



NARCON[®]

Communication & Perception
Course

4a

Based on the works of
L. Ron Hubbard



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L. Ron Hubbard

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Narconon® Communication and Perception Course

Name: _____ Organization: _____

Address: _____

Date started: _____ Date completed: _____

This checksheet is part of the Narconon Program and is done following the Narconon Learning Improvement Course.

The purposes of this course are:

1. To show you how you can increase your ability to face and control your environment.
2. To help free you from the harmful effects of drugs.
3. To help you become more aware of your present time environment and better oriented in it.
4. To show you how you can help someone else achieve increased awareness and ability.

When you have studied the first item called for in Section One of the checksheet and you are sure you understand it, put your initials and the date in the blank on the right-hand side of the page. Then go on to the next item on the checksheet. Drills and other actions are initialed only when you have successfully done the action called for. By continuing through the checksheet in this way, step by step, you will be able to move smoothly through the course. Do not skip around on the checksheet or do its steps in some other order; the sequence of the checksheet has been carefully worked out to ensure you cover all the information of the course on a proper gradient. When the checksheet is fully initialed, it is complete, meaning you may now be granted the award for completion.

The length of this course is 4 weeks of full-time study.

A glossary, a collection of words and their meanings, is provided at the back of this course booklet. The glossary or a good simple dictionary should be used to look up any words you do not understand.

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

If you need help, see your Course Supervisor. He is there to help you get the most out of this course.

To begin, remove this checksheet from the course booklet and staple it together.

PART ONE

Section One: Introduction

1. Read “Introduction” starting on page 3 in your course booklet. _____

Section Two: Objectives—What They Are

1. Read “Objectives” starting on page 7 in your course booklet. _____
2. Demonstrate, with a demo kit, what OBJECTIVE means. _____
3. Demonstrate, with a demo kit, what the purpose of Objective Exercises is. _____
4. **PRACTICAL:** Write down why Objectives are vital for helping someone who has taken drugs. Use the sheet provided for this on page 31 in your course booklet. _____

Section Three: Definitions

1. Read the definition of “case” on page 35 in your course booklet. _____
2. Demonstrate, with a demo kit, what a case is. _____
3. Read the definition of “case gain” on page 40 in your course booklet. _____
4. Demonstrate, with a demo kit, what case gain is. _____
5. Read the definition of “The Case Supervisor” on page 44 in your course booklet. _____
6. Demonstrate, with a demo kit, what a Case Supervisor is and what he does. _____
7. Read the definition of “The Course Supervisor” on page 48 in your course booklet. _____
8. Demonstrate, with a demo kit, what a Course Supervisor is and what he does on this course. _____

9. Read the definition of “session” on page 52 in your course booklet. _____
10. Demonstrate, with a demo kit, what a session is. _____
11. Read the definition of “cognition” on page 56 in your course booklet. _____
12. Write down five examples of a cognition. Use the sheet provided for this on page 59 in your course booklet. _____

Section Four: Training Routines

Beginning TR 0–TR 4

1. Read “Communication Drills” starting on page 64 in your course booklet. _____
2. Demonstrate, with a demo kit, what the purpose of doing the TRs is on this course. _____
3. Read “Definitions” starting on page 79 in your course booklet. _____
4. Read “Beginning TR 0” starting on page 83 in your course booklet. _____

5. Do Beginning TR 0 with your twin until you are familiar with how the drill is done and have had a win on it. _____
6. Read "TR 0" starting on page 95 in your course booklet. _____
7. Do TR 0 with your twin until you are familiar with how the drill is done and have had a win on it. _____
8. Read "TR 0 Bullbait" starting on page 107 in your course booklet. _____
9. Do TR 0 Bullbait with your twin until you are familiar with how the drill is done and have had a win on it. _____
10. Read "Delivering a Communication" starting on page 129 in your course booklet. _____
11. Read "TR 1" starting on page 130 in your course booklet. _____
12. Do TR 1 with your twin until you are familiar with how the drill is done and have had a win on it. _____

13. Read "Acknowledgments" starting on page 151 in your course booklet. _____
14. Read "TR 2" starting on page 154 in your course booklet. _____
15. Do TR 2 with your twin until you are familiar with how the drill is done and have had a win on it. _____
16. Read "Half Acknowledgments" starting on page 169 in your course booklet. _____
17. Read "TR 2 1/2" starting on page 173 in your course booklet. _____
18. Do TR 2 1/2 with your twin until you are familiar with how the drill is done and have had a win on it. _____
19. Read "The Cycle of Communication" starting on page 189 in your course booklet. _____
20. Read "TR 3" starting on page 195 in your course booklet. _____
21. Do TR 3 with your twin until you are familiar with how the drill is done and have had a win on it. _____

22. Read "Originations" starting on page 243 in your course booklet.

23. Read "TR 4" starting on page 251 in your course booklet.

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

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

- a. Beginning TR 0 _____ Supervisor Pass: _____
- b. TR 0 _____ Supervisor Pass: _____
- c. TR 0 Bullbait _____ Supervisor Pass: _____
- d. TR 1 _____ Supervisor Pass: _____
- e. TR 2 _____ Supervisor Pass: _____
- f. TR 2 1/2 _____ Supervisor Pass: _____
- g. TR 3 _____ Supervisor Pass: _____
- h. TR 4 _____ Supervisor Pass: _____

