

B O A R D T E C H N I C A L B U L L E T I N

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Remimeo

TR Course

TR Course

Super Hat

CANCELS

HCO BULLETIN OF 18 AUGUST 1971
SAME TITLE

TR COURSE - HOW TO RUN

THE FIRST THING TO REALIZE ABOUT THE TR COURSE IS THAT THE STUDY TAPES AND HCO PL 16 MAR 71 "WHAT IS A COURSE" FULLY APPLY.

The student is given adequate data on the above in the material on his checksheet. The Supervisor must have a full command and grasp of the Study Tapes and apply fully HCO PL 16 Mar 71 "What is a Course". These things comprise the stable data upon which the course is run.

COURSE INGREDIENTS

A successful TR Course has these things in, in this order of importance:

1. It is ON SOURCE.
2. HCO PL 16 Mar 71 "What is a Course".
3. The finding and handling of misunderstood words standardly. (2 Way Comm is on misunderstood words ONLY. This is used to pick up bogged or slow students.) This is THE main tool of handling students on course.
4. Gradients tech as in *LRH Study Tape "Gradients and Nomenclature"* and *BTB 7 Apr 73 "Gradients in TRs"*.

When the above is out it crashes. When the above is in, it is a roaring success. This is ALL there is to it!

SUPERVISOR'S STABLE DATA

A Supervisor's No. 1 Stable Datum is the course materials - SOURCE. He does not deviate the tiniest.

A Supervisor's No. 1 Stable Datum in handling his students is finding and handling misunderstood words. A misunderstood word is all it is that prevents a student from progressing or doing well.

A Supervisor's No. 2 Stable Datum in handling his

students is the tech on gradients. Skipped gradients can cause bogs or slows. The thing is to spot it and put the student on the gradient before where he was doing well.

The above are his TOOLS. He uses them to the full. He does not get thrown off by student problems or anything of a distracting nature. He uses these tools to get his students through. They WORK. The Supervisor does not do much sitting behind a desk. He is mobile handling his students with these tools.

HANDLING MISUNDERSTOOD WORDS

A. 2 WAY COMM

A Supervisor must know all about 2 Way Comm. The data is contained in Dianetics (R) 55! Chapter IX, which contents are on the student's checksheet also. When a student can't make it:

1. "You give the student the bulletin.
2. He reads it.
3. He is not checked out.
4. 2WC is solely devoted to discovering the misunderstood WORDS in the HCOB.
5. That is the TOTAL action. The student is NOT sent to the Word Clearer.

The student does NOT it's his case or his activity with TRs.

Supervisor explain NOTHING." LRH

The principle involved is simplicity blows off complexity. The comprehension of the HCOB is what is missing. Comprehension is blocked by misunderstood WORDS.

You will always find it is a word earlier than the student gives you. It will be earlier in that same sentence or in the paragraph above. The trick is to go earlier until the misunderstood word is found that brightens up the student whether defined or not (per phenomena in HCOB 10 March 65 "Words, Misunderstood Goofs"). You then get the student to look up and define the word and make up a few sentences with it.

When the student reads the bulletin afterwards, it will all fall into place and he can do the TRs!

TO SUMMARIZE:

Verbal in classroom: The student says he does not

understand something. The Supervisor has him look earlier in the text for a misunderstood word, gets the student to look it up, use it verbally several times in sentences of his own composition, then read the text that contained it. Then come forward in the text to the area of the subject he did not understand.

B. BY METER IN THE CLASSROOM

The above 2WC action is very simple. It may be found that with some students, whose difficulties don't resolve, a more accurate handling is needed to spot the misunderstood word or words. In this case the Supervisor puts the student on the E-Meter to find and clean up the misunderstood word or words. The Supervisor does this action in the classroom. He must be familiar with and can use the E-Meter. He must have his Meter Drills down cold.

TO SUMMARIZE:

By Meter in Classroom: The earlier passage is read by the student while on a meter and the misunderstood word is found. Then it is fully defined by dictionary. The word is then used several times in sentences of the students own verbal composing. The misunderstood area is then reread until understood.

C. SESSION WORD CLEARING

A and B will usually handle the average student. However, in some cases, a much more thorough handling is needed if the trouble still persists. In this case the student is sent to Qual for Word Clearing as the misunderstood word may be in earlier subjects. This is a RARE occurrence and if happening often shows that 2WC and Meter in the Classroom are OUT on the course.

TO SUMMARIZE:

By Meter in Session: A full assessment of many many subjects is done. The Auditor then takes each reading subject and clears the chain back to earlier words and or words in earlier subjects until he gets an F/N VGIs.

