

Independent Checksheets
Independent Checksheets Foundation

DRILL SHEET OF 4 FEBRUARY 2011

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SUPERVISOR DRILLS SHEET

SUPERVISOR DRILL A

REF: HCOB 2 June 71 Confronting, HCOB 4 Jan 73 Confront.

NAME: Confronting the Classroom Environment.

COMMANDS: None.

POSITION: Student supervisor sitting anywhere in the room. Coach by his side.

PURPOSE: To teach the student supervisor to confront the physical environment in which he will be working and to hold a position in relation to the environment.

TRAINING STRESS: The student (coach) is seated in various places in the classroom. He must be able to confront various objects in the room large and small. The coach picks these objects out starting with the smaller ones first. The student confronts the object picked by the coach and the coach passes him when the Student is comfortable confronting the object or space and shows no reaction.

The coach should pick such objects and spaces as a demo kit, a table a student is sitting at a clay table, a section of the progress board, a student graph, a progress board, the entire stat board, a row of tables and chairs, a row of tape recorders, the space between two rows of tables, the space of the class room, etc. The coach should cover at least this many and not necessarily in this order. Flunks are given for any additives to just being there. The idea is to get the student able to confront the entire classroom and the parts of it until he can do so comfortably and know that he is holding a position in relation to it.

SUEPRVISOR DRILL B

REFS: HCOB 2 June 71 Confronting,

NAME: Touch and Let Go of the Classroom Environment.

COMMANDS: "Touch the _____."(object) "Thank you."
"Let go of the _____."(object) "Thank you."

POSITION: Student and coach walking around room together with coach at his side.

PURPOSE: To familiarize the student with his environment.

TRAINING STRESS: The student supervisor and coach walk around the room and stop before various objects. The coach gives the command "Touch the _____" The student carries out the command. The coach says "Thank you." "Let go of the _____." The student does so, the coach acknowledges, "Thank you" etc.

Start with smaller objects and get larger and larger. For instance first a piece of clay or demo kit object moving up through to large walls and book cases, etc. The coach sees that the student auditor executes the commands. The coach asks from time to time, "How are you doing?" The coach handles any physical manifestations of the student auditor by asking, "What is happening?" The drill is passed when the student is in good communication with the environment and the objects of the environment.

SUPERVISOR DRILL C

REF: HCOB 2 June 71 Confronting

NAME: Confronting Students.

COMMANDS: None.

POSITION: Student sitting at a desk as if he were the supervisor with coach at his side.

PURPOSE: To train the student supervisor to be able to confront the students of a class and hold a position in relation to them and not do anything else but be there.

TRAINING STRESS: The student supervisor sits at a desk from which he can see the entire classroom. The student starts out confronting specific individuals in the classroom. As he becomes comfortable about confronting one student, he increases the confront to two and then three and then a row of students and then the entire class. The student is allowed to move his head as he moves from student to student and sub-group to sub-group. The idea is for the student supervisor to be able to confront each student in the class no matter what the student is doing. Then to be able to confront the whole class. Flunks are given for any reactions other than just being there with the class. A pass is given when the student feels comfortable confronting the whole class, and is willing to have the whole class in his space.

SUPERVISOR DRILL D

REFS: HCO PL 16 Mar 71 What Is A Course, HCOB 25 June 71R, Word Clearing Series

NAME: Spotting Indicators.

COMMANDS: None.

POSITION: Student walking around the room with the coach beside him.

PURPOSE: To train a student supervisor to spot indicators and to teach him that there are indicators to be spotted, and what they are.

TRAINING STRESS: The student supervisor walks around the classroom with coach. He has a clip board and pen and paper. The student walks around the class and marks down bad and good indicators as he sees them. To name a few, this would include dope off, frowns, students being noisy, tables out of line, no progress board, no demo kit, confusion caused by skipped gradient, a student's attention wandering, students not cogniting, students cogniting, students attentively at work, tables neat, progress board up and in PT, graphs up and in PT, lots of clay for the students, lots of packs, etc. These are just some of the bad and good indicators. The student merely marks these down on his paper on the clip board. Keep it simple. The student learns that there are indicators to be spotted and learns what they are. The student is passed when he can rapidly spot indicators and write them down quickly and neatly. You may have to repeat the drill a few times until the student is used to all the indicators that are present and can write them down quickly. Flunks are given on the second and third time through for hesitation in spotting and writing down the indicators. At the end of the spotting the coach checks over the student's list for completeness and accuracy.