Section Five: Training Routines TR 6–TR 9

1. Read “Control” starting on page 291 in your course booklet. _____
2. a. Write down three examples of “Control” using the sheets provided for this on page 299 in your course booklet. _____

- b. Write down three examples of “No Control” using the sheets provided for this on page 300 in your course booklet. _____
3. Read “TR 6 Part 1” starting on page 301 in your course booklet. _____
4. Do TR 6 Part 1 with your twin until you are familiar with how the drill is done and have had a win on it. _____
5. Read “TR 6 Part 2” starting on page 314 in your course booklet. _____
6. Do TR 6 Part 2 with your twin until you are familiar with how the drill is done and have had a win on it. _____
7. Read “TR 7” starting on page 339 in your course booklet. _____
8. Do TR 7 with your twin until you are familiar with how the drill is done and have had a win on it. _____

9. Read "Intention" starting on page 373 in your course booklet. _____
10. Read "TR 8" starting on page 379 in your course booklet. _____
11. Do each part of TR 8 with your twin until you are familiar with how the drill is done and have had a win on it.
 - a. TR 8, Part One _____
 - b. TR 8, Part Two _____
 - c. TR 8, Part Three _____
 - d. TR 8, Part Four _____
 - e. TR 8, Part Five _____
12. Read "TR 9" starting on page 415 in your course booklet. _____
13. Do TR 9 with your twin until you are familiar with how the drill is done and have had a win on it. _____

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

a. TR 6 _____ Supervisor Pass: _____

b. TR 7 _____ Supervisor Pass: _____

c. TR 8 _____ Supervisor Pass: _____

d. TR 9 _____ Supervisor Pass: _____

SUPERVISOR ATTEST

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

SUPERVISOR: _____

PART TWO

Section One: Indicators

1. Read "Indicators" starting on page 7 in your course booklet. _____
2. Demonstrate, with a demo kit, what indicators are. _____
3. Demonstrate, with a demo kit, why it is important to observe and report indicators. _____
4. Demonstrate, with a demo kit, what good indicators are. _____
5. Demonstrate, with a demo kit, what very good indicators are. _____
6. Demonstrate, with a demo kit, what bad indicators are. _____
7. **DRILL:** Your twin will act out good indicators and bad indicators. Spot which indicator he is demonstrating and tell him which one it is until you can do this easily. _____

Section Two: Three Important Rules

1. Read “Three Important Rules” on page 33. _____
2. Demonstrate, with a demo kit, each of the three important rules:
 - a. Get the person through it. _____
 - b. What turns it on will turn it off. _____
 - c. The way out is the way through. _____

Section Three: Session Report Form and Worksheets

1. Read “How to Write a Session Report Form and Worksheets” starting on page 45 in your course booklet. _____
2. **DRILL:** Practice writing up a Session Report Form until you can easily do this. Use the sheet provided for this on page 52 in your course booklet. _____

Section Four: Procedure for Starting and Ending a Session

1. Read "Use of a Doll in Drilling" starting on page 59 in your course booklet. _____
2. Read "Procedure for Starting and Ending a Session" starting on page 66 in your course booklet. _____
3. **DRILL:** Using a doll, drill with your twin:
 - a. The procedure for setting up and ending a session, until you can do this procedure easily and with confidence. Get this passed by your Course Supervisor. _____
 - b. The procedure for ending a session when course time runs out, until you can do this procedure easily and with confidence. Get this passed by your Course Supervisor. _____

Section Five: Rules for Successful Objectives

1. Read the "Rules for Successful Objectives" starting on page 105 in your course booklet. _____

2. Demonstrate, with a demo kit, to your twin each of the twenty-one points of the "Rules for Successful Objectives." As you demonstrate each one, put your initials next to the number below:

1. ____ 5. ____ 9. ____ 13. ____ 17. ____ 21. ____

2. ____ 6. ____ 10. ____ 14. ____ 18. ____ 22. ____

3. ____ 7. ____ 11. ____ 15. ____ 19. ____

4. ____ 8. ____ 12. ____ 16. ____ 20. ____

PART THREE

OBJECTIVE SESSIONS: Objective sessions on this course are done in the course room, under supervision. The Case Supervisor will give you written instructions on the exercise to run, and your session will be supervised by your Course Supervisor. These exercises are done on a read it–drill it–do it basis. Each exercise is drilled before you go into session. Never drill an exercise while you are in a session as this will distract your twin from getting all possible benefits from his session. A final pass on each drill by your Course Supervisor is required. It is also important that you never skip ahead of your Case Supervisor’s instructions. Do not ever start a new exercise without first receiving written instructions from your Case Supervisor to do so.