It cannot be overstressed enough - that misunderstood words are the basis of all student troubles in getting through the TRs. A Supervisor will find that this is the main thing he will be handling on the course.

COURSE ESTABLISHMENT

There should be about one Supervisor to every ten

students. A course of any size must have a Course Administrator.

These materials are necessary:

- | | |
|------------------|-------------------------|
| 1. ROLL BOOK | 9. PINK SHEETS |
| 2. CHAIRS | 10. STUDENT FILES |
| 3. CLAY | 11. FILE CABINETS |
| 4. DEMO KITS | 12. PROGRESS BOARD |
| 5. COURSE PACKS | 13. GRAPHS BOARD FOR |
| 6. CHECKSHEETS | STUDENT DAILY STATS |
| 7. DICTIONARIES | 14. ANYTHING ELSE FOUND |
| 8. ROUTING FORMS | NEEDED |

The classroom must be large enough to accomodate a large flow of students. It must be quiet and away from distractions.

The loud active drills such as TR O Bullbait and the Upper Indoc TRs must be put in a SEPARATE room with a Supervisor in charge on the job. To do otherwise is a mistake and flagrant error.

NOTE: Tables are NOT used in TRs.

COURSE REMEDY

This is important and all Executives having anything to do with a TR Course should know this. There are as mentioned four key ingredients to a TR Course: 1. It is ON SOURCE, 2. HGO PL 16 Mar 71 "What is a Course" is in, 3. Standard finding and handling of misunderstood words, 4. Gradients tech. That is all there is to it.

Once 1-4 is implemented one will have trouble keeping these things in if BPL 28 June 71 "TR Course High Crime" is not followed.

THE WHY OF ANY TR COURSE FAILURE IS: BPL 28 JUNE 71 "TR COURSE HIGH CRIME" IS OUT.

This is the ONLY and most basic WHY. If the minimum requirements layed out for Supervisors and student Supervisors are not met (case gain, has passed TR Course, has been Word Cleared and has done TR Course Supervisor Mini Hat) it will wreck the course no matter how many of the key ingredients of the course are out or in.

When a TR Course is failing look for one or more of these requirements out (because they will be out) and get them in per BPL 28 June 71, fast. This is the only remedy.

STARTING COURSE

Students are routed on course on a routing form. Each student is issued their materials by the Course Administrator. The Supervisor gives the student an R-Factor on the course, he is twinned with another student, seated and started.

COURSE RULE

While on course a student may not receive auditing. This is due to the fact that in doing the TRs a student goes through much case change and the gains are phenomenal. Since it is a major action it must not be interrupted by other actions. Scientologists starting such a course must have Director of Processing and C/S okay before doing so.

Violating this rule would be "misprogramming" or in other words having a person start a new cycle when he is in the middle of an auditing cycle or cycles. The result of this would be confusion and upset and the apparencey of not being able to complete anything.

Scientologists on Solo or Advanced Courses may not go onto TRs. This should be done before Solo or after he is OT III EX. This is another form of misprogramming.

Session Word Clearing is only done before or after TRs as this is an auditing action and auditing is not done on a person in the middle of TRs.

The best thing to do is DON'T MISPROGRAMME in the first place.

Persons on TRs who have been misprogrammed can be brought to a flat point on the TR they are on and routed off course to complete the earlier action.

STUDENT QUESTIONS

Student questions are handled by the Supervisor ONLY. Students do not ask other students. This starts a chain of alter-is. The Supervisor handles such questions by referring to the specific course materials pertaining. THIS IS DONE ALWAYS. The data is in the materials. Keep students ON SOURCE.

TIMING CONFRONTING DRILLS

As time requirements on TRs are no longer required, the use of stop clocks or systems of timing are not necessary.

CHECKOUTS

A student reads the theory materials and marks them off on the checksheet as he goes along. This is an attestation that he has read, understands and can apply these items. The Supervisor is alert at this stage to watch for misunderstood words and clean any up.

Supervisor checkouts are required for clay demonstrations, drills and any writing action. The twin checkout system is not used.

Clay demos are done exactly as per HCOB 11 Oct 67 "Clay Table Training". Anything less is flunked.

When a coach has got his twin through the drill to a real stable win and VGIs, he calls the Supervisor over to check the student out. Checkouts on drill consist of:

1. A brief theory checkout on the drill. Checkout policies apply. The Supervisor goes over the drill purpose, gets word definitions, asks for demonstrations.

Example: Demonstrate be there and confront.

Example: Demonstrate what happens when you don't acknowledge an origination.

