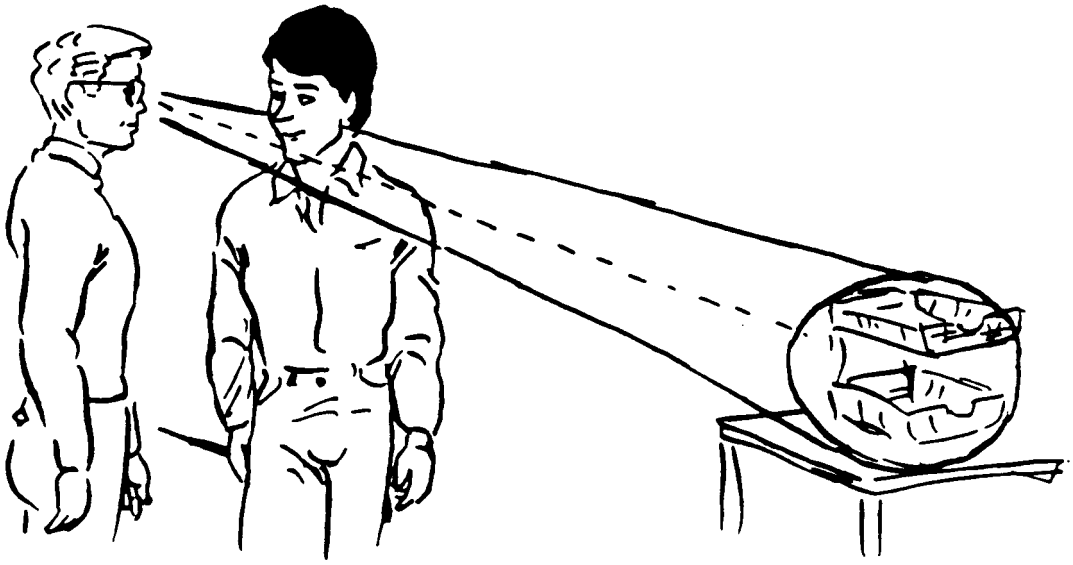
   "THANK YOU."

5. **"DID YOU KEEP IT FROM GOING AWAY?"**

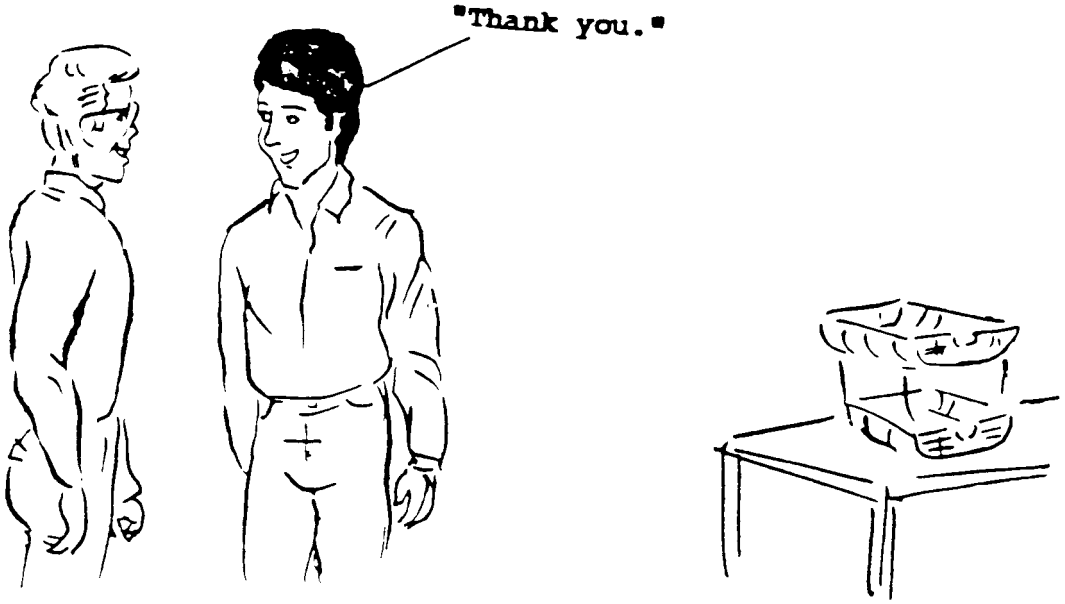
   "THANK YOU."

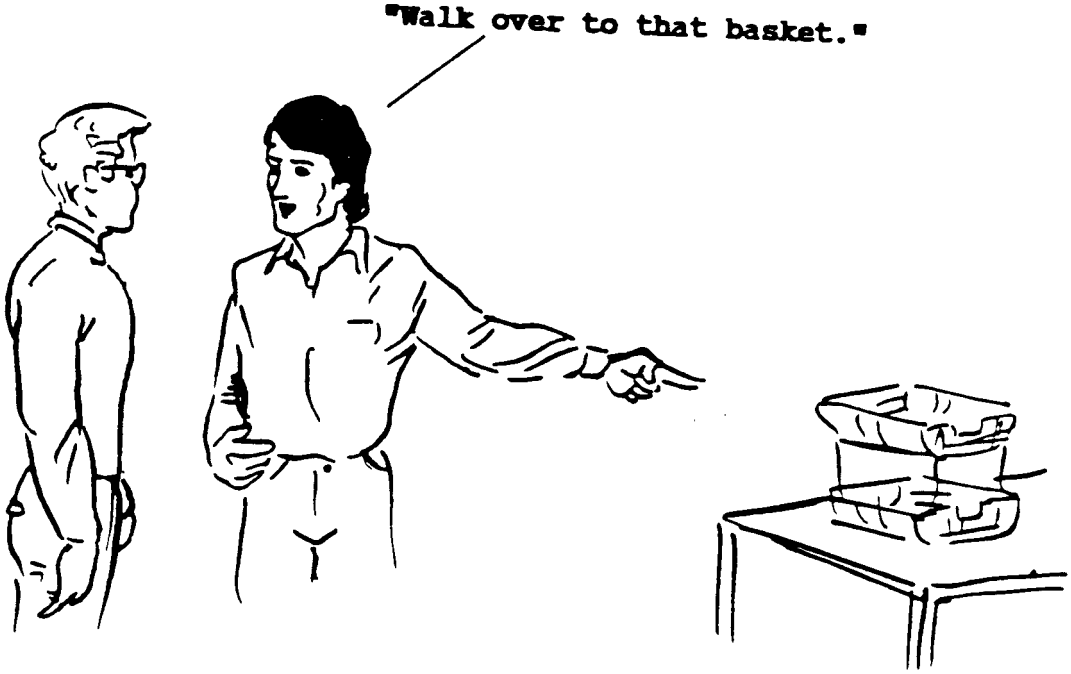
You and your twin are both moving around (not sitting in chairs). Assist your twin by manual contact. Select a different object each time you give command 1. Run the commands consecutively - 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, etc., until it is flat - until there is the same lag from the moment the command is given until the time your twin answers the command at least 3 times in a row, or a cognition occurs, or an ability is regained.

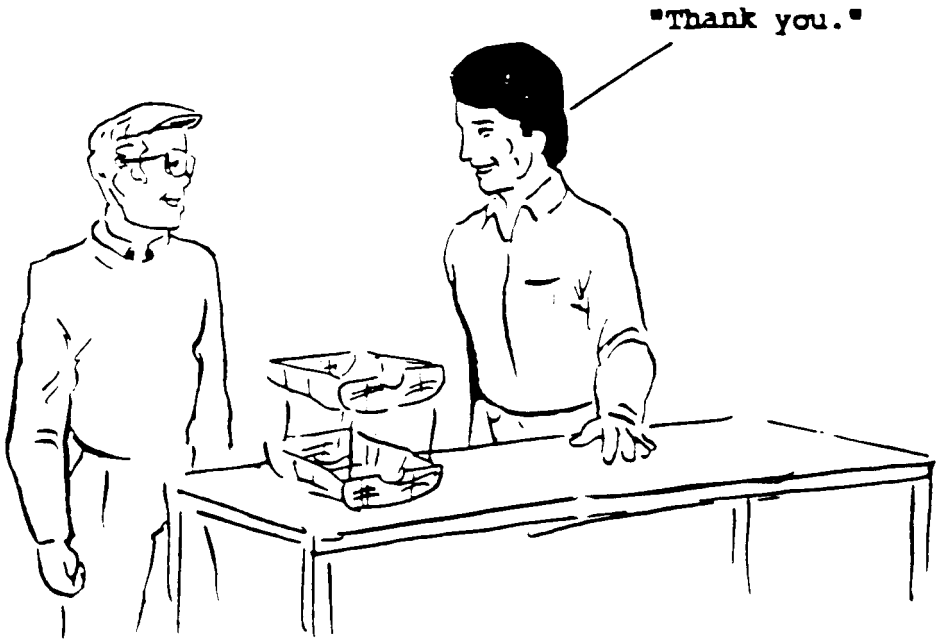
CSI PROD NOV 22 1993 238303

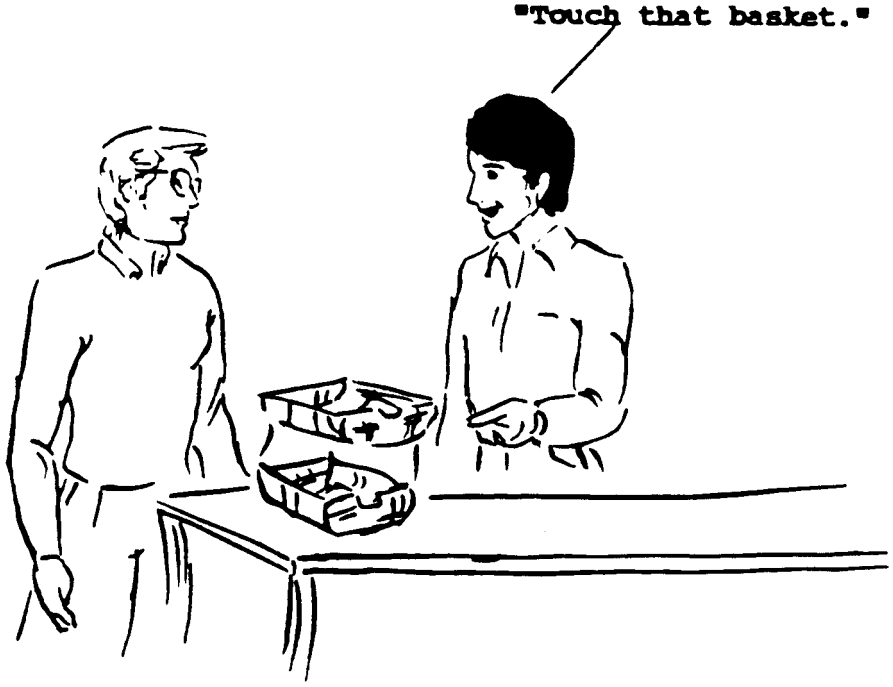


CSI PROD NOV 22 1993 238304


"Thank you."


"Walk over to that basket."





CSI PROD NOV 22 1993 238306

CSI PROD NOV 22 1993 238307

CSI PROD NOV 22 1993 238308

CSI PROD NOV 22 1993 238309

SECTION EIGHT -

OBJECTIVE EXERCISE EIGHT

EXERCISE 8

The commands for this exercise are:

1. **"LOOK AT THAT** (indicated object)."

   "THANK YOU."

2. **"WALK OVER TO THAT** (indicated object)."

   "THANK YOU."

3. **"TOUCH THAT** (indicated object)."

   "THANK YOU."

4. **"HOLD IT STILL."**

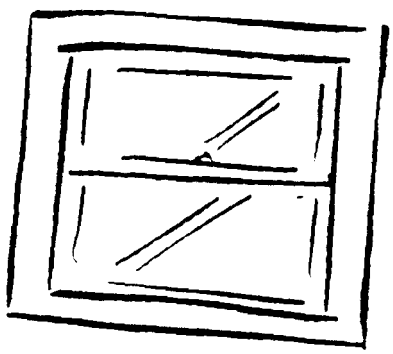
   "THANK YOU."

5. **"DID YOU HOLD IT STILL?"**

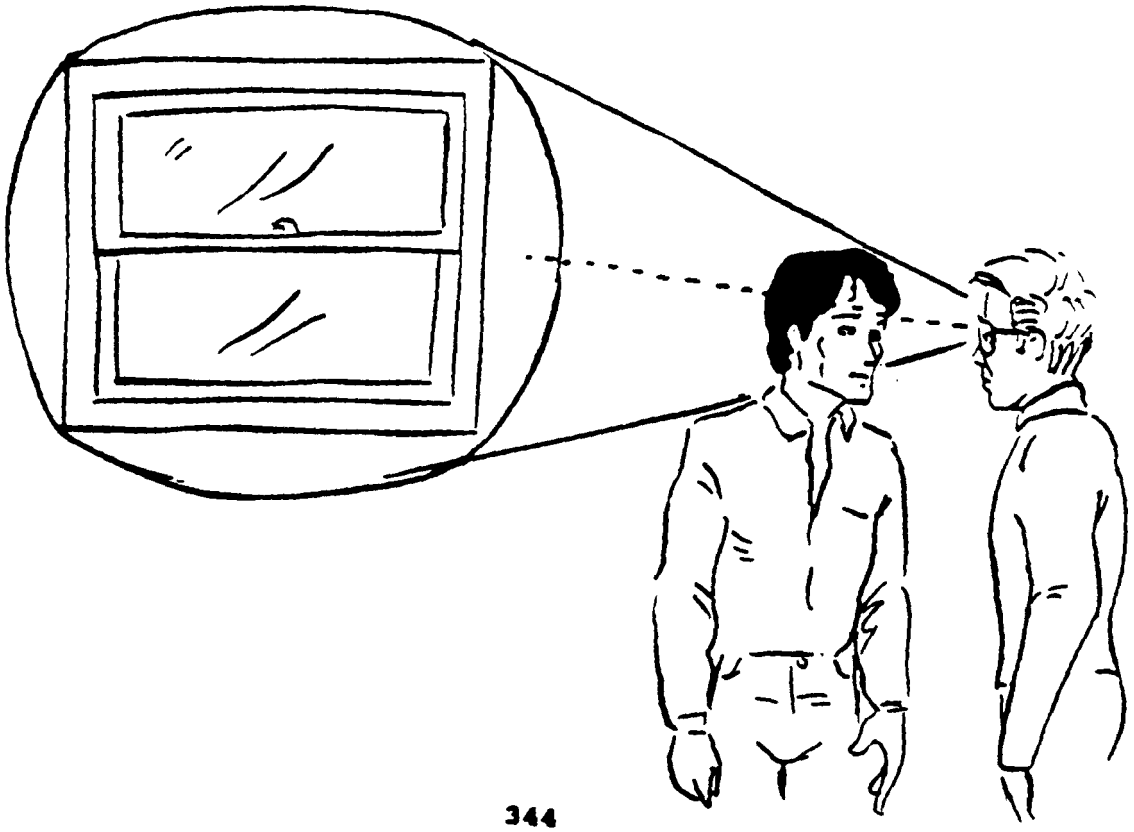
   "THANK YOU."

You and your twin are ambulant. Assist your twin by manual contact. Select a different object each time you give command 1. Run the commands consecutively - 1, 2, 3, 4, 5, 1, 2, 3, 4, 5, etc., until it is flat - until there is the same lag from the moment the command is given until the time your twin answers the command at least 3 times in a row, or a cognition occurs, or an ability is regained.

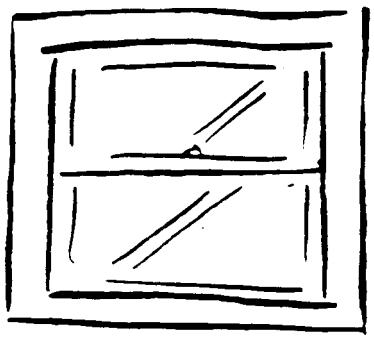
CSI PROD NOV 22 1993 238311



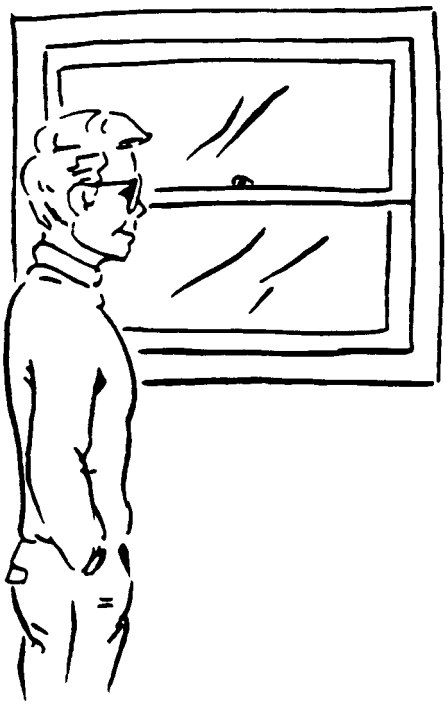
"Look at that window."



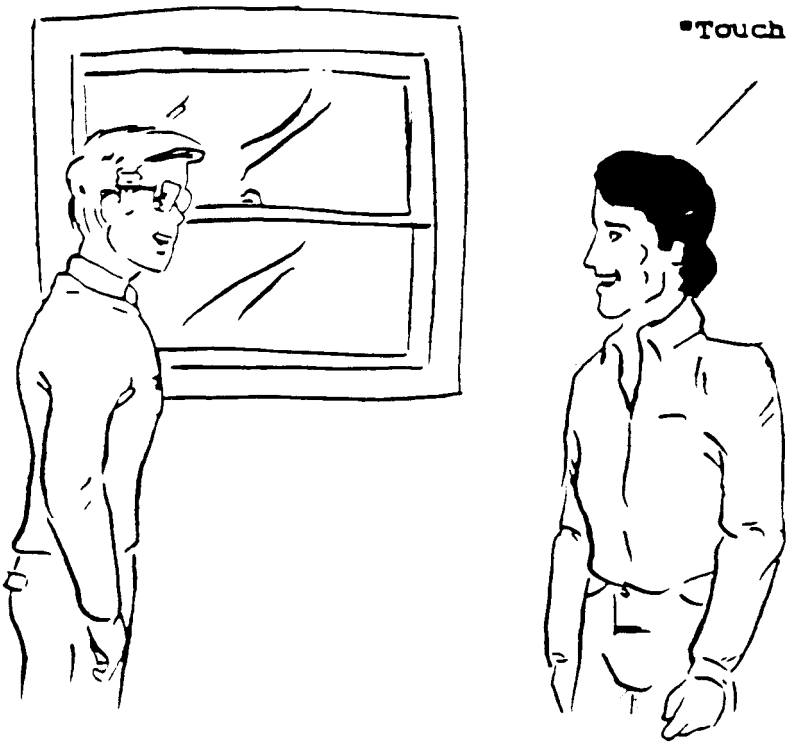
CSI PROD NOV 22 1995

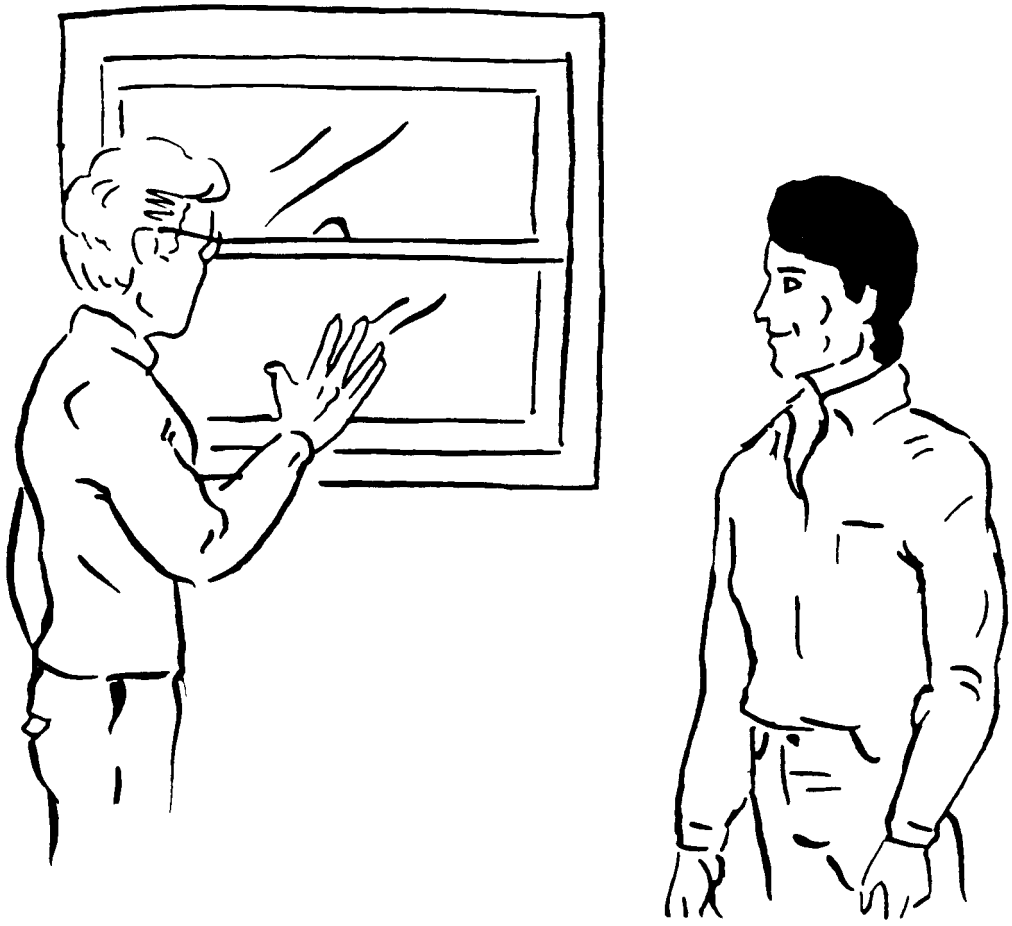


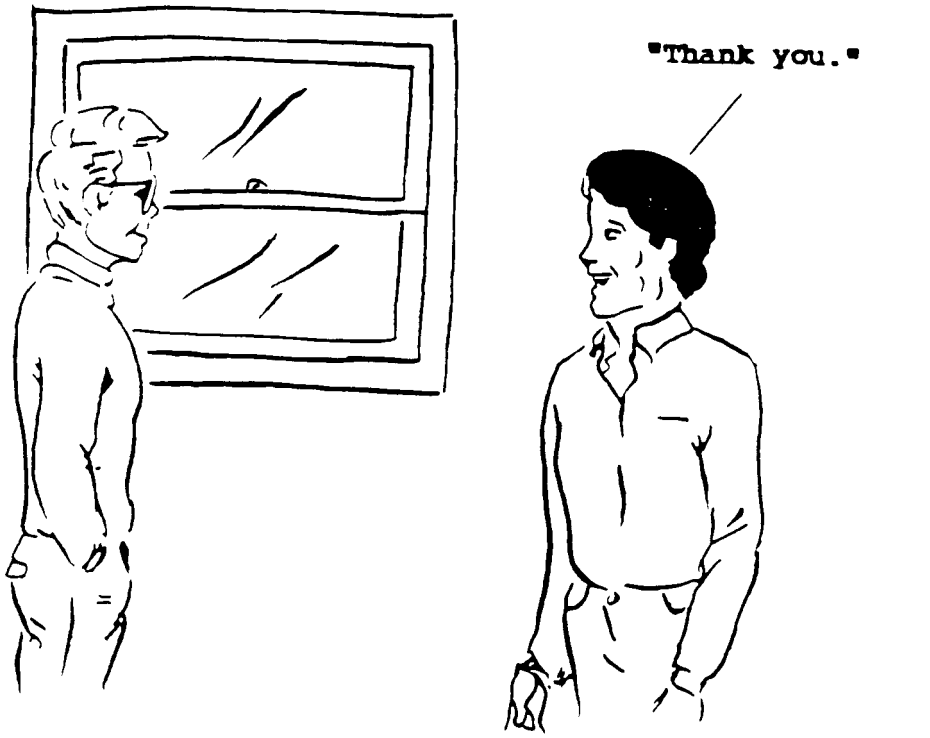
"Walk over to that window."

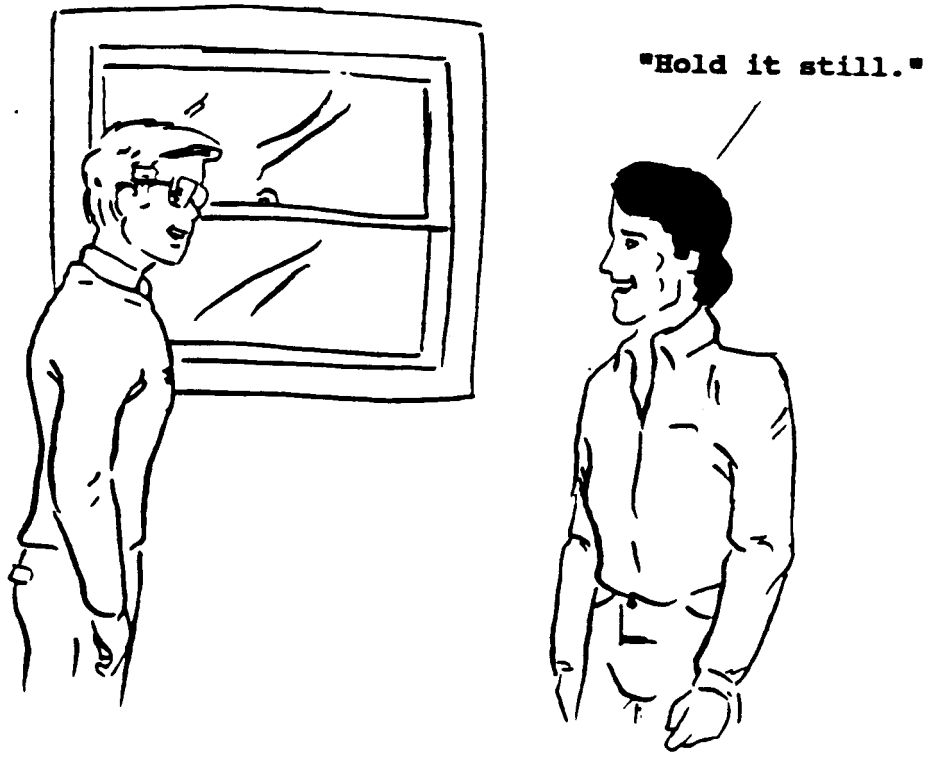


"Thank you."

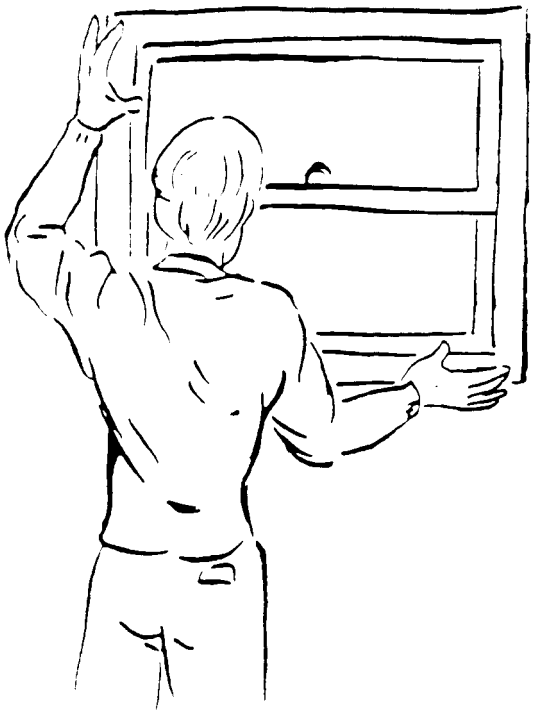

"Touch that window."

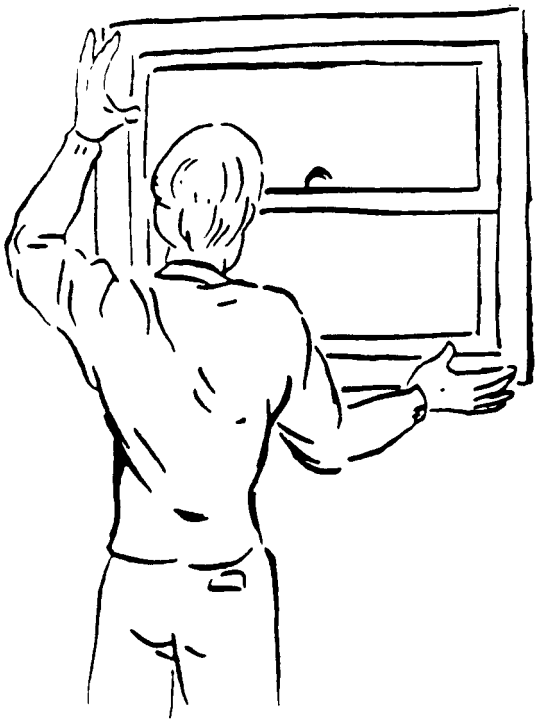




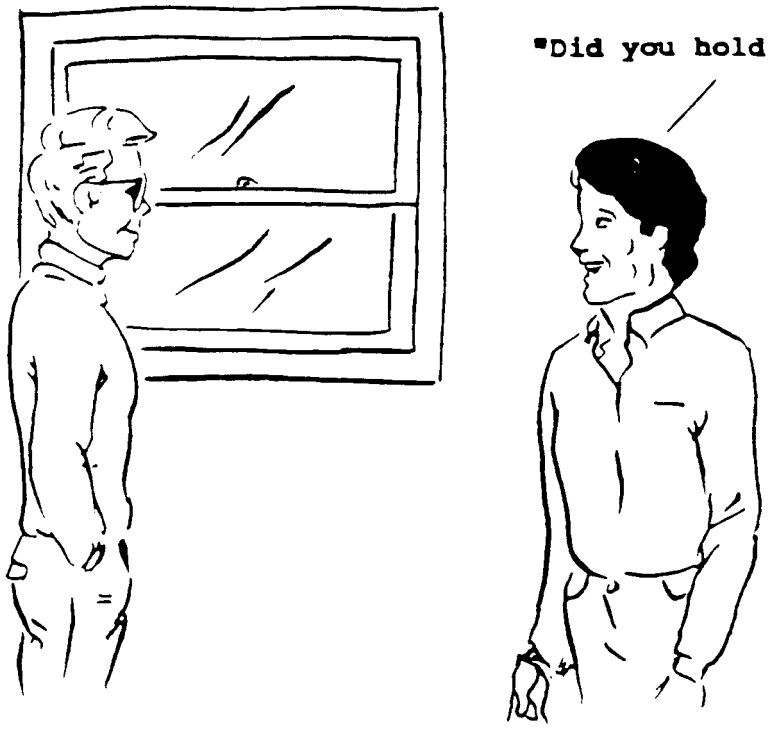


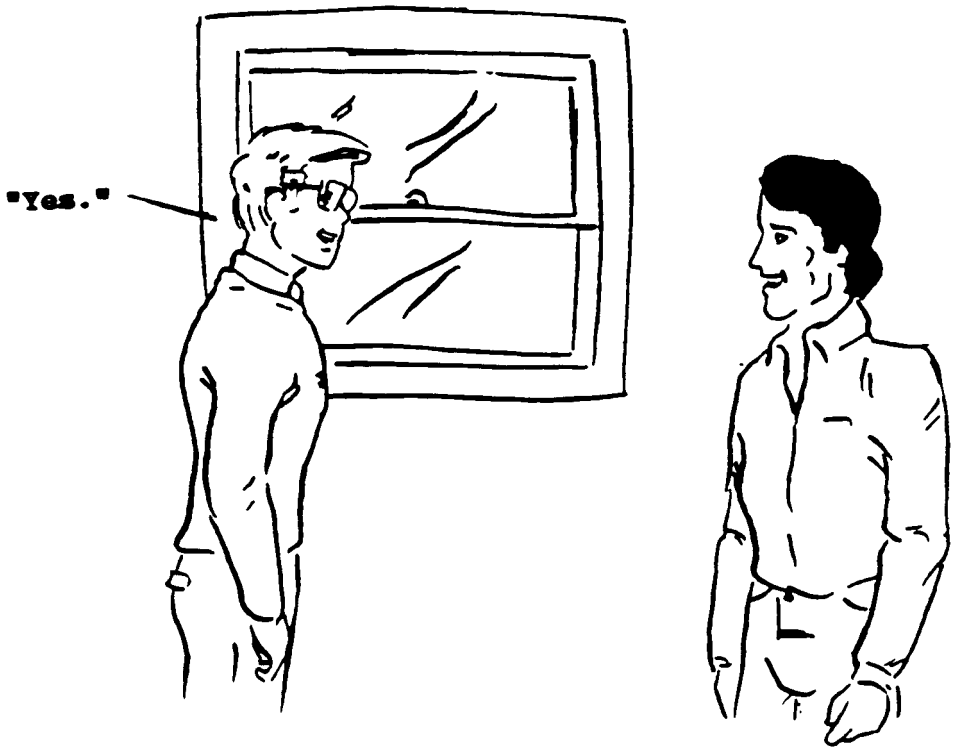
CSI PROD NOV 22 1993 238315





CSI PROD NOV 22 1993 238316

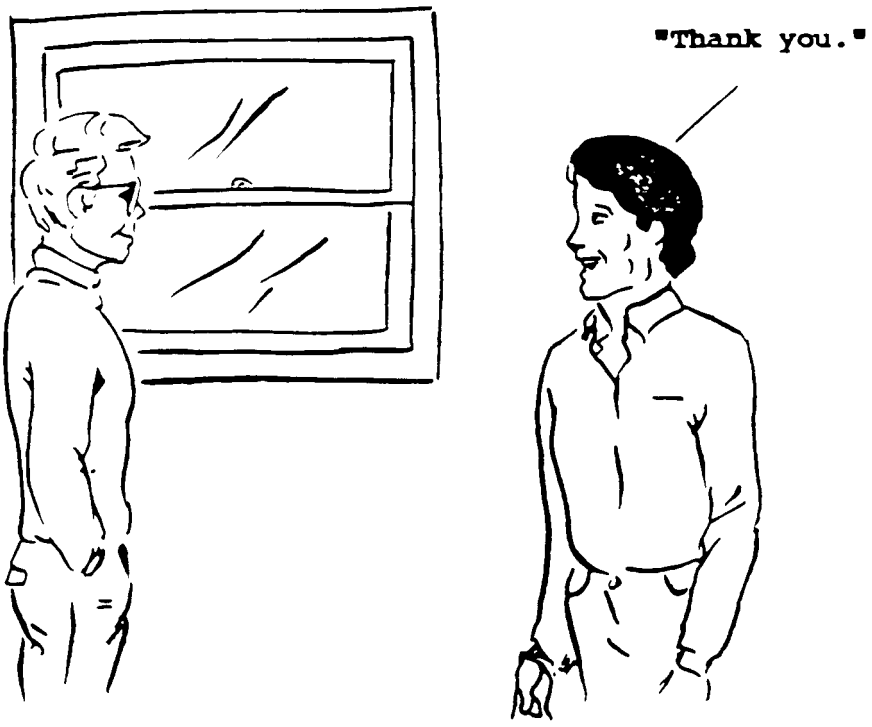




CSI PROD NOV 22 1993 238317

SECTION NINE -

OBJECTIVE EXERCISE NINE



CSI PROD NOV 22 1993 238319

OBJECTIVE EXERCISE 9

There are two Parts to this exercise:

Part 1 START - CHANGE - STOP ON AN OBJECT, and

Part 2 START - CHANGE - STOP ON A BODY.

CSI PROD NOV 22 1993 238320

Part 1 START - CHANGE - STOP ON AN OBJECT

START - CHANGE - STOP ON AN OBJECT is run on a gradient by first using a small object, such as a paper clip. Each stage -- Start, Change and then Stop -- is first run to a flat point, meaning that your twin (or the person receiving this exercise), has had a win or has carried out at least 3 consecutive sets of commands with no change in his motions or attitude. When Start, Change and Stop are flat with the first object, the student counselor uses a larger object (such as a brick, a beach ball, etc.) until the exercise is flat with that object. Then go on to a larger object, and so on, until the end result is reached.