1. Read “Objectives: Important Note” on page 113 in your course booklet.
-

Section One: Objective Exercise One

1. Read "OBJECTIVE EXERCISE 1" starting on page 114 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 1 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 1 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 1 until you have reached the end phenomena of this exercise. _____

Section Two: Objective Exercise Two

1. Read "OBJECTIVE EXERCISE 2" starting on page 139 in your course booklet. _____

2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 2 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 2 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 2 until you have reached the end phenomena of this exercise. _____

Section Three: Objective Exercise Three

1. Read "OBJECTIVE EXERCISE 3" starting on page 237 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 3 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 3 on your twin until your twin has reached the end phenomena of this exercise. _____

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

Section Four: Objective Exercise Four

1. Read "OBJECTIVE EXERCISE 4" starting on page 253 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 4 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 4 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 4 until you have reached the end phenomena of this exercise. _____

Section Five: Objective Exercise Five

1. Read "OBJECTIVE EXERCISE 5" starting on page 273 in your course booklet. _____

2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 5 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 5 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 5 until you have reached the end phenomena of this exercise. _____

Section Six: Objective Exercise Six

1. Read "OBJECTIVE EXERCISE 6" starting on page 295 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 6 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 6 on your twin until your twin has reached the end phenomena of this exercise. _____

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

Section Seven: Objective Exercise Seven

1. Read "OBJECTIVE EXERCISE 7" starting on page 313 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 7 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 7 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 7 until you have reached the end phenomena of this exercise. _____

Section Eight: Objective Exercise Eight

1. Read "OBJECTIVE EXERCISE 8" starting on page 335 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 8 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 8 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 8 until you have reached the end phenomena of this exercise. _____

Section Nine: Objective Exercise Nine

1. Read "OBJECTIVE EXERCISE 9, PART 1" starting on page 360 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 9, PART 1 with your twin until you can

confidently run this on another. Get a final pass on this from your Course Supervisor.

3. Run OBJECTIVE EXERCISE 9, PART 1 on your twin until your twin has reached the end phenomena of this exercise.

4. Get run on OBJECTIVE EXERCISE 9, PART 1 until you have reached the end phenomena of this exercise.

5. Read "OBJECTIVE EXERCISE 9, PART 2" starting on page 413 in your course booklet.

6. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 9, PART 2 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor.

7. Run OBJECTIVE EXERCISE 9, PART 2 on your twin until your twin has reached the end phenomena of this exercise.

8. Get run on OBJECTIVE EXERCISE 9, PART 2 until you have reached the end phenomenon of this exercise.

Section Ten: Objective Exercise Ten

1. Read "OBJECTIVE EXERCISE 10" starting on page 463 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 10 with your twin until you can confidently run this on another. Get a final pass on this from your Course Supervisor. _____
3. Run OBJECTIVE EXERCISE 10 on your twin until your twin has reached the end phenomena of this exercise. _____
4. Get run on OBJECTIVE EXERCISE 10 until you have reached the end phenomena of this exercise. _____

Section Eleven: Objective Exercise Eleven

1. Read "OBJECTIVE EXERCISE 11" starting on page 499 in your course booklet. _____
2. **DRILL:** Using a doll, drill running OBJECTIVE EXERCISE 11 with your twin until you can confidently run this on another. Get a final pass on this

from your Course Supervisor. _____

3. Run OBJECTIVE EXERCISE 11 on your twin until your twin has reached the end phenomena of this exercise. _____

4. Get run on OBJECTIVE EXERCISE 11 until you have reached the end phenomena of this exercise. _____

Section Twelve: Objective Exercises

1. **CONDITIONAL:** Your Case Supervisor may direct you to run additional Objective Exercises on your twin, in the event that he has not yet attained the full result of the Objective Exercises program. Follow the Case Supervisor's instructions exactly. The Supervisor will provide you with the additional Objective Exercises as directed by your Case Supervisor. Read, drill (including keeping worksheets) and do the exercise on your twin as directed by the Case Supervisor. (If the Case Supervisor does not direct you to run any additional exercises on your twin, continue with Section Thirteen of the checksheet.) _____

2. **CONDITIONAL:** As directed by the Case Supervisor, receive further Objective Exercise sessions from your twin. Your Case Supervisor may decide on this to ensure that you are receiving the full benefits of your program. _____

SUPERVISOR ATTEST

I HAVE SUPERVISED THIS STUDENT ON EACH OF THE ABOVE OBJECTIVE EXERCISES AND CAN ATTEST THAT HE/SHE HAS SUCCESSFULLY ACHIEVED RESULTS ON ANOTHER STUDENT ON THE OBJECTIVE EXERCISES ON THIS COURSE.

____ OBJECTIVE EXERCISE 1 ____ OBJECTIVE EXERCISE 2

____ OBJECTIVE EXERCISE 3 ____ OBJECTIVE EXERCISE 4

____ OBJECTIVE EXERCISE 5 ____ OBJECTIVE EXERCISE 6

____OBJECTIVE EXERCISE 7 ____ OBJECTIVE EXERCISE 8

____OBJECTIVE EXERCISE 9 ____ OBJECTIVE EXERCISE 10

____OBJECTIVE EXERCISE 11

ADDITIONAL OBJECTIVE EXERCISES RUN: _____

CASE SUPERVISOR ATTEST

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

____OBJECTIVE EXERCISE 1 ____ OBJECTIVE EXERCISE 2

____OBJECTIVE EXERCISE 3 ____ OBJECTIVE EXERCISE 4

____OBJECTIVE EXERCISE 5 ____ OBJECTIVE EXERCISE 6

____OBJECTIVE EXERCISE 7 ____ OBJECTIVE EXERCISE 8

____OBJECTIVE EXERCISE 9 ____ OBJECTIVE EXERCISE 10

____OBJECTIVE EXERCISE 11

ADDITIONAL OBJECTIVE EXERCISES RUN: _____

Section Thirteen: Course Completion

COURSE COMPLETION

I attest that I have completed all the requirements of this course, that I have no misunderstands on the materials, that I know and can apply the materials and that I have had personal successes in applying what I have learned on this course to others. I further attest that I have had gains from the Objective Exercises I have received on the course.

