

HUBBARD COMMUNICATIONS OFFICE
Saint Hill Manor, East Grinstead, Sussex

HCO BULLETIN OF 14 NOVEMBER 1987
Issue III

Remimeo
Class I Auditors
and Above
C/Ses

**EXPANDED GRADE I
PROCESS CHECKLIST**

Refs:

Classification, Gradation and Awareness Chart of Levels & Certificates
Tape: 6607C26 "Classification Chart and Auditing"

Cancels:

BTB 15 Nov. 76 III 0-IV EXPANDED GRADE PROCESSES—
QUADS PART C, GRADE I PROCESSES

PC _____ DATE _____

AUDITOR _____

CASE SUPERVISOR _____

NOTE: This HCOB is to be used ONE FOR EACH PC as a checklist for that pc and belongs in his/her folder. IT IS DONE DURING session, not filled in after.

Each process is run to F/N, cognition, VGIs and release per HCOB 20 Feb. 70, FLOATING NEEDLES AND END PHENOMENA. As each process or flow is run to EP (or found not to be reading, per HCOB 23 June 80RA, CHECKING QUESTIONS ON GRADES PROCESSES), it is clearly marked off with the date.

On any of these processes, if the pc answers only "yes" to the command, find out what it was by asking, "What was it?" (Ref: HCOB 30 June 62, ARC PROCESS). Some of the processes on the checklist require that the auditor find terminals to use in the process commands. The following are references for use in finding terminals: HCOB 21 July 60, SOME HELP TERMINALS; HCOB 4 Aug. 60, REGIMEN I; HCOB 28 Sept. 71, C/S Series 62, KNOW BEFORE YOU GO; HCOB 30 June 67, EVIDENCES OF AN ABERRATED AREA; HCOB 27 May 70R, UNREADING QUESTIONS AND ITEMS; HCOB 19 Aug. 59, HAS CO-AUDIT, FINDING TERMINALS; and HCOB 10 Nov. 60, FORMULA 13.

All the reading processes and flows on this checklist are run on the pc, with the Quad Grade Process and its Havingness Process run last.

1. OBJECTIVE ARC

(Ref: HCOB 19 June 78, OBJECTIVE ARC)

The auditor and pc are ambulant. Auditor runs the following commands:

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.**

(Run consecutively, i.e., 1,2,3,1,2,3, etc., to EP.)

2. CCHs 1 TO 10

(Ref: HCOB 5 Apr. 62, CCHs, AUDITING ATTITUDE
HCOB 12 Apr. 62, CCHs, PURPOSE
HCOB 2 Aug. 62, CCH ANSWERS
HCOB 7 Aug. 62, RUNNING CCHs
HCOB 1 Dec. 65, CCHs
HCOB 11 June 57, TRAINING AND CCH PROCESSES,
Sections on CCHs 1 to 10
PAB 87, SCIENTOLOGY PROCESSING)

CCHs 1-4:

(Ref: HCOB 1 Dec. 65, CCHs)

NOTE: CCHs 1-4 are run per the instructions in HCOB 1 Dec. 65 as follows: CCH 1 to a flat point, then CCH 2 to a flat point, then CCH 3 to a flat point, then CCH 4 to a flat point, then CCH 1 to a flat point, etc.

CCH 1 (GIVE ME THAT HAND. Tone 40.)

Auditor and pc are seated in chairs without arms.
Auditor's knees are on outside of both pc's knees.
Auditor runs the following command:

GIVE ME THAT HAND.

(Run to a flat point.)

CCH 2 (TONE 40 8-C)

Auditor and pc ambulant, auditor in physical contact with pc as needed. Auditor runs the following commands:

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.**

(Run 1,2,3,4,1,2,3,4,1,2, etc., to a flat point.)

CCH 3 (HAND SPACE MIMICRY)

Auditor and pc seated, close together facing each other, pc's knees between auditor's knees. Auditor raises two hands, palms facing pc's about an equal distance between the auditor and pc, and says:

1. **PUT YOUR HANDS AGAINST MINE, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION.**

He then makes a simple motion with right hand, then left.

Auditor asks pc:

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

Auditor acknowledges answer.

(Run 1,2,1,2,1,2, etc., to a flat point.)

On succeeding runs through CCHs 1–4, the auditor does this same thing with a half-inch of space between his and the pc's palms. The command is:

1. **PUT YOUR HANDS FACING MINE ABOUT ½ INCH AWAY, FOLLOW THEM AND CONTRIBUTE TO THEIR MOTION.**

He then makes a simple motion with right hand, then left.

Auditor asks pc:

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

Auditor acknowledges answer.

When this is flat, auditor does it with a wider space on each succeeding run through CCHs 1–4 until pc is able to follow motions a yard away.

CCH 4 (BOOK MIMICRY)

There are no set verbal commands to CCH 4. Auditor and pc are seated facing each other, a comfortable distance apart. Auditor makes simple motions with a book. Hands book to pc. Pc makes motion, duplicating auditor's motion mirror-imagewise. Auditor asks pc if he is satisfied that the pc duplicated the motion. If pc is and auditor is also fully satisfied, auditor takes back the book and goes to next command. If pc is not sure that he duplicated any command, auditor repeats it for him and gives him back the book.

(Run to a flat point.)

(Once CCH 4 has been run to a flat point, auditor starts back again with CCH 1. CCHs 1–4 are then run as follows: CCH 1 to a flat point, then CCH 2 to a flat point, then CCH 3 to a flat point, then CCH 4 to a flat point, then CCH 1 to a flat point, etc., to EP.)

CCH 5 (LOCATION BY CONTACT)

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Run per instructions in HCOB 11 June 57. Auditor and preclear may be seated where the preclear is very unable, in which case they are seated at a table which has a number of objects scattered on its surface. Or auditor and preclear may be ambulant, with the auditor in manual contact with the preclear as is necessary to face him toward and guide him to the indicated object. Stress is upon gentleness, ARC and the raising of the preclear's certainty that he has touched the indicated object. Auditor uses the following command, selecting different objects each time the command is repeated.

TOUCH THAT (indicated object). THANK YOU.

(Run repetitively to EP.)

CCH 6 (BODY-ROOM CONTACT)

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Run per instructions in HCOB 11 June 57. Auditor and preclear move about together as needed, the auditor enforcing the commands by manual contact using the preclear's hands to touch objects and touch body parts. Stress is upon using only those body parts which are not embarrassing to the preclear as it will be found that the preclear ordinarily has very little reality on various parts of his body. Impossible commands should not be given to the preclear in any case. Auditor selects a different body part and room object each time, using the following commands:

1. **TOUCH YOUR (body part). THANK YOU.**
2. **TOUCH THAT (indicated room object). THANK YOU.**

(Run alternately, i.e., 1,2,1,2,1,2, etc., to EP.)