Example: Demonstrate control.

2. When the above is passed, the Supervisor goes on to practical checkout.

In giving a checkout, the Supervisor does not attempt to become a coach. This defeats the purpose of a checkout. The student either knows it or he doesn't. No "uhs or ahhs" accepted. If a student flunks, he is flunked right then and there. NOW. Flunks must be SPECIFIC. A student is always told WHY he flunked and is referred to the materials pertaining that the student violated. The coach must be present at drill checkouts so he sees what was flunked and can work with the student to remedy. A wrong flunk can be upsetting and throw the student into confusion. Always flunk the right flunk and a student will win.

No student EVER waits. If the Supervisor is not at once available to check out a drill, the students should start reading the theory for their next drill.

In courses of great volume, anyone who passed a drill can check out another on the drill. However, this practice is only implemented in moments of great need. It is more advisable to keep drill checkouts to the Supervisor.

The Supervisor Drill checkout procedure s outlined above is done from TR 0 Bullbait to TR 9. On OT TR 0 and TR 0 Confronting the Supervisor gives the student and his

twin a start and they continue until they are able to DO the drill. This may happen at the same or different times for the student and coach. When the student has done the drill to a Major stable win (and this should be very evident by the VGIs!) he lets the Supervisor know and is validated and given a pass by the Supervisor. The student should be very happy and have a real certainty that he has done the drill. It is a major stable win to achieve a drill and the gains resultant are fantastic.

The student is ALWAYS, ALWAYS consulted before being given a pass by the Supervisor. If the student isn't happy and sure that he has made it, it would be a disservice to give a pass.

A false pass on a drill can have bad effects. A student does not feel good to have a pass when he really didn't deserve it. A false pass will however catch up with the student on later drills and can be remedied. The best thing is to pass a student when he passes. A Supervisor validates a student's wins.

WARNING ON QUICKIE TRS

Supervisors are warned against "Quickie TRs" or in other words letting students breeze through passing drills they didn't really pass. Examples of this are: Student did not do blinkless, no red eyes, no fidget TR O for any period but says he has a "Major stable win" and so is passed. Student still has unflattened buttons on TR O Bullbait but is given a pass. Student does a few seconds of OT TR O, says "aha I won!" and is passed. All these examples come under the heading of not doing the drill.

When a student does these TRs the Hard Way, the results are not slight. TR Course graduates are almost new people, serene, calm, in control of life!

On the whole, the majority of students are honest, they face up to doing and do the drills for real. It is only the few that a Supervisor must be alert to.

TWINS

The Supervisor pairs off students of comparable magnitude. If it is found a fast student has twinned with a slow student, the fast student is twinned with another fast student and the slower one with another. It is not advisable to change twins, but in some cases you have to. When a twin change is necessary the agreement of the student concerned is always obtained beforehand.

NEVER change a twin on a student in the middle of doing OT TR O. This can upset a student.

It is not advisable to change twins but in some cases you have to. Twin changes are kept as minimal as possible.

COACHING

Coaching is done exactly as per HCOB 24 May 68 "Coaching". The Supervisor sees that this HCOB is followed and catches coaching outnesses at once and remedies such NOW. The main thing that can be said about coaching is that you flatten each button ONE AT A TIME. A coach also pays particular attention to gradient. If a student flinches at a bang on the table in TR O Bullbait, the coach touches the table until no flinch on that, then slaps the table until no flinch on that, and then gradually works up to banging the table until the student no longer flinches when the table is banged. This is an example of using gradients in coaching. To just keep pushing a button to total overwhelm will take a long time and gives the student losses. This is not the purpose of coaching. Such buttons should be cut back in gradient, working gradually up to full blast - the student winning at each gradient all the way until the button is flattened.

A wrong flunk invalidates and upsets the student. Only flunk when a flunk occurs, and when one gives a flunk say what it is for. A right flunk will never upset the student.

GRADIENTS

A Supervisor is always alert to gradients.

The gradient is OT TR O, TR O Confronting, TR O Bullbait, TRs 1-9. If a student has trouble on one gradient, he is put back on the gradient before where he was doing well. Example: Student can't make it on TR O Confronting, so he is put back on to OT TR O.

The Supervisor's skill is spotting a skipped gradient and putting a student on the right gradient.

METER CHECKS

The E-Meter is a very precise tool used to locate areas in which a student needs assistance and handling. It is not only the Supervisor's best friend but the students as well.