STUDENT ATTEST: _____ DATE: _____

I attest that this student has completed the requirements of the course, and that he/she knows and can apply the materials. I further attest that this student has experienced personal case betterment from the procedures he has received on this course. He/She has delivered Objective Exercises to his/her twin to completion and he/she has received his/her own Objective Exercises to completion.

SUPERVISOR ATTEST: _____ DATE: _____

STUDENT EXAMINER

Verifies that the student's checksheet is complete and that the student has met all the requirements of the course.

STUDENT ATTEST AT CERTIFICATES AND AWARDS

I attest:

- a. I have enrolled on the course,
- b. I have paid for the course,
- c. I have studied and understand all the materials on the checksheet,

- d. I have done all the drills of the checksheet.
- e. I am able to use the data in my life.
- f. I have made gains from the Objective Exercises I have received on this course.

STUDENT ATTEST: _____ DATE: _____

CERTIFICATES AND AWARDS: _____ DATE: _____

Student is awarded the certificate of:

NARCONON COMMUNICATION AND PERCEPTION COURSE
GRADUATE

Certificates and Awards: _____ Date: _____

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

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Section 1

Introduction



Introduction

Welcome to the Narconon Communication and Perception Course.

This course contains very exact exercises which you will be doing with another student.

The purpose of doing these exercises is to increase your awareness and help you control and be in better communication with the world around you.

These are called OBJECTIVE EXERCISES. For short they are simply called “OBJECTIVES.”

You will be assigned another student to work with on this course—your twin.

With these Objective Exercises a brand new world awaits you.

Good luck!