CSI PROD NOV 22 1993 238321

These are the commands for START - CHANGE - STOP ON AN OBJECT:

START:

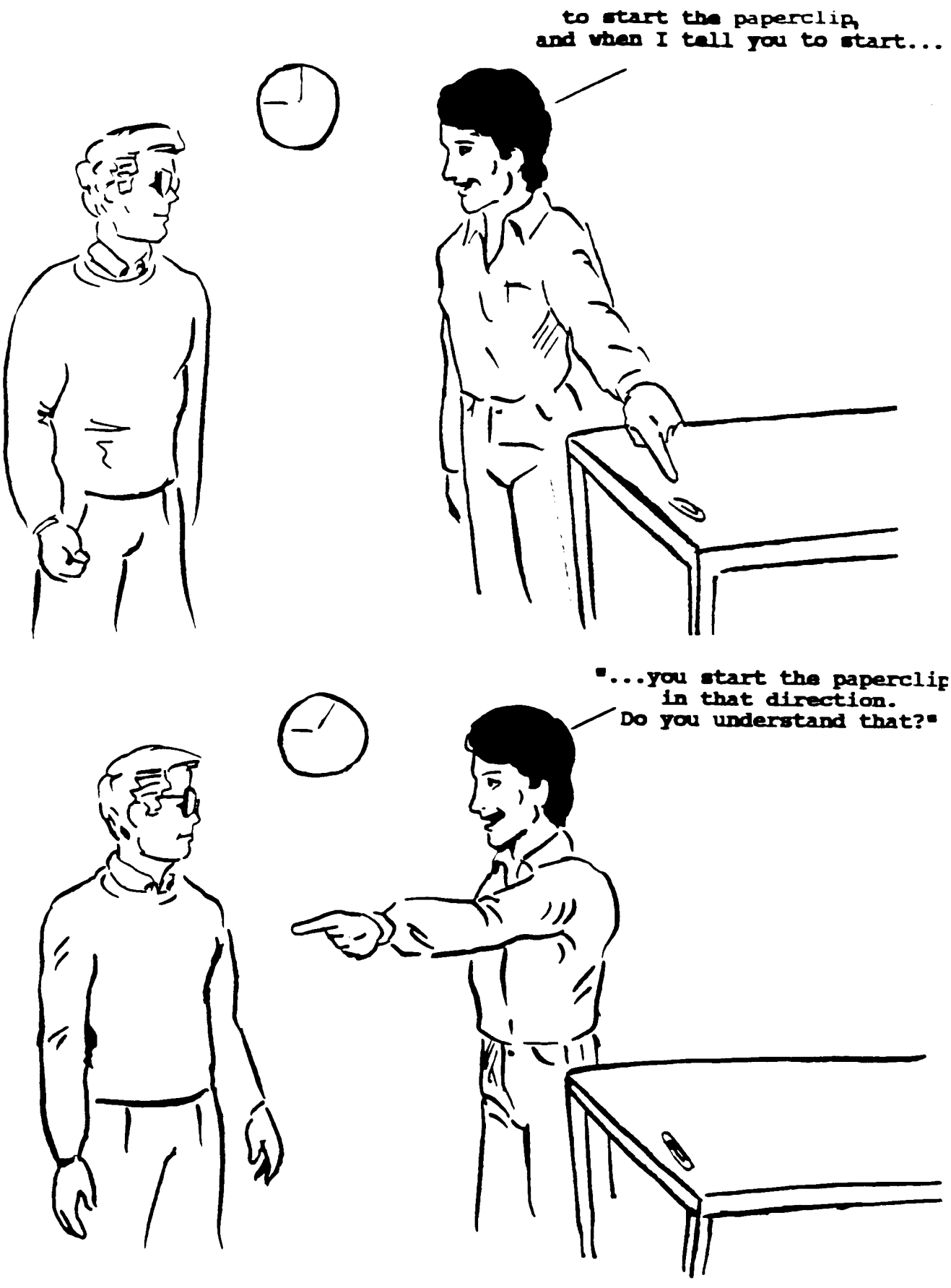
1. **"I AM GOING TO ASK YOU TO START THE** (indicated object) **AND WHEN I TELL YOU TO START, YOU START THE** (object) **IN THAT DIRECTION.** (Indicate a direction with your hand.) **DO YOU UNDERSTAND THAT ?"**

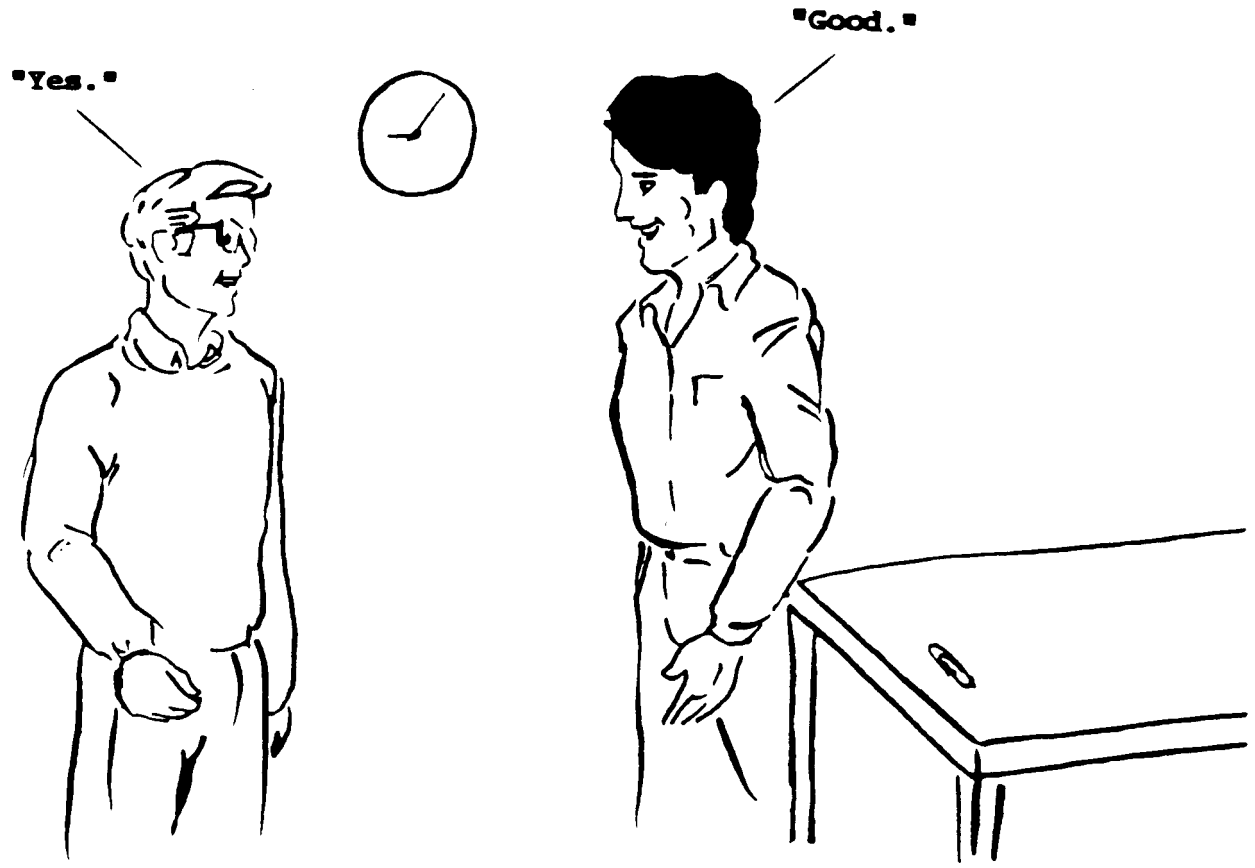
2. **"START."**

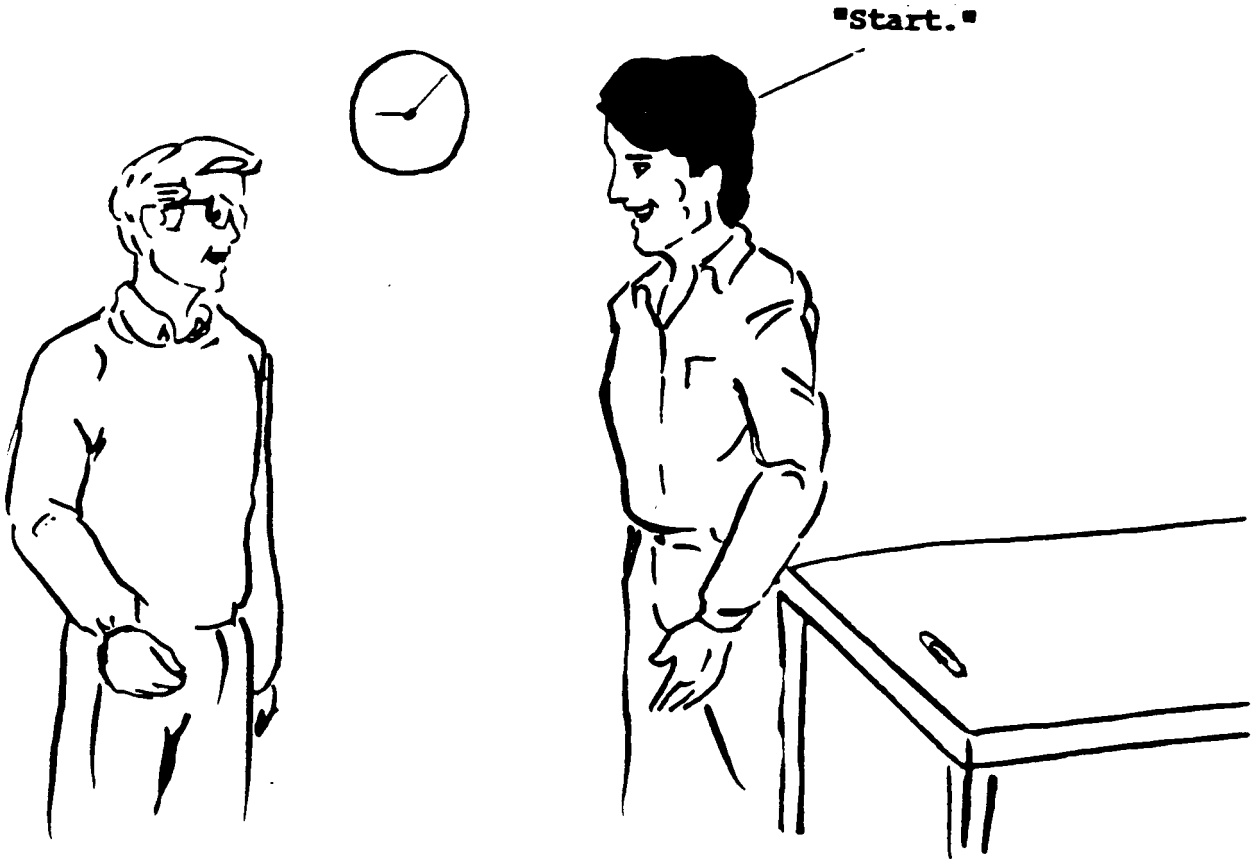
3. **"DID YOU START THE** (object) **?"**

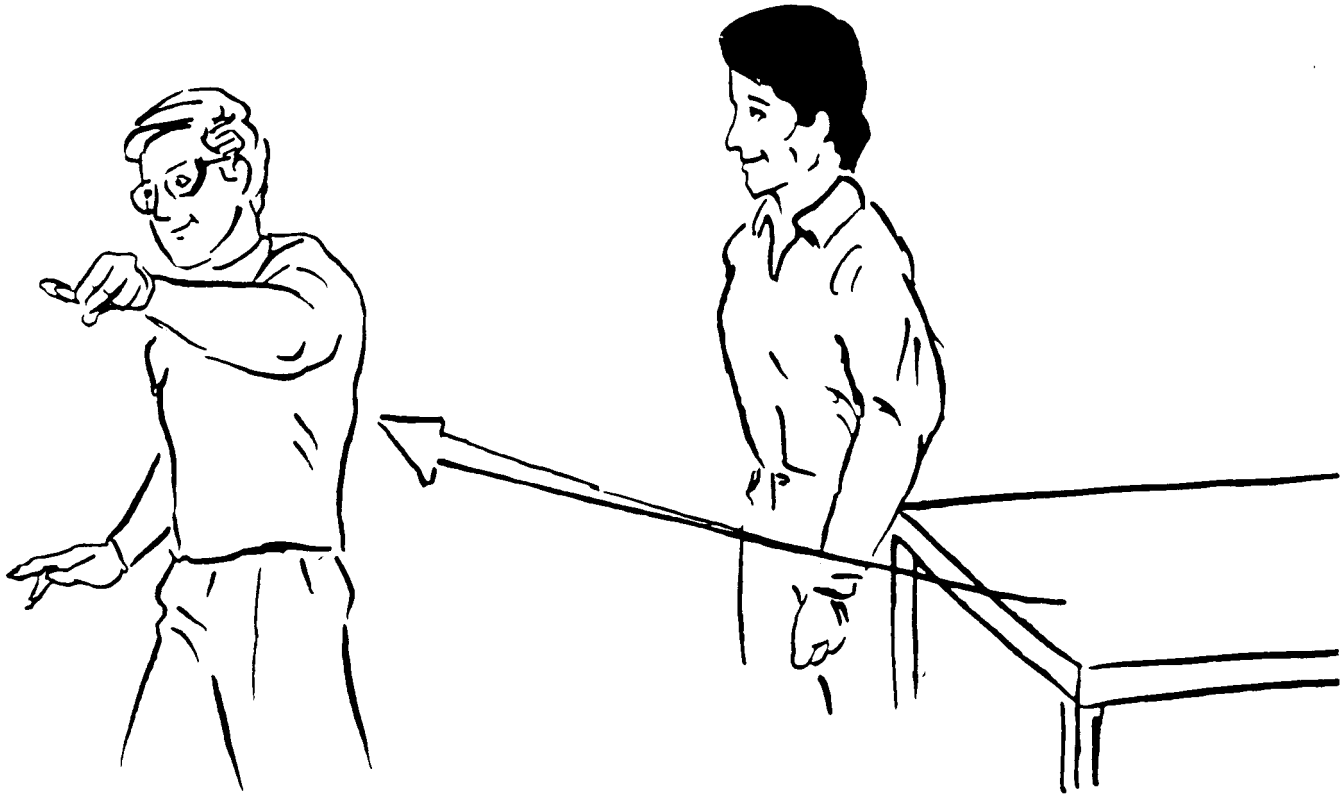
(Repeat commands 1, 2, 3, 1, 2, 3, etc., until START has been run to a flat point.)

CSI PROD NOV 22 1993 238322


to start the paperclip,
and when I tell you to start...
"...you start the paperclip
in that direction.
Do you understand that?"


"Yes."
"Good."

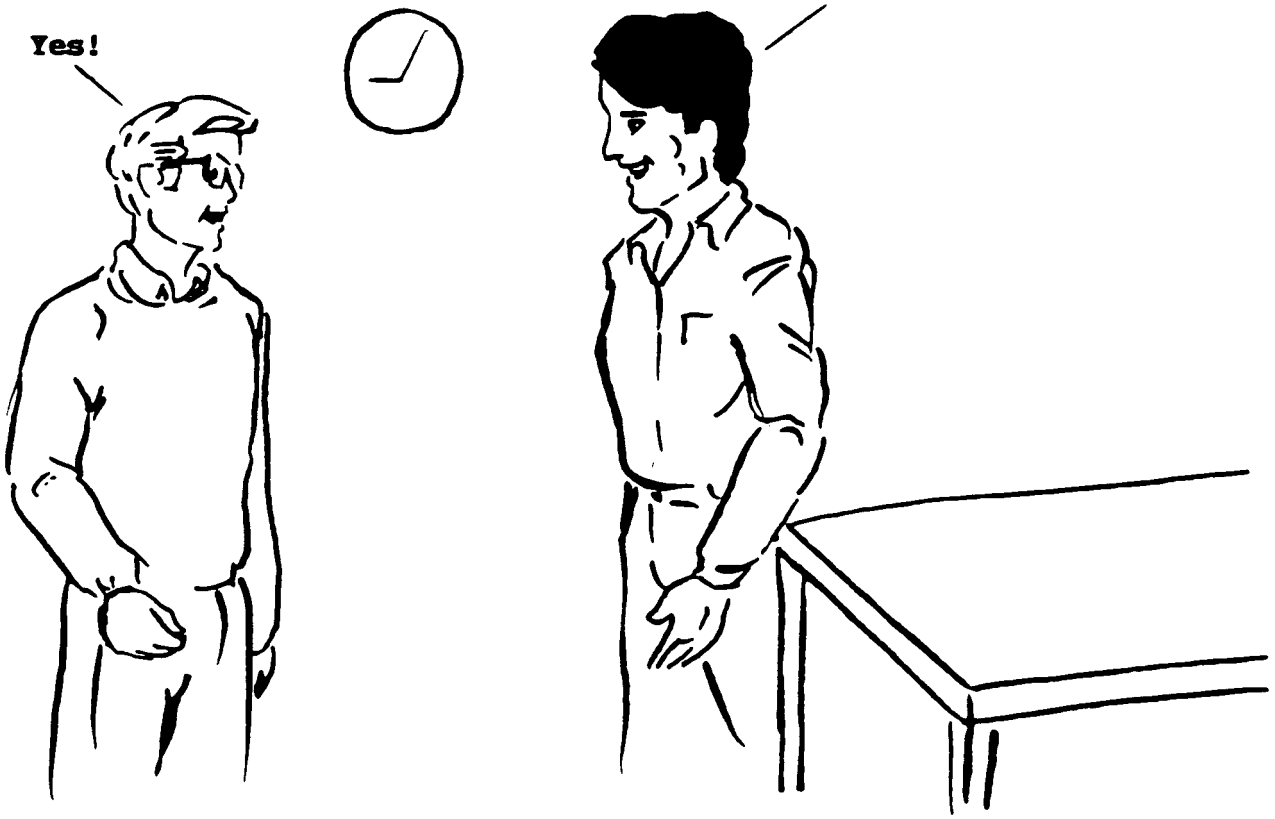

"Start."



"Good."

CSI PROD NOV 22 1993 238325

"Did you start the paperclip?"


"Good."
Yes!

CHANGE:

1. **"THIS SPOT WE ARE GOING TO CALL 'A.' "**

(Indicate spot "A" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)

2. **"THIS SPOT WE ARE GOING TO CALL 'B'."**

(Indicate spot "B" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)

3. **"THIS SPOT WE ARE GOING TO CALL 'C'."**

(Indicate spot "C" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)

4. **"THIS SPOT WE ARE GOING TO CALL 'D'?"**

(Indicate spot "D" with a piece of marked tape on the table or a marked piece of paper on the floor or a chalkmark or an imaginary spot as appropriate.)

CSI PROD NOV 22 1993 238327

5. "WHEN I ASK YOU TO CHANGE THE (indicated object) , I WANT YOU TO CHANGE THE (object) 's POSITION FROM 'A' TO 'B'. DO YOU UNDERSTAND THAT ?"

6. "CHANGE."

7. "DID YOU CHANGE THE _____?"

8. "WHEN I ASK YOU TO CHANGE THE _____, I WANT YOU TO CHANGE THE _____'S POSITION FROM 'B' TO 'C'. DO YOU UNDERSTAND THAT?"

9. "CHANGE."

10. "DID YOU CHANGE THE _____?"

11. "WHEN I ASK YOU TO CHANGE THE _____, I WANT YOU TO CHANGE THE _____'S POSITION FORM 'C' TO 'D'. DO YOU UNDERSTAND THAT?"

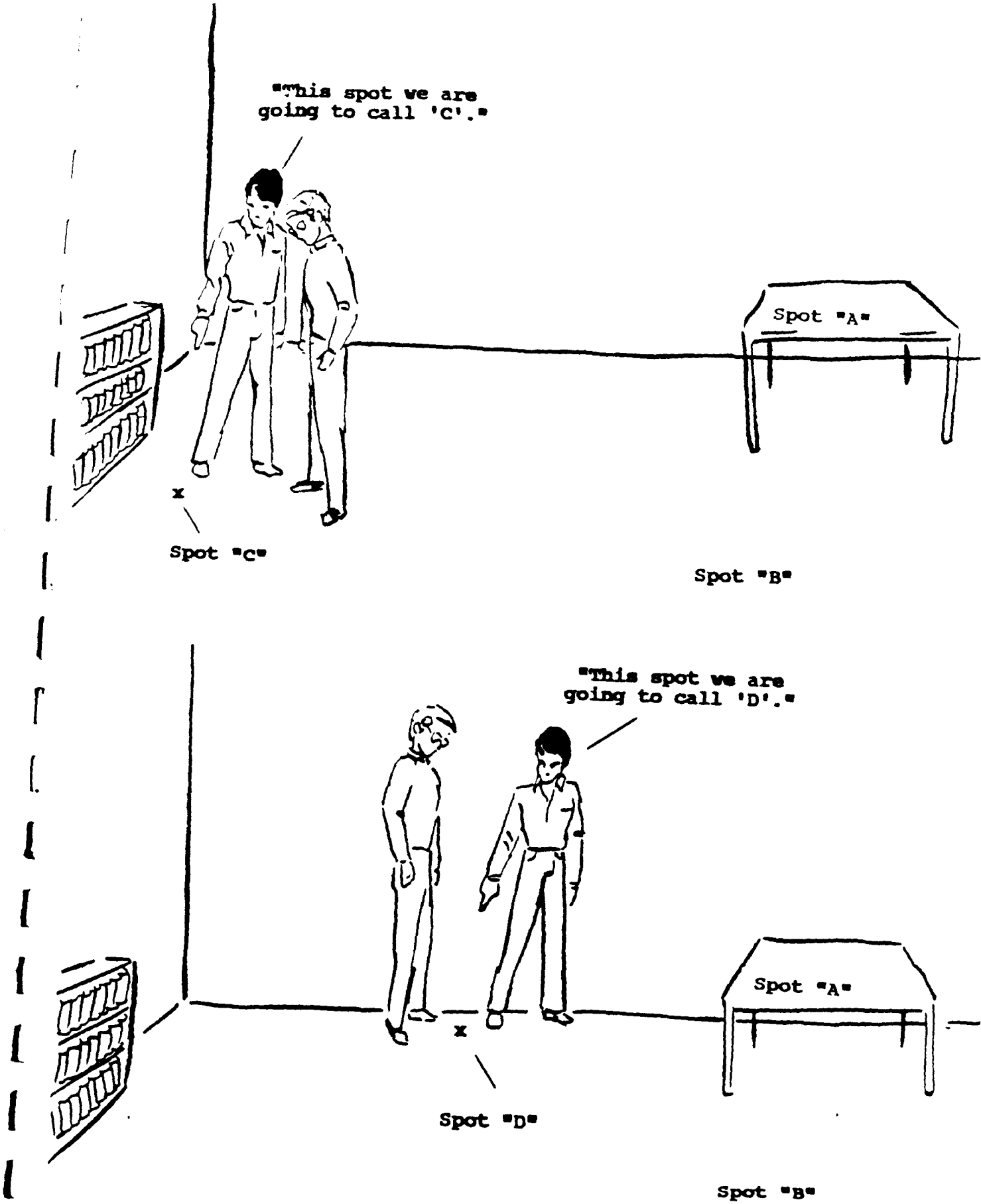
12. "CHANGE."

13. "DID YOU CHANGE THE _____?"

(Repeat commands 1 - 13, 1 - 13, etc., until CHANGE has been run to a flat point.)

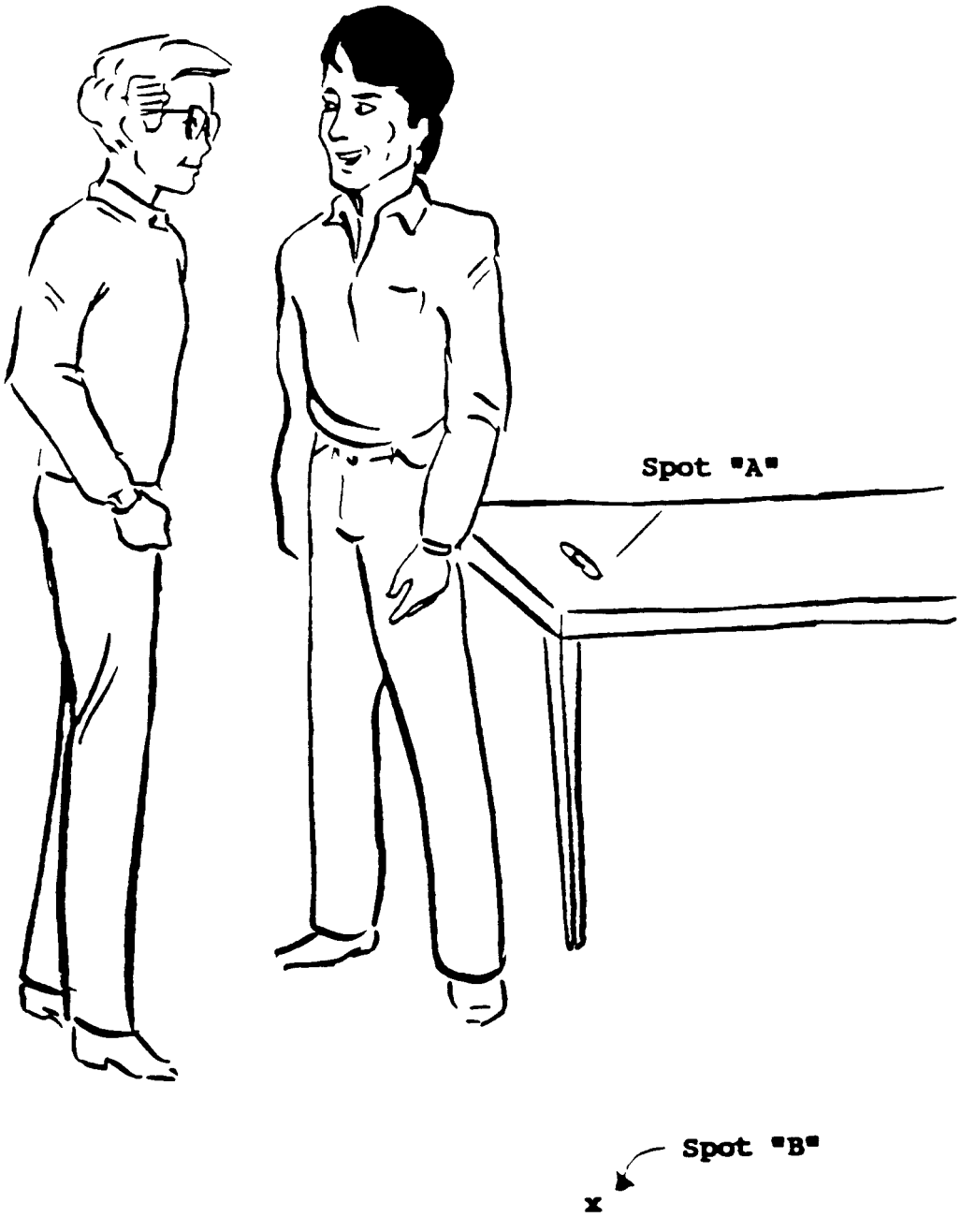
CSI PROD NOV 22 1993 238328

"This spot we are going to call 'A'."
Spot "A"
"This spot we are going to call 'B'."
Spot "A"
Spot "B"
X

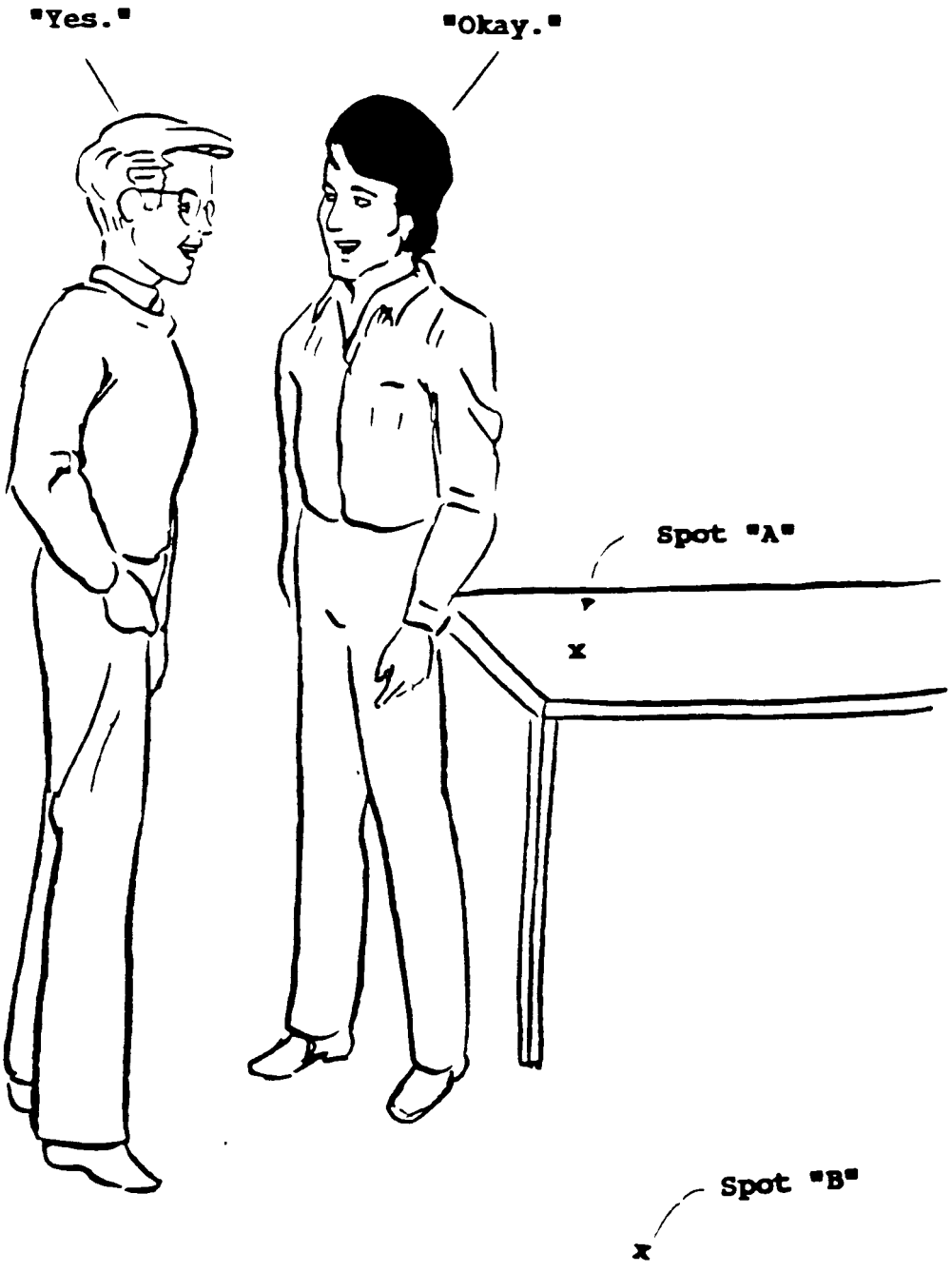


CSI PROD NOV 22 1993 238330

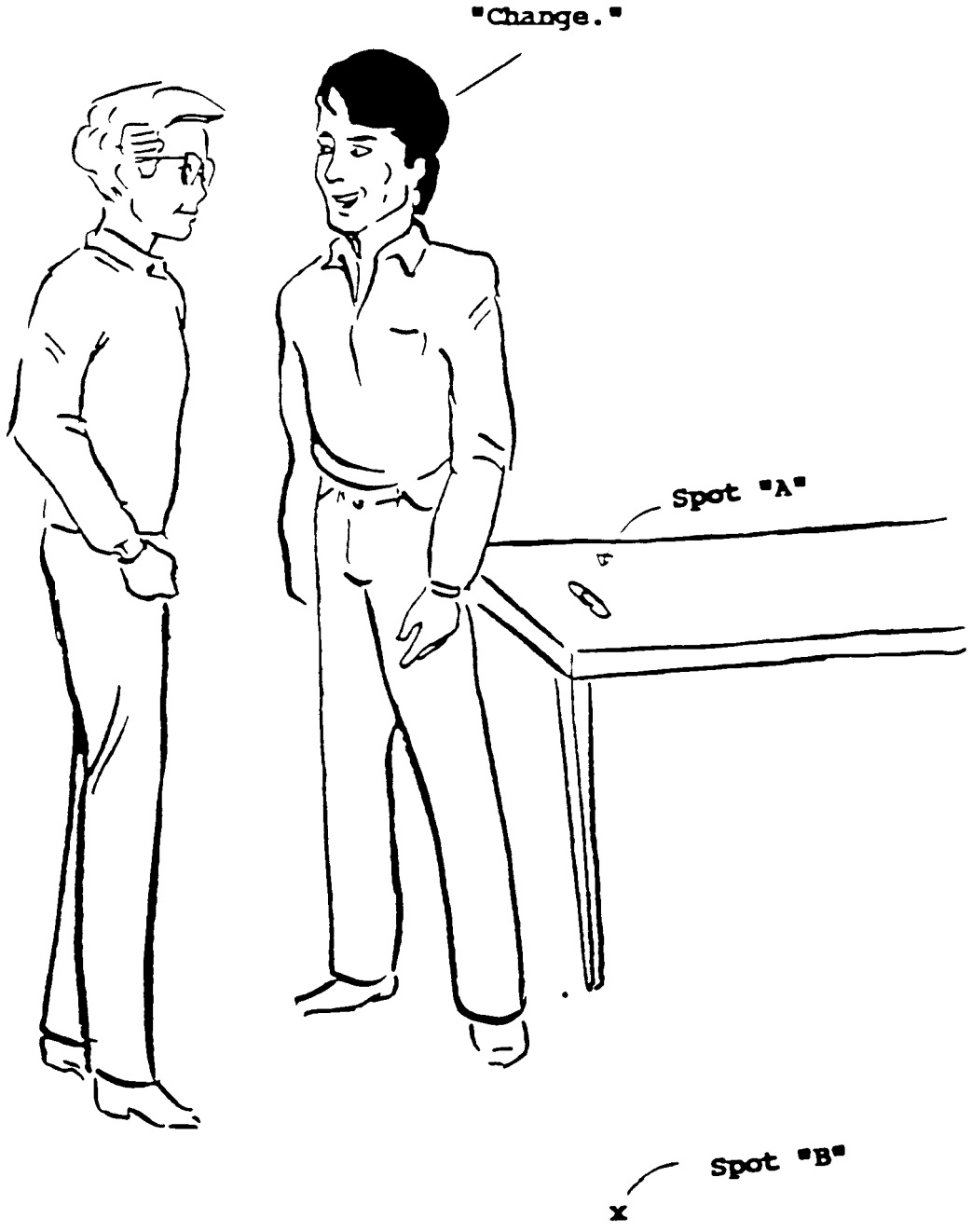
"When I ask you to change the paperclip,
I want you to change the paperclip's position
from 'A' to 'B'.
Do you understand that?"



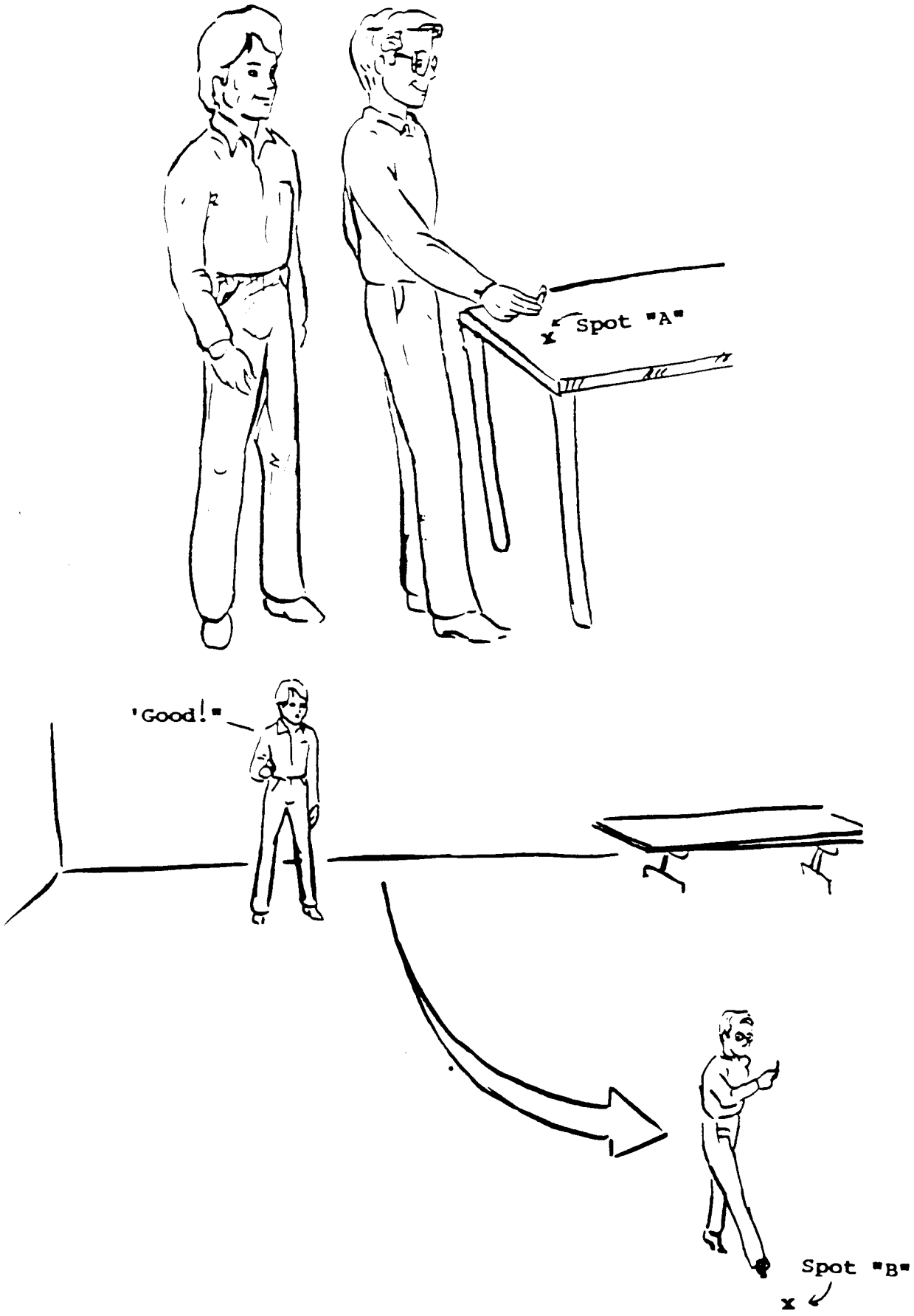
CSI PROD NOV 22 1993 238331



CSI PROD NOV 22 1993 238332

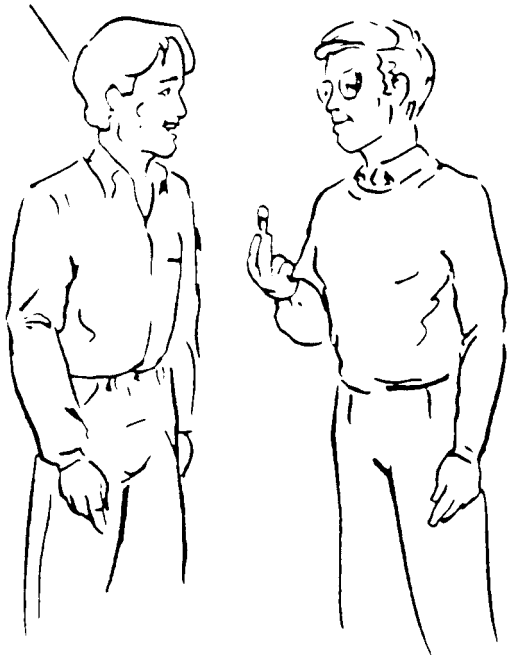


CSI PROD NOV 22 1993 238333



CSI PROD NOV 22 1993 238334

"Did you change the paperclip?"



"That's great!"

"Yes!"