CCH 7 (CONTACT BY DUPLICATION)

(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Run per instructions in HCOB 11 June 57. Auditor may be seated. Preclear should be walking. Usually auditor standing by to manually enforce the commands. Maintain good ARC with the preclear, not picking one body part which is aberrated at first but flattening some nonaberrated body part before an aberrated body part is tackled. Auditor runs the following commands on a body part to no comm lag on that body part, then selects a different body part and runs it in the following commands:

1. **TOUCH THAT TABLE. THANK YOU.**
2. **TOUCH YOUR (body part). THANK YOU.**
3. **TOUCH THAT TABLE. THANK YOU.**
4. **TOUCH YOUR (same body part). THANK YOU.**

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.)

CCH 8 (TRIO)
(Ref: PAB 87, SCIENTOLOGY PROCESSING
HCOB 2 Nov. 57RA, AN OBJECTIVE RUNDOWN)

Run per instructions in HCOB 2 Nov. 57RA. Auditor and preclear seated at a comfortable distance apart, both facing toward majority of the room. The following three commands are run several times for the first command, fewer for the second command and fewer for the third command.

1. **LOOK AROUND HERE AND TELL ME WHAT 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.**

(Run several times for the first command, fewer for the second command, fewer for the third command, then run several times for the first command, fewer for the second command, fewer for the third command, etc., to EP.)

CCH 9 (TONE 40 "KEEP IT FROM GOING AWAY")
(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

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.**

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.)

CCH 10 (TONE 40 "HOLD IT STILL")
(Ref: HCOB 11 June 57, TRAINING AND CCH PROCESSES)

Auditor and preclear ambulant. Auditor assisting by manual contact. The auditor selects a different object each time he gives command 1.

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.**

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.)

3. **START, CHANGE, STOP**

(Ref: *Scientology: Clear Procedure, Issue One, Dec. 57*

HCOB 2 Feb. 61, UK CASES DIFFERENT

HCOB 18 May 80R, START-CHANGE-STOP COMMANDS)

Part One: **START-CHANGE-STOP ON AN OBJECT**

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. When Start, Change and Stop are flat with the first object, the auditor uses a larger object (such as a brick, a beach ball, etc.) until the process is flat with that object. Auditor and pc may be either seated or standing during the process, whichever is suitable for the object being used in the process.

These are the commands for SCS 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 _____ IN THAT DIRECTION.**

(Auditor indicates a direction with his hand.)

DO YOU UNDERSTAND THAT?

2. **START.**
3. **DID *YOU* START THE _____?**

(Repeat commands 1,2,3,1,2,3, etc., until START on that object has been run to a flat point. Then go on to CHANGE using the same object.)

CHANGE:

1. **THIS SPOT WE ARE GOING TO CALL “A.”**

(Auditor indicates spot “A” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

2. **THIS SPOT WE ARE GOING TO CALL “B.”**

(Auditor indicates spot “B” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

3. **THIS SPOT WE ARE GOING TO CALL “C.”**

(Auditor indicates spot “C” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

4. **THIS SPOT WE ARE GOING TO CALL “D.”**

(Auditor indicates spot “D” with a piece of marked tape on the table or a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)

5. **WHEN I ASK YOU TO CHANGE THE (indicated object), I WANT YOU TO CHANGE THE _____'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 FROM "C" TO "D." DO YOU UNDERSTAND THAT?**
12. **CHANGE.**
13. **DID YOU CHANGE THE _____?**

(Repeat commands 1–13, 1–13, etc., until CHANGE on that object has been run to a flat point. Then go on to STOP using the same object.)

(NOTE: When the commands 1–13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

STOP:

1. **I AM GOING TO TELL YOU TO GET THE (indicated object) MOVING IN THAT DIRECTION.**

(Auditor indicates direction with his hand.)

SOMEWHERE ALONG THE LINE I WILL TELL YOU TO STOP. THEN YOU STOP THE _____. 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.)

(Start, Change, Stop are done in that order and then repeated on the object until the process is flat on that object. Then a larger object is selected and Start, Change, Stop are run on it as above until the process is flat on this object. Gradiently larger objects are selected and Start, Change, Stop are run to a flat point on each as above to EP for the process.)

Part Two: START–CHANGE–STOP ON A BODY

Auditor and pc are ambulant during the process.

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 YOU START THE BODY?**

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

CHANGE:

1. **THIS SPOT WE ARE GOING TO CALL “A.”**
(Auditor indicates spot “A” with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
2. **THIS SPOT WE ARE GOING TO CALL “B.”**
(Auditor indicates spot “B” with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
3. **THIS SPOT WE ARE GOING TO CALL “C.”**
(Auditor indicates spot “C” with a marked piece of paper on the floor or a chalk mark or an imaginary spot as appropriate.)
4. **THIS SPOT WE ARE GOING TO CALL “D.”**
(Auditor indicates spot “D” with a marked piece of paper on the floor or a chalk mark 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?**
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.)

(NOTE: When the commands 1-13 are repeated, the locations of the designated spots do not have to be the same each time as this can make the process too much like duplication and bring the preclear to predict the process too easily and do it machinewise.)

STOP:

- 1. I AM GOING TO TELL YOU TO GET THE BODY MOVING IN THAT DIRECTION.**

(Auditor indicates direction with his 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.)

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

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

(Start, Change, Stop and Stop Supreme are done in that order and then repeated. One runs Start and one runs Change and one runs Stop and then one runs Stop Supreme, in that order, over and over and over again to EP.)

4. OPENING PROCEDURE SOP 8-C

(Ref: PAB 34, OPENING PROCEDURE SOP 8-C

Book: *Creation of Human Ability*, Section on Route 2, R2-16)

Auditor and pc are ambulant during the process.

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 spots of a more precise nature than an object, until the preclear is very certain that he is in good communication with these objects and walls and other parts of the room.

The above is run until the following manifestations of communication lag (and any others you may encounter) are well erased: the preclear just brushing the object he is told to touch, looking away from it very quickly, not looking at it at all, looking at the auditor 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 the auditor has said is, "Do you see that lamp?" complaining about the process 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 the auditor, and apathy, grief, anger, fear and boredom turned on by this process.

Then the auditor can become very specific about the selection of spots for the preclear 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.**

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 the preclear is doing the process by asking questions such as, "Are you touching the door knob?" "Where is the door knob?" "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?" "Whose hand is on that door knob?" "Who is holding your hand there?" "Where is that

door knob?” “When is it there?” You can badger the preclear 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 the preclear has a uniform perception of any and all objects in the room including the walls, the floor and the ceiling. At that point, go on to Part B.

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 that the preclear is not to act upon a command until the command is given and must not let go until told to let go.

This is run 1,2,3,1,2,3,1,2,3, etc., permitting the preclear 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 whatsoever—which means that his perception of the room has become uniform. At that point, go on to Part C.

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 consecutively, i.e., 1,2,3,1,2,3, etc., to EP.)

5. **R2-17: OPENING PROCEDURE BY DUPLICATION**

(Ref: HCOB 4 Feb. 59, OP PRO BY DUP

Book: *Creation of Human Ability*, Section on Route 2, R2-17

Book: *The Phoenix Lectures*, Chapters “Opening Procedure by Duplication” and “The Importance of Two-way Communication During Opening Procedure by Duplication”

HCOB 8 May 82, OP PRO BY DUP, END PHENOMENA)

This process is run with auditor and pc ambulant. Use two objects—a book and a bottle. Have the pc 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.