Section 2

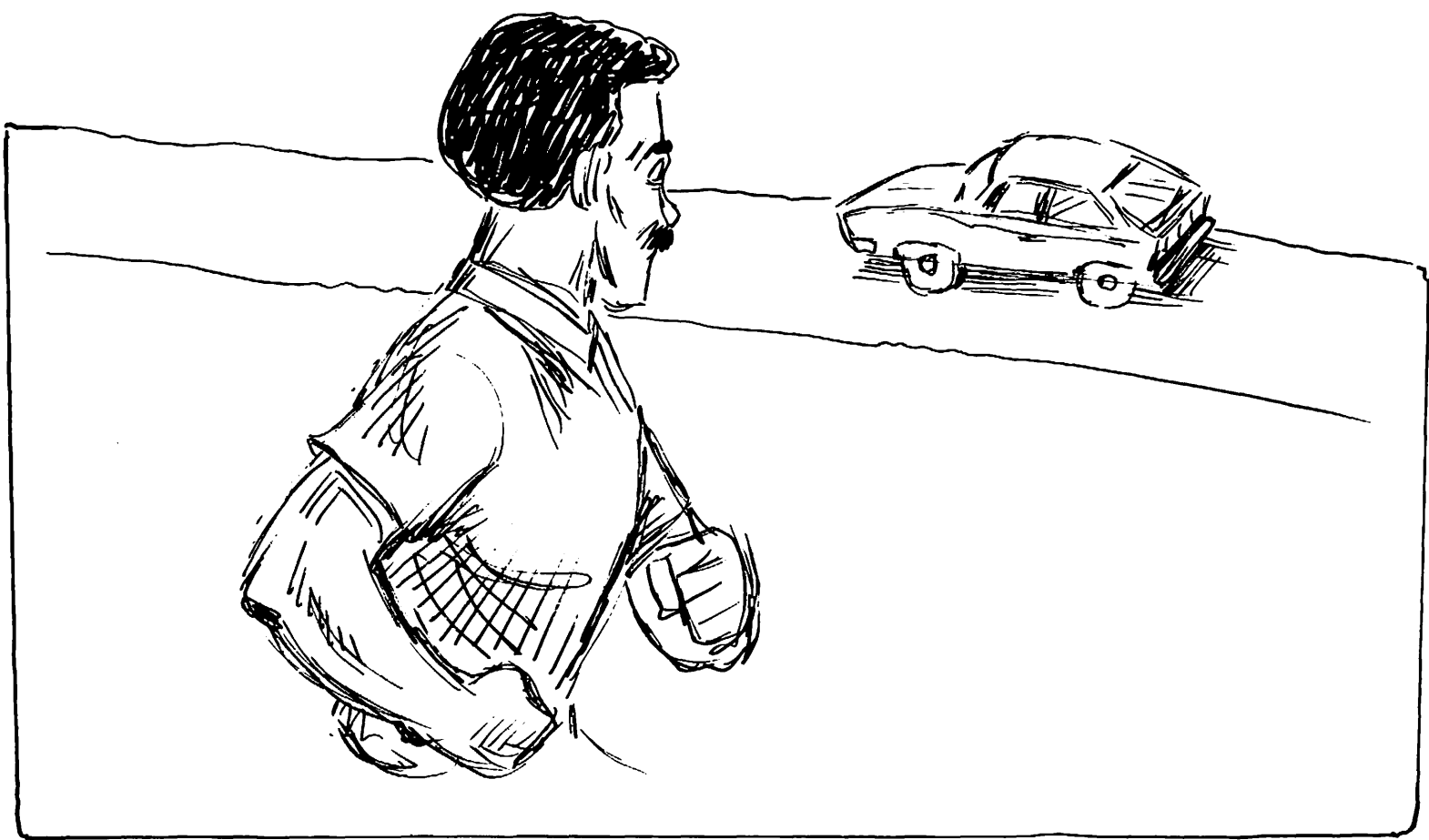
**Objectives—
What They Are**

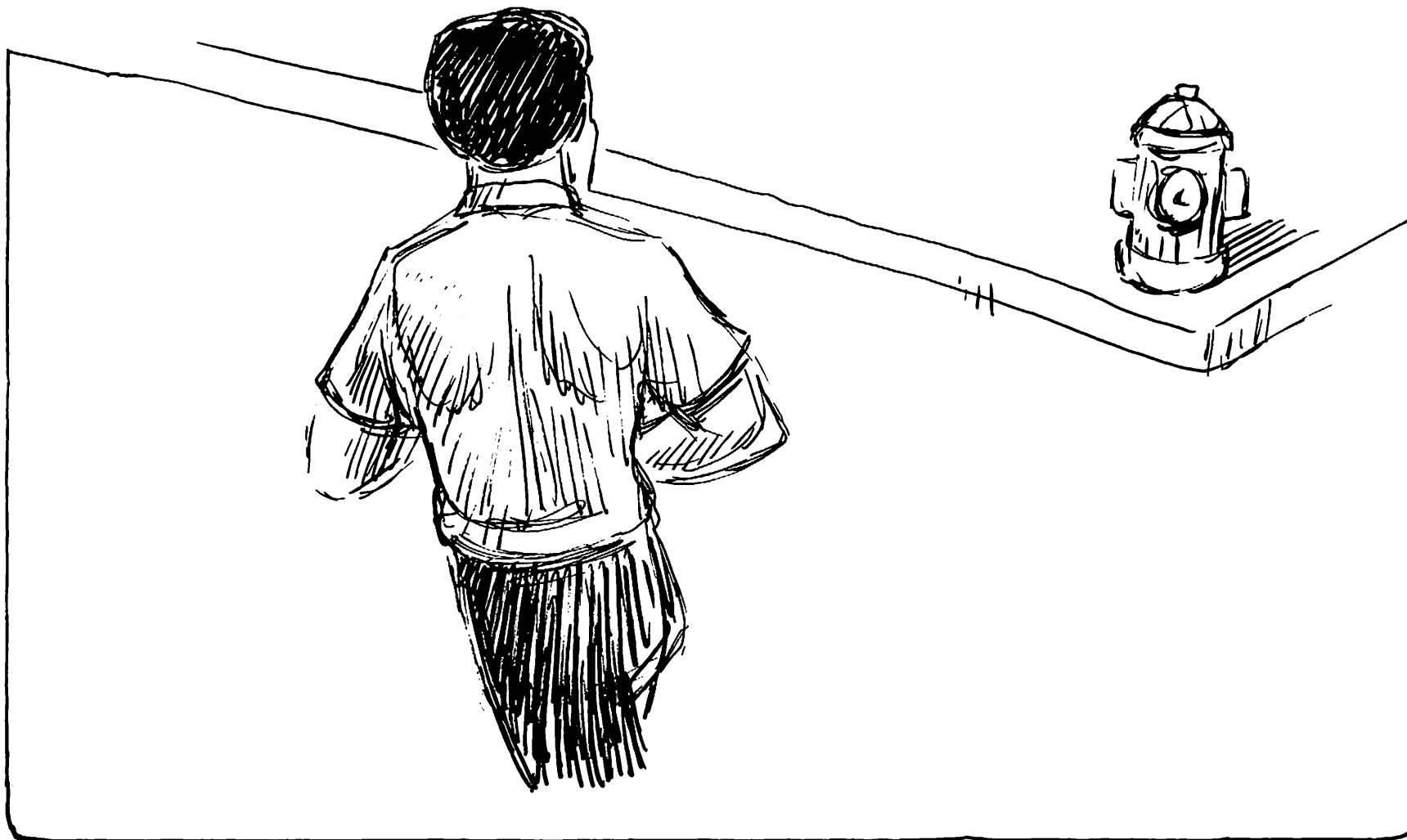


Objectives

Objective means something real and observable.