SUPERVISOR DRILL E

REF: HCO PL 4 August 81R, Pink Sheets

NAME: Using pink sheets.

COMMANDS: None.

POSITION: Two students (Coaches) seated at a desk, studying or doing a drill. Student supervisor standing in the vicinity.

PURPOSE: To train a student supervisor to observe his students accurately, to evaluate what he has observed against standard supervisor tech, to correct out tech and to acknowledge in tech by means of a pink sheet.

TRAINING STRESS: Student coaches are studying as twins or mocking up a coaching or co-audit session. They demonstrate out study tech or out tech such as the phenomena of going by a misunderstood, coach failing to cut back the gradient on a drill when the student is confused by it, incorrect flunks, etc. The student supervisor must use full pink sheet procedure as given in HCO PL 4 Aug 81R, Pink Sheets.

Flunks are given for any out TRs, incorrect observation, incorrect evaluation, incorrect handling, incorrect admin and failing to make sure the out points are handled. This drill should be done several times with different situations to handle. The drill is passed when the student supervisor observes, evaluates, and handles out tech in the course room – efficiently – with a pink sheet.

SUPERVISOR DRILL F

REFS: HCO PL 24 Oct 68 Supervisor Know How – Running The Class

NAME: Keeping tables neat and straight.

COMMANDS: “Please straighten up your tables” or “Please clean off your tables of any unnecessary materials.”

POSITION: Two or more students (coaches) are seated at two tables which are lined up in a row. The student supervisor is walking around the classroom in the area of the two students.

PURPOSE: To give the student supervisor reality on walking around the room as supervisor and to train the student supervisor to keep the tables lined up neatly and all unnecessary materials off them. Also to train student supervisor to have supervisor presence by doing the above.

TRAINING STRESS: The student supervisor walks by the two desks of the two students (coaches) they either have their desks out of line or have unnecessary materials on them such as newspapers, or extra pens, or a purse, etc. The student supervisor must give the appropriate command and the students then resist the command a bit or do nothing when it is said by the supervisor. They can tell him why they can't do it or why it is too difficult to do. The student supervisor must persist until he gets compliance to the command. After the student supervisor is good at this the gradient can be increased to having both the tables out of line and the extra materials on the desk so the student supervisor must give both commands. The student supervisor is flunked for any additives other than getting the commands complied with. He is passed when he can get compliance swiftly and easily.

SUPERVISOR DRILL G

REFS: HCO PL 7 Feb 65 Keeping Scientology Working, HCO PL 24 Oct 68 Supervisor Know How – Running the Class

NAME: Talking.

COMMANDS: “Are you giving him/her a checkout?” “Good – please get back to study.”

POSITION: Two students (coaches) sitting beside one another. The student supervisor is walking around the room near to the students (coaches).

PURPOSE: To train a student supervisor to not allow random talking in a classroom and to keep tight 8-C in on the student. To give him reality on walking around the room as a supervisor and to teach him supervisor presence by the above.

TRAINING STRESS: The students (coaches) are seated at the desks as if they were not twins. They are seated at different desks at the side of each other. They start chatting with each other about anything. The student Super approaches and gives the command (question). He must get the question answered and then give the next command and get it complied with. (The coaches answer for this drill must be "no".) The students make up excuses and resist the question and order. The student supervisor is flunked for any actions or additives other than getting the question answered and the student back to study. The student supervisor is passed when he gets his question answered and the order to study carried out.

SUPERVISOR DRILL H

REFS: HCO PL 28 Aug. 83, SPOT CHECKING

NAME: Spot Checking Drill.

PURPOSE: To teach the student supervisor how to spot check students on materials they have already covered and thereby spot students with out study tech and get them handled. To make it real to the supervisor that this is a basic method of checking the quality of a course and the ability of his students to apply what they have been studying.

POSITION: Two students (coaches) seated studying. The supervisor on his feet walking around the classroom.

TRAINING STRESS: The supervisor spot checks the students on materials they have already covered. The students (coaches) answer correctly or not. The supervisor handles as in the below steps. The student supervisor is given flunks for any out TRs, incorrect pink sheeting, or for not spotting any out study tech and getting it in, for giving incorrect spot checks or any additives other than just spot checking the student on the pack, passing or flunking the student, and issuing a pink sheet. The drill is passed when he spot checks correctly.