The commands used are as follows:

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.

(Run the set of commands 1–14, 1–14, 1–14, etc., over and over, to EP.)

6. R2-69: PLEASE PASS THE OBJECT

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-69)

This process is run silently, no verbal commands. Run the process per the following instructions:

Step Ia:

The auditor stands in front of the preclear, holding out a small object to him, until the preclear takes it from his hand. As soon as the preclear takes the object, the auditor holds out his hand, palm up, until the preclear places the object in his palm. The auditor immediately then offers it to the preclear again. This is continued until there is no comm lag. The object should be offered to the preclear from a variety of positions once he has gotten the idea: from down near the floor, far off to either side, over the preclear's head. Likewise, the palm should be held in a variety of positions for the return of the object. Both hands may be used. Get the preclear doing it really fast.

Step Ib:

When Step Ia is going swiftly and easily, the auditor introduces a switch. After the preclear has just accepted the article, the auditor, instead of extending his palm for its return, places his hands behind his back briefly, then conveys by gestures that the preclear

is to offer the object to him. When the preclear does so, the auditor takes the object from his hand, but does not return it until the preclear holds out his own hand, palm up, to receive it. This exchange is continued until the preclear is offering and accepting the object from as wide a variety of positions as the auditor used, and all other comm lags are flat. Then go to Step II.

Step II:

The auditor, just having accepted the object, makes a gesture that this part is over, then deliberately puts the object down where the preclear can see it, stands back and indicates that the preclear is to pick it up. When the preclear picks it up, the auditor gestures that he is to put it down again anywhere he likes in the room. The instant the preclear does so, the auditor snatches it up and puts it someplace else. You keep this up, till auditor and preclear are racing around the room, seizing the object as soon as the other's fingers have let go of it. The object isn't necessarily placed in a different spot each time. It may be picked up and put down again in the same place, but it must be handled each time. All sorts of tacit rules and understandings will probably develop while this is being run.

(Continue running Step II as above, to EP.)

7. R2-35: LOCATION PROCESS

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-35)

WHERE ARE YOU NOW?

(Run repetitively to EP.)

8. R2-36: SELF-DETERMINISM

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-36)

1. INDICATE SOMETHING WHICH IS NOT MAKING SPACE FOR YOU.

2. INDICATE SOMETHING ELSE WHICH IS NOT MAKING SPACE FOR YOU.

(Give the first command, then run the second command repetitively to EP.)

9. R2-67: OBJECTS

(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-67)

In clearing the command with the pc, ensure that the pc understands that by "objects" is meant physical universe, present time, visible objects.

LOCATE SOME OBJECTS.

(Pc looks at them and notes what they are. Run repetitively to EP.)

10. 3-PART LOCATIONAL PROCESS

(Ref: PAB 153, CCH)

Part One: Locational Processing

This is a command-of-attention process. The auditor points to an object as he gives the command, and the preclear merely turns his head. The stress is on the auditor getting the preclear's attention to go smoothly to the object indicated.

Auditor selects a new object each time the command is repeated.

NOTICE THAT _____ . THANK YOU.

(Run repetitively to EP.)

Part Two: Locational, Body and Room

Auditor selects a different object and body part each time the commands are repeated.

1. **LOOK AT THAT _____ . (Auditor points to an object.)
THANK YOU.**

2. **LOOK AT YOUR (foot, hand or knee). THANK YOU.**

(Run alternately to EP.)

Part Three: Objective Show Me

Auditor selects a different object each time the command is repeated.

1. **SHOW ME THAT _____ . (Auditor points to an object.)
THANK YOU.**

When that is running fairly well, change to the following pair of commands. Auditor selects a different object and body part each time the commands are repeated.

1. **SHOW ME THAT _____ . (Auditor points to an object.)
THANK YOU.**

2. **SHOW ME YOUR (foot, hand or knee). THANK YOU.**

(Continue running these two commands alternately to EP.)

11. CONNECTEDNESS

(Ref: *Scientology: Clear Procedure, Issue One*, Dec. 57, Section "STEP FIVE, Pc Versus MEST")

Auditor selects a different object each time the command is repeated.

YOU GET THE IDEA OF MAKING THAT (indicated object) CONNECT WITH YOU. DID YOU? THANK YOU.

(Run repetitively to EP.)

12. CONTROL TRIO

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on Control Trio PAB 146, PROCEDURE CCH)

Auditor selects a different object each time the command is repeated.

1. **GET THE IDEA OF HAVING THAT** (indicated object).

(Run repetitively to EP.)

Auditor selects a different object each time the command is repeated.

2. **GET THE IDEA THAT IT IS ALL RIGHT TO PERMIT THAT** (indicated object) **TO CONTINUE.**

(Run repetitively to EP.)

Auditor selects a different object each time the command is repeated.

3. **GET THE IDEA OF MAKING THAT** (indicated object) **DISAPPEAR.**

(Run repetitively to EP.)

13. GOALS

(Ref: PAB 137, SOME MORE CCH PROCESSES, Section on Goals PAB 146, PROCEDURE CCH)

Part One:

1. **WHAT ARE YOU ABSOLUTELY SURE WILL HAPPEN IN THE NEXT TWO MINUTES?** (one hour, three days, one week, three months, one year, etc.)

Discuss it to complete pc certainty on each time span before continuing to the next one, i.e., one hour, three days, one week, three months, one year, etc. The auditor must all the time be sure that the preclear is certain that these things are going to happen in the next two minutes (or whatever the time span is) to ensure that the process really bites.

(Run to EP per instructions above.)

2. **TELL ME SOMETHING THAT YOU WOULD LIKE TO DO IN THE NEXT TWO MINUTES** (one hour, etc., increasing span of time).

(Run to EP per instructions above.)

Part Two:

1. **TELL ME SOMETHING YOU ARE SURE WILL BE THERE IN TWO MINUTES,** etc.

(Run to EP per instructions above.)

2. **TELL ME SOMETHING YOU WOULD LIKE TO HAVE IN TWO MINUTES,** etc.

(Run to EP per instructions above.)

14. HELP PROCESSES

(Ref: HCOB 5 May 60, HELP)

Part One:

Auditor does a two-way comm on the subject of help. One discusses the preclear helping others and others helping the preclear. One gets the preclear's views on the subject of help and, without evaluating for the preclear, lets the preclear express these views.

(Run to EP.)

Part Two:

1. **HOW COULD YOU HELP ANOTHER PERSON?**
2. **HOW COULD ANOTHER PERSON HELP ANOTHER PERSON?**
3. **HOW COULD ANOTHER PERSON HELP YOU?**
4. **HOW COULD YOU HELP ME?**
5. **HOW COULD I HELP YOU?**

(Run consecutively, i.e., 1,2,3,4,5,1,2, etc., to EP.)

Part Three:

F1 WHAT PROBLEM COULD ANOTHER'S HELP BE TO YOU?

(Run repetitively to EP.)