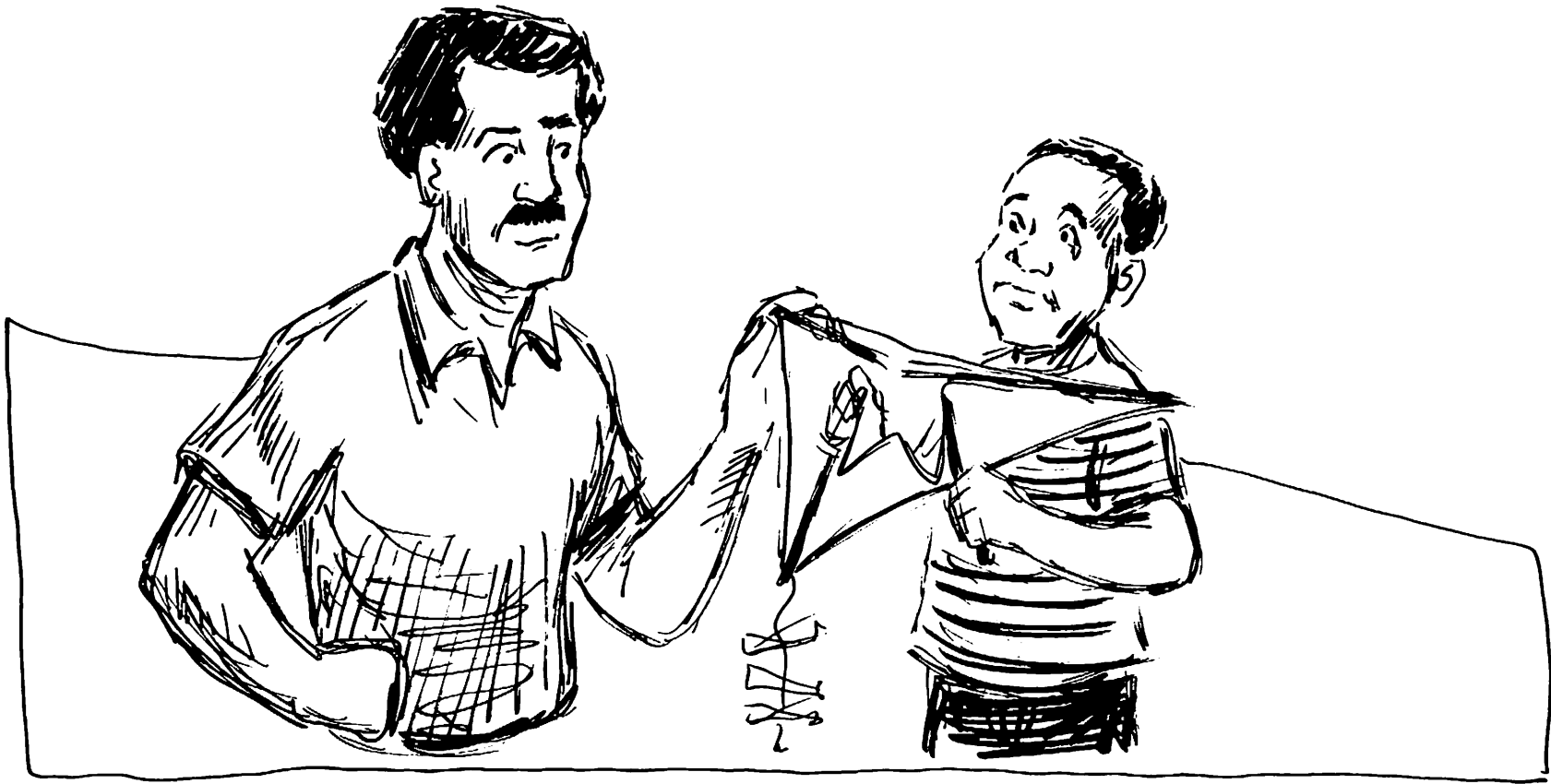
It means “existing outside the mind as an actual object and not merely in the mind as an idea; real.”







It also means “about outward things, not about the thoughts and feelings of the speaker.”



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



It is difficult to handle one's life when one is stuck in moments of the past for he cannot see what is going on around him in the present environment.