CSI PROD NOV 22 1993 238335

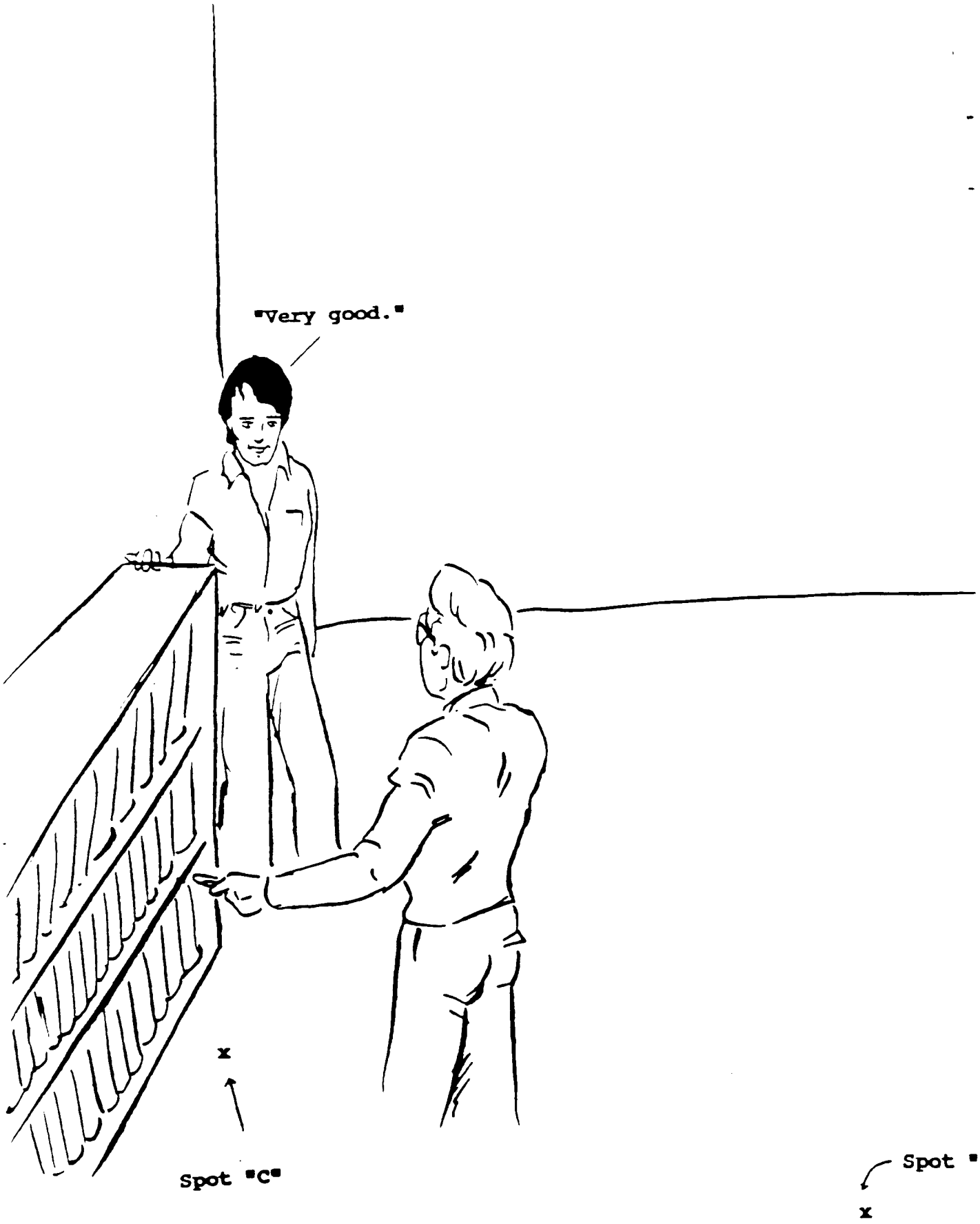
"When I ask you to change the paperclip, I want you to change the paperclip's position from 'B' to 'C.' Do you understand that?"

CSI PROD NOV 22 1993 238336

CSI PROD NOV 22 1993 238337

"Change."

CSI PROD NOV 22 1993 238338



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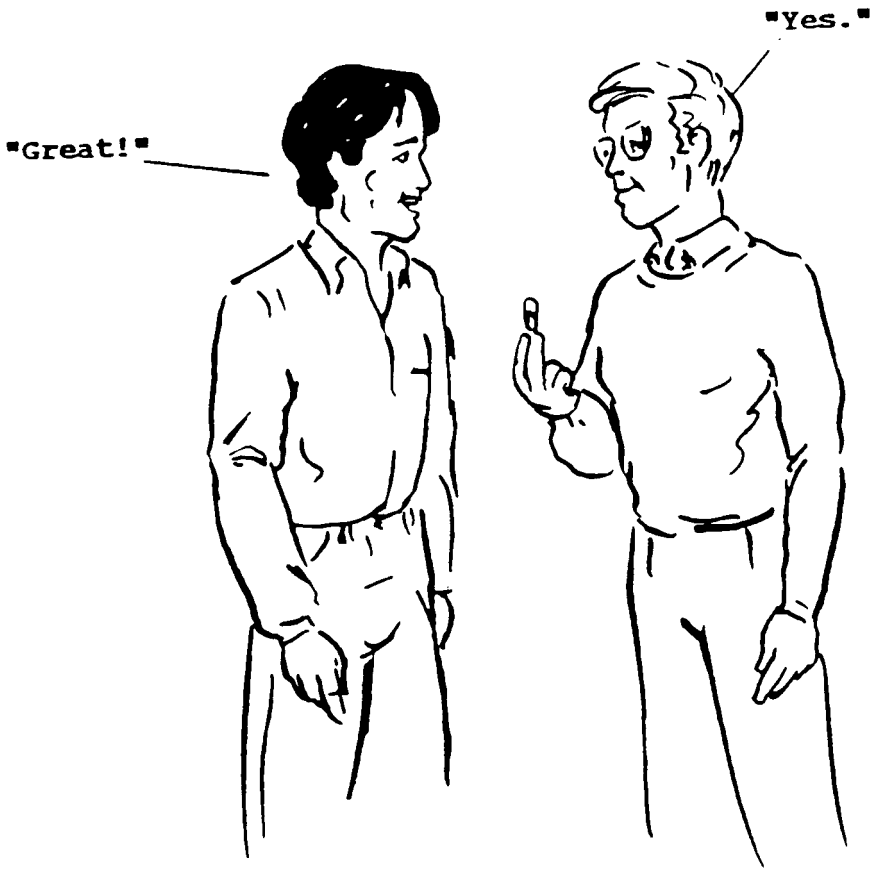

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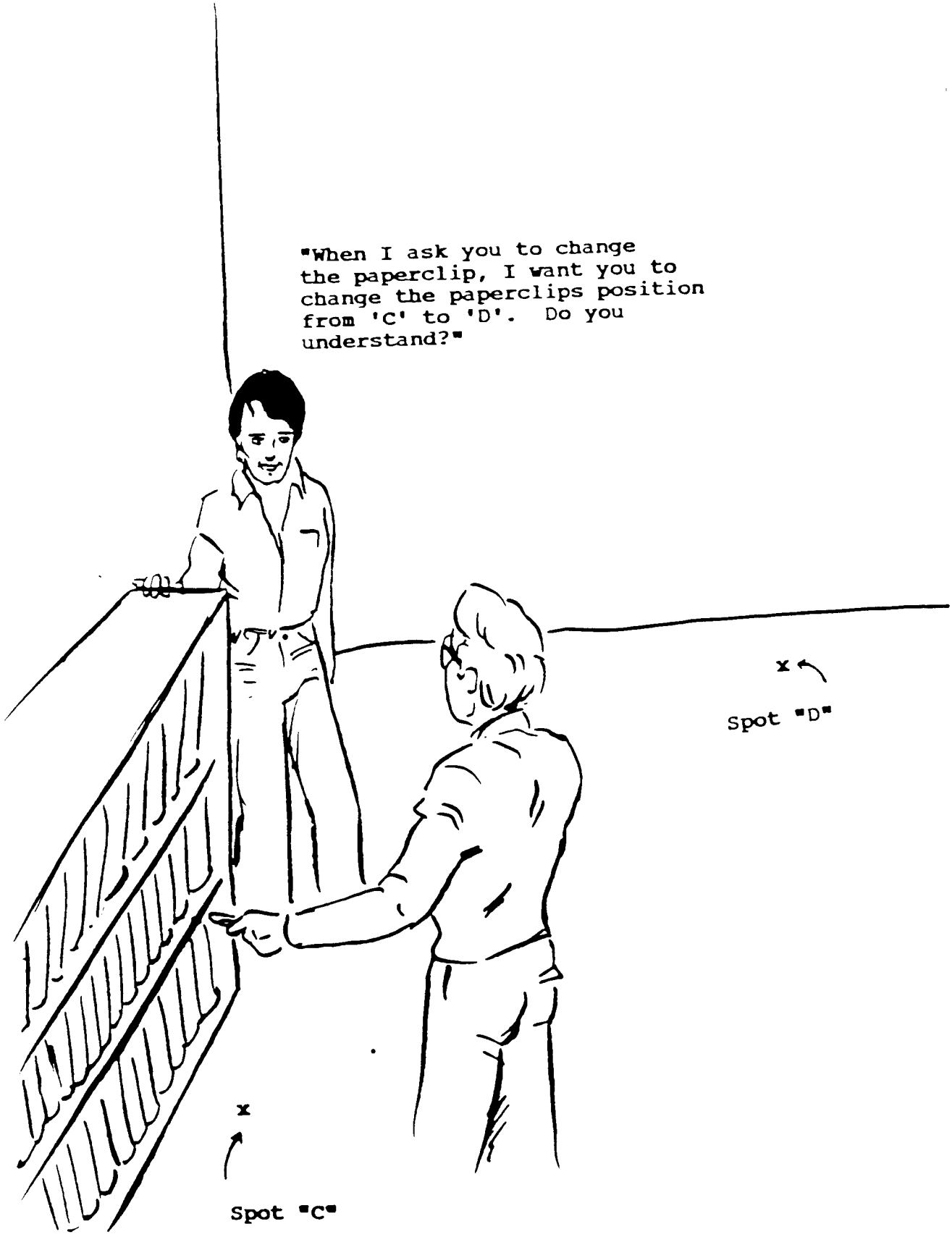

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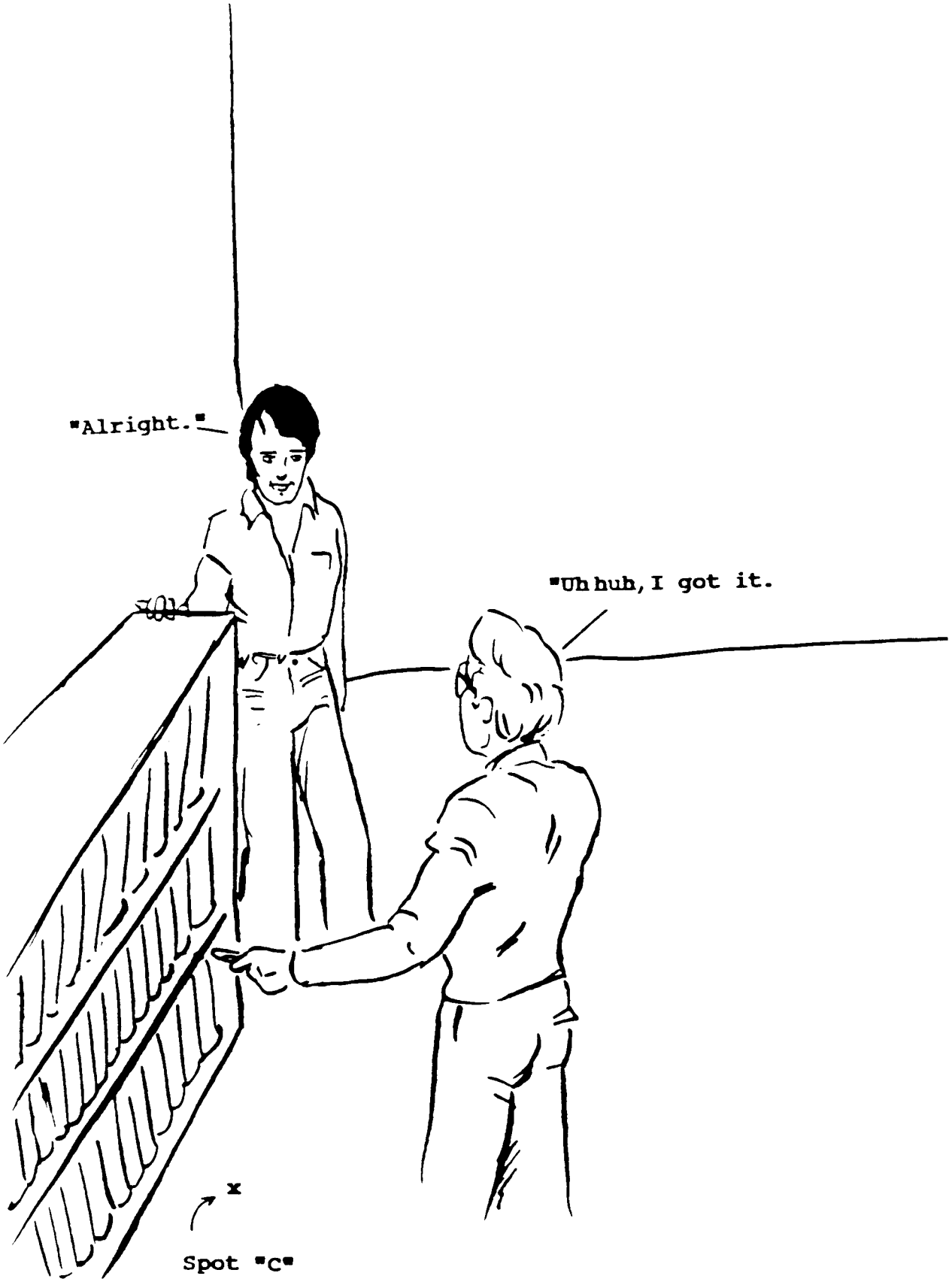
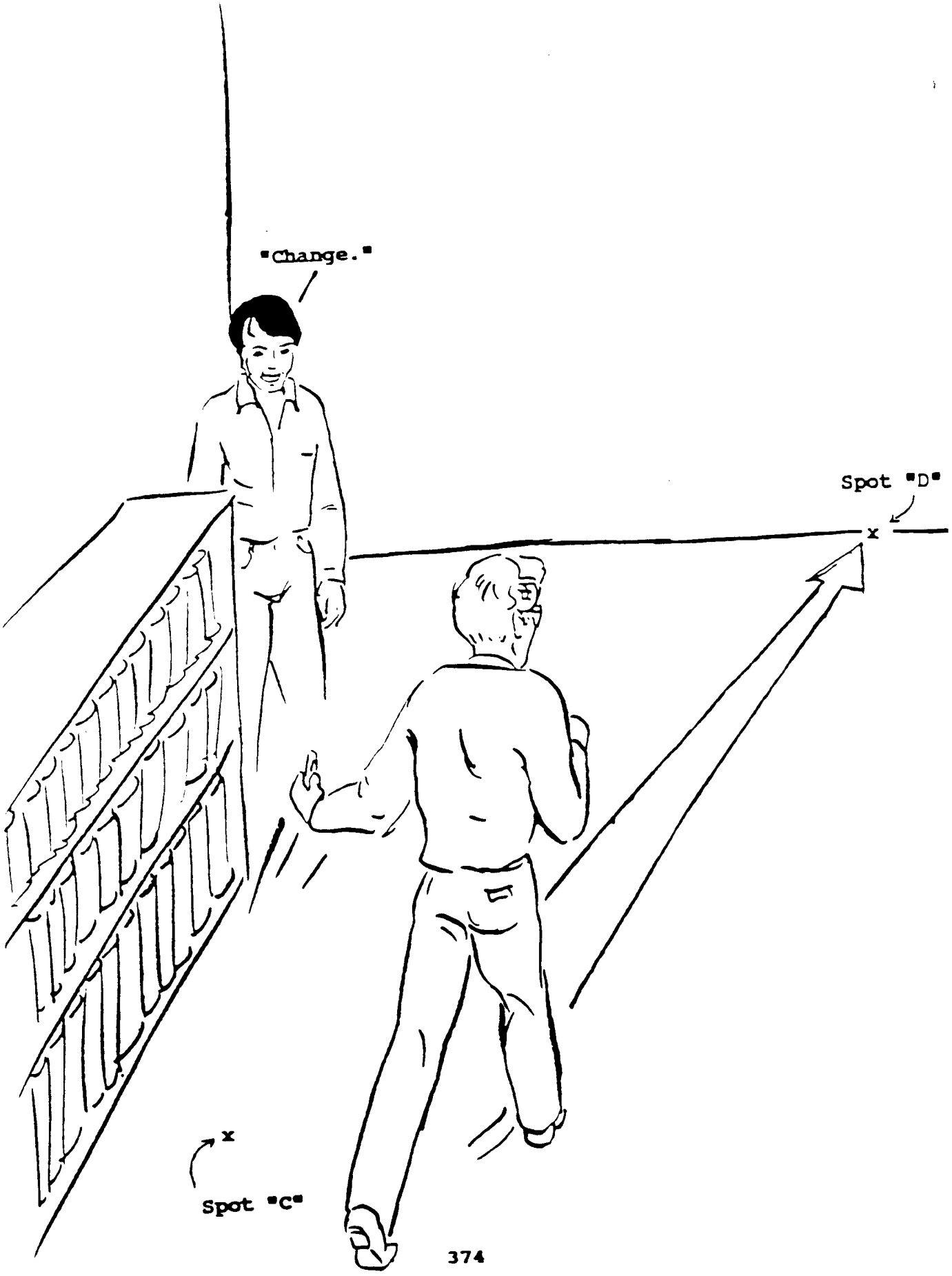
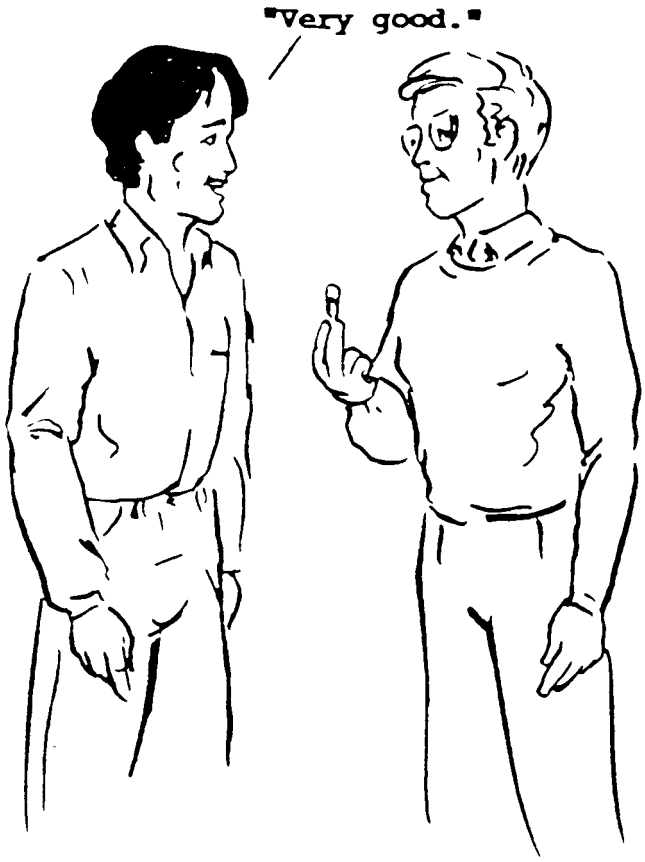
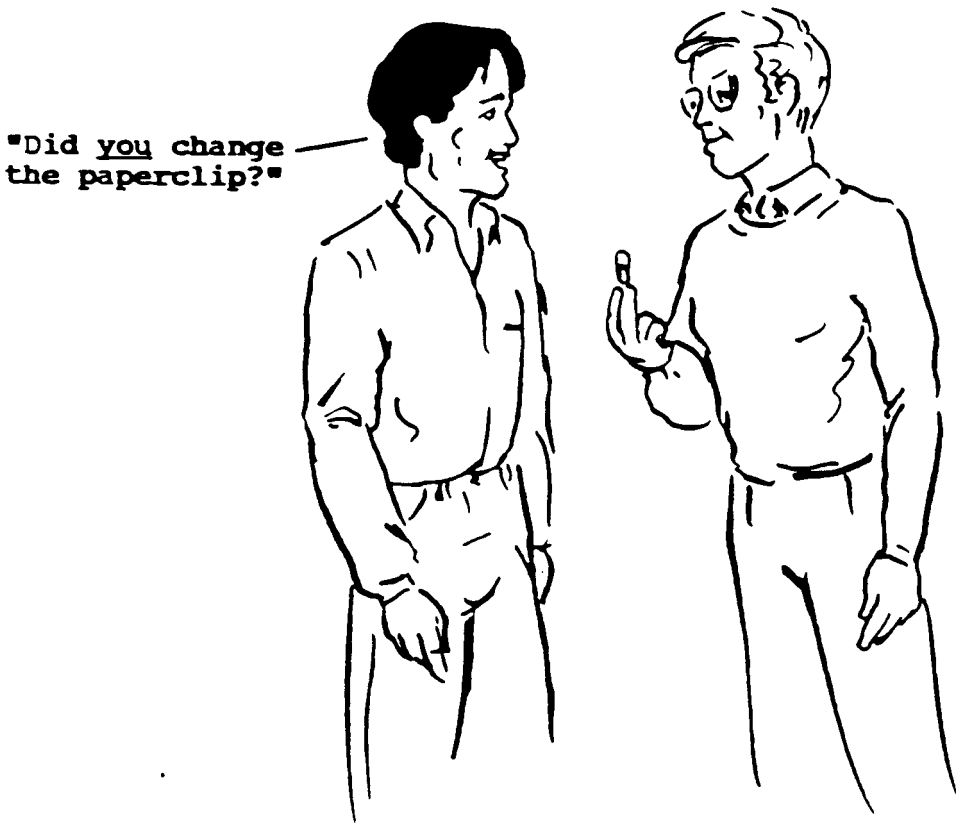


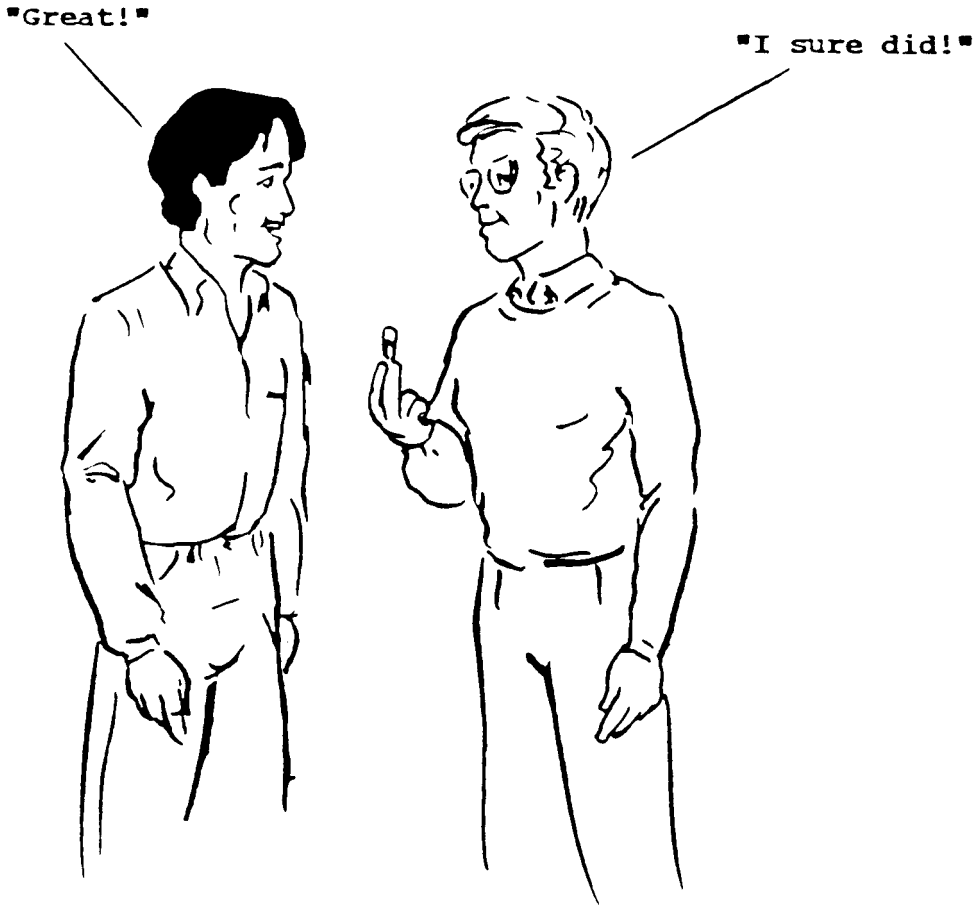
CSI PROD NOV 22 1993 238342



374


"Very good."


"Did you change the paperclip?"



CSI PROD NOV 22 1993 238345

STOP:

1. **"I AM GOING TO TELL YOU TO GET THE** (indicated object) **MOVING IN THAT DIRECTION."** (Indicate direction with your hand.) **"SOMEWHERE ALONG THE LINE I WILL TELL YOU TO STOP. THEN YOU STOP THE** (object). **DO YOU UNDERSTAND THAT ?"**

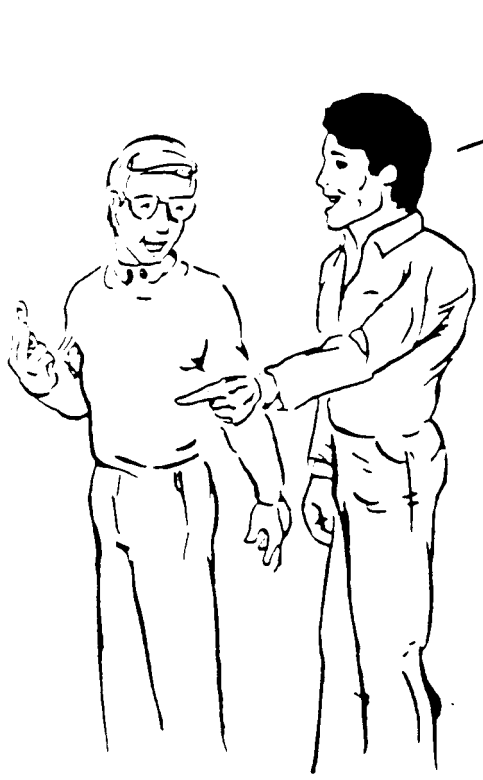
2. **"GET THE _____ MOVING."**

3. **"STOP!"**

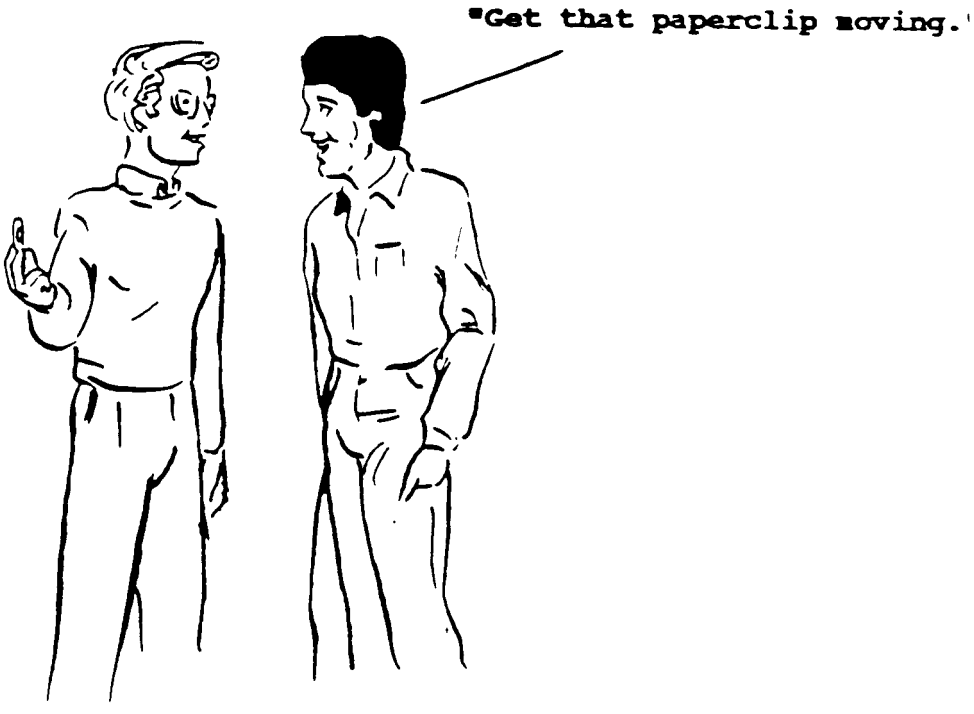
4. **"DID YOU STOP THE _____?"**

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP on that object has been run to a flat point.)

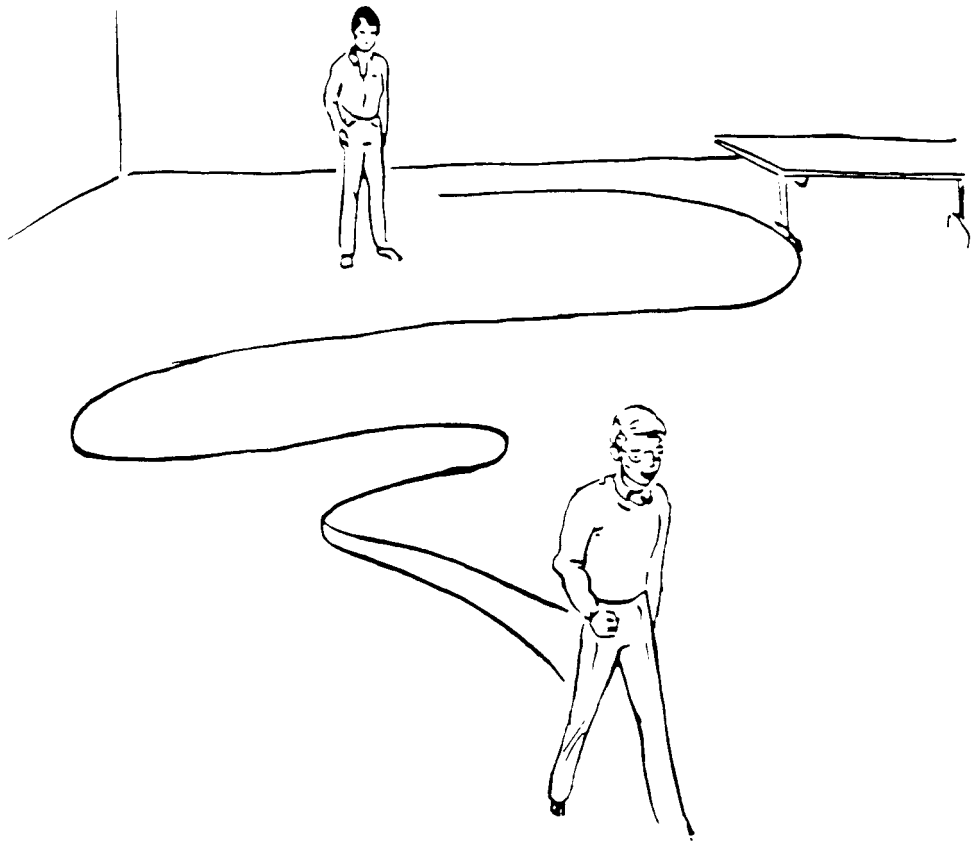
CSI PROD NOV 22 1993 238346

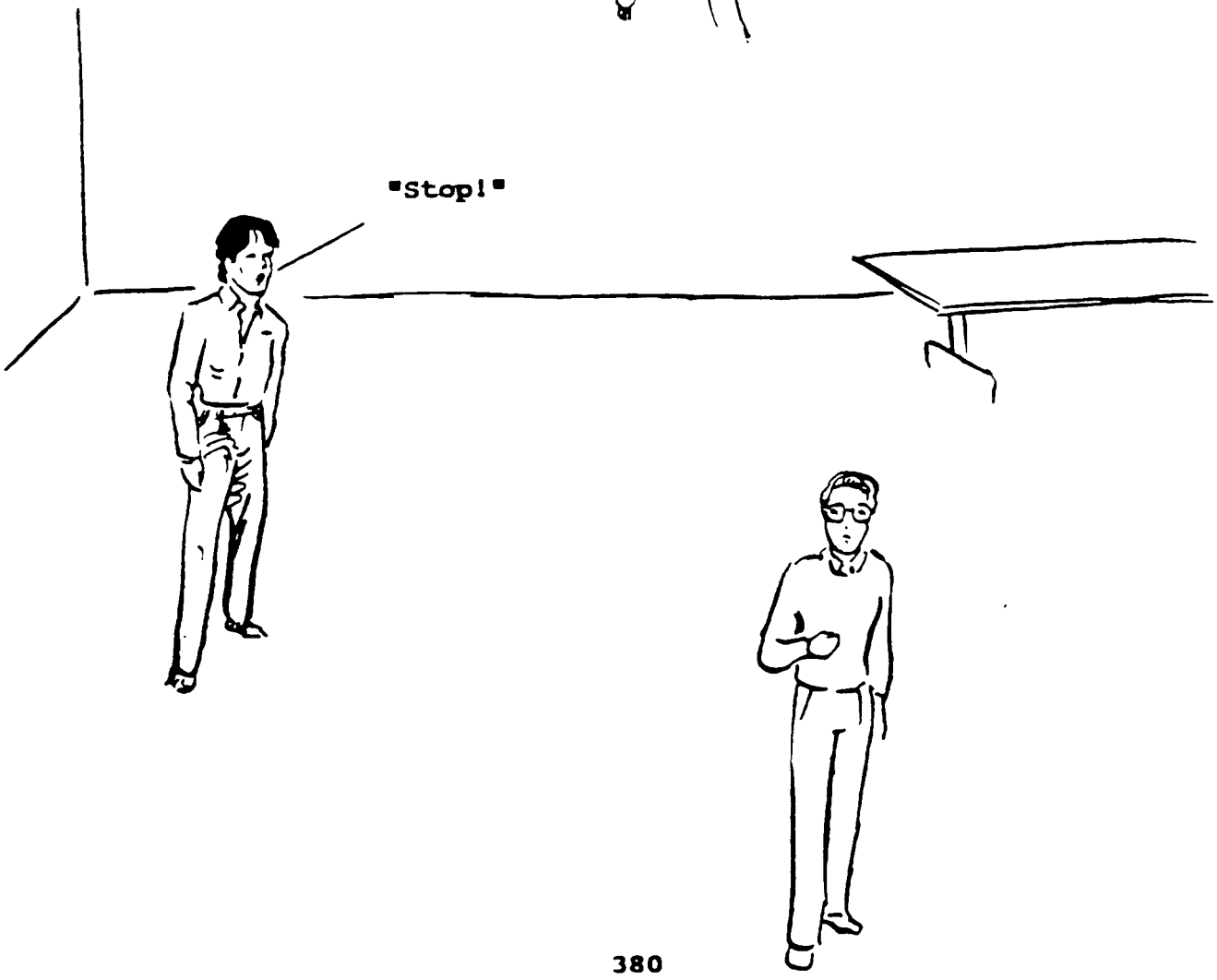


CSI PROD NOV 22 1993 238347



CSI PROD NOV 22 1993 238348





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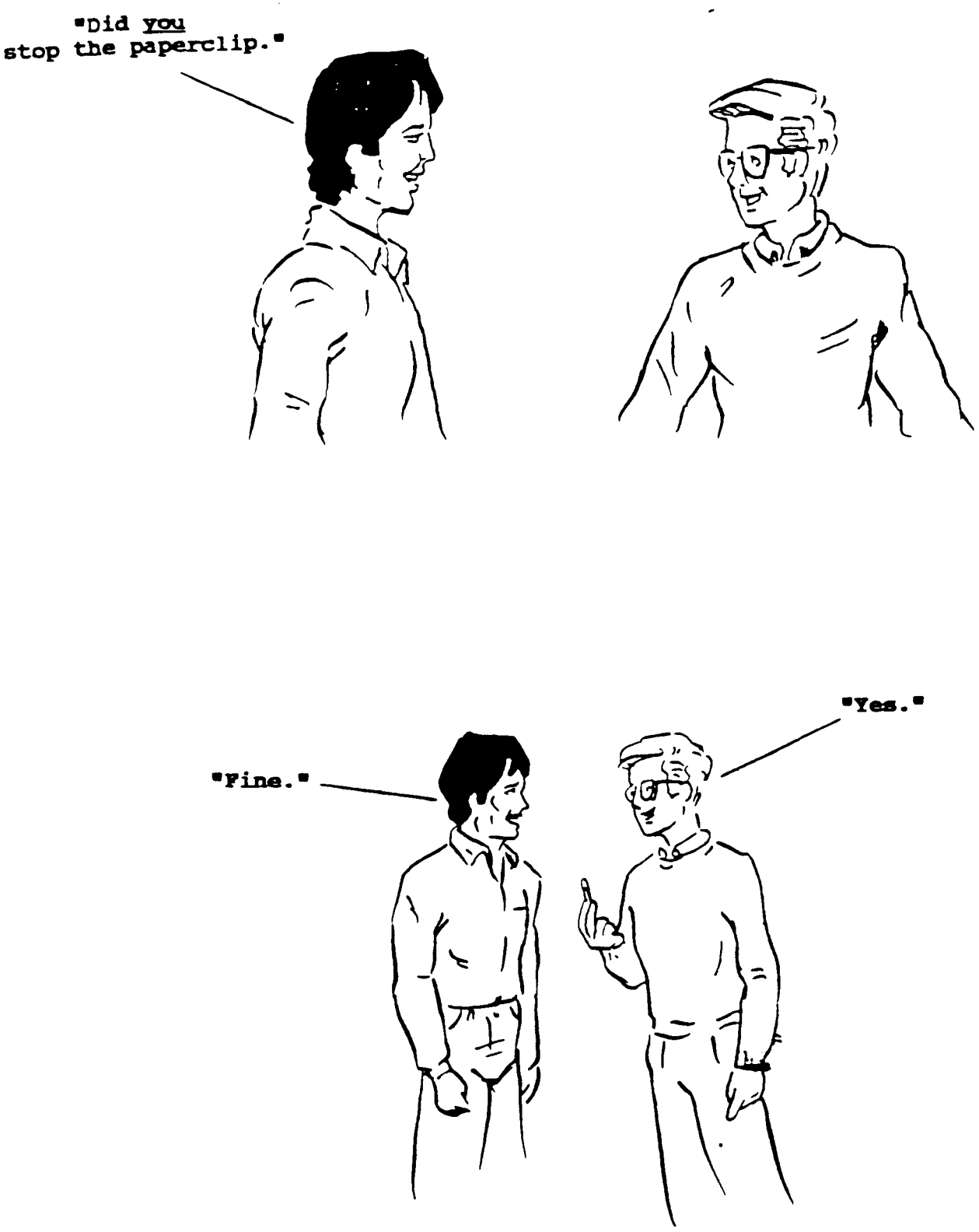


CSI PROD NOV 22 1993 238350

These three steps (Start, Change, Stop) are done in that order and then repeated. It will be discovered that once Stop has been flattened, Start is now unflattened and can be flattened all over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over and over again, until all three are flat and your twin has a cognition and very good indicators.