F2 WHAT PROBLEM COULD YOUR HELP BE TO ANOTHER?

(Run repetitively to EP.)

F3 WHAT PROBLEM COULD OTHERS' HELP BE TO OTHERS?

(Run repetitively to EP.)

F0 WHAT PROBLEM COULD HELPING YOURSELF BE TO YOU?

(Run repetitively to EP.)

Part Three-A:

F1 WHAT PROBLEM HAS ANOTHER'S HELP BEEN TO YOU?

(Run repetitively to EP.)

F2 WHAT PROBLEM HAS YOUR HELP BEEN TO ANOTHER?

(Run repetitively to EP.)

F3 WHAT PROBLEM HAS OTHERS' HELP BEEN TO OTHERS?

(Run repetitively to EP.)

F0 WHAT PROBLEM HAS HELPING YOURSELF BEEN TO YOU?

(Run repetitively to EP.)

Part Three-B:

F1 1. **WHAT HELP OF ANOTHER COULD YOU CONFRONT?**

2. **WHAT HELP OF ANOTHER WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

F2 1. **WHAT HELP OF YOURS COULD ANOTHER CONFRONT?**

2. **WHAT HELP OF YOURS WOULD ANOTHER RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

F3 1. **WHAT HELP OF OTHERS COULD OTHERS CONFRONT?**

2. **WHAT HELP OF OTHERS WOULD OTHERS RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

F0 1. **WHAT HELP OF YOURS COULD YOU CONFRONT?**

2. **WHAT HELP OF YOURS WOULD YOU RATHER NOT CONFRONT?**

(Run alternately to EP.) _____

15. **CONCEPT HELP O/W**

(Ref: HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP HCOB 21 July 60, SOME HELP TERMINALS)

Assess the following terminals on the meter:

a. a confusion _____

b. an unconscious person _____

c. a responsible person _____

d. a creative person _____

e. a victim _____

f. a practitioner _____

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 1. **THINK OF A _____ HELPING YOU.**

2. **THINK OF A _____ NOT HELPING YOU.**

(Run alternately to EP.) _____

F2 1. **THINK OF HELPING A _____.**

2. **THINK OF NOT HELPING A _____.**

(Run alternately to EP.) _____

- F3 1. **THINK OF A _____ HELPING OTHERS.**
2. **THINK OF A _____ NOT HELPING OTHERS.**
(Run alternately to EP.)
-

- F0 1. **THINK OF HELPING YOURSELF BECAUSE OF A _____.**
2. **THINK OF NOT HELPING YOURSELF BECAUSE OF A _____.**
(Run alternately to EP.)
-

16. FAILED HELP PROCESSES
(Ref: HCOB 3 Nov. 60, FAILED HELP)

Part One:

- F1 1. **WHO HAS FAILED TO HELP YOU?**
2. **WHAT HAS FAILED TO HELP YOU?**
(Run alternately to EP.)
-

- F2 1. **WHO HAVE YOU FAILED TO HELP?**
2. **WHAT HAVE YOU FAILED TO HELP?**
(Run alternately to EP.)
-

- F3 1. **WHO HAVE OTHERS FAILED TO HELP?**
2. **WHAT HAVE OTHERS FAILED TO HELP?**
(Run alternately to EP.)
-

- F0 1. **HOW HAVE YOU FAILED TO HELP YOURSELF?**
2. **WHAT ABOUT YOURSELF HAVE YOU FAILED TO HELP?**
(Run alternately to EP.)
-

Part Two:

- F1 1. **HOW COULD ANOTHER PREVENT YOUR HELP?**
2. **HOW COULD ANOTHER FAIL TO HELP YOU?**
(Run alternately to EP.)
-

- F2 1. **HOW COULD YOU PREVENT ANOTHER'S HELP?**
2. **HOW COULD YOU FAIL TO HELP ANOTHER?**
(Run alternately to EP.)
-

- F3 1. **HOW COULD OTHERS PREVENT OTHERS' HELP?**
2. **HOW COULD OTHERS FAIL TO HELP OTHERS?**
(Run alternately to EP.)
-

F0 1. HOW COULD YOU PREVENT HELP FOR YOURSELF?

2. HOW COULD YOU FAIL TO HELP YOURSELF?

(Run alternately to EP.)

17. FORMULA 16

(Ref: HCOB 15 Dec. 60, PRESESSION 37)

F1 1. WHO HAS INTENDED NOT TO HELP YOU?

2. WHO HAS HELPED YOU?

(Run alternately to EP.)

F2 1. WHOM HAVE YOU INTENDED NOT TO HELP?

2. WHOM HAVE YOU HELPED?

(Run alternately to EP.)

F3 1. WHO HAS INTENDED NOT TO HELP OTHERS?

2. WHO HAS HELPED OTHERS?

(Run alternately to EP.)

F0 1. HOW HAVE YOU INTENDED NOT TO HELP YOURSELF?

2. HOW HAVE YOU HELPED YOURSELF?

(Run alternately to EP.)

18. FORMULA 19

(Ref: HCOB 16 Feb. 61, FORMULA 19)

1. WHO HAS FAILED TO HELP YOU?

2. WHO HAVE YOU FAILED TO HELP?

3. WHAT HAS FAILED TO HELP YOU?

4. WHAT HAVE YOU FAILED TO HELP?

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.)

19. FORMULA 20

(Ref: HCOB 2 Mar. 61, FORMULA 20)

Part One:

1. WHO HAS FAILED TO CONTROL YOU?

2. WHO HAVE YOU FAILED TO CONTROL?

3. WHAT HAS FAILED TO CONTROL YOU?

4. WHAT HAVE YOU FAILED TO CONTROL?

(Run consecutively, i.e., 1,2,3,4,1,2, etc., to EP.)

Part Two:

1. **WHO HAVE YOU HELPED?**

2. **WHO HAS HELPED YOU?**

(Run alternately to EP.)

20. **HELP O/W FOR PROBLEMS**

(Ref: HCOB 12 May 60, HELP PROCESSING

HCOB 10 June 60, HGC PRECLEAR ASSESSMENT

HCOB 16 June 60, HINTS ON RUNNING

CASES WITH HELP

HCOB 21 July 60, SOME HELP TERMINALS)

Part One:

Part One of this process is run on either general or specific terminals.

Ask the pc, "In your first contact with Dianetics and Scientology, was there anything you were trying to help?" Write down the pc's answers and note any reads. (This is not listing and nulling.) It will often be found that the pc was trying to help his eyes or his wife or himself. Any specific or general terminals (e.g., "eyes" or "an arm" or "a wife" or "Joe" or "my friends" or "myself") the pc gives can be run in the process. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

If the pc answers with a condition (e.g., "headache" or "arthritis" or "unhappiness"), ask for any terminals that are connected with it. Write these down, noting their reads.

Run each reading terminal in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.)

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.)

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.)

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.)

Part Two:

Part Two of this process is run on *general* terminals only.

Ask the pc, "Tell me some things you think are wrong with you." (This is *not* listing and nulling.) Then find the general terminal connected with each thing pc gave, as in the following examples:

Example:

Auditor: "Tell me some things you think are wrong with you."