When a student is overdue or bogged, despite all

efforts to find and clean up misunderstood words and correct wrong gradients, a Supervisor will Meter Check to find out if the reason is a false pass or false insistance that the student hasn't made it (overrun). If false pass or false insistance that student hasn't made it is not the reason then the Supervisor Meter Checks to discover misprogramming or out rudiments. The Supervisor must be well trained to perform these Meter Check actions and he has a special write up on how to do them which are BTB 15 Aug 71R "TR Course Bugs Handling" and BTB 5 Nov 71R "TR Course De-Bug Drill".

TR KNOW-HOW

The first thing to know about TRs is that you follow the HCOB and you DO IT. If you are altering HCOB procedures in any way, you are not doing it.

TRs are SIMPLE. When simplicity goes in, the complexity and confusions blow off. The Supervisor's main achievement is getting the SIMPLICITY across. In a world full of complexities, people find it easier to be complex and it is harder to grasp what is simple.

When a student gets the message of how simple it is, he can do TRs. If a student is having trouble, it is not the TR where the trouble lies - it is in receiving the communication from the HCOB in its total simplicity. Misunderstood words block communication. If a student can't sit still in the chair, has to blink, is having trouble with somatics, you know that he has not got the message and there is a misunderstood word to find and clean up. That is ALL THERE IS TO IT. Do not get thrown off this stable datum. There are many manifestations that could occur from a misunderstood word. Don't get distracted by the manifestations. They are not the cause of trouble. It is the misunderstood word.

There has been such a thing as "Soft TRs". Well, now every TR is done for real - rough, tough and hard. To stray from the procedure and be any less tough is to lose 90% of the results. In being "soft" and "nice" about TRs, you are not doing anyone a favour. If anything, it would be the greatest disservice you could give a being. In Scientology (R) we get results and we get them by following our technology relentlessly to the letter. It has worked for for 20 years and will work for eternity. Don't let anybody try to tempt you into anything less. When TR 0 says do nothing, it means do nothing - no blinks no twitches no watering or red eyes. JUST be there and confront. When TR 8 says Tone 40, it means Tone 40. What a student pays for this course is nothing in comparison to the priceless results he gets. And we make sure he gets those results, no matter what. We are honest people.

In doing confronting drills there are some common misconceptions which have been observed. One is that when one runs into a somatic such as blinking, watering or red eyes or having to swallow etc, one should "run it out" - in other words go through the drill until it stops. This is nonsense. The student ends up "running it out" instead of being there. These things are manifestations of a misunderstood word which must be found and cleared up. A person BEING THERE and confronting in the true sense will have no somatics.

Another common misconception is that if a person, in doing TR 0 being there and confronting, moves around or has body somatics - that person is considered "not there". This is evaluation in the extreme. In rare instances it could be the case, but a person is usually being there. He may be there WITH lots of other things going on, but the drill says just be there, so we get him to do that.

Natural TRs: Spoken TRs are natural. TRs are for use in life and in the auditing room. There is no uncomfortable robot execution or straining of voice. If this was done in an auditing session the PC would be distracted. If this was done in life people would think him or her a bit weird. Stick to the drill's purpose not some idea of how metallic and rigid one can be.

Another common outness is trying to achieve some other TR on a drill. Example: TR 4 being coached to flatten students buttons; this is really TR 0 Bullbait not TR 4. The best thing is to do the drill one is on and if a previous drill is found out, then one goes back to it to get it in.

Emphasis: When getting students to do TRs a Supervisor gives emphasis to the positive. He does not go around saying don't this and don't that. That's the negative side. This way students end up with their attention on "not doing" the wrong things instead of just doing the drill.

As a student progresses through the TRs, he should have each previous TR in, in the drill he is doing. When it is found badly not to be the case, the student must go back and get in the earlier TR found out before going on.

INVALIDATION AND EVALUATION

Invalidation and evaluation can wreck a course. The solution is simply not to allow it. Invalidation can be of wins - or refusing to pass a student when he has actually passed or just making a student "wrong". Evaluation could be flunking a student for "not being there".

A Supervisor's duty is to keep the course free of such things and let the students get on with it.

END OF CLASS

At the end of class time each day, all TR Completions are announced by the Supervisor and validated. The Supervisor has the students give any wins they've had for the day. Before leaving, students hand in their stats for the day to the Course Administrator and pack up and tidy up their space.

WINS

The key ingredients to success are A. Doing it exactly, B. HCO PL 16 Mar 71 "What is a Course," C. Finding and handling misunderstood words, D. Gradients tech.

The wins we have been having on this course are not only amazing and incredible but true!

It just takes TRs. REAL TRs.

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of the
CHURCHES OF SCIENTOLOGY

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