CSI PROD NOV 22 1993 238

Part 2 START - CHANGE - STOP ON A BODY

The second part of START - CHANGE - STOP is Part 2 "START- CHANGE - STOP ON A BODY."

There are four stages to SCS ON A BODY: START, CHANGE, STOP and STOP SUPREME.

These are the commands for START - CHANGE - STOP ON A BODY:

START:

1. **"I AM GOING TO ASK YOU TO START THE BODY. I AM NOT GOING TO ASK YOU TO STOP."**

2. **"WHEN I ASK YOU TO START THE BODY, START THE BODY. OKAY?"**

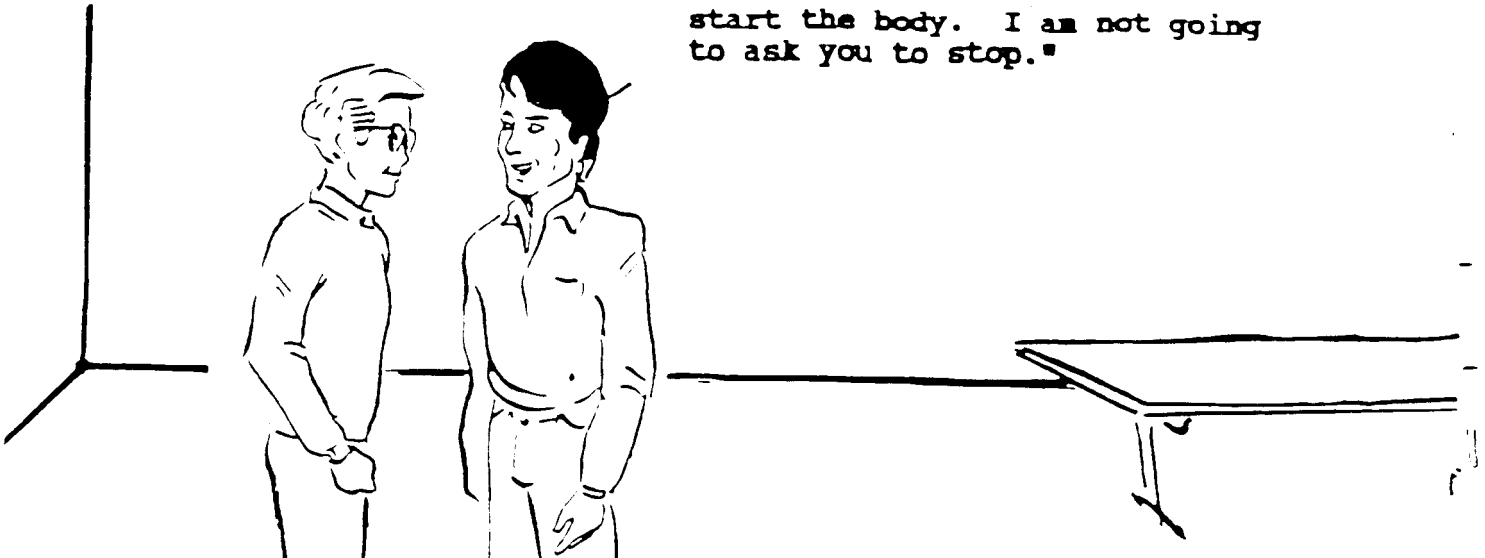
3. **"START!"**

4. **"DID <u>YOU</u> START THE BODY?"**

(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until START has been run to a flat point.)

CSI PROD NOV 22 1993 238352

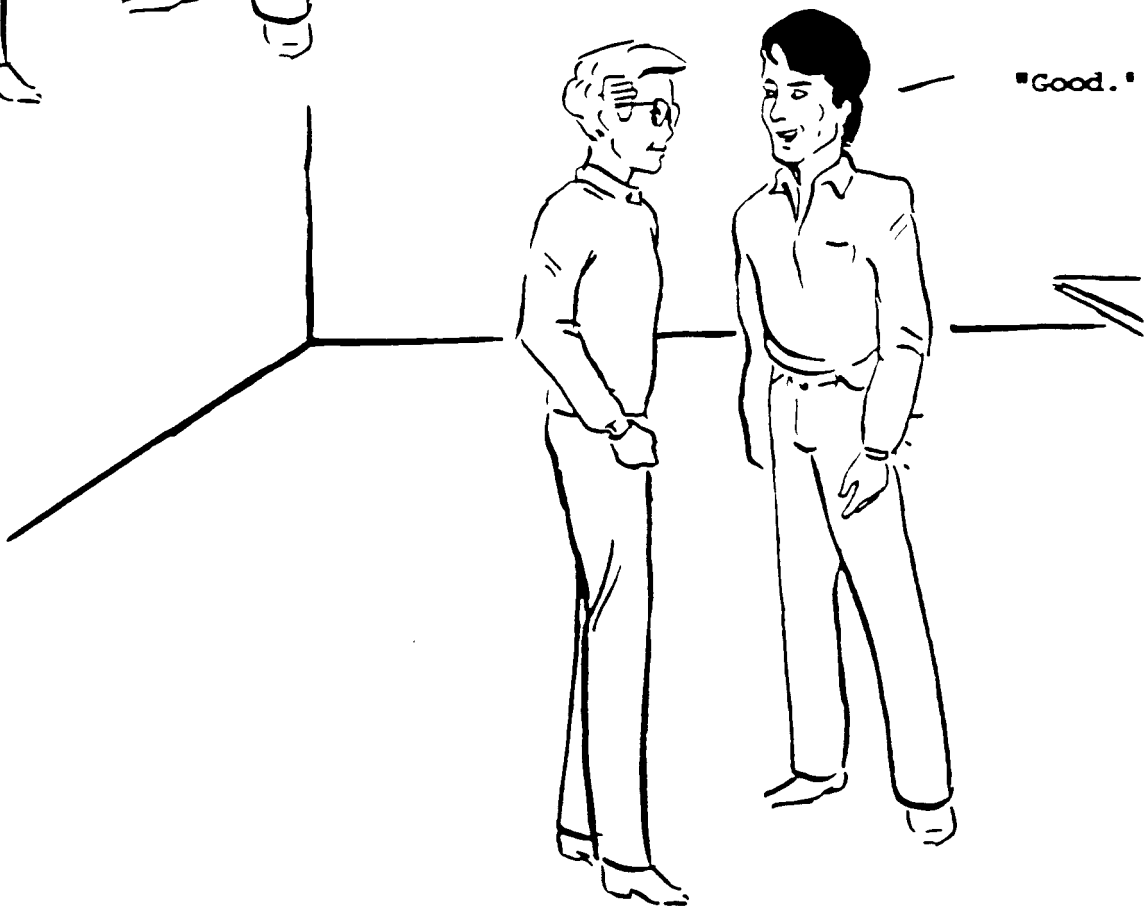
start the body. I am not going to ask you to stop."



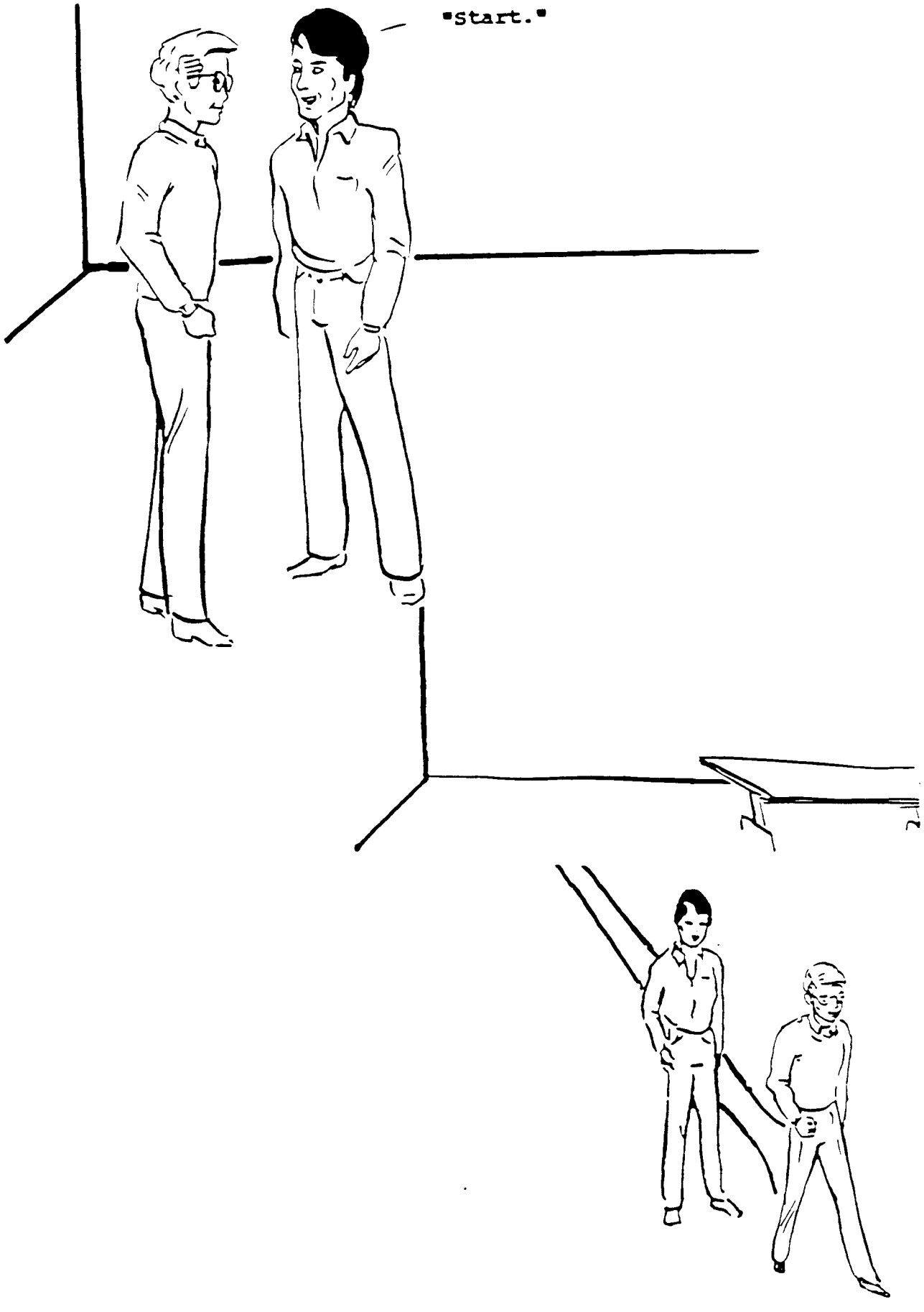
"When I ask you to start the body, start the body, Okay"

(After, when he answer

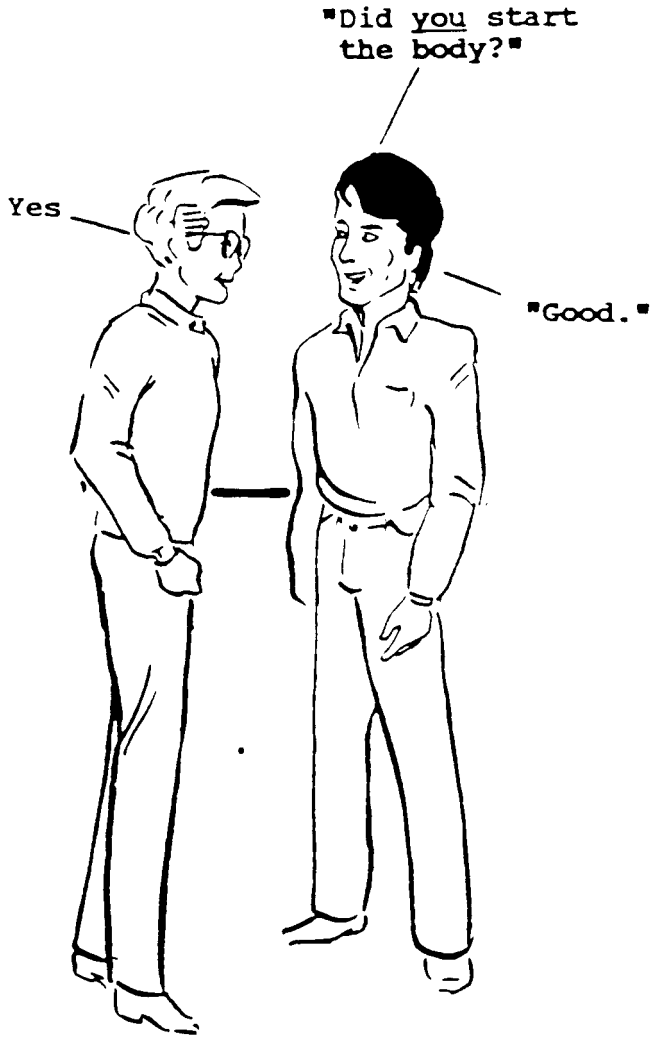
"Good."



CSI PROD NOV 22 1993 238353



CSI PROD NOV 22 1993 238354



CSI PROD NOV 22 1993 238355

CHANGE:

1. **"THIS SPOT WE ARE GOING TO CALL 'A.' "**

(Indicate spot "A" with a piece of marked tape on the floor or a chalkmark or an imaginary spot as appropriate.)

2. **"THIS SPOT WE ARE GOING TO CALL 'B.' "**

(Indicate spot "B" with a piece of marked tape on the floor or a chalkmark or an imaginary spot as appropriate.)

3. **"THIS SPOT WE ARE GOING TO CALL 'C.' "**

(Indicate spot "C" with a piece of marked tape on the floor or a chalkmark or an imaginary spot as appropriate.)

4. **"THIS SPOT WE ARE GOING TO CALL 'D.' "**

(Indicate spot "D" with a piece of marked tape on the floor or a chalkmark or an imaginary spot as appropriate.)

5. **"WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM 'A' TO 'B.' DO YOU UNDERSTAND THAT?"**

CSI PROD NOV 22 1993 23835

6. "CHANGE."

7. "DID YOU CHANGE THE BODY?"

8. "WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM 'B' TO 'C.' DO YOU UNDERSTAND THAT ?"

9. "CHANGE."

10. "DID YOU CHANGE THE BODY?"

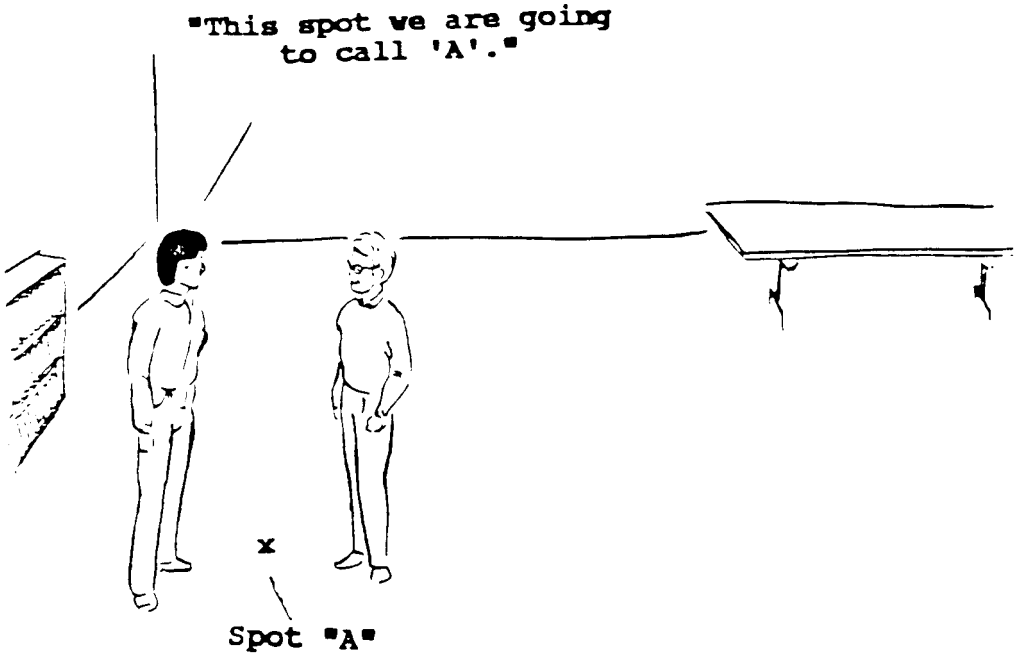
11. "WHEN I ASK YOU TO CHANGE THE BODY, I WANT YOU TO CHANGE THE BODY'S POSITION FROM 'C' TO 'D.' DO YOU UNDERSTAND THAT?"

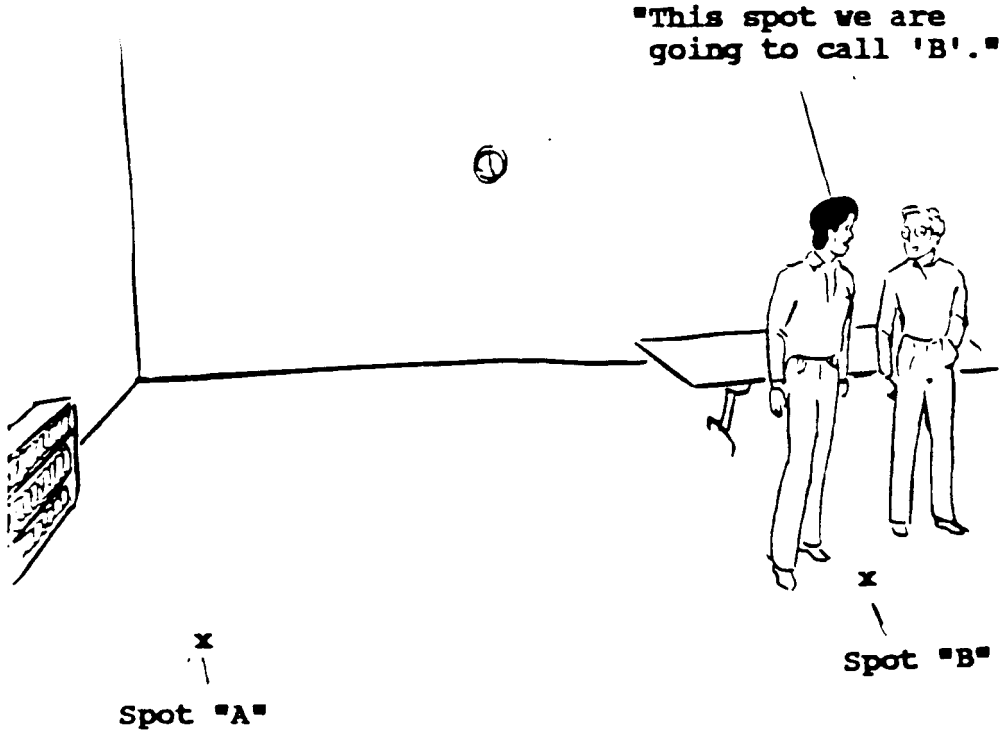
12. "CHANGE."

13. "DID YOU CHANGE THE BODY?"

(Repeat commands 1 - 13, 1 - 13, etc., until CHANGE has been run to a flat point.)

CSI PROD NOV 22 1993 2383





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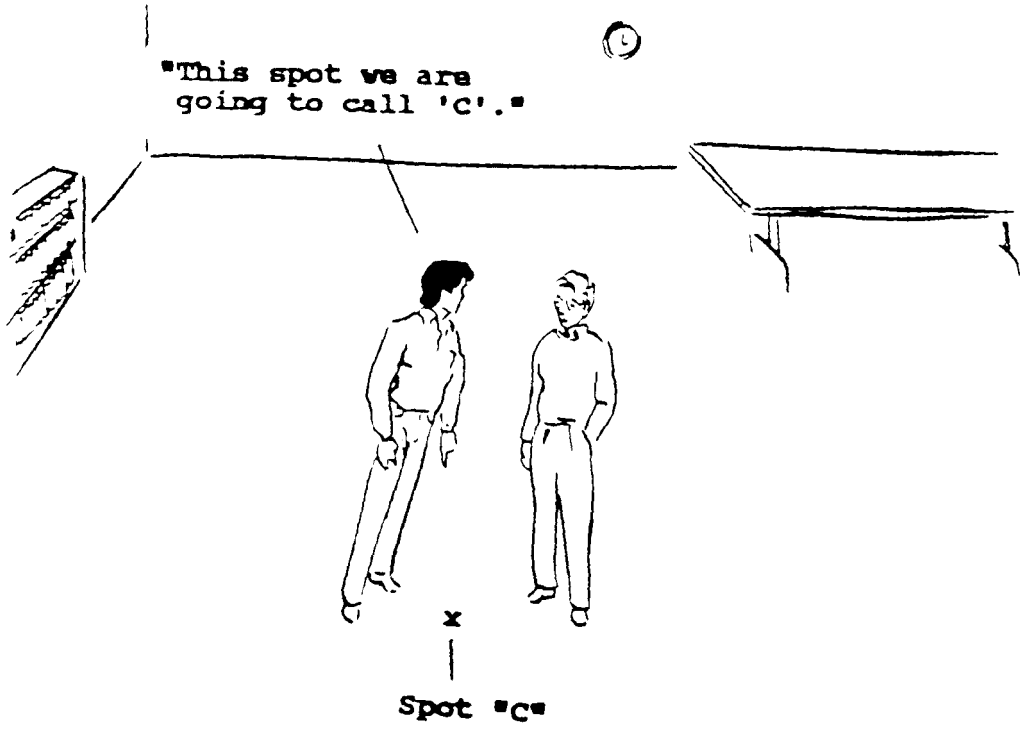
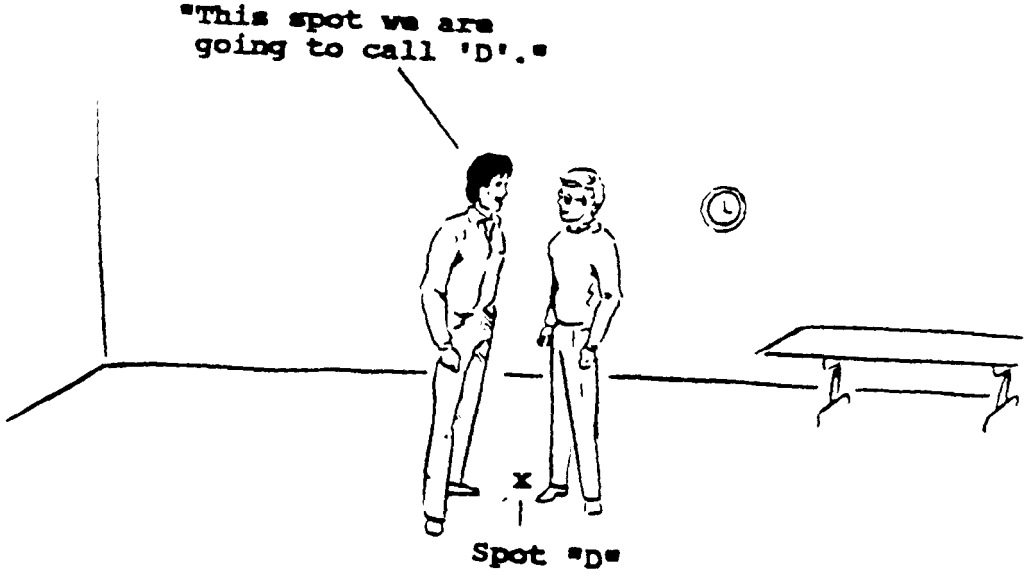
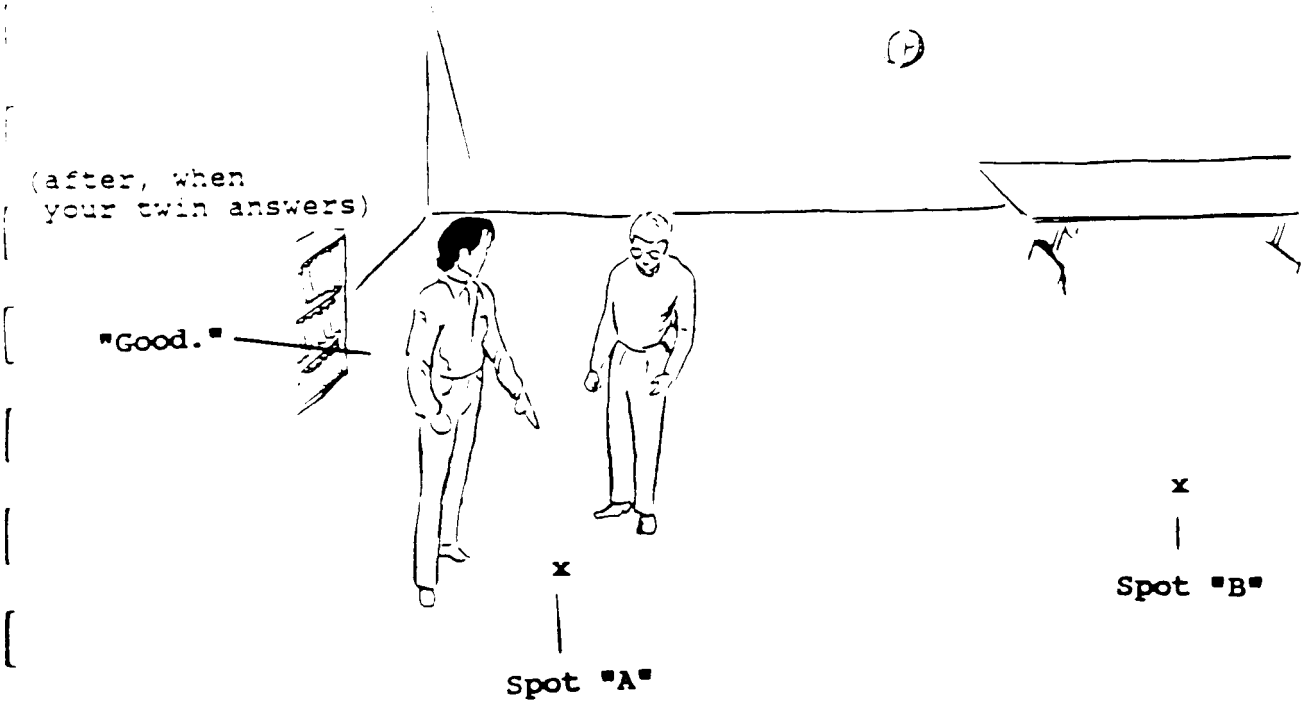
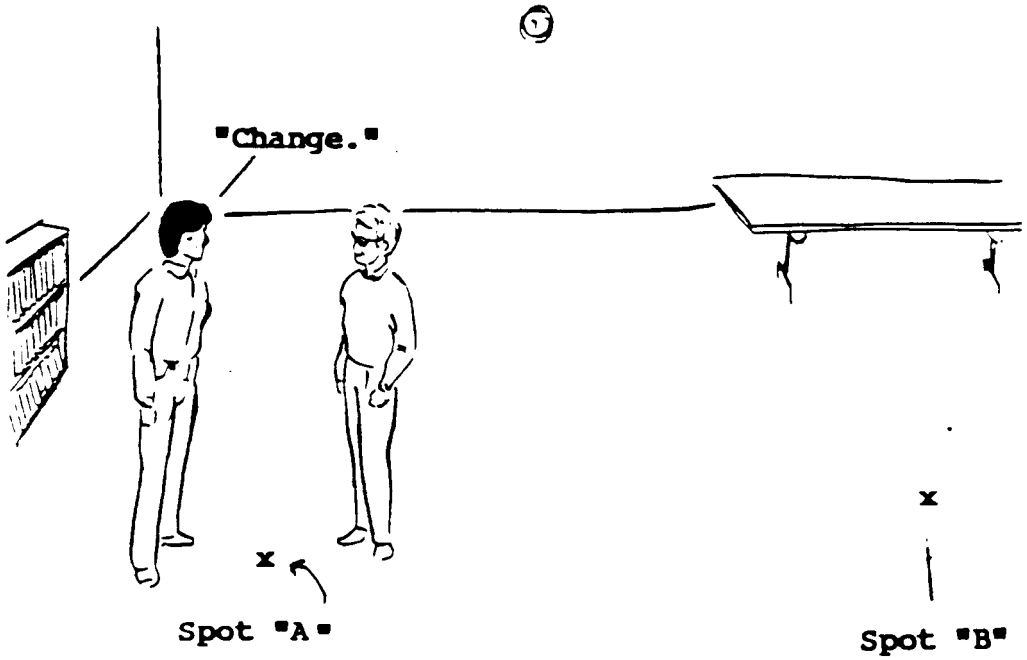




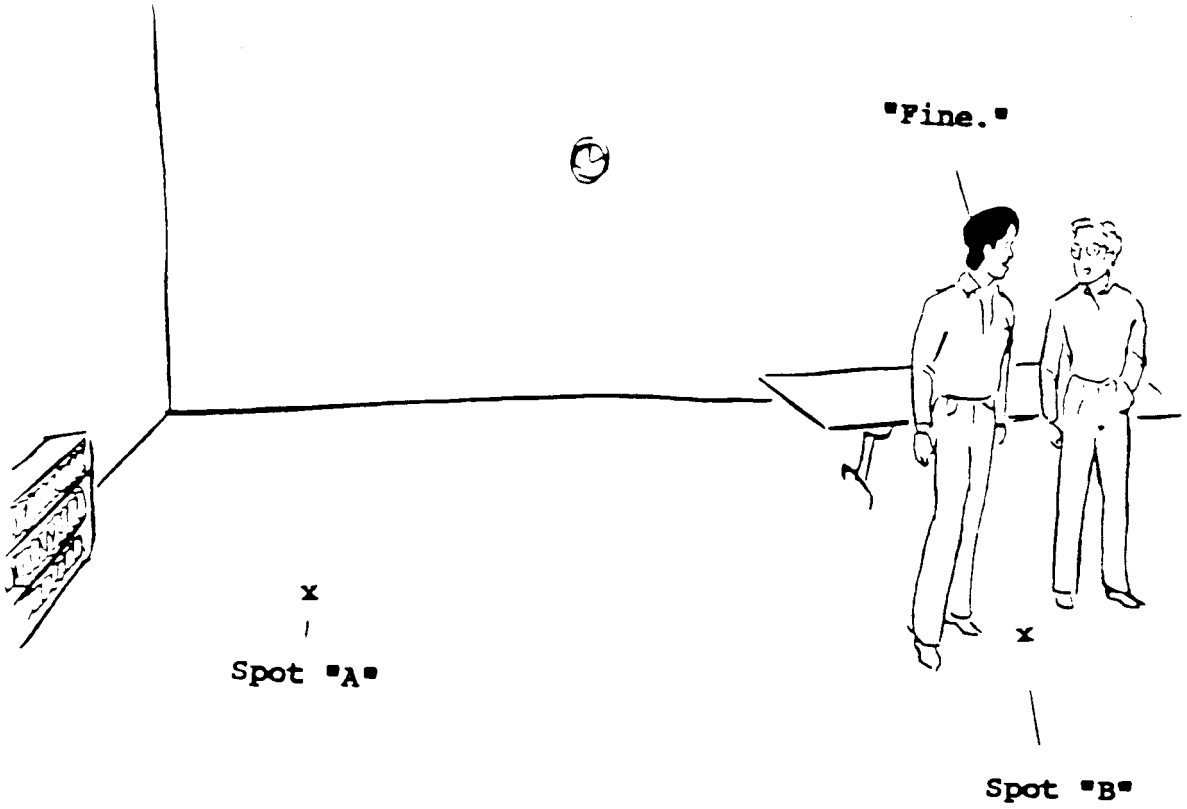
CSI PROD NOV 22 1993 238359

"When I ask you to change the body, I want you to change the body's position from 'A' to 'B'. Do you understand that?"

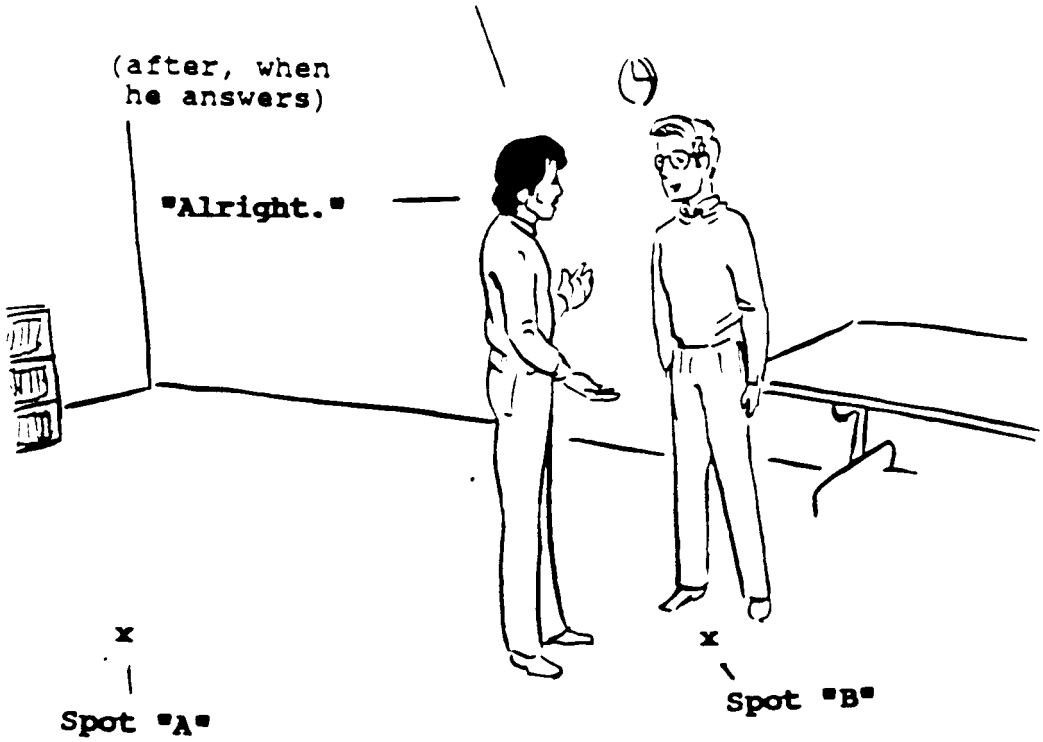




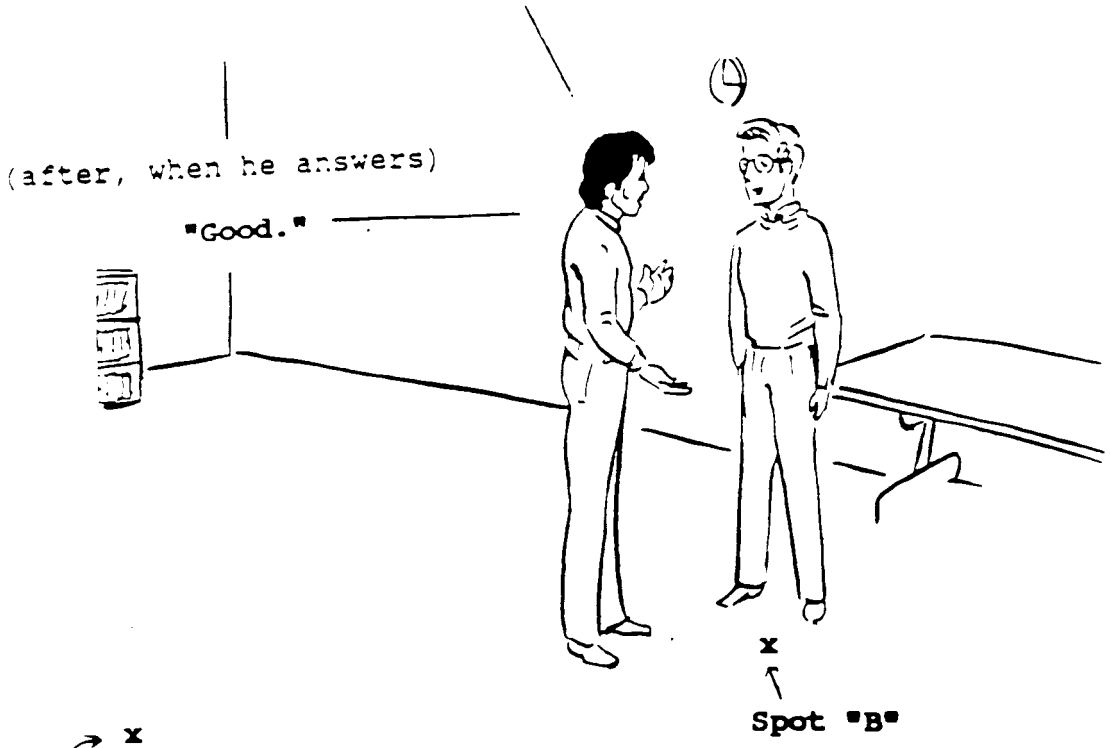
CSI PROD NOV 22 1993 238360



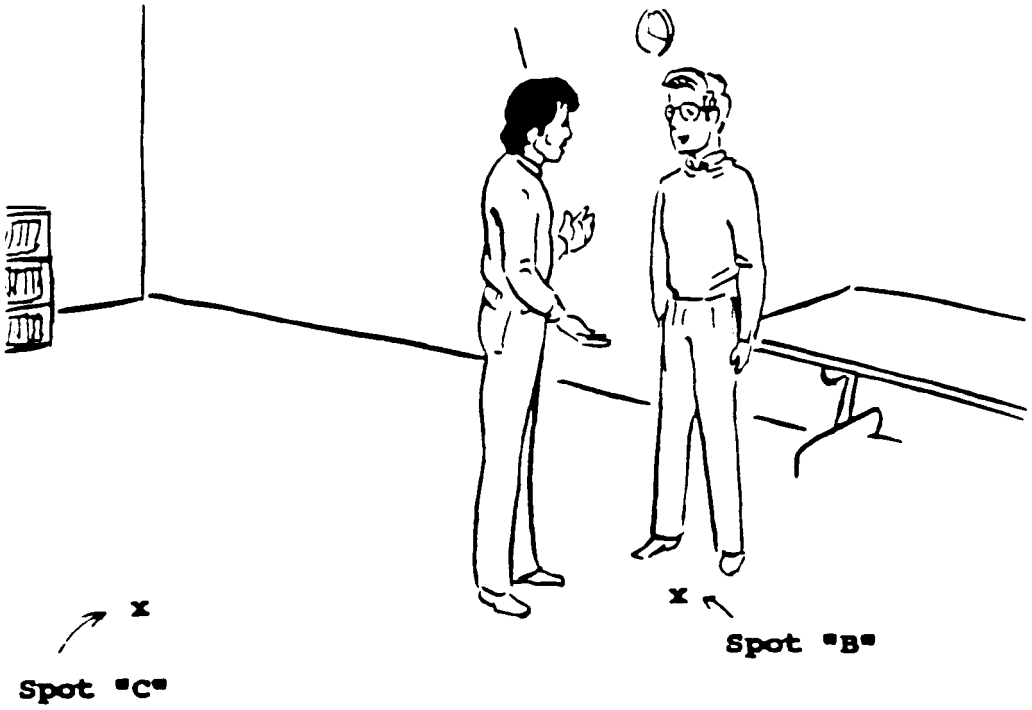
"Did you change the body?"