Pc: "My wife." (F)

(Auditor would run "a wife.")

Example:

Auditor: "Tell me some things you think are wrong with you."

Pc: "I'm impatient."

Auditor: "Can you think of somebody who was impatient?"

Pc: "My father." (sF)

(Auditor would run "a father.")

Example:

Auditor: "Tell me some things you think are wrong with you."

Pc: "I think I'm attenuated."

Auditor: "Did you ever know an attenuated person?"

Pc: "Yes, George James."

Auditor: (since this is a specific terminal and we want a general one)
"What was George James?"

Pc: "A loafer!" (LF)

(Auditor would run "a loafer.")

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.)

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.)

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.)

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.)

Part Three:

Part Three of this process is run on *general* terminals only.

Ask the pc, "Tell me what professions you have had in this lifetime." (This is *not* listing and nulling.) Note all reads as pc gives the professions.

Take each of these professions and ask the pc, "Tell me any persons or things that profession helped." Write these terminals down, noting any reads.

If any of the terminals pc gives are specific terminals (e.g., "Bill"), convert each one to a generalized form.

Right: "a husband"
Wrong: "Bill"
Wrong: "your husband"

Right: "an aunt"
Wrong: "Aunt Agatha"

For example, if the pc was a doctor by profession and says that the medical profession helped "Mrs. Wilson," find out what "Mrs. Wilson" is to the pc. Use what the pc describes "Mrs. Wilson" to be, e.g., "a hospital patient" or "a patient." The less adjectives the better. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.)

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.)

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.)

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.)

Part Four:

Take the list of reading professions or beingnesses that the pc gave in Part Three above.

On any that did not read, put in the Suppress and Invalidate buttons.

Run each reading profession in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.)

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.)

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.)

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.)

Part Five:

Part Five of this process is run on *general* terminals only.

Ask the pc, "Tell me any beingnesses you have tried to be or hope to be or once hoped to be, in this lifetime." (This is *not* listing and nulling.) Write these terminals down, noting any reads.

For instance, the pc wants to be a painter or wishes he were a painter or wishes he could be a painter again. The process would be run on "a painter," providing it reads on the meter.

If the pc says, "I wanted to be a singer" (F), run the process on "a singer."

If any of the terminals pc gives are specific terminals (e.g., "Bill"), convert each one to a generalized form.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

F1 1. **HOW HAS _____ HELPED YOU?**

2. **HOW HAS _____ NOT HELPED YOU?**

(Run alternately to EP.) _____

F2 1. **HOW HAVE YOU HELPED _____?**

2. **HOW HAVE YOU NOT HELPED _____?**

(Run alternately to EP.) _____

F3 1. **HOW HAS _____ HELPED OTHERS?**

2. **HOW HAS _____ NOT HELPED OTHERS?**

(Run alternately to EP.) _____

F0 1. **HOW HAVE YOU HELPED YOURSELF BECAUSE OF _____?**

2. **HOW HAVE YOU NOT HELPED YOURSELF BECAUSE OF _____?**

(Run alternately to EP.) _____

21. **FIVE-WAY CONCEPT HELP**

(Ref: HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP)

Write down a list of terminals found by folder study.

If any of these are specific terminals (e.g., "Bill"), convert each one to a generalized form.

For example, if the terminal is worded as "Bill," find out what Bill is to the pc. Use what the pc describes Bill to be. Bill will turn out to be "a husband" or "a mechanic" or some generalized terminal. Not "the works mechanic at Pulman" but "a works mechanic" or "a mechanic." The less adjectives the better. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

Any terminals found by folder study that are already in generalized form should simply be written down as they are and assessed on the meter.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

1. **THINK OF A _____ HELPING YOU.**
2. **THINK OF YOU HELPING A _____.**
3. **THINK OF A _____ HELPING OTHERS.**
4. **THINK OF OTHERS HELPING A _____.**
5. **THINK OF A _____ HELPING A _____.**

(Run consecutively, i.e., 1,2,3,4,5,1,2,3, etc., to EP.) _____

22. KNOW TO MYSTERY 5-WAY CONCEPT HELP

(Ref: HCOB 16 June 60, HINTS ON RUNNING CASES WITH HELP
HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP)

- A. Using the Know to Mystery Scale as given in HCOB 25 Sept. 71RB, TONE SCALE IN FULL, assess the levels of the scale on a meter.

KNOW
NOT-KNOW
KNOW ABOUT
LOOK
PLUS EMOTION
MINUS EMOTION
EFFORT
THINK
SYMBOLS
EAT
SEX
MYSTERY
WAIT
UNCONSCIOUS
UNKNOWABLE

- B. Take the largest reading level and ask the pc, "Tell me some terminals that could represent _____." (This is *not* listing and nulling.) Note down the answers and the reads. If the pc gives any specific terminals (e.g., "Bill"), convert each one to a generalized form.

- C. Run the largest reading general terminal in the following process:

1. **THINK OF A _____ HELPING YOU.**
2. **THINK OF YOU HELPING A _____.**
3. **THINK OF A _____ HELPING OTHERS.**
4. **THINK OF OTHERS HELPING A _____.**
5. **THINK OF A _____ HELPING A _____.**

(Run consecutively, i.e., 1,2,3,4,5,1,2,3, etc., to EP.) _____

- D. Run all reading terminals per step C, in order of largest read.
On any terminals that are not reading, put in the Suppress and Invalidate buttons.
- E. When all reading terminals have been run from the first level of the Know to Mystery Scale, repeat steps B, C and D until all reading levels of the Know to Mystery Scale have been handled. On any levels of the scale that are not reading put in the Suppress and Invalidate buttons.

23. HELP ON AUDITORS AND PCs

(Ref: HCOB 14 July 58, 20TH ACC TRAINING PROCEDURE
HCOB 14 July 60, CURRENT RUNDOWN, CONCEPT HELP
Tape: 6108C04, "Methodology of Auditing —Not—Doingness and Occlusion")

1. THINK OF AN AUDITOR HELPING YOU.
2. THINK OF YOU HELPING AN AUDITOR.
3. THINK OF AN AUDITOR HELPING OTHERS.
4. THINK OF OTHERS HELPING AN AUDITOR.
5. THINK OF AN AUDITOR HELPING AN AUDITOR.
6. THINK OF YOURSELF AS AN AUDITOR HELPING YOURSELF.
7. THINK OF A PRECLEAR HELPING YOU.
8. THINK OF YOU HELPING A PRECLEAR.
9. THINK OF A PRECLEAR HELPING OTHERS.
10. THINK OF OTHERS HELPING A PRECLEAR.
11. THINK OF A PRECLEAR HELPING A PRECLEAR.
12. THINK OF YOURSELF AS A PRECLEAR HELPING YOURSELF.

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,9,10,11,12,1,2,3, etc., to EP.)