STEPS:

1. Supervisor walks around the classroom.
2. He picks up a pack of materials already covered by the student.
3. He gives him a situation to handle based on the material in the pack.
4. If the student answers correctly, the supervisor acknowledges him and has him continue to study.
5. If the student flunks, he is sent back to the beginning of the course or at the very least a pink on the material he missed. The supervisor also asks the twin the same question and if he misses, he is handled accordingly as well..
6. The supervisor keeps an eye on the students who flunked and spots if there is any study tech they are not applying and gets it corrected.
7. The next day the supervisor spot checks them again to see if they have improved. If not, he spot checks them on study tech and pink sheets them to whatever study tech they have out.
8. And then orders them to any necessary review of materials they have already covered.

SUPERVISOR DRILL I

REFS: HCO PL 7 Feb 65 Keeping Scientology Working, HCO PL 15 Sept 67 The Supervisor's Code, HCO PL 16 Mar 71 What is a Course, HCOB 4 Sept 71 WC Series 19 Alterations, HCOB 4 Aug 71 WC Series 16R Confused Ideas, HCOB 13 May 71 Student Grasp of Material, HCOB 10 February 1971, TECH VOLUME AND 2 WAY COMM, HCO PL 19 Apr 65 Ethics Training and Processing Regulations.

NAME: Handling Student Demands for Verbal Technical Data or Unusual Solutions.

COMMANDS:

"The material is in (HCO PL, HCOB or Tape)."

"What does your material state?"

"What word did you miss in the (HCOB, HCO PL or Tape)?"(Apply W/Cing Method 3/4) (and for requests for unusual auditing solutions as applicable to the Practical/Auditing section of the checksheet) **"What did you really do?"**

POSITION: Student (coach) at desk and student supervisor walking around the classroom near to the student's desk.

PURPOSE: To train the student supervisor not to get thrown by a student's uncertainties or requests for verbal technical data or unusual auditing solutions. But to teach the student supervisor to find the word or words he misunderstood, to refer to the applicable materials and to get the student to confront the materials for the answers to his verbal technical requests or unusual auditing solutions. To give him reality that if he only uses the above commands the students will soon learn to apply these same questions and apply Word Clearing and find the answers themselves in the material.

TRAINING STRESS: The student supervisor walks by the desk and the student (coach) asks him a question likes "How do you do _____?" or "Could you tell me the way to _____" or "I've read this and I don't get _____" etc. The supervisor answers with the above only. He must continue to give the question until the student (coach) carries it out and gets his questions answered or confusion handled. The student (coach) should resist a bit and make the student supervisor persist. Keep it simple and bullbaiting at a minimum. The drill should be done several times with different type questions asked which can be answered with each of the different commands above. The student supervisor is flunked for Q and A, and anything other than the above. The student is passed when he easily gives the above questions to the student (coach) without trying to add anything and handles the questions of the student (coach) so that the student is satisfied.

NOTE: The above drill is to be done as written to deal with the specific issues noted and also taking into consideration HCOB 10 February 1971, TECH VOLUME AND 2 WAY COMM. The Supervisor must be able to handle student's verbal technical data requests and unusual solutions standardly and maintain ARC while doing so.

SUPERVISOR DRILL J

REFS: HCOB 25 June 71R Barriers to Study

NAME: Three Barriers to Study.

COMMANDS: None.

POSITION: Student (coach) sitting at desk with student supervisor walking around classroom near to student's desk.

PURPOSE: To train a student supervisor to distinguish between the three main barriers to study and how to handle each correctly.

TRAINING STRESS: The Student (coach) manifests one of the three barriers to study – misunderstood word, skipped gradient or lack of proper balance of mass and significance.

The supervisor must obnose or find out which it is and handle with student.

The student supervisor is flunked for not recognizing which of the three it is or not finding out by simple Two Way Comm and for not handling standardly and not using pink sheets correctly. The student supervisor is passed when he can recognize which of the three barriers to study it is or find out by Two Way Comm and can handle any and all them easily.

SUPERVISOR DRILL K

REFS: HCO PL 16 Mar 71 What is a Course, HCO PL 10 Apr 64 Scientology Courses

NAME: Setting Targets Drill.