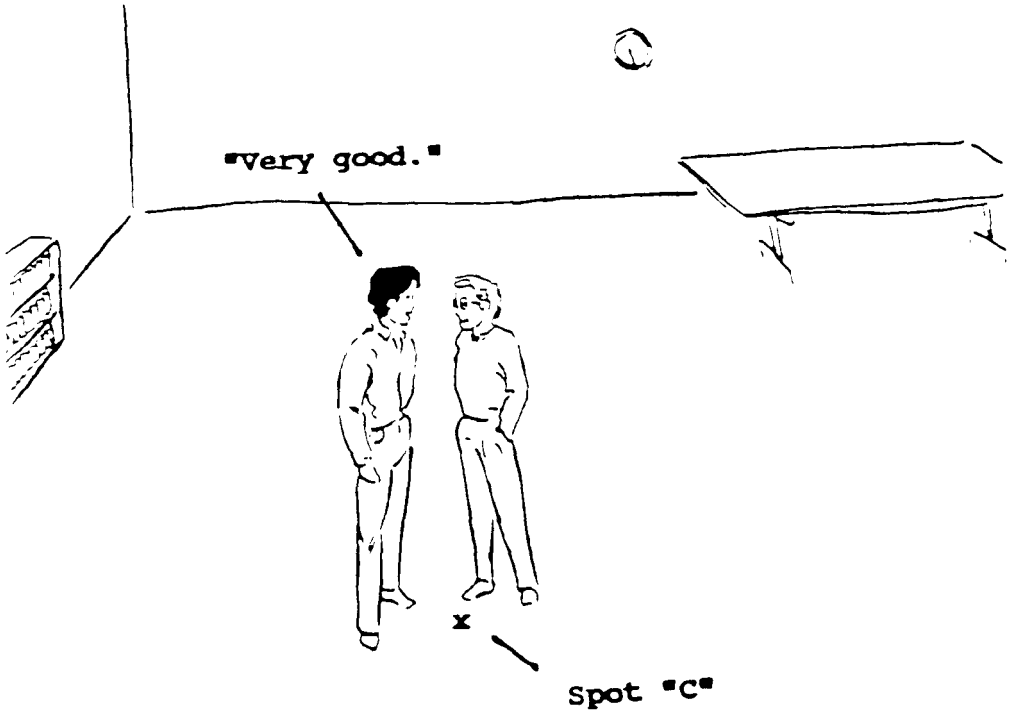
"When I ask you to change the body, I want you to change the body's position from 'B' to 'C'. Do you understand that?"

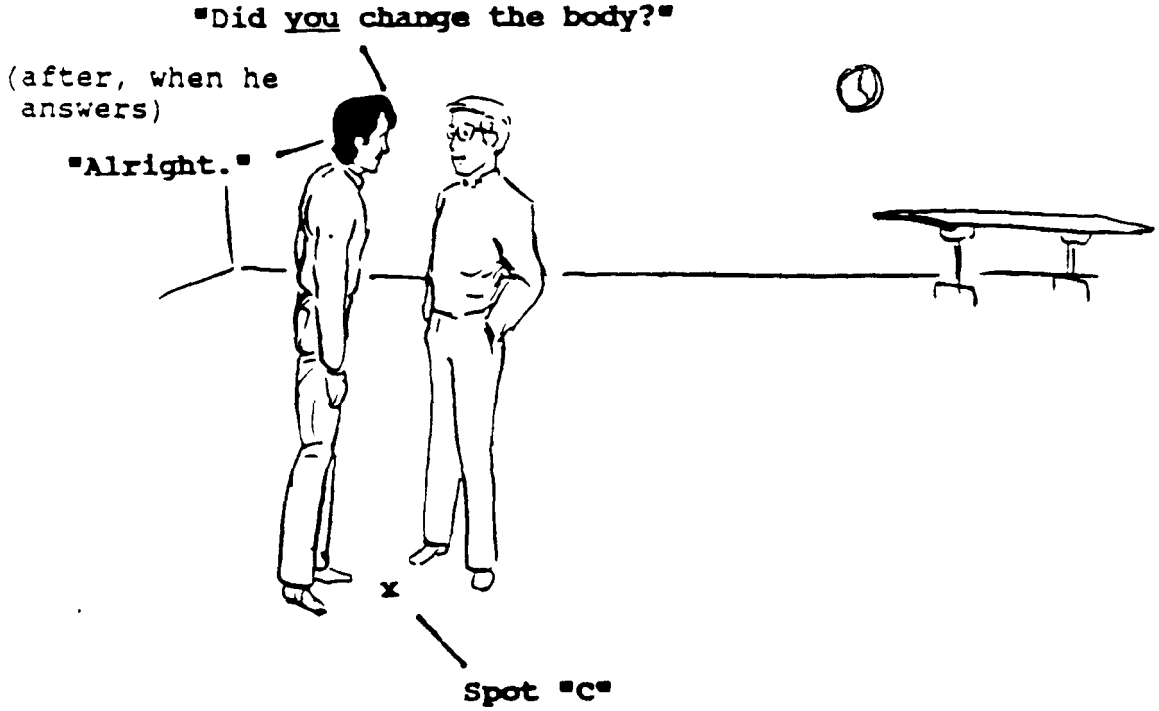


"Change."



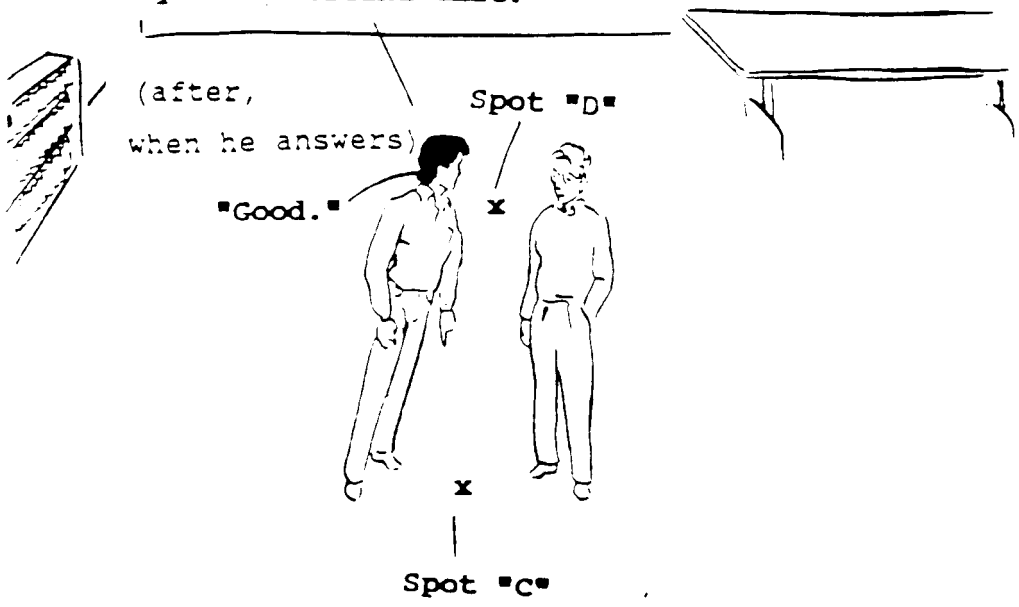
CSI PROD NOV 22 1993 238362

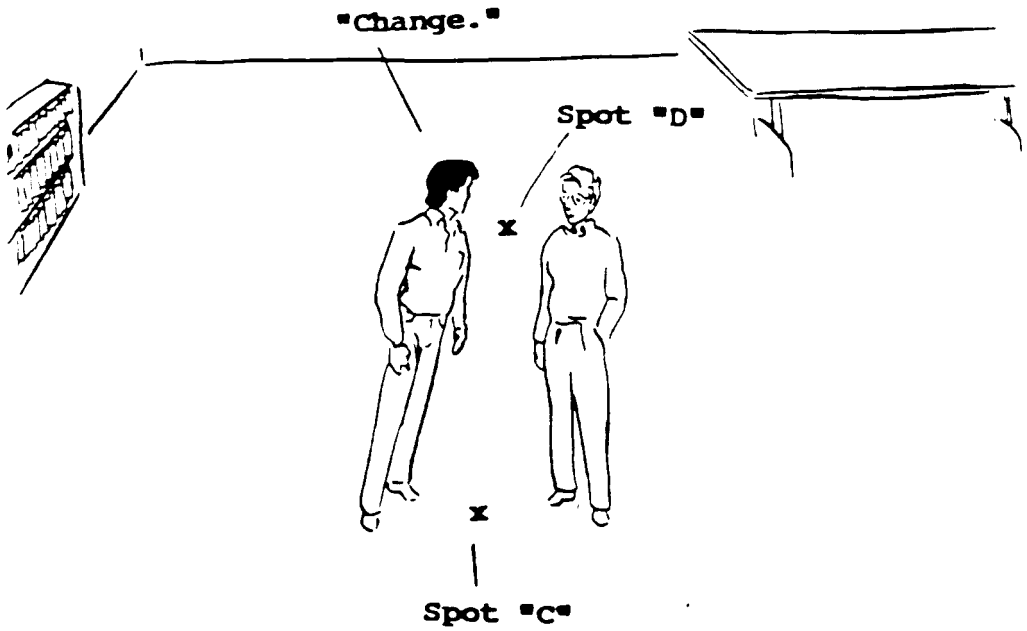




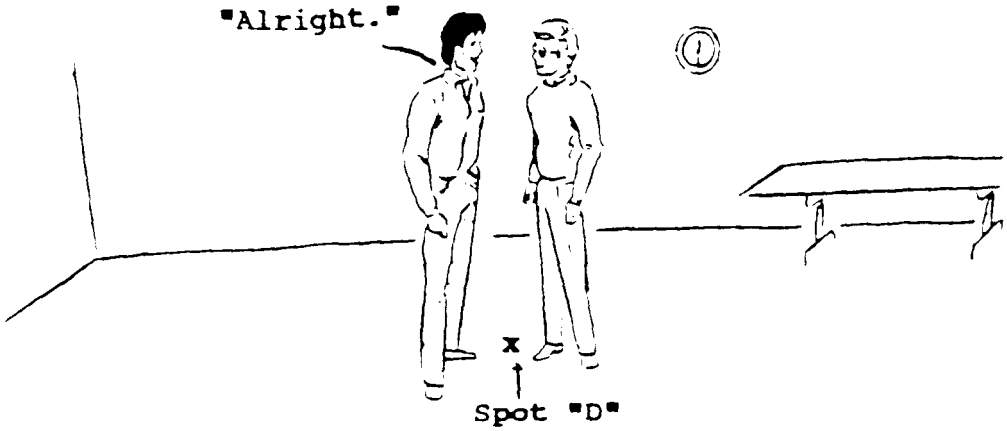
CSI PROD NOV 22 1993 238363

body I want you to change the body's position from 'C' to 'D'. Do you understand that?"



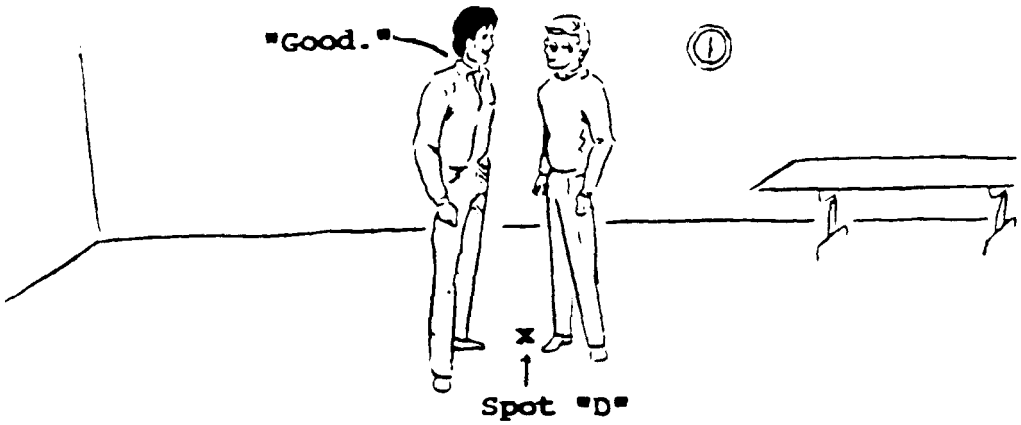


CSI PROD NOV 22 1993 238364



"Did <u>you</u> change the body?"

(after,
when he answers)



CSI PROD NOV 22 1993 238365

STOP:

1. "I AM GOING TO TELL YOU TO GET THE BODY MOVING IN THAT DIRECTION." (Indicate direction with your hand.) "THEN AT SOME POINT ALONG THE LINE I WILL TELL YOU TO STOP. WHEN I DO, I WANT YOU TO STOP THE BODY. DO YOU UNDERSTAND?"

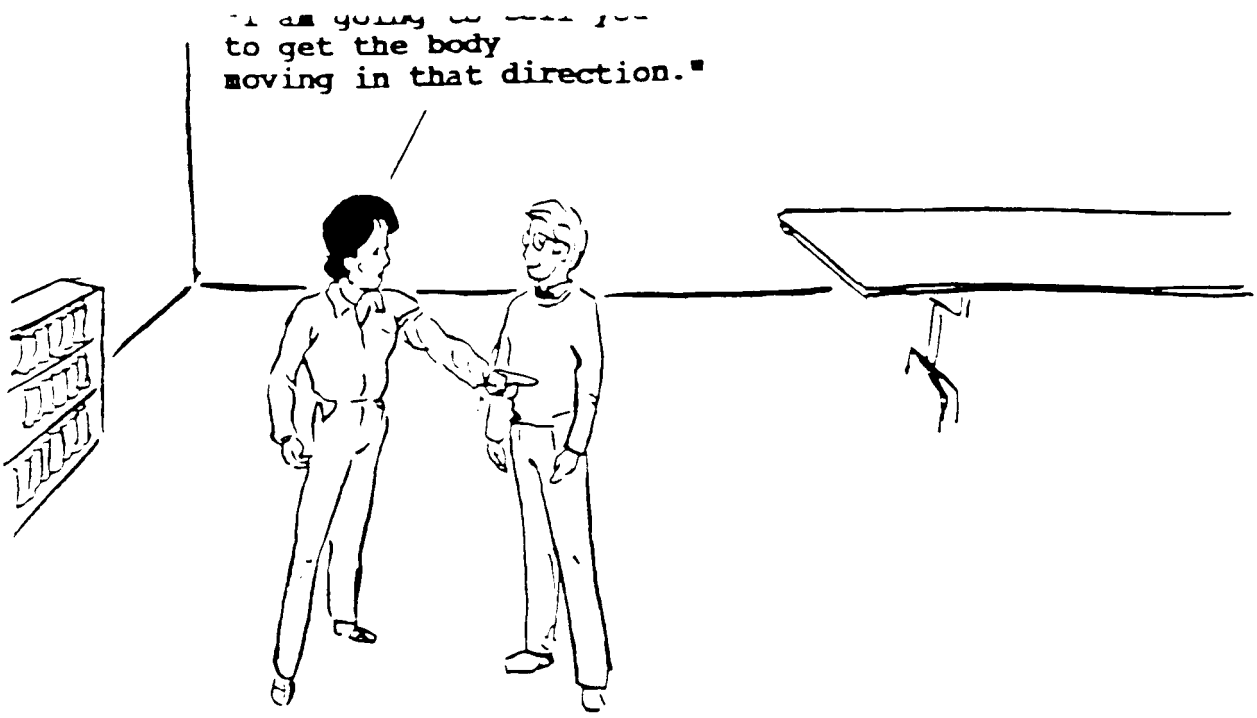
2. "GET THE BODY MOVING IN THAT DIRECTION."

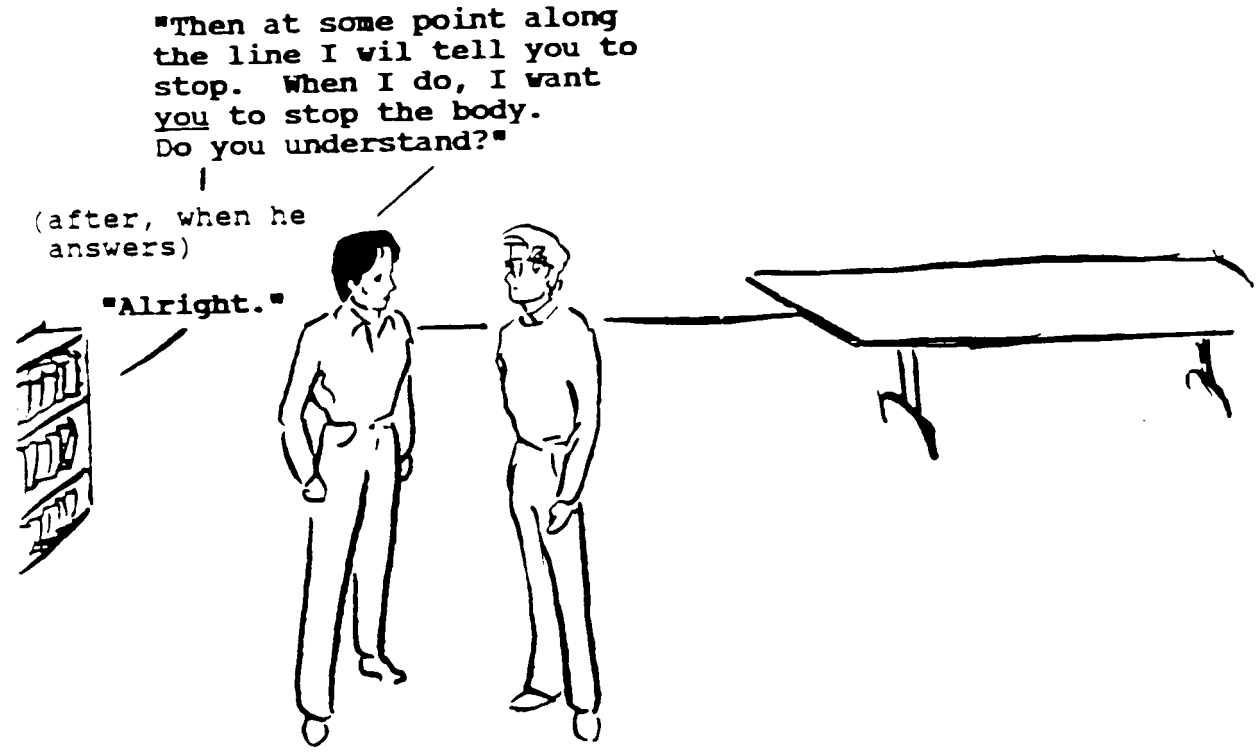
3. "STOP!"

4. DID YOU STOP THE BODY?"

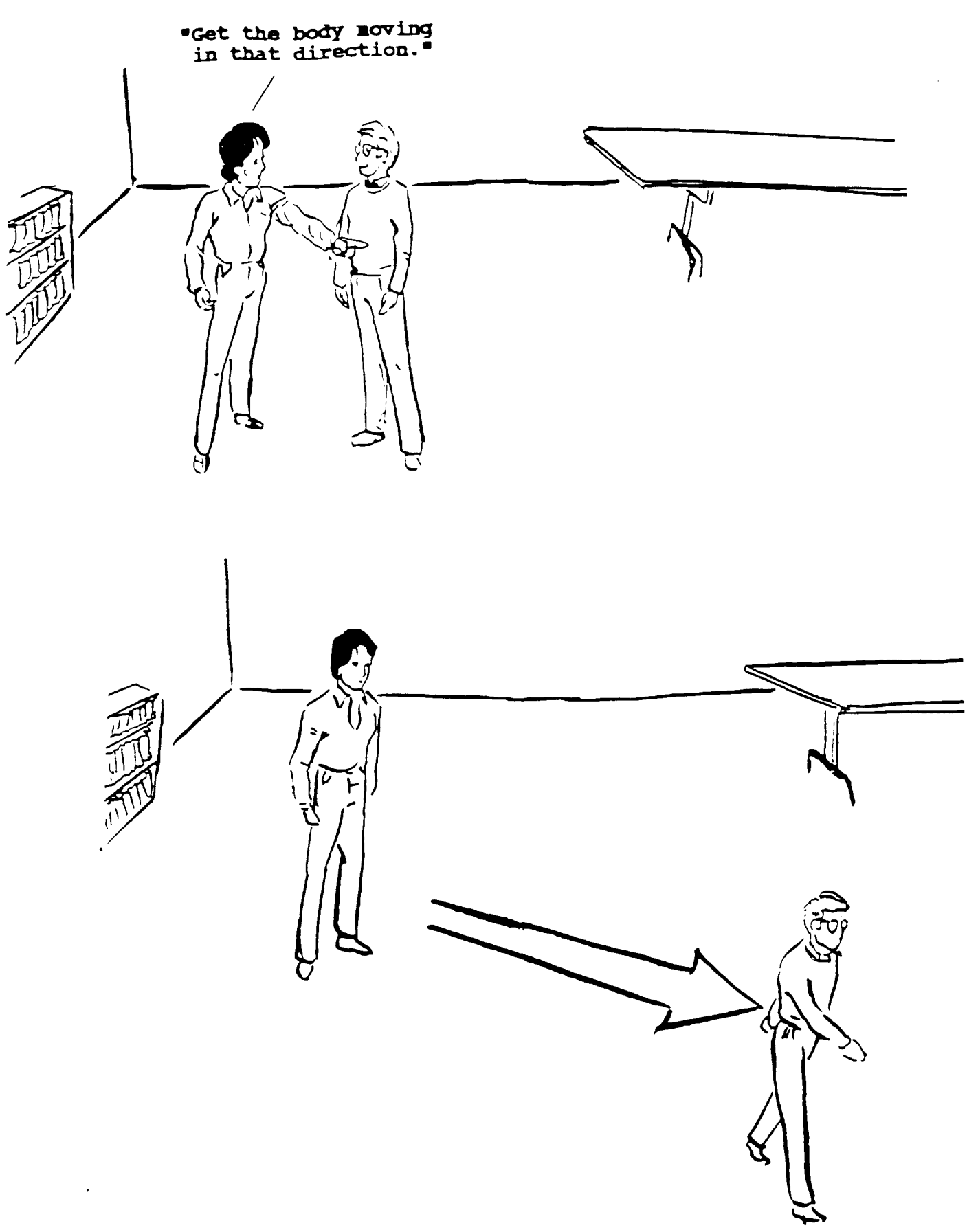
(Repeat commands 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP has been run to a flat point.)

CSI PROD NOV 22 1993 238366

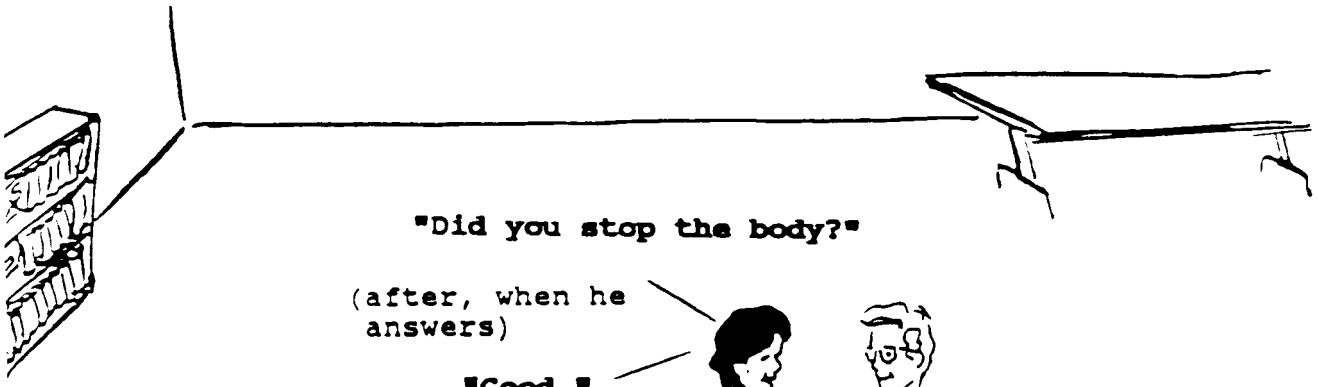




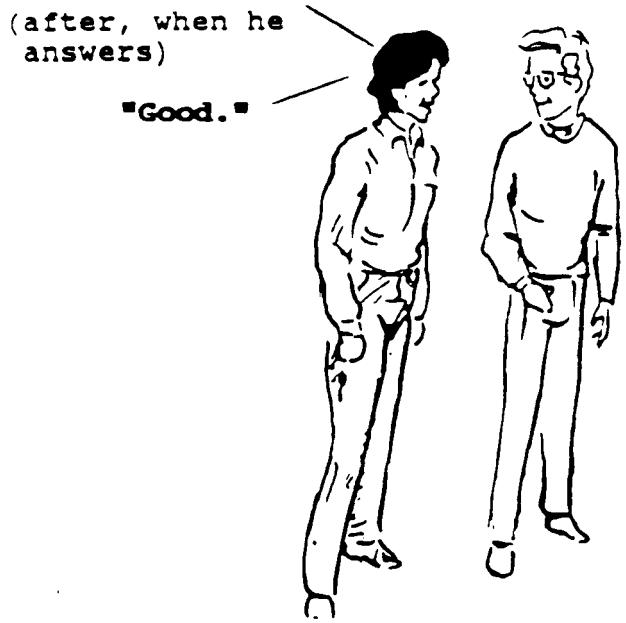
CSI PROD NOV 22 1993 238367



CSI PROD NOV 22 1993 238368



"Did you stop the body?"



400

These three steps (Start, Change, Stop) are done in that order and then repeated. It will be found that once Stop has been flattened, Start is now unflattened and can be flattened all over again by running it anew. Similarly, Change will be found to be unflat and again Stop will be found to be unflat. Thus, one runs Start and one runs Change and then one runs Stop, in that order, over and over again until all three appear to be flat.

One should not then suppose that the whole of Start - Change - Stop is flat since he still has STOP SUPREME to run.

CSI PROD NOV 22 1993 238370

STOP SUPREME

1. **"I'M GOING TO ASK YOU TO GET THE BODY MOVING. AND AT SOME POINT I AM GOING TO TELL YOU TO STOP. AND WHEN I DO, I WANT YOU TO STOP THE BODY AS FAST AS YOU CAN AND HOLD IT AS STILL AS YOU CAN. OKAY?"**

2. **"GET THE BODY MOVING."**

3. **"STOP!"**

4. **"DID YOU DO IT?"**

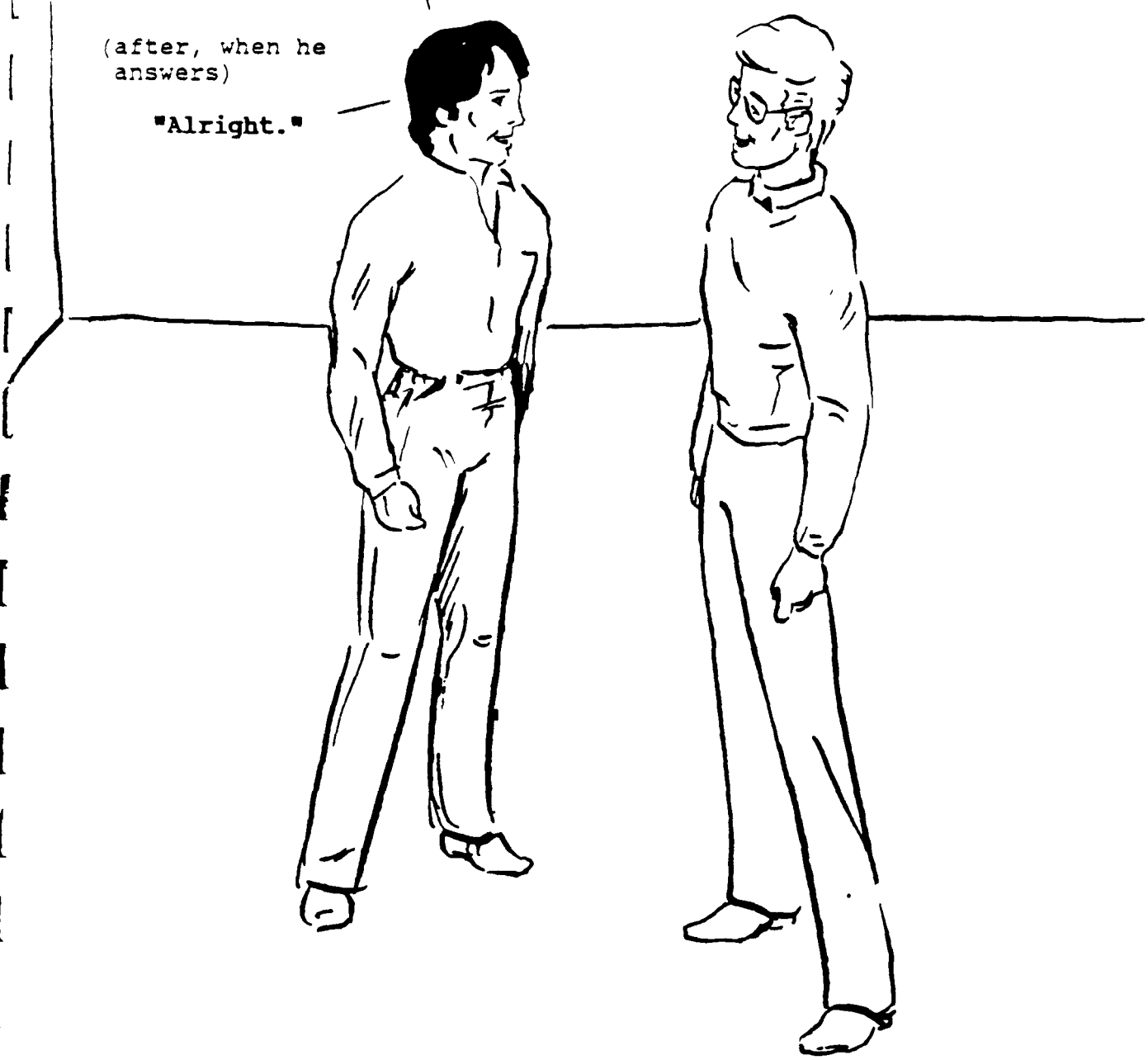
(Repeat command 1, 2, 3, 4, 1, 2, 3, 4, etc., until STOP SUPREME has been run to a flat point.)

CSI PROD NOV 22 1993 238371

"I'm going to ask you to
get the body moving.
And at some point
I am going to tell you to stop.
And when I do,
I want you to stop the body as
fast as you can and hold it
as still as you can. Okay?"

(after, when he
answers)

"Alright."



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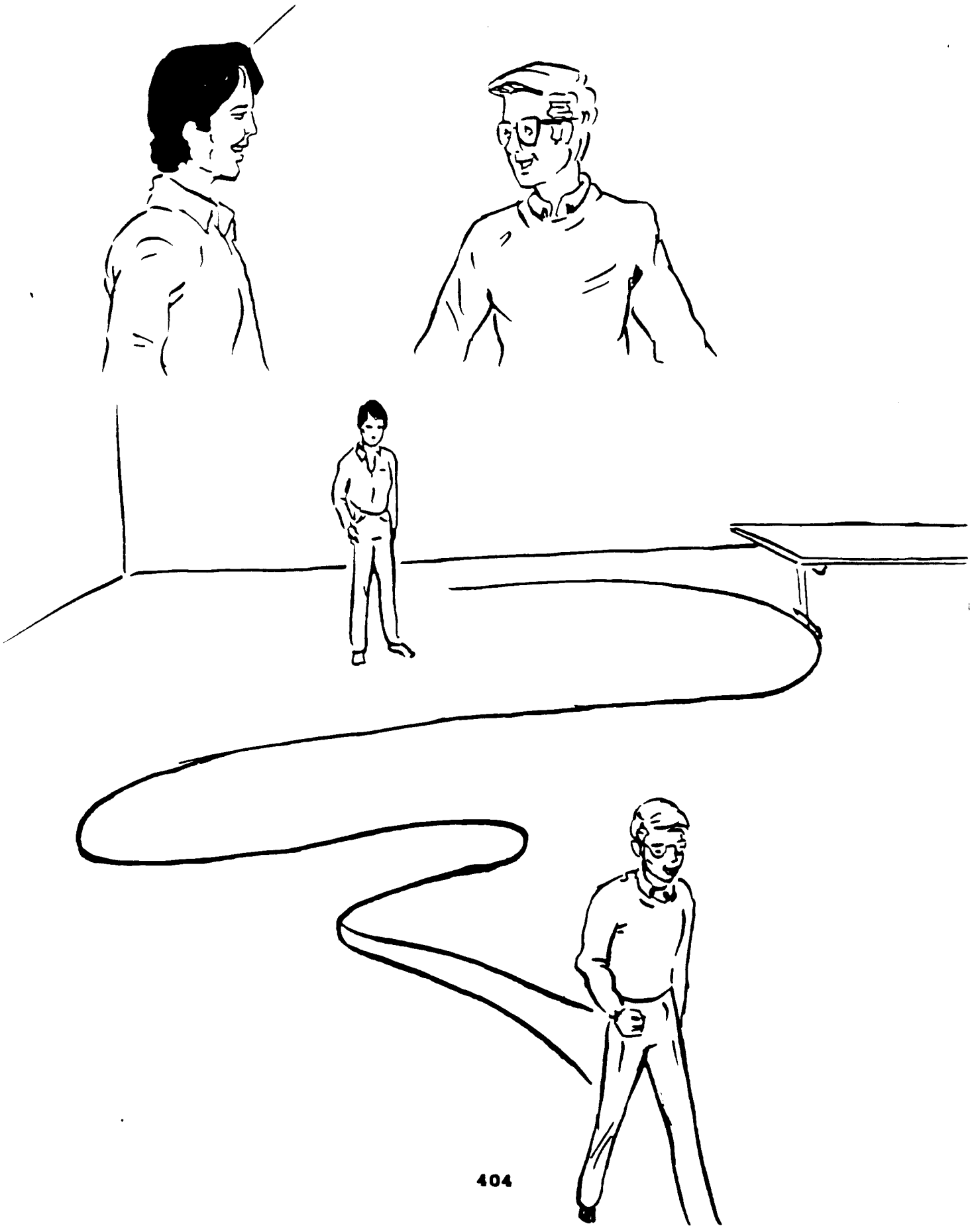
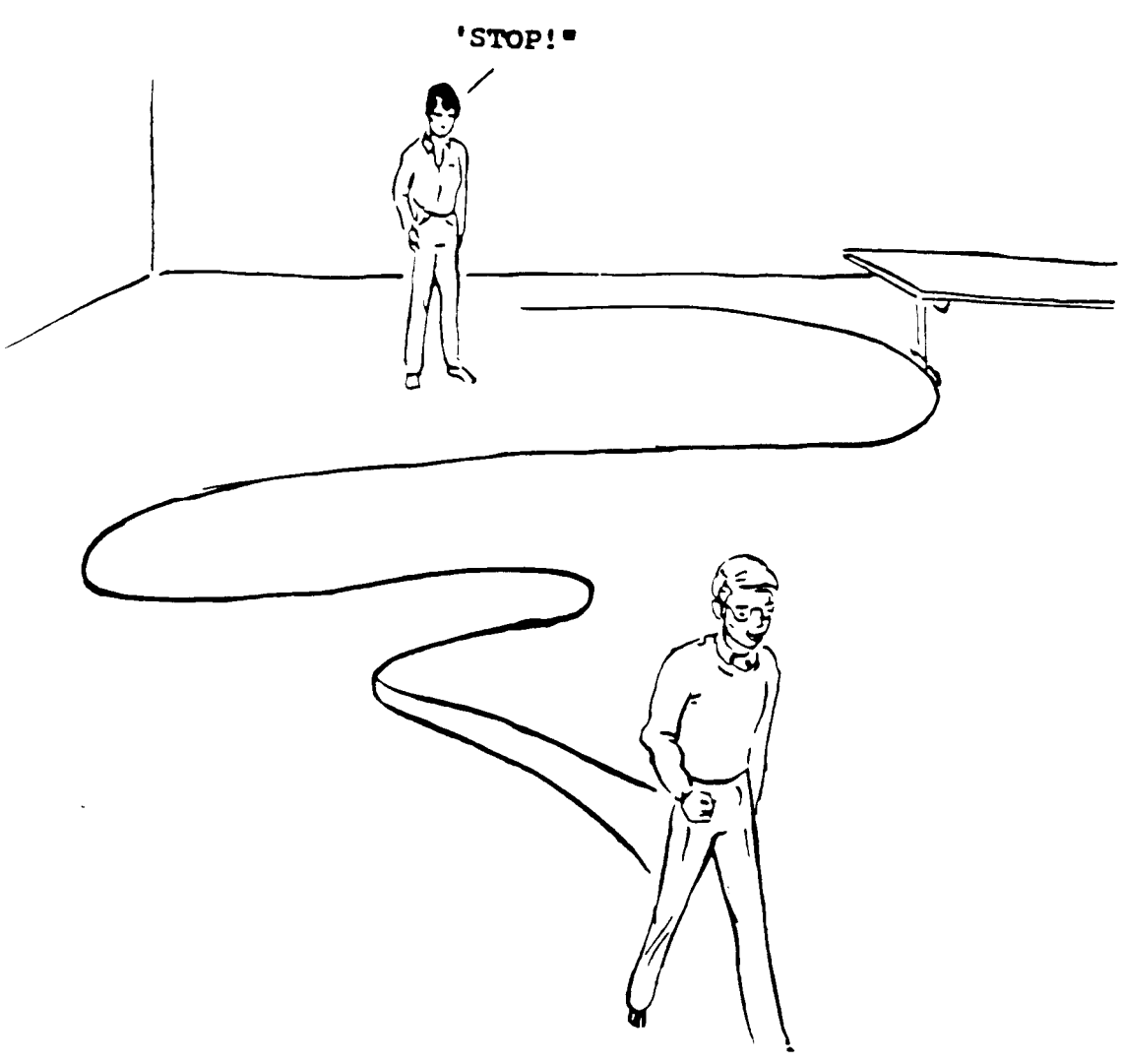
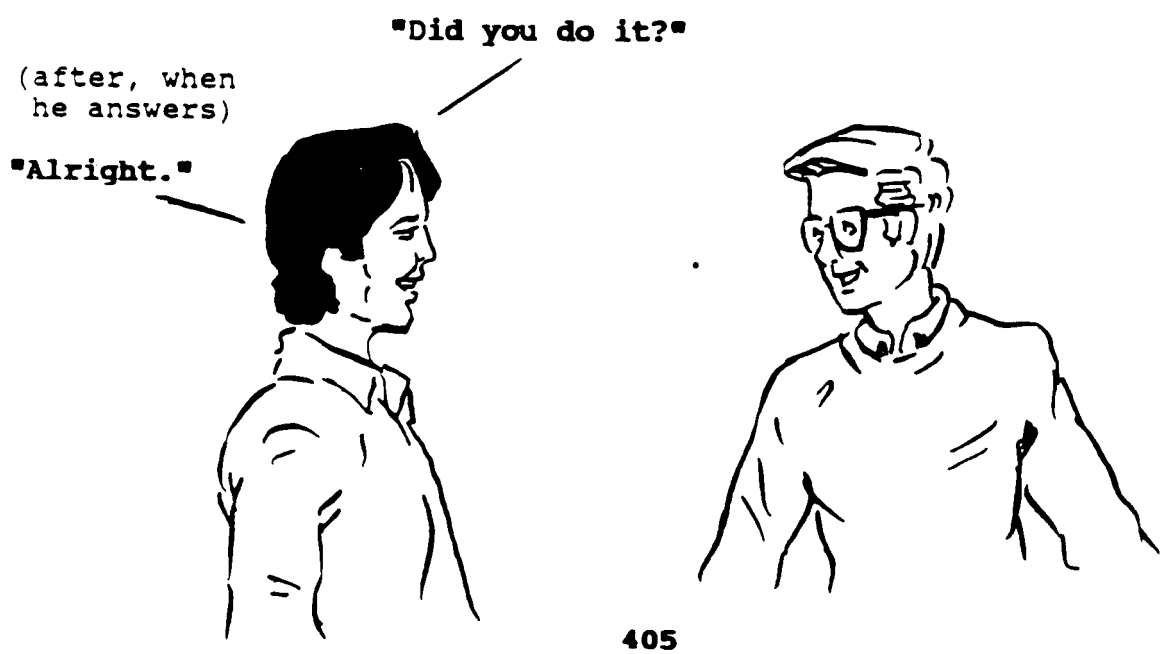
"Get the body moving."