24. FORMULA 17

(Ref: HCOB 15 Dec. 60, PRESESSION 37)

Part One:

Assess the following list of terminals on the meter:

- a. a healer _____
- b. a hypnotist _____
- c. a spiritualist _____
- d. a psychologist _____
- e. a minister _____
- f. a religious family member _____
- g. a psychoanalyst _____
- h. a doctor _____

Add to the above list of terminals by asking the pc for any healing, religious or mystic type persons that he has been to or has been connected with. These can be either general terminals (e.g., "a priest") or specific persons (e.g., "Dr. Smith"). Write down any terminals pc gives, noting their reads.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading terminal in the following process, in order of largest read.

F1 1. **HOW COULD YOU FAIL TO HELP _____?**

2. **HOW COULD _____ FAIL TO HELP YOU?**

(Run alternately to EP.)

F2 1. **HOW COULD ANOTHER FAIL TO HELP _____?**

2. **HOW COULD _____ FAIL TO HELP ANOTHER?**

(Run alternately to EP.)

F3 1. **HOW COULD OTHERS FAIL TO HELP _____?**

2. **HOW COULD _____ FAIL TO HELP OTHERS?**

(Run alternately to EP.)

F0 1. **HOW COULD YOU FAIL TO HELP YOURSELF
BECAUSE OF _____?**

2. **HOW COULD _____ FAIL TO HELP YOU
BECAUSE OF YOURSELF?**

(Run alternately to EP.)

Part Two:

On any terminals that were run on the process in Part One, if the pc insisted that they *helped*, run each of those same terminals in the following process. There is no need to reassess those terminals for new meter reads, just run them in the same order that they were run in Part One.

F1 1. **HOW COULD YOU HELP _____?**

2. **HOW COULD _____ HELP YOU?**

(Run alternately to EP.)

F2 1. **HOW COULD ANOTHER HELP _____?**

2. **HOW COULD _____ HELP ANOTHER?**

(Run alternately to EP.)

F3 1. **HOW COULD OTHERS HELP _____?**

2. **HOW COULD _____ HELP OTHERS?**

(Run alternately to EP.)

F0 1. **HOW COULD YOU HELP YOURSELF BECAUSE OF _____ ?**

2. **HOW COULD _____ HELP YOU BECAUSE OF YOURSELF?**

(Run alternately to EP.)

25. HELP O/W

(Ref: HCOB 12 May 60, HELP PROCESSING)

F1 1. **WHAT HELP HAS ANOTHER GIVEN YOU?**

2. **WHAT HELP HAS ANOTHER NOT GIVEN YOU?**

(Run alternately to EP.)

F2 1. **WHAT HELP HAVE YOU GIVEN ANOTHER?**

2. **WHAT HELP HAVE YOU NOT GIVEN ANOTHER?**

(Run alternately to EP.)

F3 1. **WHAT HELP HAVE OTHERS GIVEN OTHERS?**

2. **WHAT HELP HAVE OTHERS NOT GIVEN OTHERS?**

(Run alternately to EP.)

F0 1. **WHAT HELP HAVE YOU GIVEN YOURSELF?**

2. **WHAT HELP HAVE YOU NOT GIVEN YOURSELF?**

(Run alternately to EP.)

26. HELP BRACKETS

(Ref: HCOB 28 July 58, CLEAR PROCEDURE)

Part One:

1. **HOW COULD YOU HELP YOURSELF?**

2. **HOW COULD YOU HELP ME?**

3. **HOW COULD I HELP YOU?**

4. **HOW COULD I HELP MYSELF?**

5. **HOW COULD YOU HELP ANOTHER PERSON?**

6. **HOW COULD I HELP ANOTHER PERSON?**

7. **HOW COULD ANOTHER PERSON HELP YOU?**

8. **HOW COULD ANOTHER PERSON HELP ME?**

9. **HOW COULD ANOTHER PERSON HELP ANOTHER PERSON?**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,9,1,2, etc., to EP.)

Part Two:

Part Two is run on generalized terminals.

Write down a list of terminals culled from the pc's folder.

If any of these are specific terminals (e.g., "Bill"), convert each one to a generalized form. For example, if the terminal is worded as "Bill," find out what Bill is to the pc. Use what the pc describes Bill to be. Bill will turn out to be "a husband" or "a salesman" or some generalized terminal. Watch the meter while doing this and note any read as pc gives the generalized form of the terminal.

Any terminals found by folder study that are *already* in generalized form should simply be written down as they are and assessed on the meter.

On any terminals that are not reading, put in the Suppress and Invalidate buttons.

Run each reading general terminal in the following process, in order of largest read.

1. **HOW COULD YOU HELP A _____?**
2. **HOW COULD A _____ HELP YOU?**
3. **HOW COULD ANOTHER PERSON HELP A _____?**
4. **HOW COULD A _____ HELP ANOTHER PERSON?**
5. **HOW COULD A _____ HELP ITSELF?**
6. **HOW COULD YOU HELP YOURSELF?**
7. **HOW COULD I HELP YOU?**
8. **HOW COULD YOU HELP ME?**

(Run consecutively, i.e., 1,2,3,4,5,6,7,8,1,2, etc., to EP.) _____

27. REGIMEN TWO

(Ref: HCOB 26 Aug. 60, REGIMEN TWO)

F1 1. **WHAT MOTION HAS HELPED YOU?**

2. **WHAT MOTION HAS NOT HELPED YOU?**

(Run alternately to EP.) _____

F2 1. **WHAT MOTION HAVE YOU HELPED?**

2. **WHAT MOTION HAVE YOU NOT HELPED?**

(Run alternately to EP.) _____

- F3 1. **WHAT MOTION HAS HELPED OTHERS?**
2. **WHAT MOTION HAS NOT HELPED OTHERS?**
(Run alternately to EP.)

- F0 1. **WHAT MOTION OF YOURS HAS HELPED YOU?**
2. **WHAT MOTION OF YOURS HAS NOT HELPED YOU?**
(Run alternately to EP.)

28. **RECALL A PROBLEM**
(Ref: HCOB 6 July 61, ROUTINE 1A)

- F1 **RECALL A PROBLEM YOU HAVE HAD WITH ANOTHER.**
(Run repetitively to EP.)

- F2 **RECALL A PROBLEM ANOTHER HAS HAD WITH YOU.**
(Run repetitively to EP.)

- F3 **RECALL A PROBLEM OTHERS HAVE HAD WITH OTHERS.**
(Run repetitively to EP.)

- F0 **RECALL A PROBLEM YOU HAVE HAD WITH YOURSELF.**
(Run repetitively to EP.)

29. **R2-34: DESCRIPTION PROCESSING**
(Ref: Book: *Creation of Human Ability*, Section on Route 2, R2-34)

1. **CAN YOU RECALL A PROBLEM WHICH CONCERNED YOU?**
(When the preclear does:)
2. **HOW DID IT SEEM TO YOU THEN?**
(When pc describes this:)
3. **HOW DOES IT SEEM TO YOU NOW?**
(Run 1,2,3,1,2,3,1, etc., to EP.)