COMMANDS: None.

PURPOSE: To teach the student supervisor to set high targets daily with students.

POSITION: Student (coach) seated studying. The student supervisor standing near him.

TRAINING STRESS: The student sits studying. The supervisor comes over on his daily targeting rounds. The drill is passed when the student supervisor can correctly set a target with the student and get the students agreement that he can do it.

STEPS:

1. The supervisor goes over to the student and asks to see his checksheet.
2. He checks to see that the student is doing the checksheet in the correct order. (If not, he finds the MU that occurred just before the altered sequence.)
3. He then looks over the checksheet and decides how far on the checksheet that particular student could get if he worked flat out. He tells the student he wants him to get "to here" today. (Pointing to the place on the checksheet and making a mark at that spot.)
4. The supervisor moves on to the next student. The student (coach) should resist being targeted this much and give all the reasons why he can't do it. "I feel bad today." or "I had a fight with my brother." etc. The student supervisor must persist and get the student to know he can make the target by just using standard technology.

The student supervisor is flunked for Q and A, failure to persist until he shows the student he can make the target, or for any additive other than getting the student targeted. The student passes when he gets the coach targeted and when the coach knows he can meet the target. This drill can be done several times in a row on a gradient of more and more resistance by the coach.

NOTE: Originations by the student (coach) are acknowledged gently and then the student supervisor gets the student targeted. The purpose of this drill is to get the student supervisor able to persist in getting a student targeted no matter what the considerations of the student are.

SUPERVISOR DRILL L

REFS: HCO PL 24 Sept 64 Instruction and Examination, Raising the Standard of, LRH Study Tape 13 Aug 64 Study and Examination, HCOB 25 June 71R Barriers to Study

NAME: Handling a blowy student.

COMMANDS: None.

POSITION: Student (coach) at desk with supervisor to handle a blowy student. Also to give him reality on walking around class and spotting outnesses.

TRAINING STRESS: The student (coach) starts to show manifestations of a blow. He either looks around as if he wants to blow or actually gets up and starts to leave or he asks to leave the classroom for some unnecessary reason. The student SUPERVISOR must use 2WC and find out what is happening and work his way back and find the original misunderstood. He may at first have to even physically restrain the student. If the student is too enturbulative, he should be routed to ethics if he can't be calmed down with 2WC. Flunks are given for not persisting and finding and handling the original misunderstood or for any additive other than just handling the student and getting him back to study or to ethics. The student supervisor is passed when he handles the student swiftly and easily.

SUPERVISOR DRILL M

REFS: HCO PL 7 Feb. 65 Keeping Scientology Working, HCO PL 16 Mar 71 What is a Course.

NAME: Complete Supervisors Drill.

COMMANDS: See previous supervisor Drills.

POSITION: At least five students (coaches) are seated at several different desks lined up in two rows. The student supervisor is walking around in the area, between the two rooms.

PURPOSE: To combine all the previous Drills for the final gradient of supervision drills. To train the student supervisor to be a complete supervisor and to be able to handle any situation that comes up. To train the supervisor to handle several students quickly and to produce an orderly environment where tech is in and used.

TRAINING STRESS: The supervisor is walking around the room with clip board and pink sheets and pen. The coaches start manifesting any outnesses they wish. Dope off, talking, messy area, unstraight tables, loud voices etc. The supervisor must handle each until the entire area is quiet and orderly with in Tech. He must also decide which to handle first. For instance if one student is manifesting dope off and the other has a messy area, you would handle the dope off first. Then handle the messy area. Or if two students were being very noisy and another wasn't using a demo kit you might want to handle the noise level quickly and then handle the demo kit student as the high noise level might enturbulate the whole class. The point is that the supervisor must learn to handle these outnesses in proper sequence too. Once the supervisor handles the student (coach) the student must remain handled. He is not to start another manifestation. When the supervisor has handled all the students and produced an orderly in tech environment he is passed. He is flunked for any outness in the previous drills including pink sheeting, handling misunderstands, not getting the physical environment straight, etc. This drill should be done several times on a gradient of larger and larger outnesses. One coach is assigned to handle the coaching patter. At the end the student Supervisor will be able to handle a whole slew of gross outnesses quickly and easily.

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