'STOP!"


"Did you do it?"
(after, when he answers)
"Alright."

You would now run Start again on the body and so on, until neither Start, Change, Stop nor Stop Supreme produces change and your twin has a cognition and very good indicators.

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Always acknowledge your twin for every execution of the START - CHANGE - STOP commands.

Whenever your twin is standing to execute a command, you are standing next to him. You should guide your twin around slightly -- not by touching him very much, but occasionally attracting his attention with a tap on the elbow. This puts a reality there and brings about greater ARC in the session.

START - CHANGE - STOP can be run very sloppily by some students who do not have very much experience with it. The only way to err (make a mistake or error) on running START - CHANGE - STOP is in the direction of imprecision and bad ARC. ARC does not mean non confronting. It is perfectly easy to be precise with high ARC.

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SECTION TEN -

OBJECTIVE EXERCISE TEN

OBJECTIVE EXERCISE 10

The commands for this exercise are:

PART A

1. **"DO YOU SEE THAT CHAIR?"**

2. **"GO OVER TO IT AND PUT YOUR HAND ON IT."**

3. **"NOW LOOK AT THAT LAMP."**

4. **"NOW WALK OVER TO IT AND PUT YOUR HAND ON IT."**

This is done with various objects, without specifically designating (pointing out) spots of a more precise nature than an object, until your twin is very certain that he is in good communication with these objects and walls and other parts of the room. Always acknowledge your twin for every execution of the commands.

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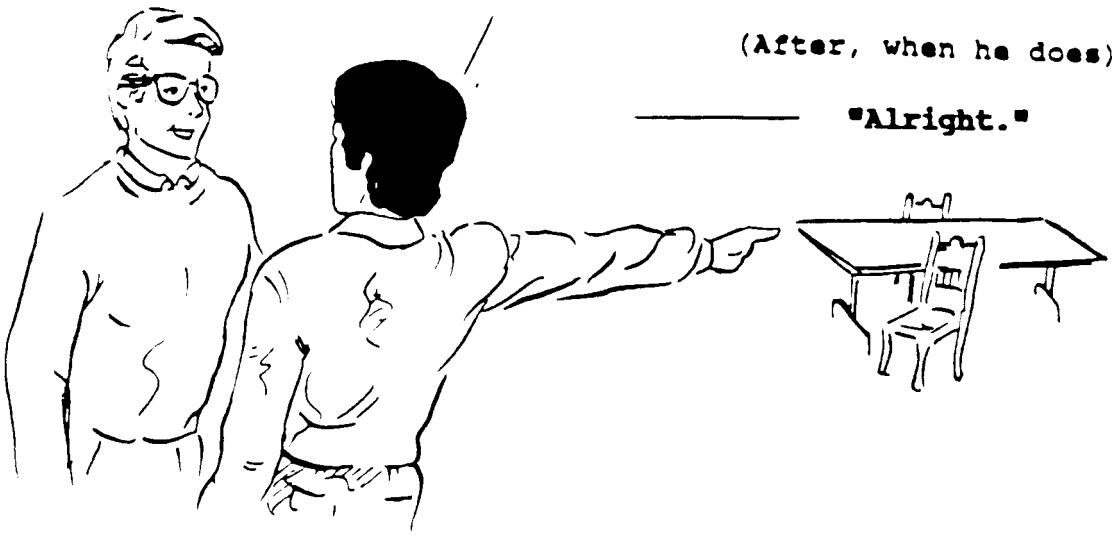
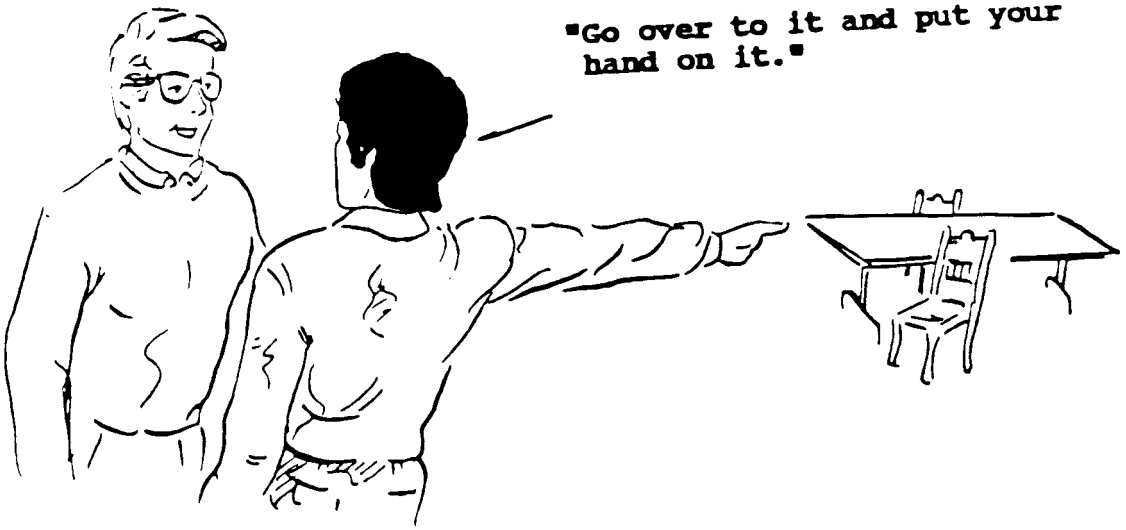
"Do you see that chair?"

(After, when he does)

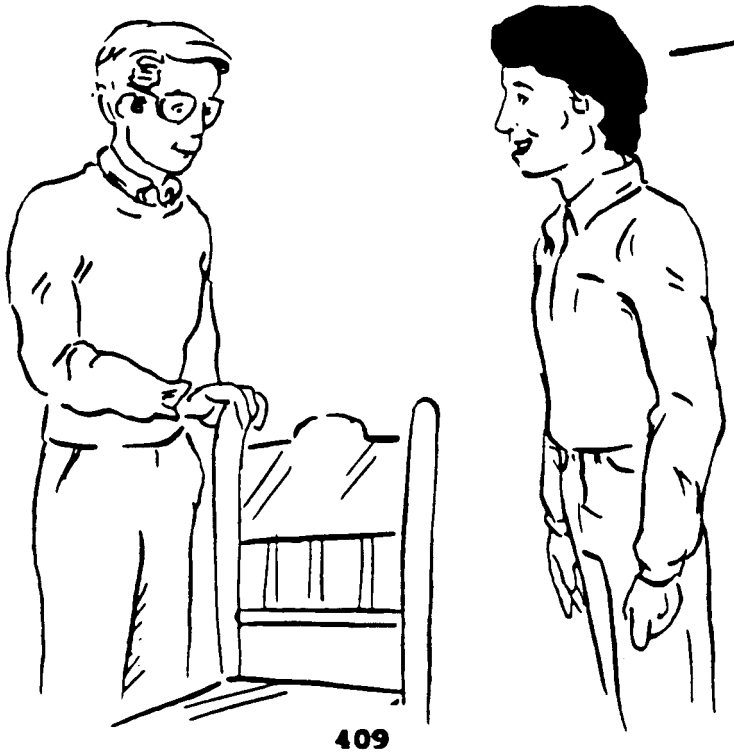
"Alright."



"Go over to it and put your hand on it."



"Good."



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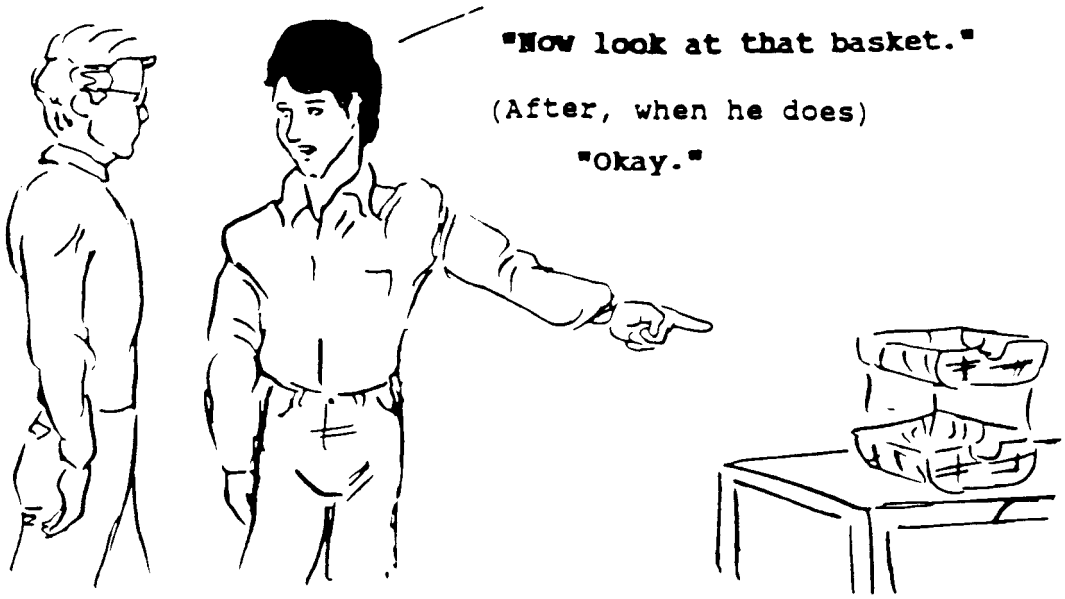

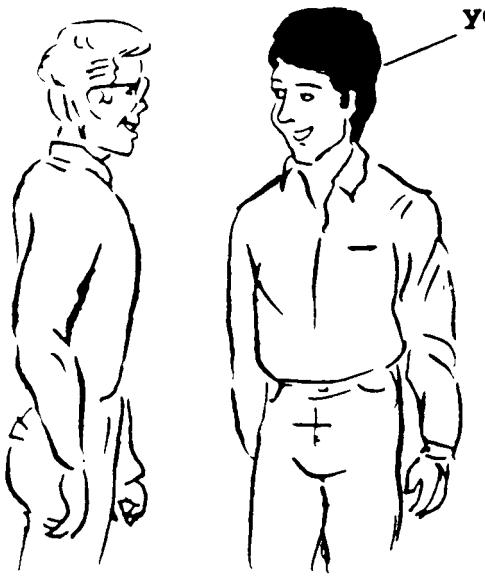

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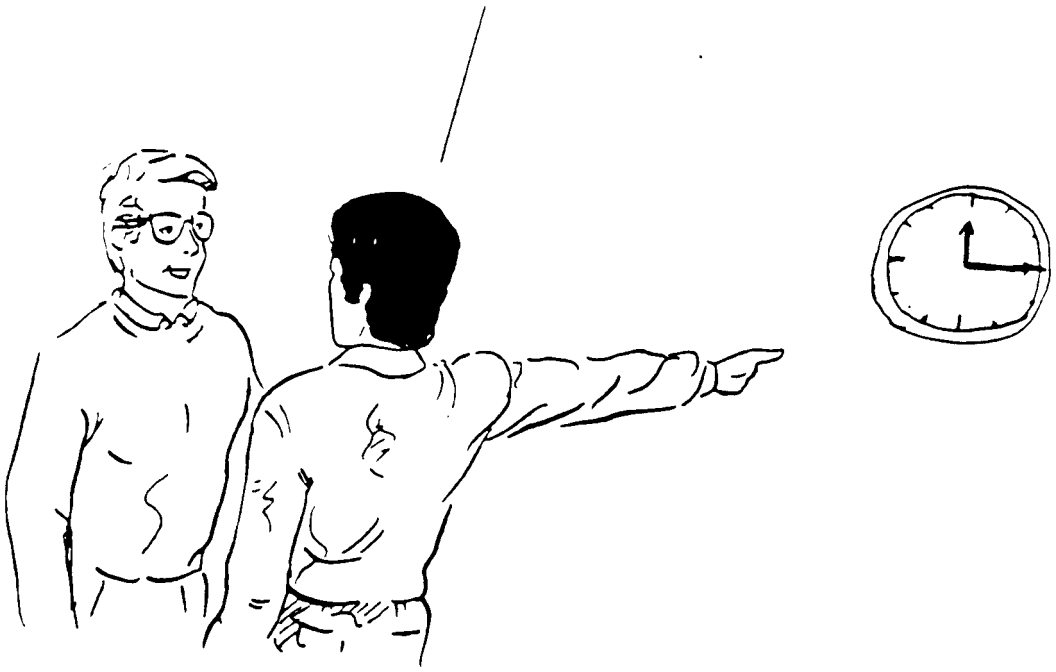
"Do you see that clock?"



Continue the exercise indicating different objects in the room.

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The exercise is run until the following manifestations of communication lag (and any others you may encounter) are no longer present: The twin just brushing the object he is told to touch, looking away from it very quickly, not looking at it at all, looking at you instead of the object he was told to touch, carrying out the command before it is given, such as going over to touch the lamp when all you said is "Do you see that lamp?", complaining about the exercise in any way, objecting to being ordered to do the actions, unwillingness to touch the items designated, putting all his attention on creating an effect on you, and apathy, grief, anger, fear, boredom, turned on by this exercise.

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Then you can become very specific about the selection of spots for your twin to touch. For example:

1. **"DO YOU SEE THAT BLACK MARK ON THE LEFT ARM OF THAT CHAIR?"**

2. **"GO OVER AND TOUCH IT WITH YOUR RIGHT INDEX FINGER."**

3. **"NOW TAKE YOUR FINGER OFF IT."**

4. **"DO YOU SEE THE LOWER BOLT ON THE LIGHT SWITCH PLATE?"**

5. **"NOW GO OVER TO IT AND TOUCH IT WITH YOUR LEFT RING FINGER."**

6. **"NOW TAKE YOUR FINGER OFF IT."**

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This step can be kept up for a long time. It has an infinity of variations. But it is not the variations that work, it is the making and breaking of communication with the actual designated spots. You can do the following at this point: Make certain that your twin is doing the exercise by asking questions such as, "Are you touching the doorknob?" "Where is the doorknob?" "What is its shape?" "What is its color?" "What sort of texture does it have?" "Are you sure you are touching it?" "Can you feel it?" "Look at it." "Who is touching it?" "Who is holding your hand there?" "Whose hand is on the doorknob?" "Where is the doorknob?" "When is it there? You can badger (persistently question) your twin in the above fashion until his actions show that he is in communication with the object and until he is not angered by your questioning and directions.

Run 1, 2, 3, 4, 5, 6, 1, 2, 3, 4, 5, 6, 1, 2, etc., until your twin has a uniform (unchanging) perception (observation) of any and all objects in the room including the walls, the floor and the ceiling. At that point, go on to Part B.

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PART B

1. **"FIND A SPOT IN THIS ROOM."**

2. **"GO OVER TO IT AND PUT YOUR FINGER ON IT."**

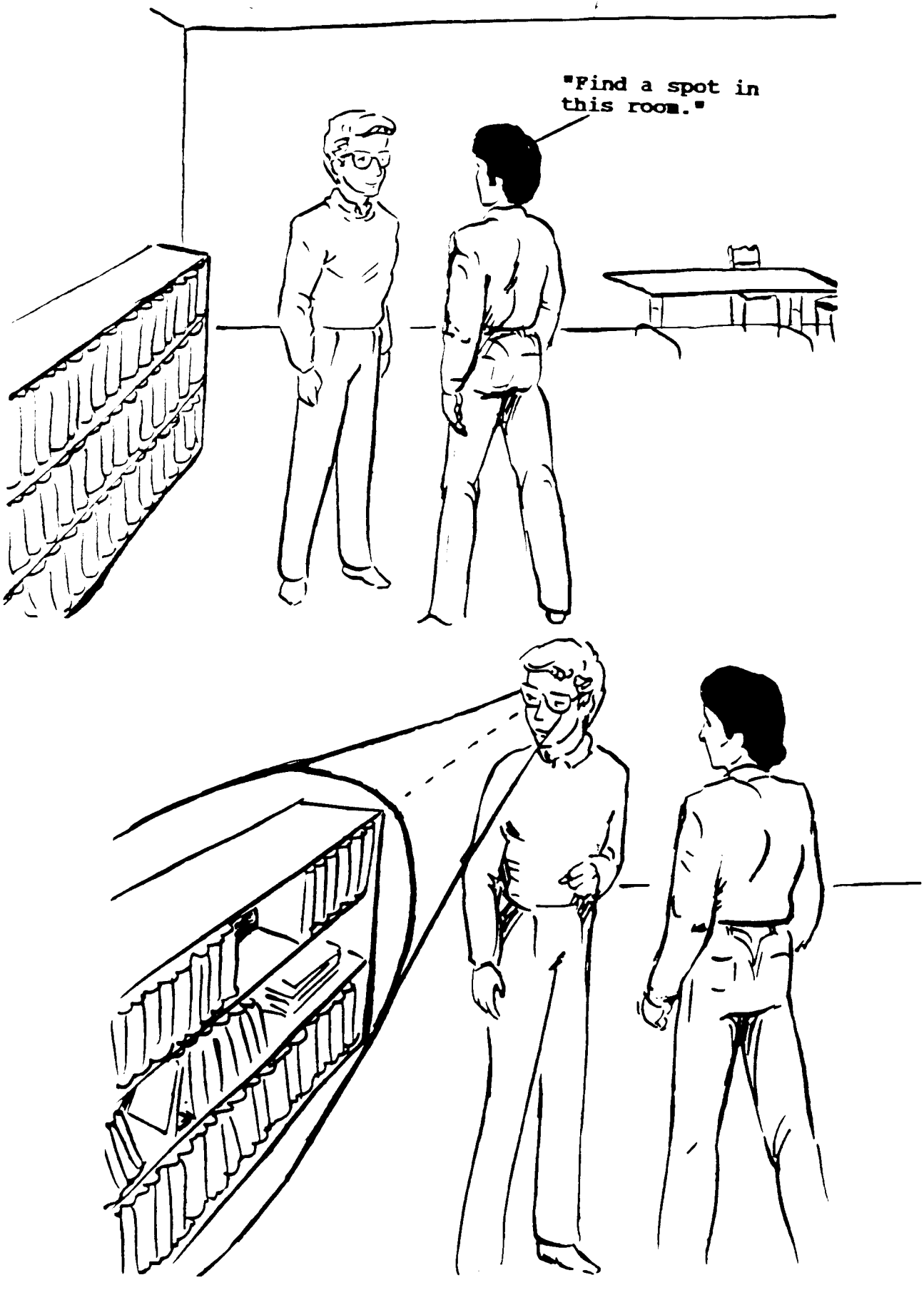
3. **"NOW LET GO OF IT."**

It must be emphasized (stressed) that your twin is not to act upon a command until the command is given and must not let go until told to let go.

Many things turn up in running this procedure such as the fact that a person cannot look at walls, etc.

This is run 1, 2, 3, 1, 2, 3, 1, 2, 3, etc., permitting your twin to select spots until such time as all communication lag is flat and until he is freely selecting spots on the walls, objects, chairs, etc., with no specialization (being particular; not general) whatsoever - which means that his perception of the room has become uniform. At that point, go on to Part C.

CSI PROD NOV 22 1993 238385



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CSI PROD NOV 22 1993 238388

PART C

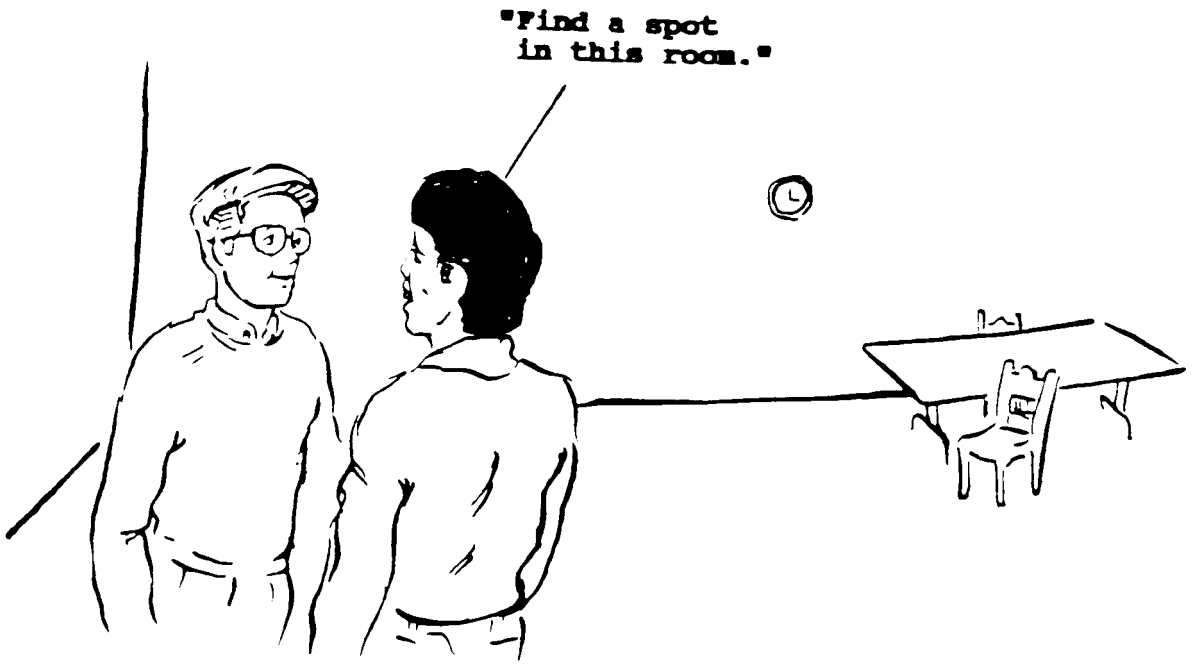
1. "FIND A SPOT IN THE ROOM."

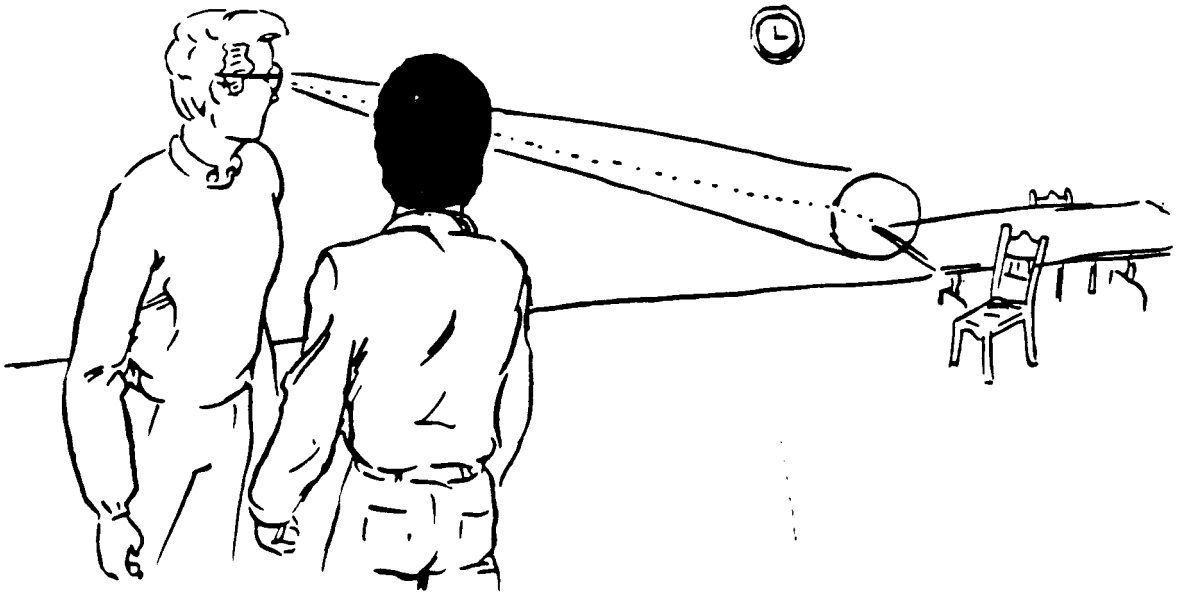
2. "MAKE UP YOUR MIND WHEN YOU ARE GOING TO TOUCH IT AND THEN TOUCH IT."

3. "MAKE UP YOUR MIND WHEN YOU ARE GOING TO LET GO OF IT, AND LET GO."

Run 1, 2, 3, 1, 2, 3, 1, 2, 3, etc., until this exercise is flat.

CSI PROD NOV 22 1993 238389





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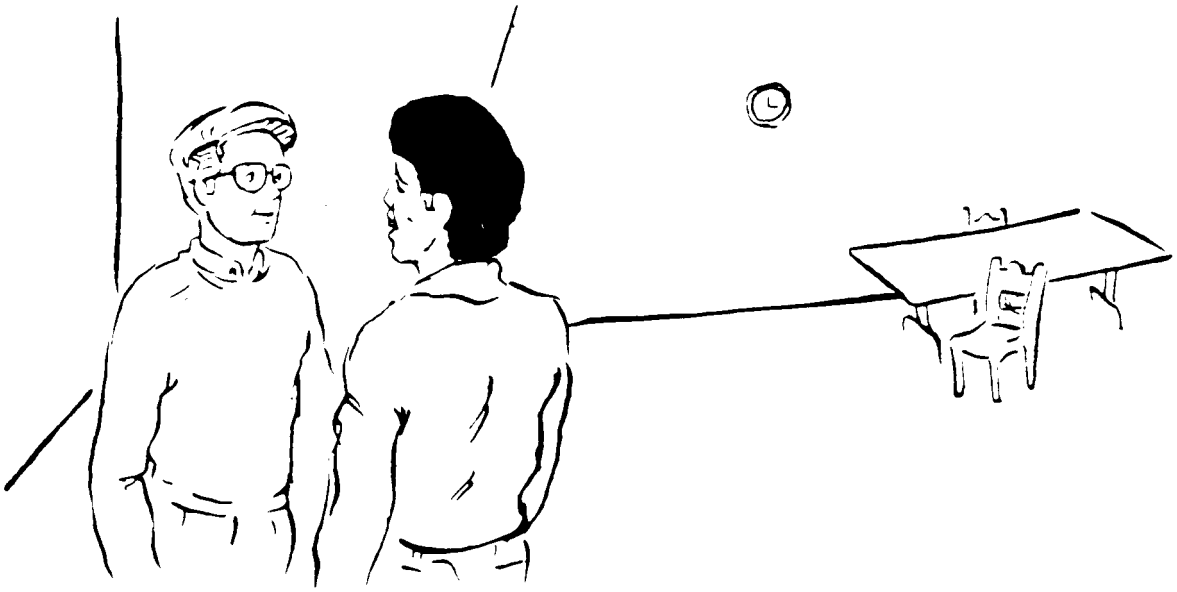
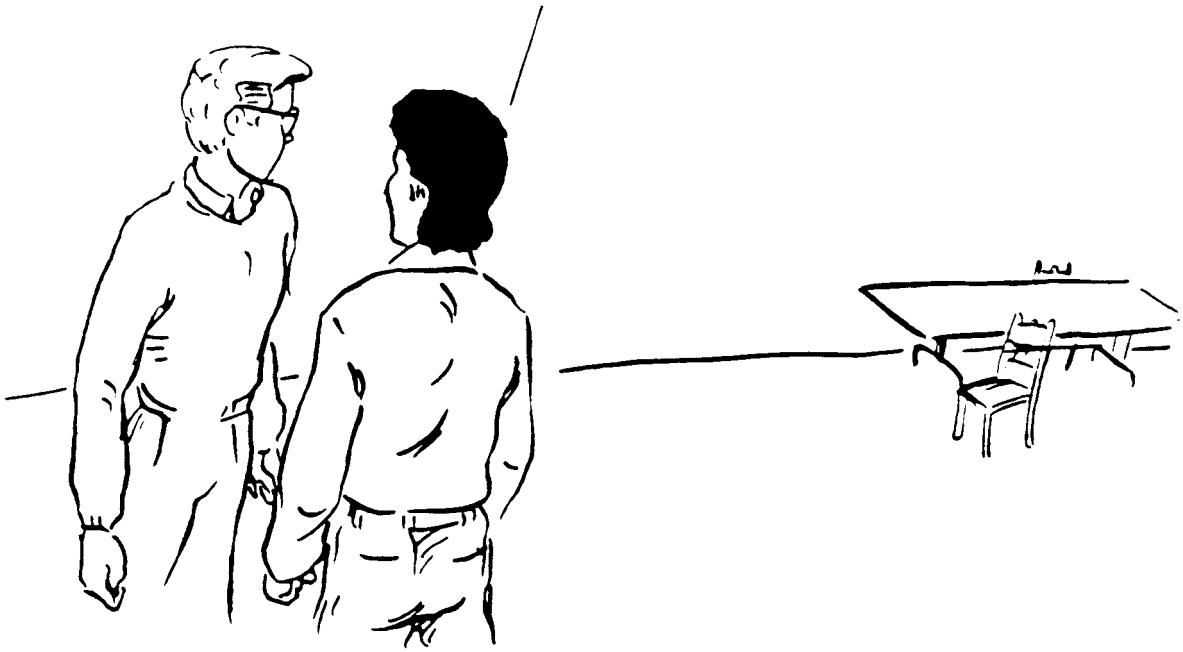
"Thank you."

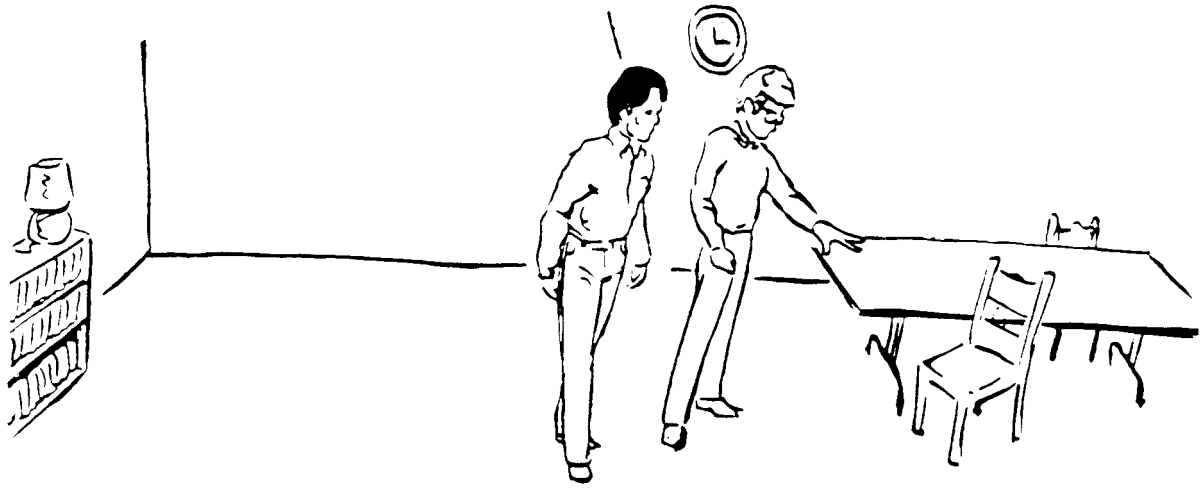


"Make up your mind when you are going to touch it and then touch it."

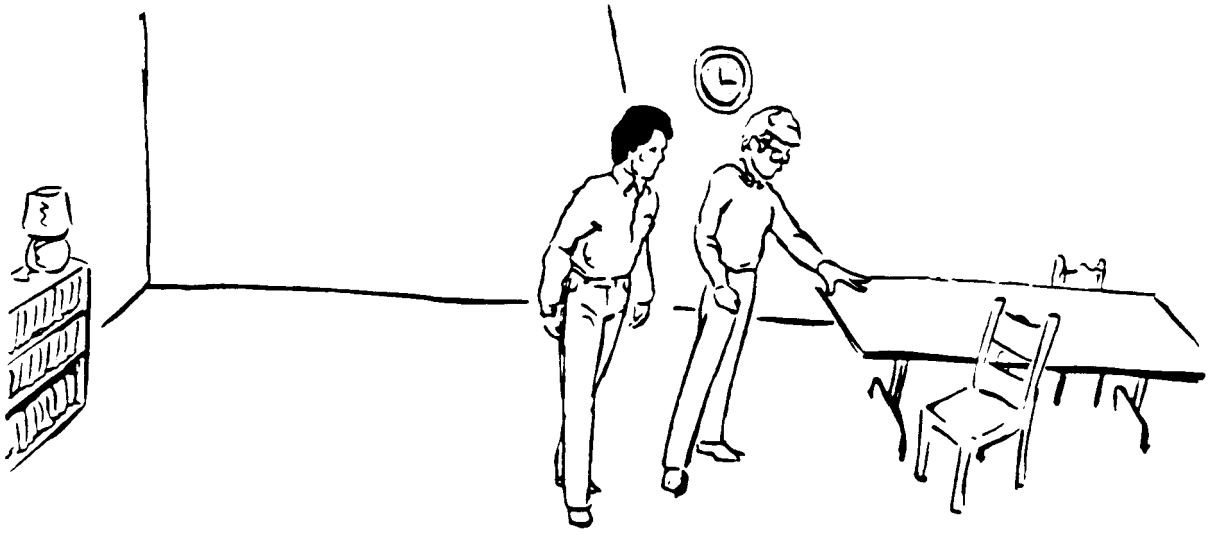


CSI PROD NOV 22 1993 238391

"Good."



"Make up your mind when you are going to let go of it and let go."



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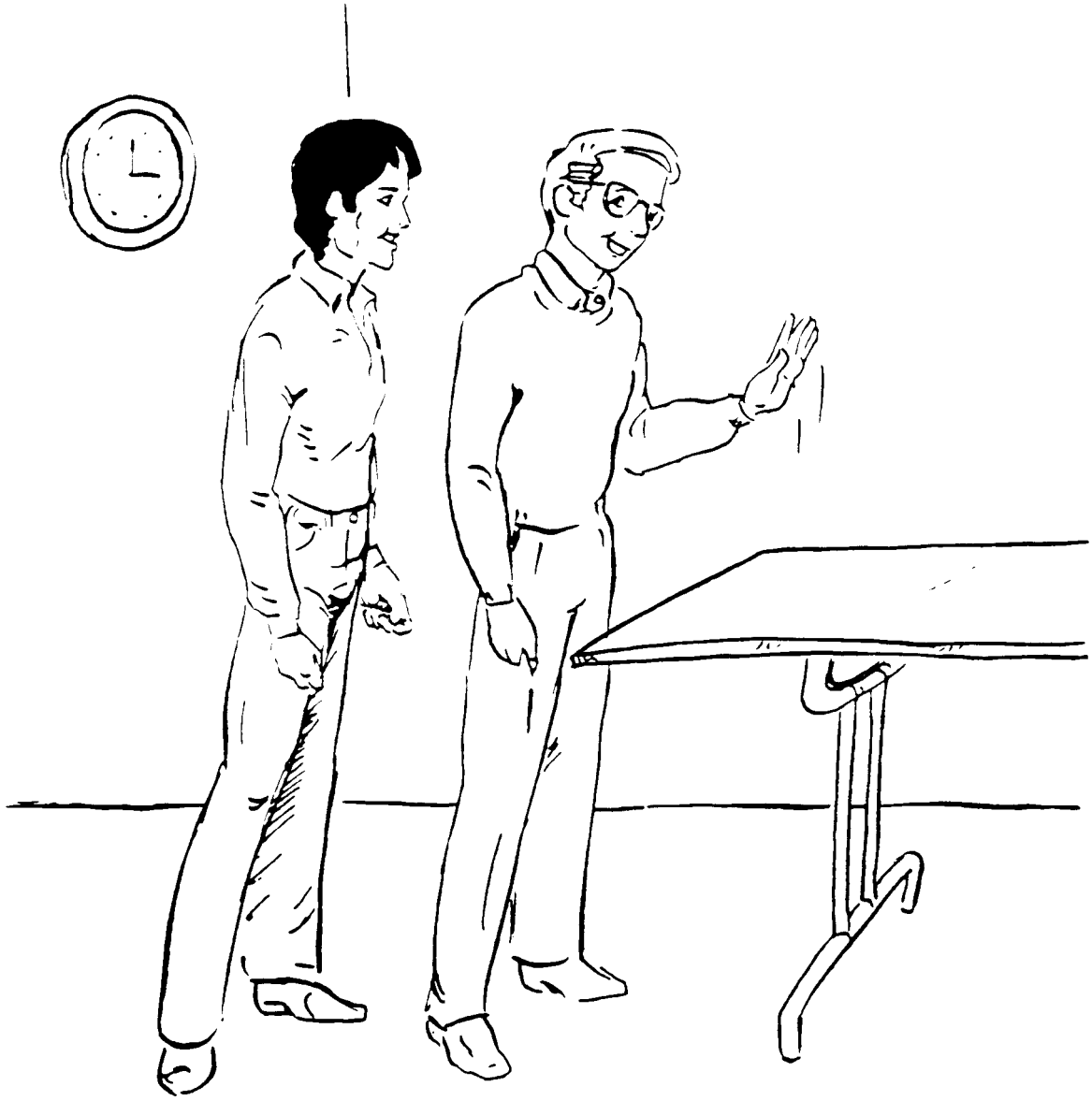
"Great!"