30. **31 MAR. 60 PROBLEMS PROCESSES**
(Ref: HCOB 31 Mar. 60, THE PRESENT TIME PROBLEM)

Part One:

- F1 1. **TELL ME YOUR PROBLEM.**
2. **WHAT PART OF THAT PROBLEM COULD YOU CONFRONT?**
(Run alternately to EP.)

- F2 1. TELL ME ANOTHER'S PROBLEM.**
2. WHAT PART OF THAT PROBLEM COULD HE/SHE CONFRONT?
(Run alternately to EP.)
-

- F3 1. TELL ME A PROBLEM OF OTHERS'.**
2. WHAT PART OF THAT PROBLEM COULD THEY CONFRONT?
(Run alternately to EP.)
-

- F0 1. TELL ME YOUR PROBLEM WITH YOURSELF.**
2. WHAT PART OF THAT PROBLEM COULD YOU CONFRONT?
(Run alternately to EP.)
-

Part Two:

- F1 WHAT PROBLEM COULD YOU CONFRONT?**
(Run repetitively to EP.)
-

- F2 WHAT PROBLEM COULD ANOTHER CONFRONT?**
(Run repetitively to EP.)
-

- F3 WHAT PROBLEM COULD OTHERS CONFRONT?**
(Run repetitively to EP.)
-

- F0 WHAT PROBLEM IN OR ON YOURSELF COULD YOU CONFRONT?**
(Run repetitively to EP.)
-

Part Three:

- F1 1. TELL ME YOUR PROBLEM.**
2. WHAT PART OF THAT PROBLEM HAVE YOU BEEN RESPONSIBLE FOR?
(Run alternately to EP.)
-

- F2 1. TELL ME ANOTHER'S PROBLEM.**
2. WHAT PART OF THAT PROBLEM HAS HE/SHE BEEN RESPONSIBLE FOR?
(Run alternately to EP.)
-

- F3 1. TELL ME A PROBLEM OF OTHERS.**
2. WHAT PART OF THAT PROBLEM HAVE THEY BEEN RESPONSIBLE FOR?
(Run alternately to EP.)
-

F0 1. TELL ME YOUR PROBLEM WITH YOURSELF.

2. WHAT PART OF THAT PROBLEM HAVE YOU BEEN RESPONSIBLE FOR?

(Run alternately to EP.)

Part Four:

NOTE: Clear the command for F1 of this process with both “have you been” and “might you have been” and run whichever reads best. Then use the same version (either “have you been” or “might you have been”) in clearing and running the remaining flows.

F1 WHAT PROBLEM HAVE YOU BEEN (MIGHT YOU HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

F2 WHAT PROBLEM HAS ANOTHER BEEN (MIGHT ANOTHER HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

F3 WHAT PROBLEM HAVE OTHERS BEEN (MIGHT OTHERS HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

F0 WHAT PROBLEM WITH YOURSELF HAVE YOU BEEN (MIGHT YOU HAVE BEEN) RESPONSIBLE FOR?

(Run repetitively to EP.)

Part Five:

F1 WHAT MOTION HAVE YOU BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

F2 WHAT MOTION HAS ANOTHER BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

F3 WHAT MOTION HAVE OTHERS BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

F0 WHAT MOTION OF YOURS HAVE YOU BEEN RESPONSIBLE FOR?

(Run repetitively to EP.)

Part Six:

F1 WHAT TWO THINGS CAN YOU CONFRONT?

(Run repetitively to EP.)

F2 WHAT TWO THINGS CAN ANOTHER CONFRONT?

(Run repetitively to EP.)

F3 WHAT TWO THINGS CAN OTHERS CONFRONT?

(Run repetitively to EP.)

F0 WHAT TWO THINGS ABOUT YOURSELF CAN YOU CONFRONT?

(Run repetitively to EP.)

31. A CONFRONT PROCESS

(Ref: Tape: 6109C19, "Q&A Period—Prehav, Sec Checks, ARC Break Process, Sec Check and Withholds")

Assess the following on a meter:

a. confusion

b. problem

c. motion

On any item that is not reading, put in the Suppress and Invalidate buttons.

Run each reading item in the following process, in order of largest read.

F1 1. WHAT _____ COULD YOU CONFRONT?

2. WHAT _____ WOULD YOU RATHER NOT CONFRONT?

(Run alternately to EP.)

F2 1. WHAT _____ COULD ANOTHER CONFRONT?

2. WHAT _____ WOULD ANOTHER RATHER NOT CONFRONT?

(Run alternately to EP.)

F3 1. WHAT _____ COULD OTHERS CONFRONT?

2. WHAT _____ WOULD OTHERS RATHER NOT CONFRONT?

(Run alternately to EP.)

F0 1. WHAT _____ ABOUT YOURSELF COULD YOU CONFRONT?

2. WHAT _____ ABOUT YOURSELF WOULD YOU RATHER NOT CONFRONT?

(Run alternately to EP.)

32. ROUTINE 1A PROBLEMS PROCESS
(Ref: HCOB 6 July 61, ROUTINE 1A)

NOTE: The third question may be “What problem could another confront?” also, whichever checks out on meter. Establish this while clearing the commands.

1. **WHAT PROBLEM COULD YOU CONFRONT?**
 2. **WHAT PROBLEM DON'T YOU HAVE TO CONFRONT?**
 3. **WHAT PROBLEM SHOULD (COULD) ANOTHER CONFRONT?**
 4. **WHAT PROBLEM WOULDN'T ANOTHER CONFRONT?**
 5. **WHAT PROBLEM WOULD BE CONFRONTED BY OTHERS?**
 6. **WHAT PROBLEM WOULDN'T OTHERS CONFRONT?**
(Run consecutively, i.e., 1,2,3,4,5,6,1,2, etc., to EP.)
-

33. CONFRONT OF PROBLEMS AND SOLUTIONS TO PROBLEMS
(Ref: HCOB 17 Mar. 60, STANDARDIZED SESSIONS)

Part One:

TELL ME A PROBLEM THAT AUDITING WOULD BE A SOLUTION TO.

(Run repetitively to EP.)

Part Two:

Ask pc if he has any chronic somatics with the question “Tell me any chronic somatics or psychosomatic illnesses you have.” (This is *not* Listing and Nulling.) Write these down, noting any reads as the pc answers.

For example, if pc says “a bad leg,” the auditor would run, “Tell me a problem a bad leg would be a solution to.”

On any chronic somatics or psychosomatic illnesses that are not reading, put in the Suppress and Invalidate buttons.

Run each reading chronic somatic and psychosomatic illness in the following process, in order of largest read.

TELL ME A PROBLEM THAT A _____ WOULD BE A SOLUTION TO.

(Run repetitively to EP.)

Part Three:

Using the assessment list of chronic somatics and psychosomatic illnesses made in Part Two above, take each one and ask the pc what *body parts* are involved. (This is *not* listing and nulling.) Write these body parts down, noting the read on each.

For example, if pc gave “an ulcer” as a psychosomatic illness and then said that the body part was “my stomach” (F), the auditor would run “a stomach” in the command. The command would be “What problem about a stomach could you confront?”

Do not attempt to run a condition (e.g., “arthritis”) in this Part Three process, only a body part.