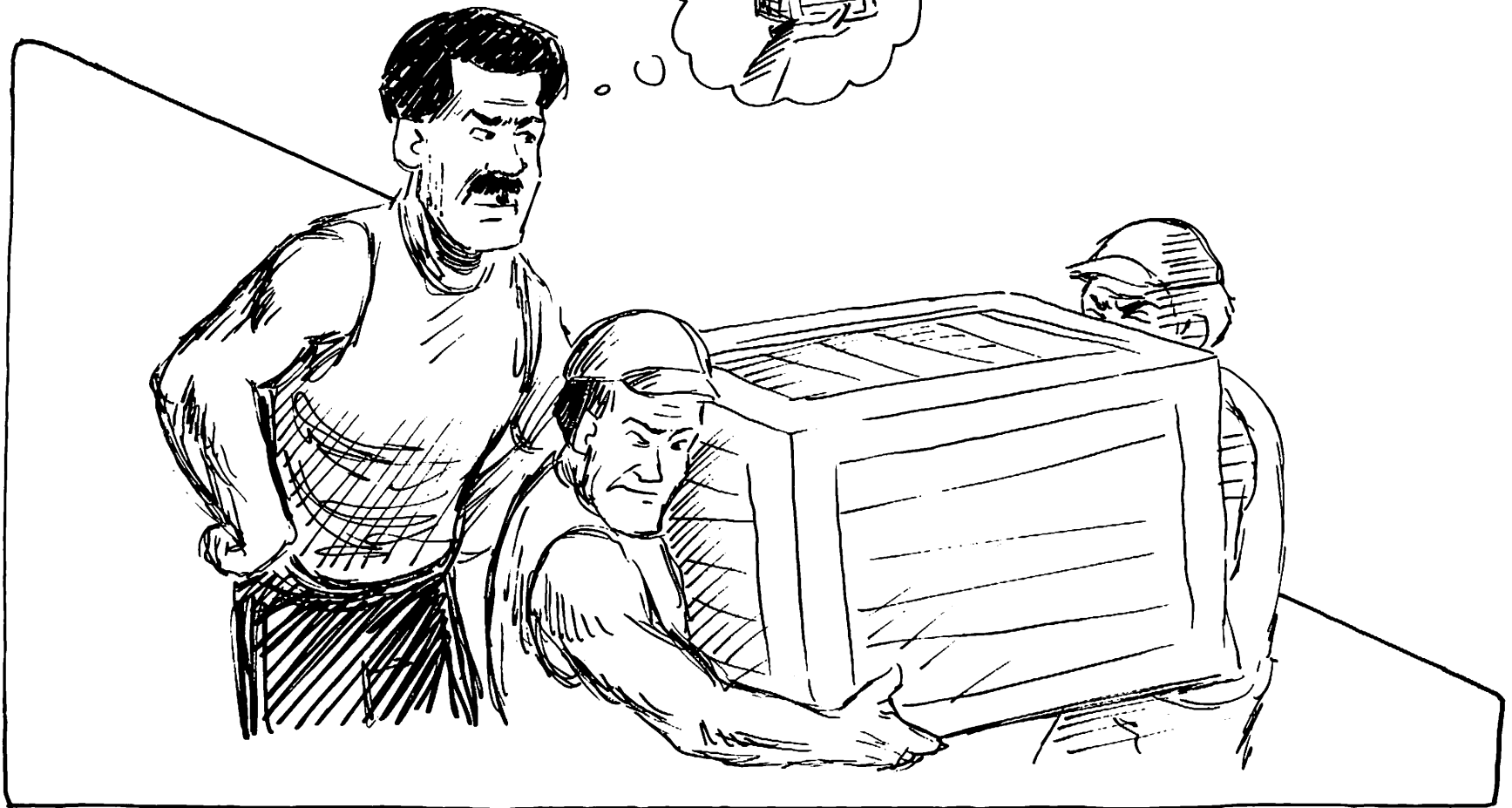




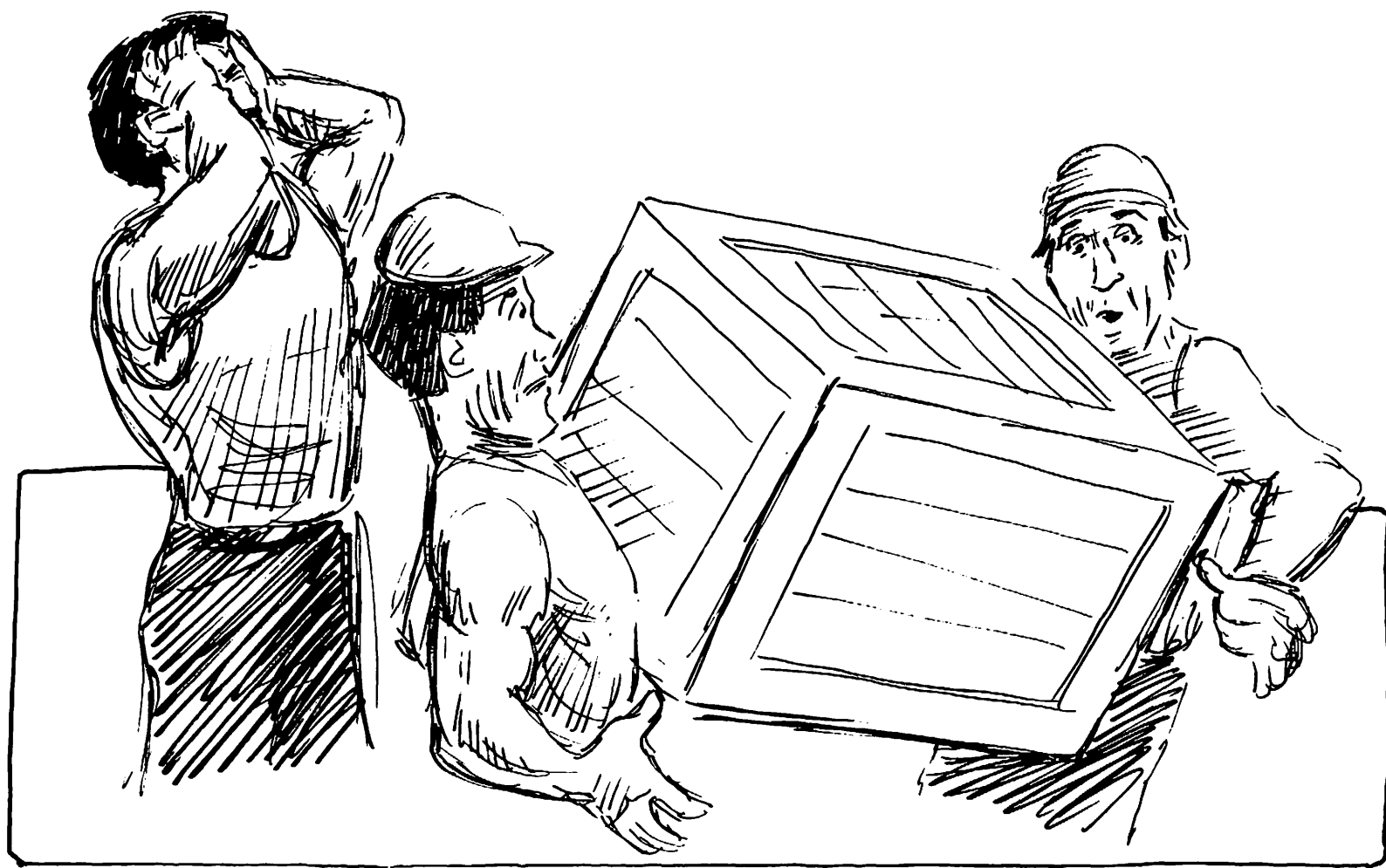
His perception is to a greater or lesser degree varied from the objective reality of others.