CSI PROD NOV 22 1993 238393

SECTION ELEVEN -

OBJECTIVE EXERCISE ELEVEN

CSI PROD NOV 22 1993 238394

OBJECTIVE EXERCISE 11

The commands for this exercise are:

1. "LOOK AT THAT BOOK." "THANK YOU."
2. "WALK OVER TO IT." "THANK YOU."
3. "PICK IT UP." "THANK YOU."
4. "WHAT IS ITS COLOR?" "THANK YOU."
5. "WHAT IS ITS TEMPERATURE?" "THANK YOU."
6. "WHAT IS ITS WEIGHT?" "THANK YOU."
7. "PUT IT DOWN IN EXACTLY THE SAME PLACE." "THANK YOU."
8. "LOOK AT THAT BOTTLE." "THANK YOU."
9. "WALK OVER TO IT." "THANK YOU."
10. "PICK IT UP." "THANK YOU."
11. "WHAT IS ITS COLOR?" "THANK YOU."
12. "WHAT IS ITS TEMPERATURE?" "THANK YOU."
13. "WHAT IS ITS WEIGHT?" "THANK YOU."
14. "PUT IT DOWN IN EXACTLY THE SAME PLACE." "THANK YOU."

CSI PROD NOV 22 1993 238395

Run the set of commands 1 - 14, 1 - 14, etc., over and over until the exercise is flattened.

This exercise is run with you and your twin ambulant. Use two objects -- a book and a bottle. Have your twin look them over and handle them to his satisfaction. Then have him place them at some walking distance apart in the room, on a couple of tables or similar locations.

Do not vary the commands in any way. Use intention without reservation. The basic commands should never be departed from and never, never "trick" your twin by using the book when you knew he was just about to start toward the bottle.

Accept your twin's answers whether they are logical, silly, imaginative, or dull. In starting the exercise you can discuss with him what you are about to do.

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The same words and formula are used over and over again until your twin has had a sufficient number of hours of Book and Bottle exercise to enable him to do it without communication lag, without protest, without apathy, but only cheerfulness, each time seeing the items newly. This is an exercise which is done by the hour. The exercise is better when done consecutively for so many hours rather than done an hour apiece each day for several days.

The exercise is flat when it no longer produces change, or your twin has had a real big win with a cognition, VGIs and ability regained.

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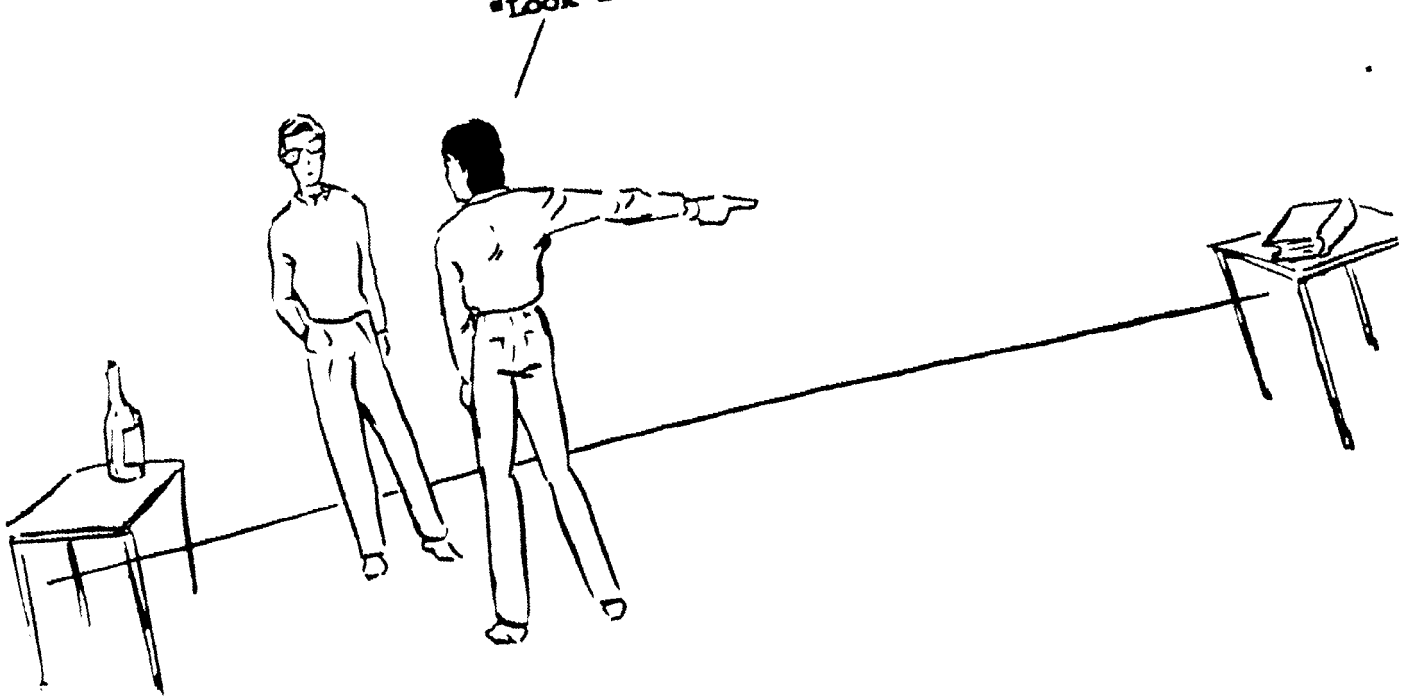

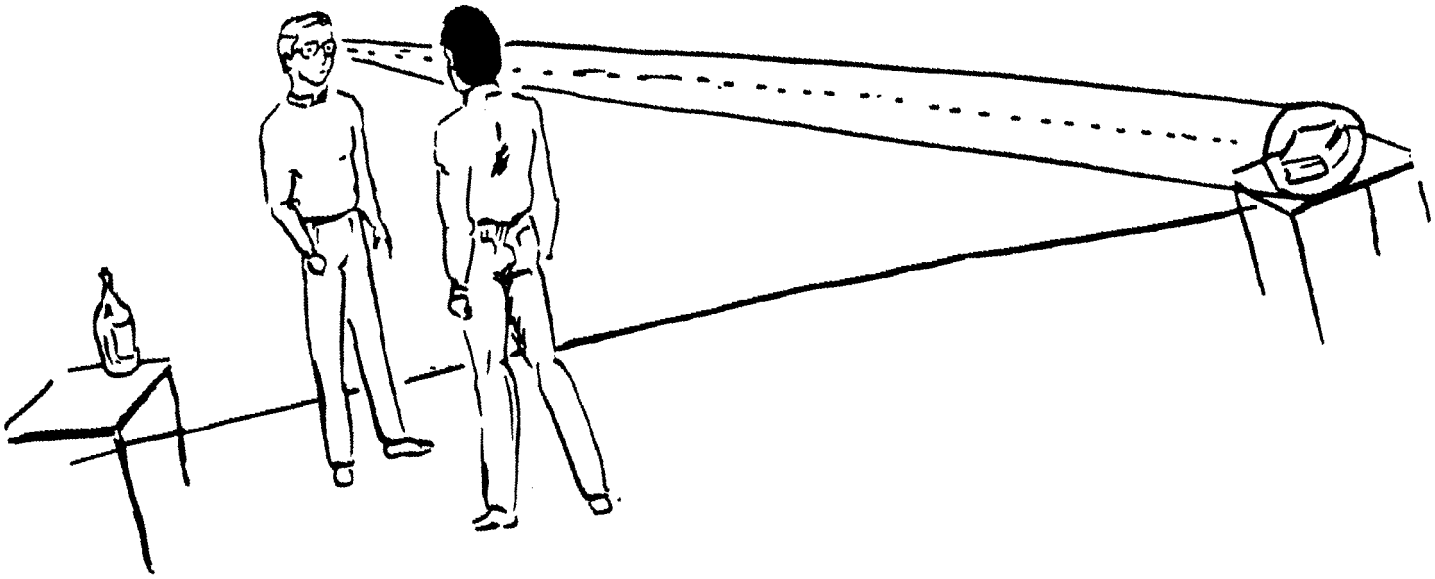

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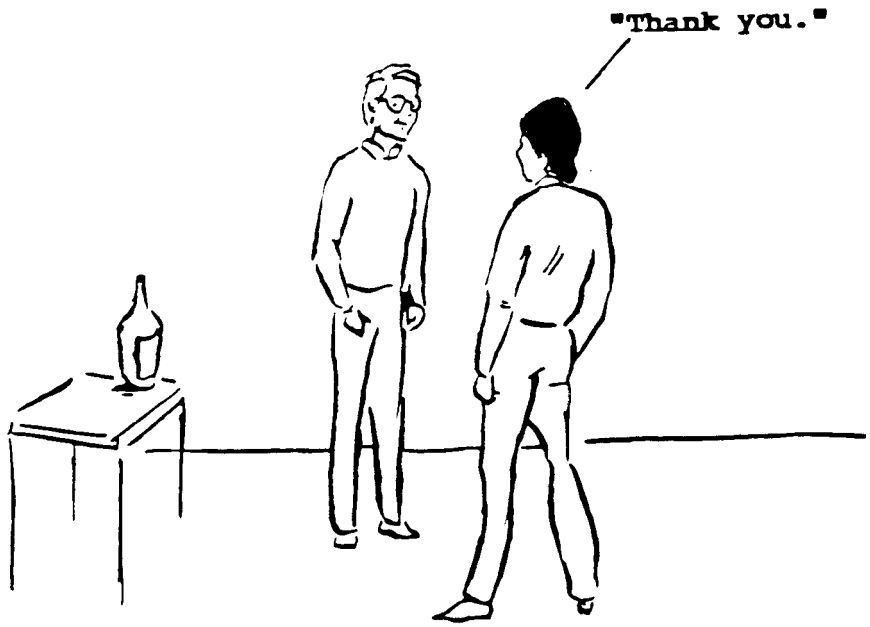

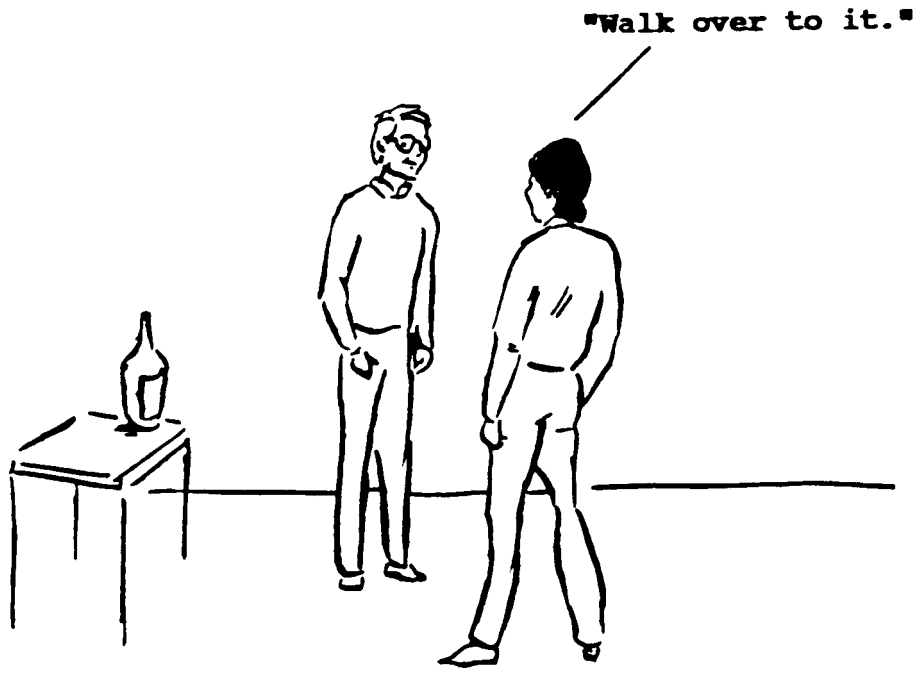

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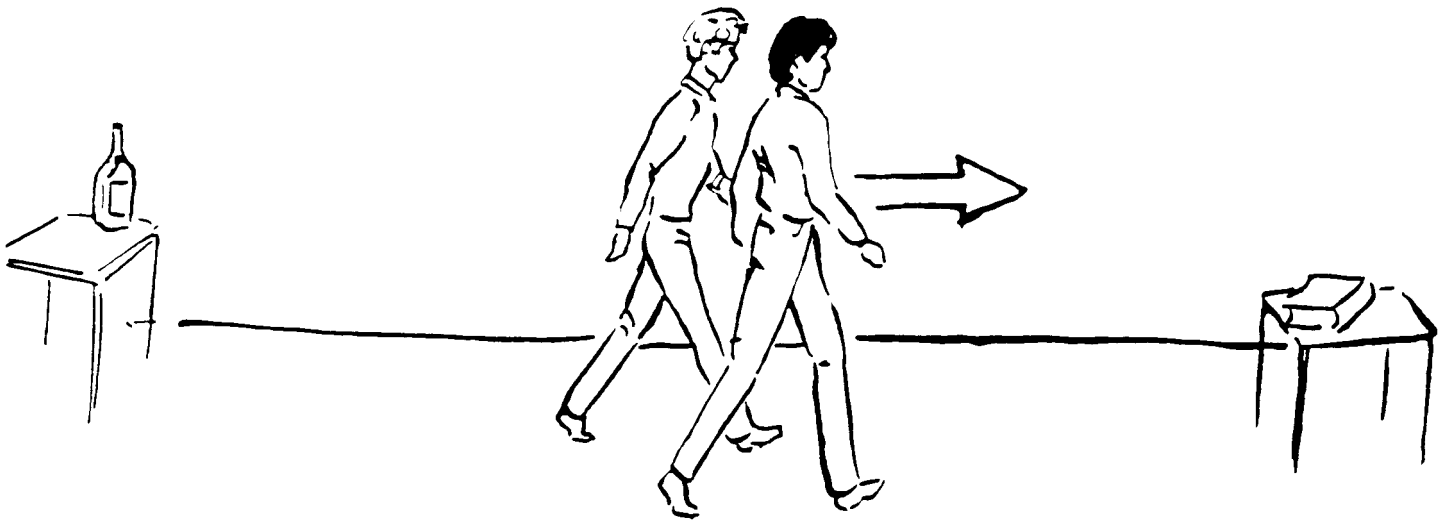

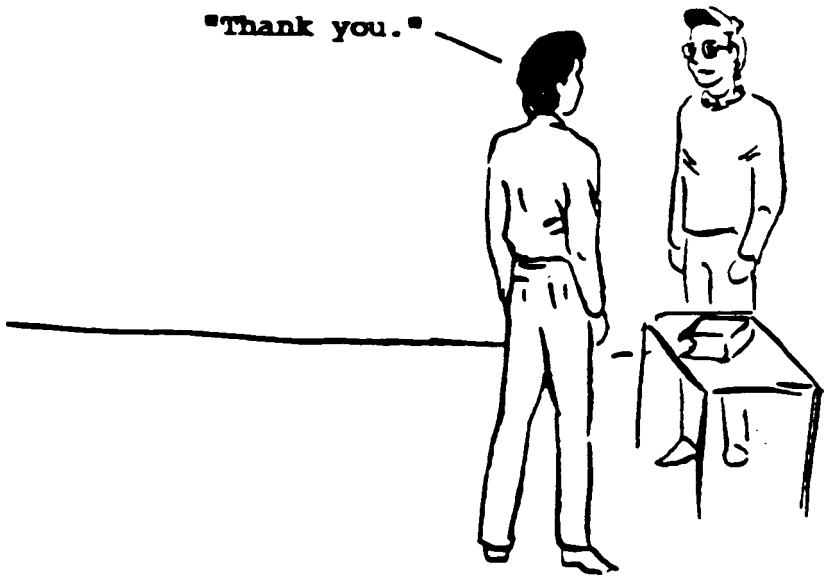

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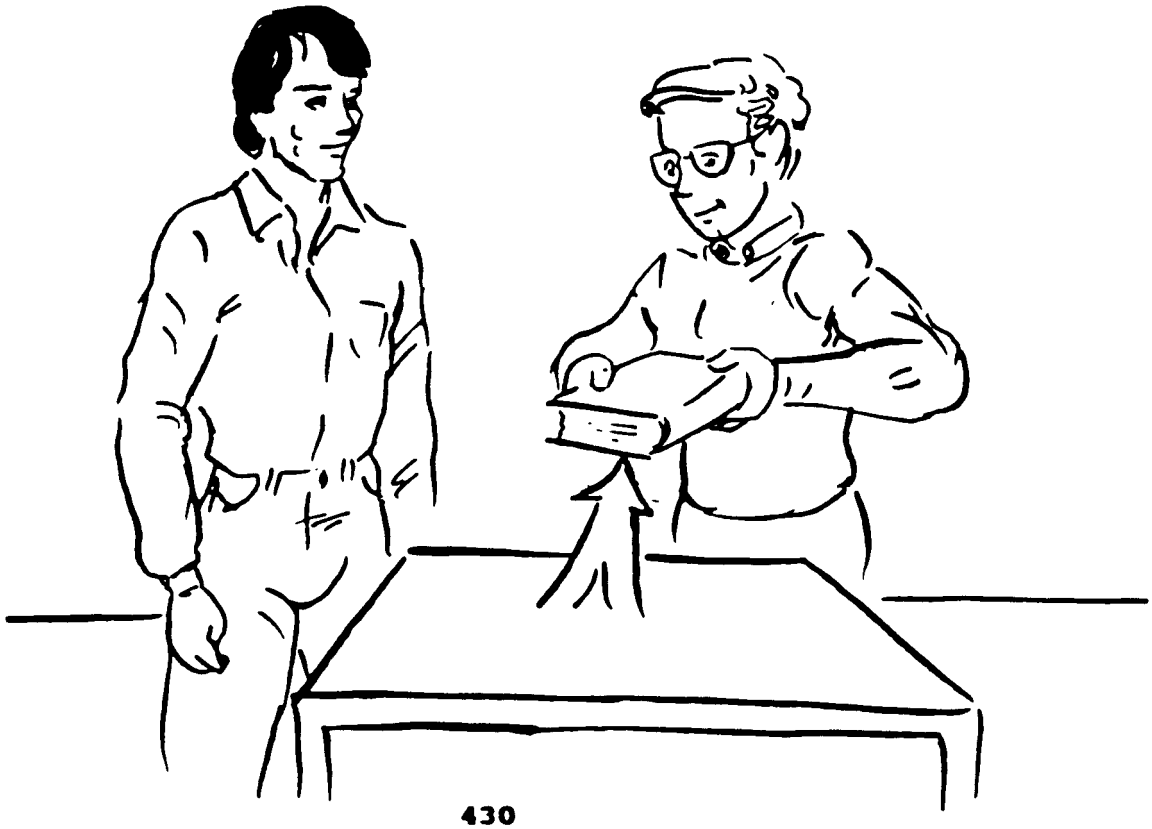
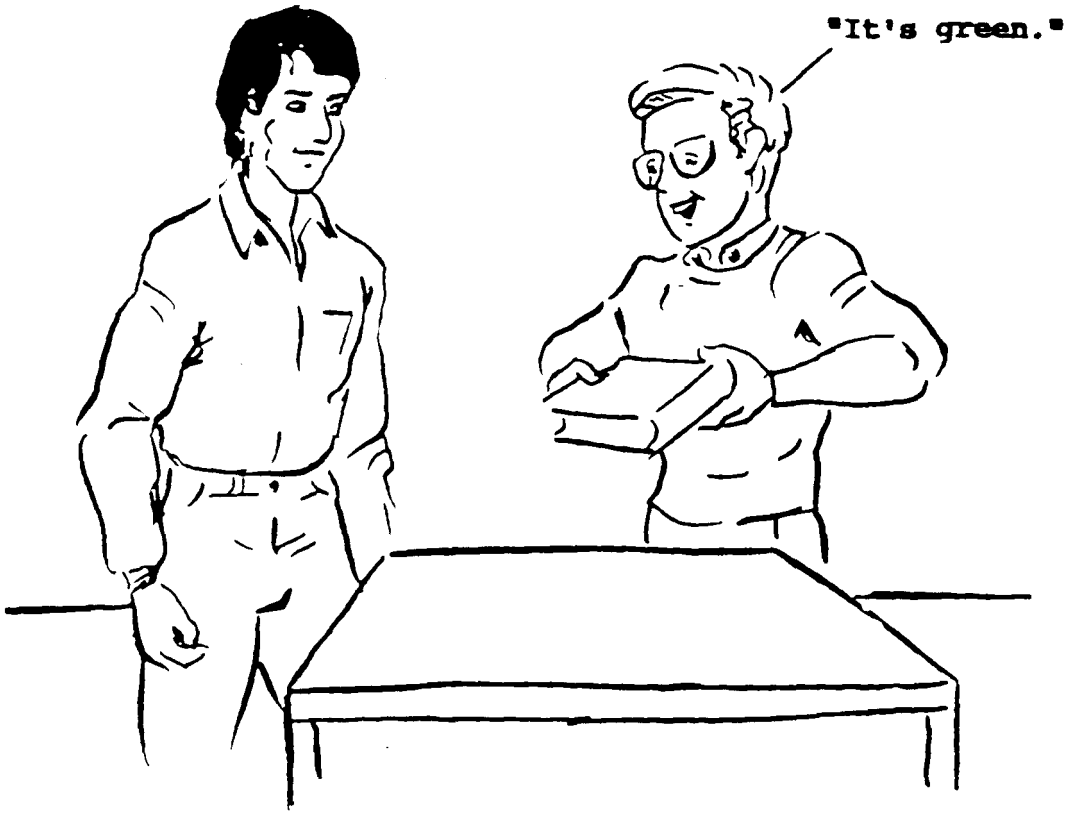


CSI PROD NOV 22 1993 238401

"Thank you."

"What is its color."



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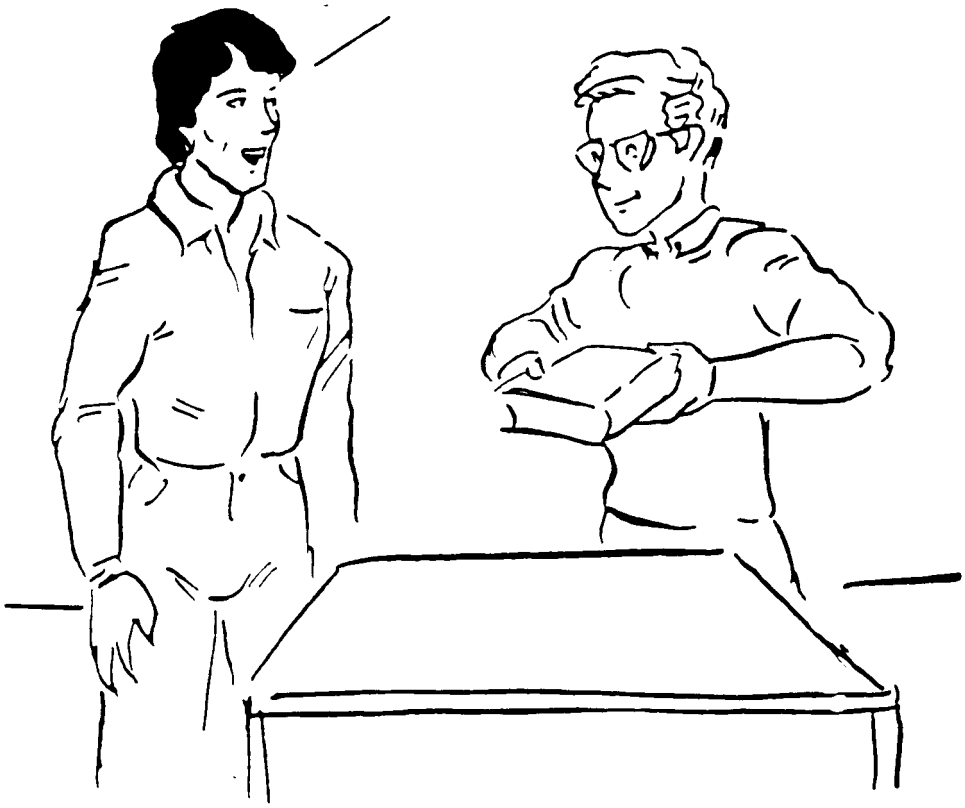
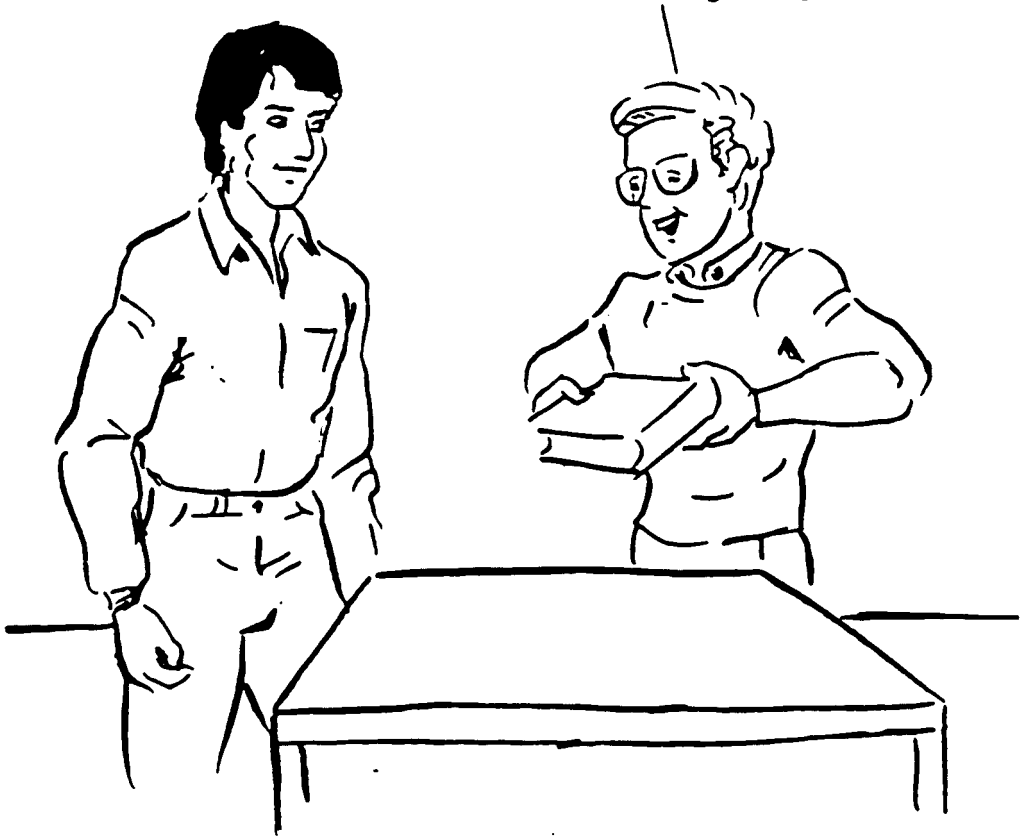
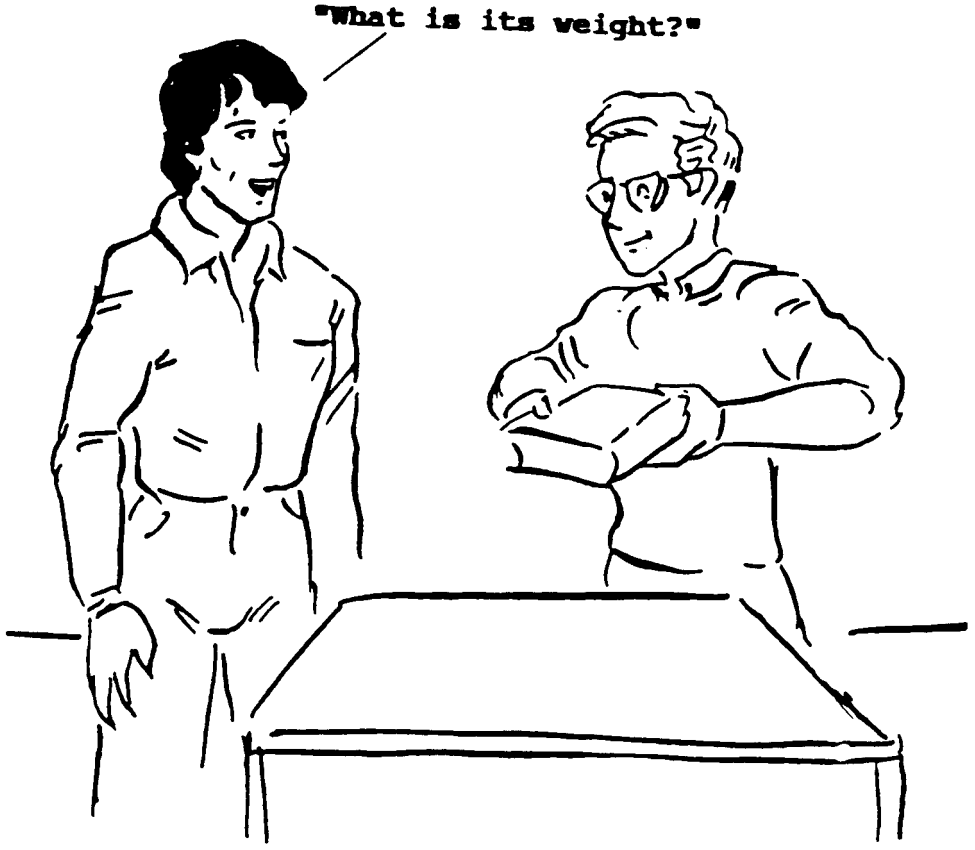
"What is its temperature?"



"It feels like its 75 degrees."





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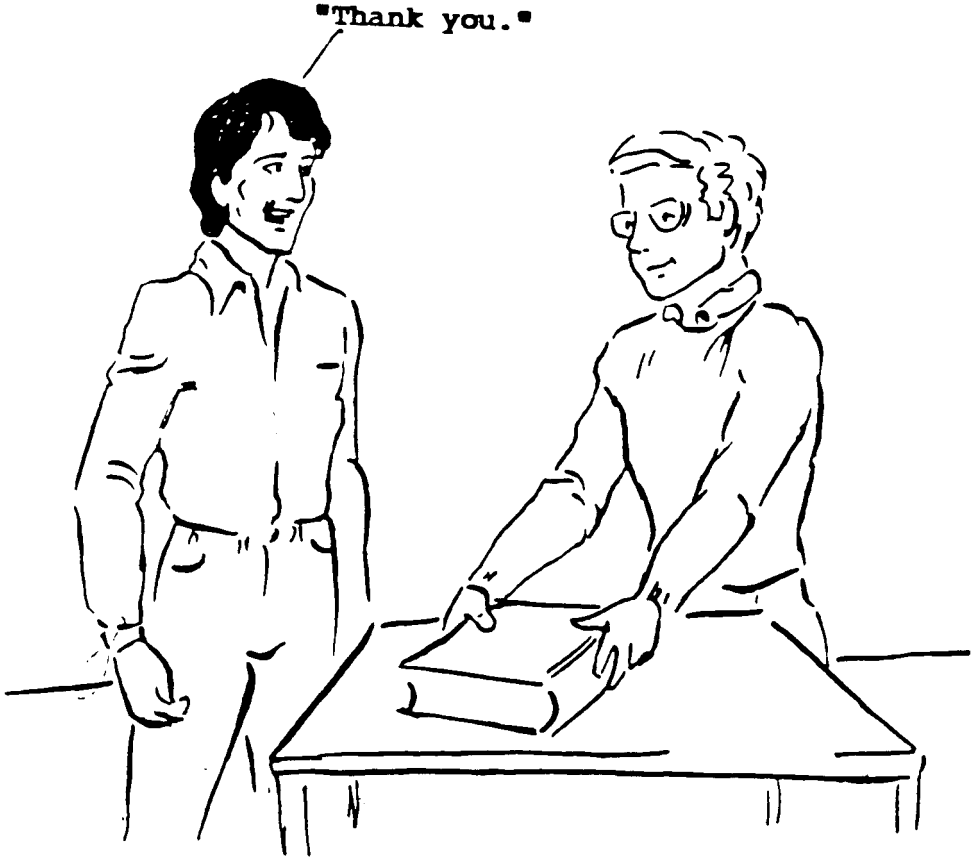

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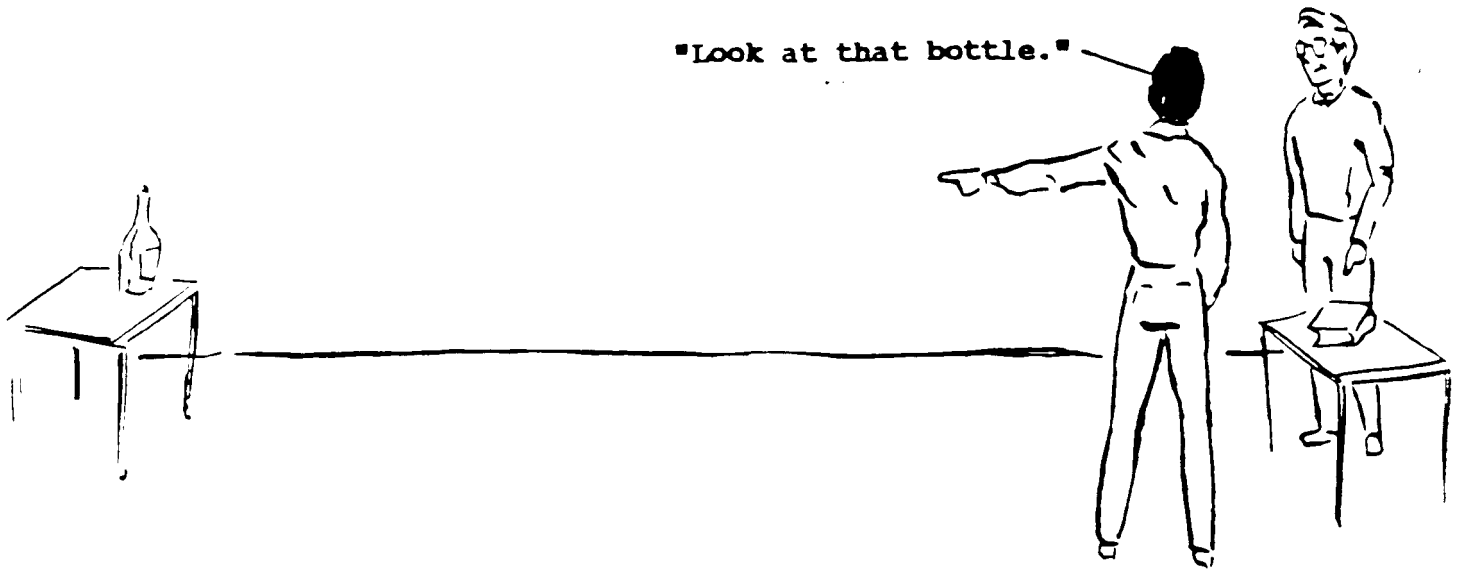