On any body parts that are not reading, put in the Suppress and Invalidate buttons.

Run each reading body part in the following process, in order of largest read.

F1 WHAT PROBLEM ABOUT A _____ COULD YOU CONFRONT?

(Run repetitively to EP.)

F2 WHAT PROBLEM ABOUT A _____ COULD ANOTHER CONFRONT?

(Run repetitively to EP.)

F3 WHAT PROBLEM ABOUT A _____ COULD OTHERS CONFRONT?

(Run repetitively to EP.)

F0 WHAT PROBLEM WITH YOURSELF ABOUT A _____ COULD YOU CONFRONT?

(Run repetitively to EP.)

34. WHO HAS PROBLEMS

(Ref: Tape: 6108C22, “PTPs—Unknownnesses”)

Run the following command repetitively (*not* as a Listing and Nulling process):

WHO HAS PROBLEMS?

(Run repetitively to EP.)

35. PROBLEMS—UNKNOWINGNESS

(Ref: Tape: 6108C22, “PTPs—Unknownnesses”)

Run the following command repetitively (*not* as a Listing and Nulling process):

WHAT UNKNOWINGNESS EXISTS ABOUT PROBLEMS?

(Run repetitively to EP.)

36. **PROBLEM NOT PRESENT**
(Ref: Tape: 6108C22, “PTPs—Unknownnesses”)

Run the following command repetitively (*not* as a Listing and Nulling process):

WHAT PROBLEM ISN'T PRESENT?

(Run repetitively to EP.)

37. **HAS V**
(Ref: HCOB 19 Jan. 61, ADDITIONAL HAS PROCESSES)

Part One:

F1 1. **GET THE IDEA OF SOLVING A PROBLEM.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM.**

(Run alternately to EP.)

F2 1. **GET THE IDEA OF ANOTHER SOLVING A PROBLEM.**

2. **GET THE IDEA OF ANOTHER NOT SOLVING A PROBLEM.**

(Run alternately to EP.)

F3 1. **GET THE IDEA OF OTHERS SOLVING A PROBLEM.**

2. **GET THE IDEA OF OTHERS NOT SOLVING A PROBLEM.**

(Run alternately to EP.)

F0 1. **GET THE IDEA OF SOLVING A PROBLEM WITH YOURSELF.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM WITH YOURSELF.**

(Run alternately to EP.)

Part Two:

A. Look through the pc's folder for any terminals that the pc complains about having lots of problems with. Write these down.

These may be either specific terminals (e.g., “Bill”) or general terminals (e.g., “a teacher”). Either form can be run in this process.

Assess the list of terminals on the meter. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

B. Ask the pc, "Tell me some people that you have had lots of problems with." (This is *not* Listing and Nulling.) Write down any terminals that the pc gives, noting their reads. These may be either specific or general terminals. On any terminals that are not reading, put in the Suppress and Invalidate buttons.

C. Run each reading terminal from steps A and B in the following process, in order of largest read.

F1 1. **GET THE IDEA OF SOLVING A PROBLEM WITH _____.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM WITH _____.**

(Run alternately to EP.) _____

F2 1. **GET THE IDEA OF _____ SOLVING A PROBLEM WITH YOU.**

2. **GET THE IDEA OF _____ NOT SOLVING A PROBLEM WITH YOU.**

(Run alternately to EP.) _____

F3 1. **GET THE IDEA OF _____ SOLVING A PROBLEM WITH OTHERS.**

2. **GET THE IDEA OF _____ NOT SOLVING A PROBLEM WITH OTHERS.**

(Run alternately to EP.) _____

F0 1. **GET THE IDEA OF SOLVING A PROBLEM WITH YOURSELF ABOUT _____.**

2. **GET THE IDEA OF NOT SOLVING A PROBLEM WITH YOURSELF ABOUT _____.**

(Run alternately to EP.) _____

38. SOLUTION TO SOLUTIONS

(Ref: HCOB 3 May 59, SOLUTION TO SOLUTIONS)

F1 **WHAT SOLUTION COULD YOU MAKE STICK?**

(Run repetitively to EP.) _____

F2 **WHAT SOLUTION COULD ANOTHER MAKE STICK?**

(Run repetitively to EP.) _____

F3 **WHAT SOLUTION COULD OTHERS MAKE STICK?**

(Run repetitively to EP.) _____

F0 **WHAT SOLUTION CONCERNING YOURSELF COULD YOU MAKE STICK?**

(Run repetitively to EP.) _____

39. **PROBLEMS INTENSIVE**

(Ref: HCOB 27 Sept. 62, PROBLEMS INTENSIVE USE
HCOB 30 July 62, A SMOOTH HGC 25-HOUR INTENSIVE
HCOB 7 Sept. 78R, MODERN REPETITIVE PREPCHECKING
Tape: 6110C11, "Problems Intensive Assessment")

1. Get the pc to tell you any self-determined changes he has made this lifetime (only self-determined major changes). Write them down, with their reads. (This is *not* listing and nulling.) The question may be varied in order to get all different angles of changes as per tape 6110C11, "Problems Intensive Assessment."

2. Take the biggest reading change and locate the prior confusion to that change.

3. Having located the *time* of the prior confusion, predate it by a month.

4. Prepcheck "SINCE (date from step 3), (button)?" to EP.

5. Take the next largest reading change off the list made in step 1. Run it using steps 2-4 to EP.

6. Repeat step 5 until all reading changes are handled. On any changes that are not reading, put in the Suppress and Invalidate buttons.

40. **GRADE I QUAD**

(Ref: HCOB 19 Nov. 65, PROBLEMS PROCESS)

- F1 1. **WHAT PROBLEM HAVE YOU HAD WITH SOMEONE?**
2. **WHAT SOLUTIONS HAVE YOU HAD FOR THAT PROBLEM?**
(Get the pc to give the problem, then run TA off solutions. Then a new statement of the problem and more questions about solutions. Run it 1,2,2,2,2,1,2,2,2, etc., to EP.)

- F2 1. **WHAT PROBLEM HAS ANOTHER HAD WITH YOU?**
2. **WHAT SOLUTIONS HAS ANOTHER HAD FOR THAT PROBLEM?**
(Run as above in F1, to EP.)

- F3 1. **WHAT PROBLEM HAVE OTHERS HAD WITH OTHERS?**
2. **WHAT SOLUTIONS HAVE THEY HAD FOR THAT PROBLEM?**
(Run as above in F1, to EP.)

- F0 1. **WHAT PROBLEM HAVE YOU HAD WITH YOURSELF?**
2. **WHAT SOLUTIONS HAVE YOU HAD FOR THAT PROBLEM?**
- (Run as above in F1, to EP.)
-

41. GRADE I HAVINGNESS

- F1 1. **THINK OF A SPACE.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

- F2 1. **THINK OF ANOTHER'S SPACE.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

- F3 1. **THINK OF THE SPACE OF OTHERS.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

- F0 1. **THINK OF YOUR OWN SPACE.**
2. **NOTE TWO OBJECTS.**
- (Run alternately to EP.)
-

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