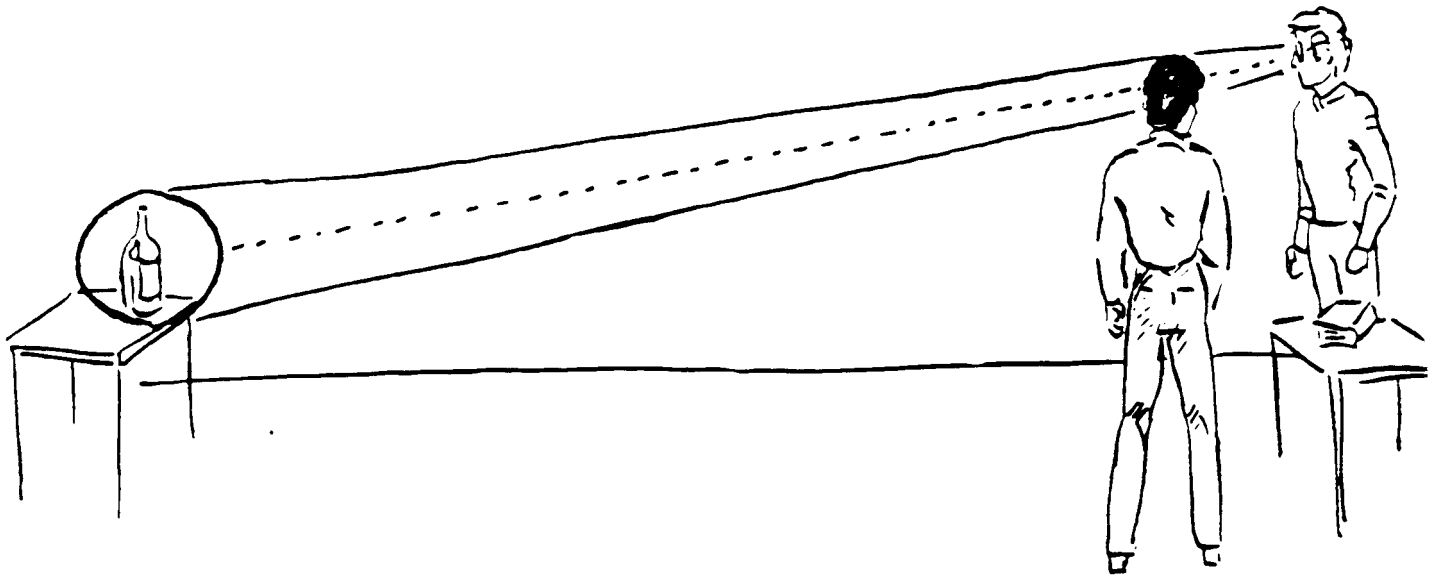

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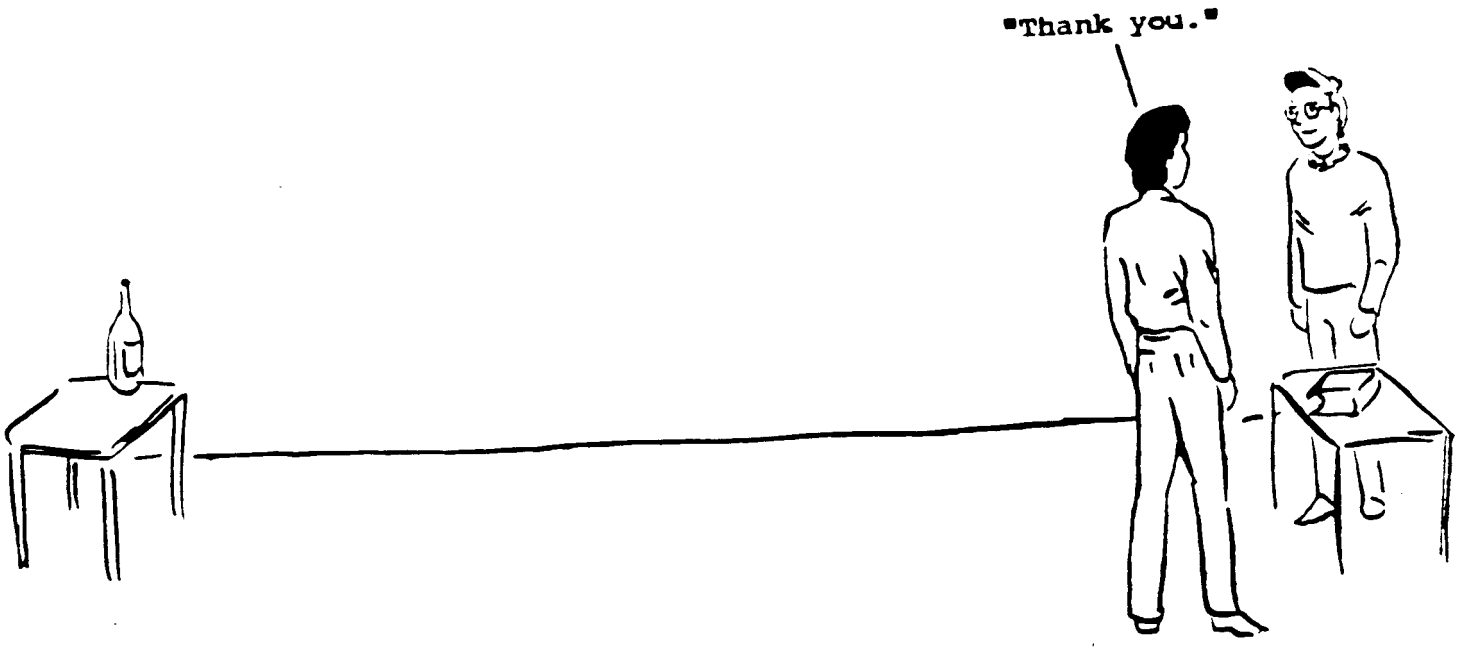

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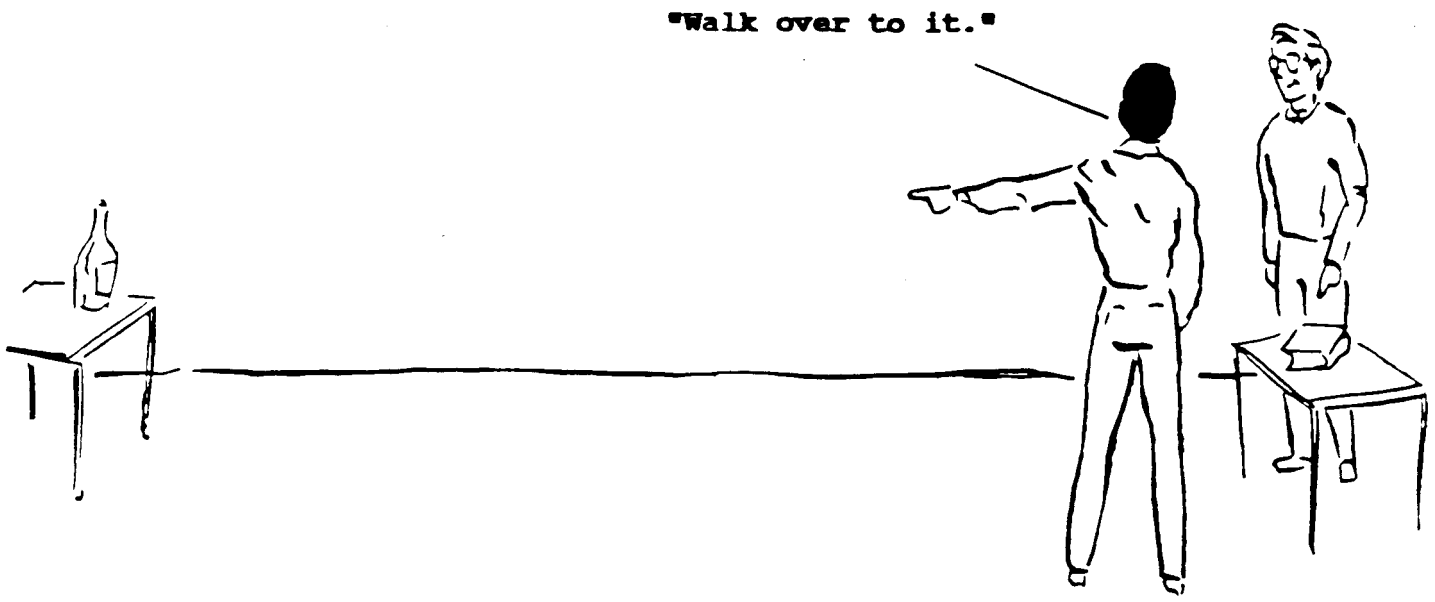

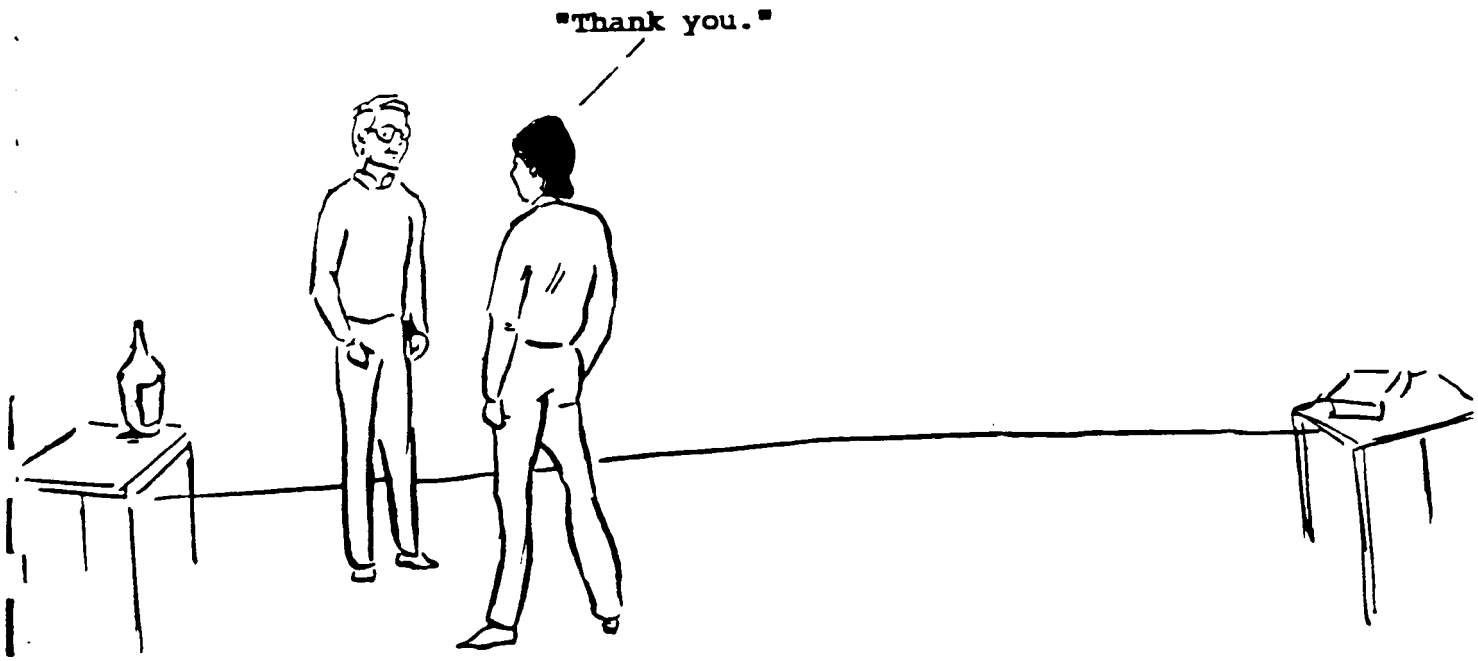

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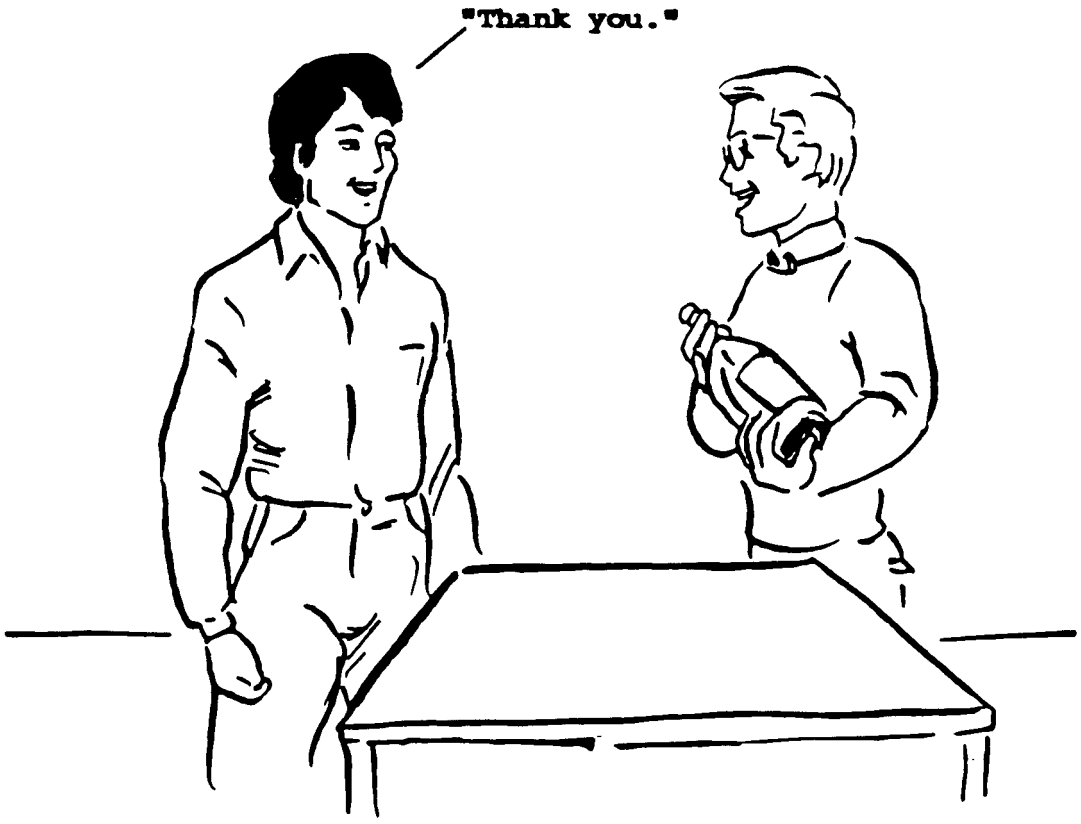

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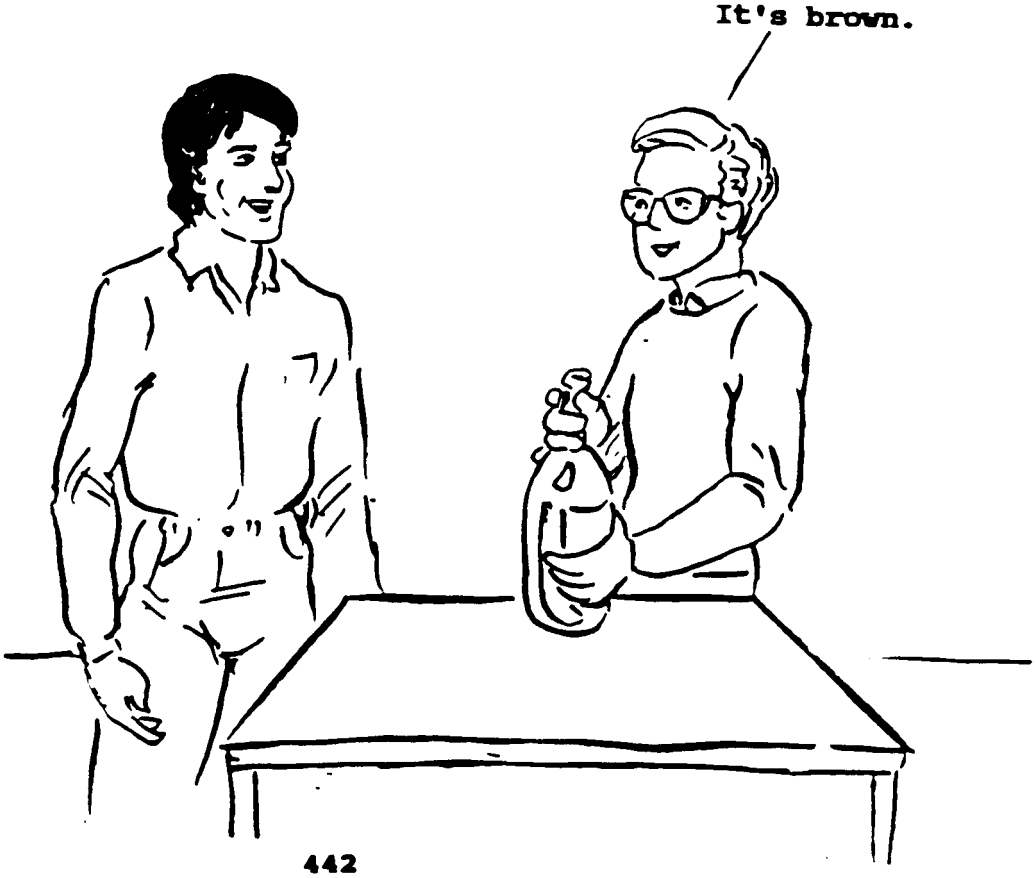

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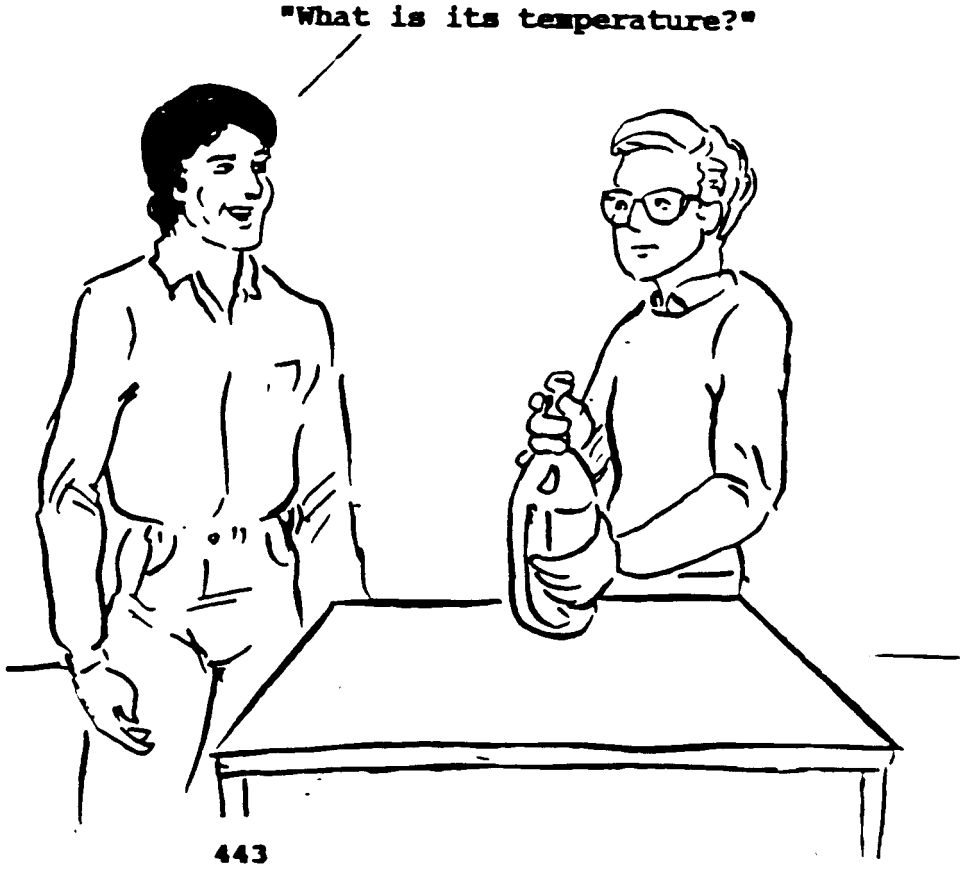

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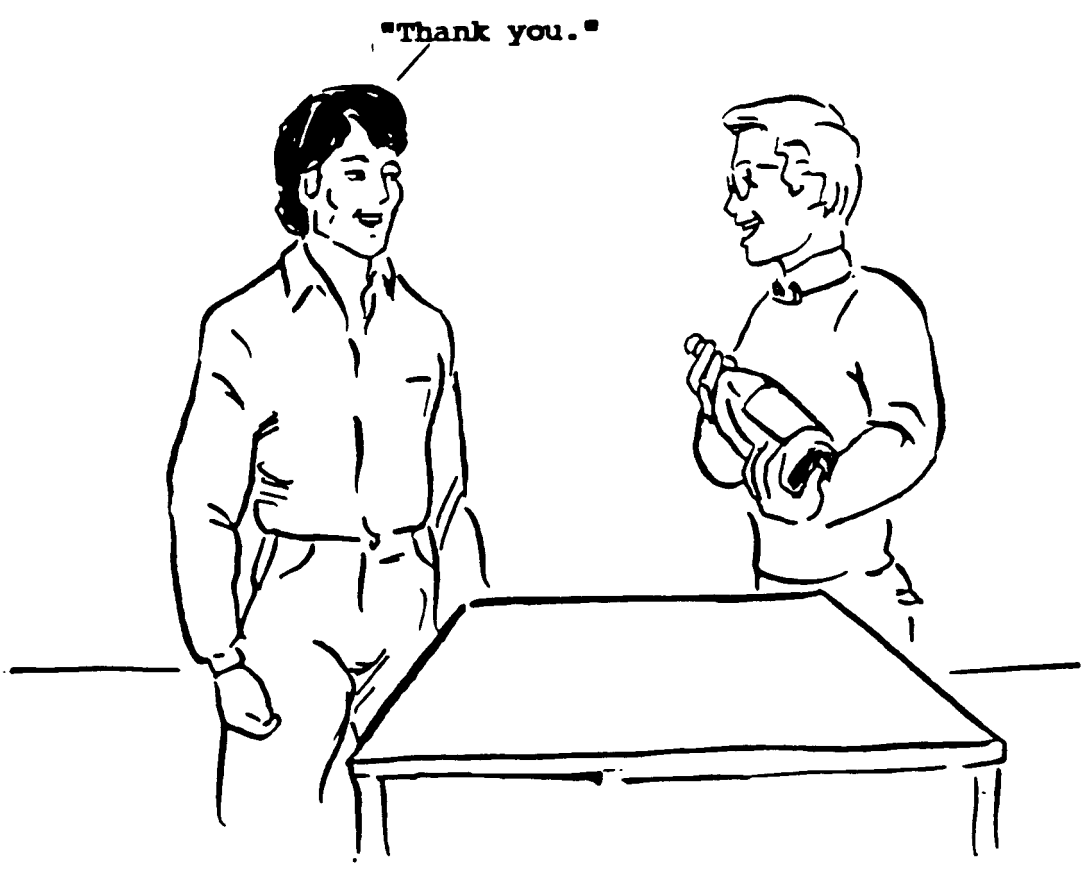
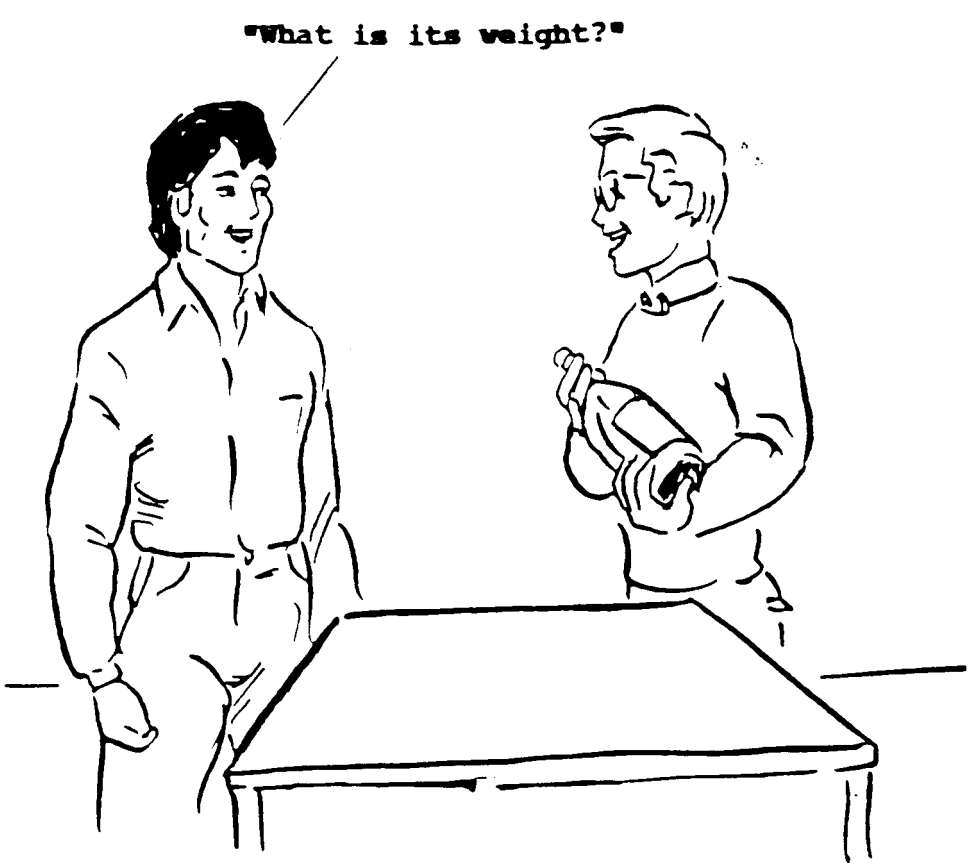
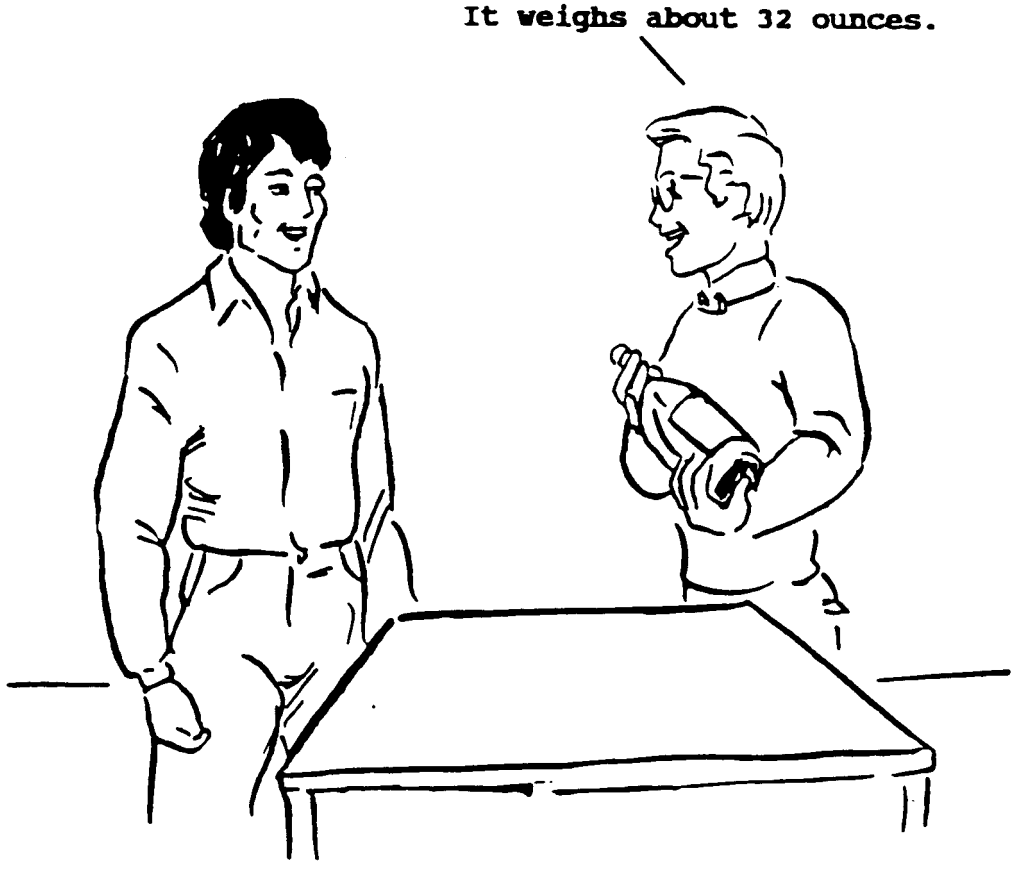
It's cool- about 50 degrees.

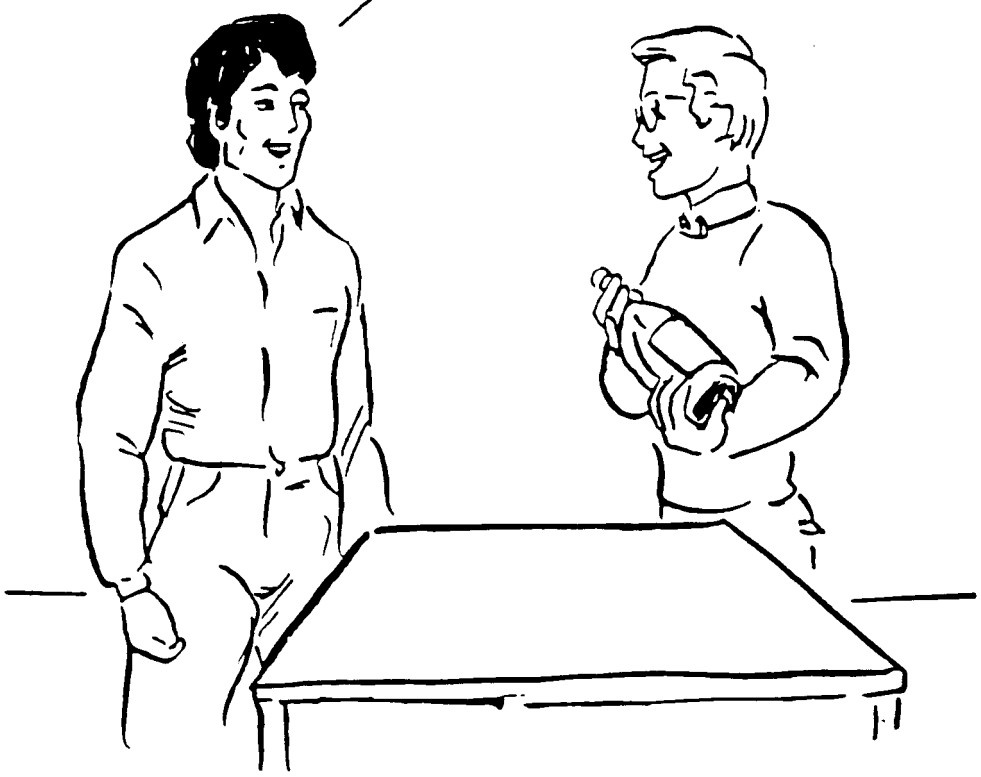

"Thank you."





CSI PROD NOV 22 1993 238416

"Thank you."



"Put it down exactly the same place."

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SUPERVISOR SECTION

HOW TO SUPERVISE THIS COURSE

The Supervisor

This section comprises the additional data a trained Supervisor needs to run this course.

The Supervisor who runs this course must be properly trained as a Supervisor and also have successfully delivered Objective Exercises himself.

The Supervisor's job on this course is to assist the student in sorting out any difficulties that might come up. If the student isn't getting any wins, it is the Supervisor's duty to help the student and get him winning. HE MUST NEVER, EVER, LET A STUDENT LEAVE CLASS FEELING LIKE HE IS NOT WINNING ON THE COURSE. He must get such a student to a win before the student leaves class for that day.

Musters

The Supervisor musters (gathers together) the students at the beginning and at the end of each course period.

At the beginning of each course period roll is called; at the end of each course period the students may tell about the wins they have gotten by learning and using the course materials.

Supervising TRs

The passing standards of TRs on the "Narconon Gain Control of Your Life Course" are no where near those which are expected of more professionally trained Narconon Counselors, nor are they as permissive as those standards used on the "Narconon Communication Course."

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These TRs are done to improve the student's skill in handling the cycle of communication and in handling another student so that he can successfully get him through the Objective Exercises.

The Supervisor must see that the students do go on a gradient and go through the TRs several times. The Supervisor should also see that the students become good coaches, by referring them to their materials. This will help ensure that they stay on a gradient and end up with the TRs being done tougher and tougher.

On completion of the TRs, with the Supervisor and student satisfied that the student has successfully completed the TRs, the student goes onto the Objectives section of his checksheet.

Supervising Students Through Objectives

This course contains Objective Exercises. On this course students learn to deliver Objective Exercise sessions on each other. It is a "read it -- drill it -- do it" approach. The system is designed to give the student case gain, and wins in producing case gain in others. It increases the student's cause level. The course contains data on sessions, the exercises to be run, and a very exact drill for each exercise so that the student can gain certainty on doing the exercise before running it on another student.

The Supervisor must ensure that each student understands the exercise thoroughly before running it on another. He pairs up the students by similar speed and place on the checksheet and gets them doing the sessions on each other. He sees that each student gets the experience of both delivering and receiving the exercises. He observes the sessions and handles any confusions or upsets quickly and smoothly. The student will signal if any difficulty comes up he can't handle and will also signal if his twin reaches the end result of the exercise.

The Supervisor of the co-audit can act as the Case Supervisor but he must ALWAYS keep his Case Supervisor hat separate from his Course Supervisor hat and adhere to the standard procedures of case supervising students. He does not mix or collapse these hats ever. He may send any folders he is not sure of to another Case Supervisor at Narconon who is also competently trained in case supervising these exercises.

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The Objective sessions which are done by students are ALWAYS done in the course room. By ensuring that students are doing their sessions in the course room, a Supervisor can always see if they are correctly running the exercises or are running into any difficulty.

The student should be told that if he encounters any difficulty while he is doing an Objectives session in the course room, he should put his hand out behind him to attract the Supervisor's attention. The Supervisor should come over, find out the difficulty, determine the correct action to take and get the session going again.

The procedures used on this course are very simple. No additives should be allowed to enter into the procedures as taught on the course nor should they be made more complex.

If the Supervisor observes a student error during a session (one which would impede his twin from being able to achieve the end result of the exercise), he should step in and gently handle the situation by getting the student to properly handle the session. This must be done without invalidating the student. For example, if the student tries to switch from one exercise to another one without first reaching the end result of the first one, the Supervisor should step in and get the student back onto doing the first exercise so that the full end result of that exercise can be attained.

The student should not be expected to learn any advanced counseling or administrative procedures that are not part of this course. For example, the student is not required to make up a folder for the twin. The student simply puts his Session Report Form and Worksheets into his twin's folder and the Supervisor handles the necessary folder administration.

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Supervisor Note

During the entire "Narconon Gain Control of Your Life Course" the Supervisor(s) must maintain good control on the students and stay in good two-way communication with each student. The Supervisor sees that each student is there every day and , if they are not there, that they are contacted immediately, come in, and the misunderstood or environment confusion handled, using ARC, two-way comm, and ethics (as necessary). Have every student report to the Supervisor daily whether he has taken his vitamins, had plenty of rest and food.

Misunderstoods

The Supervisor gets handled any misunderstoods any student has immediately. A person who has taken drugs tends to bog heavily on them. Any confusions are to be picked up and handled immediately.

Supervisor Presence

The Supervisor must be there IN the course room, working WITH the students.

The attitude of a good Supervisor is STRONG INTEREST in STUDENT PROGRESS.

He is INTERESTED in how his students are doing. He is INTERESTED IN THEM INDIVIDUALLY, AS STUDENTS.

His sole purpose is to get each of his students through their course materials and each one graduated as a shining product. He should let the students concentrate on their studies and not allow them to be distracted by others or pulled off the course.

Daily, the Supervisor must read over each daily report that his students have written and placed on his desk. If the Supervisor notices something that needs handling, he must see the student immediately and get it corrected.

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The Supervisor runs good control on any course. Students appreciate good control, even if they have not been used to it before, as they will complete their course and get the results of doing the course.

Following the guidelines as laid out here will ensure that the Supervisor helps his students attain the maximum benefits from the "Narconon Gain Control of Your Life Course."

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The Supervisor must expect a level of proficiency (skill, expertness) and understanding from the student based solely on the materials contained in the student's checksheet. The Supervisor must not expect the student to perform at a more advanced level. He should ensure that the student attains a passable understanding of his materials and an ability to apply what he has learned.

The student must learn the materials on his checksheet well but the Supervisor must resist any temptation to introduce data from his own higher training into the course. The Supervisor is expected to apply all of his data as a Course Supervisor to ensure the student learns and can apply his checksheet materials and that the student is kept progressing and winning.

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COACHING

In order to help his students to do the best they possibly can in coaching their twins through the drills, the Supervisor will find key data below to assist him. By ensuring these points are kept in by his students, he will assist them in getting through their courses rapidly and successfully. If he needs to, the Supervisor can refer students to the points below and have them read these to help them better understand how to coach.

1. Coach with a purpose.

Have the purpose in mind for the student to get a better understanding of the drill and to do it to the best of his ability.

2. Coach with reality.

Be realistic in your coaching. This does not mean, however, that you really feel the things that you are giving the student, such as saying to him, "My leg hurts." This does not mean that your leg should hurt, but you should say it in such a manner as to make the student think that your leg hurts. Do not use any experiences from your past to coach with. Make up situations in present time.

3. Coach with an intention.

Behind all your coaching should be your intention that by the end of the coaching session your student will be aware that he is doing better at the end of it than he did at the beginning. The student must have a feeling that he has accomplished something in the training step, no matter how small it is. It is your intention and always should be while coaching that the student you are coaching be a more able person and have a greater understanding of that on which he is being coached.

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4. In coaching, take up only one thing at a time.

Make sure that the student does each thing you coach him on correctly before going on to the next training step. The better a student gets at a particular drill or a particular part of a drill you should demand, as a coach, a higher standard of ability. This does not mean that you should be "never satisfied." It does mean that a person can always get better and once you have reached a certain level of ability then work toward a new level.

Tips on Coaching

The way to effective coaching is getting both the student and coach to understand the drill. Once they understand it they usually don't need any further handling.

If the coach simply follows the instructions per the drill, the student will get wins.

If a student was doing well and is now in a slump, the Supervisor should check for a win that was not acknowledged. If so, he gets the student to write a success story or he has the student tell him about his win. The Supervisor then gives the student a good acknowledgment of his win. The student should do fine when he resumes his drilling.

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A NOTE TO THE SUPERVISORS ON

TR 8

There is a drill which will increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on TR 8. Show this drill to the coach so that he can use it if needed.

The drill is as follows:

"Think the thought - I am a wild flower." "Good."

"Think the thought that you are sitting in a chair." "Good."

"Imagine that thought being in that ashtray." "Good."

"Imagine that ashtray containing that thought in its substance." "Good."

"Now get the ashtray thinking that it is an ashtray." "Good."

"Get the ashtray intending to go on being an ashtray." "Good."

"Get the ashtray intending to remain where it is." "Good."

"Have the ashtray end that cycle." "Good."

"Put in the ashtray the intention to remain where it is." "Good."

This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill, TR 8, usually takes the most time of any drill in Upper Indoc, and time on it is well spent.

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COMMENDATIONS

When a student has shown that he has done very well on the course, such as in demonstrating competence in learning a drill, in doing a good job in coaching another student or in making excellent progress through the course, the Supervisor should acknowledge this by commending the student. There is a "Commendations" page provided for this on the following page. The Supervisor enters his commendations and signs the page. The "Commendations" page remains in the booklet and is the student's to keep.

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COMMENDATIONS

This page is for any commendations that the Supervisor wishes to write on the student for such things as excellent course progress, learning a drill particularly well, giving a standard session, doing a good job coaching his twin, etc.

Commendation:_____

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Supervisor signature

Commendation:_____

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Supervisor signature

Commendation:_____

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Supervisor signature

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Commendation:_____

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Supervisor signature

Commendation:_____

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Supervisor signature

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