What is really going on is not what is going on for him.

COME ON! IT'S NOT
SO HEAVY.



This can make things rough for him and for others.



Objectives are exercises which will help to pull more of your attention outward and help unstick you from the past.

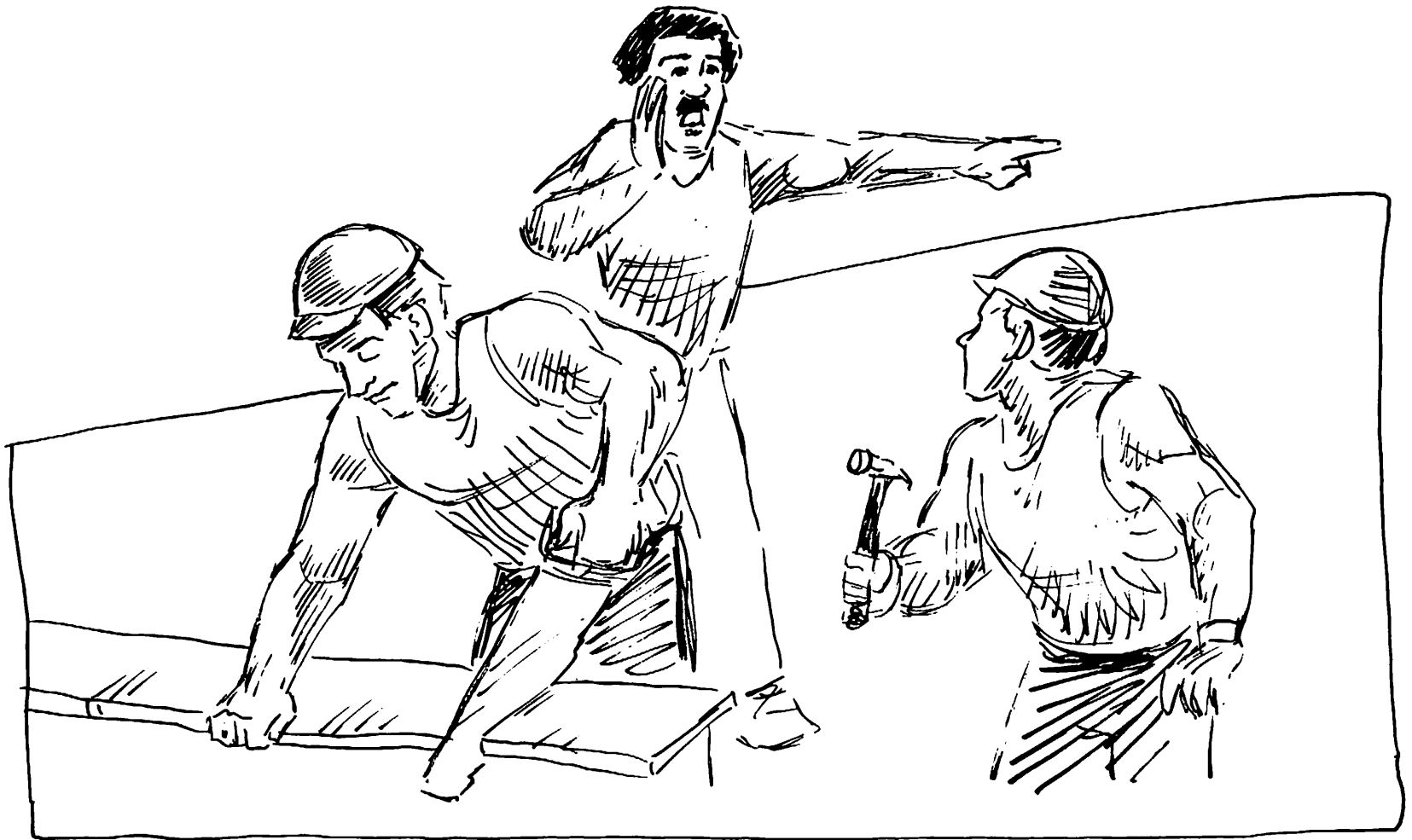
By an “exercise” we mean “a set of questions or commands that you ask a person to help him find out more about himself and life and to improve his condition.”



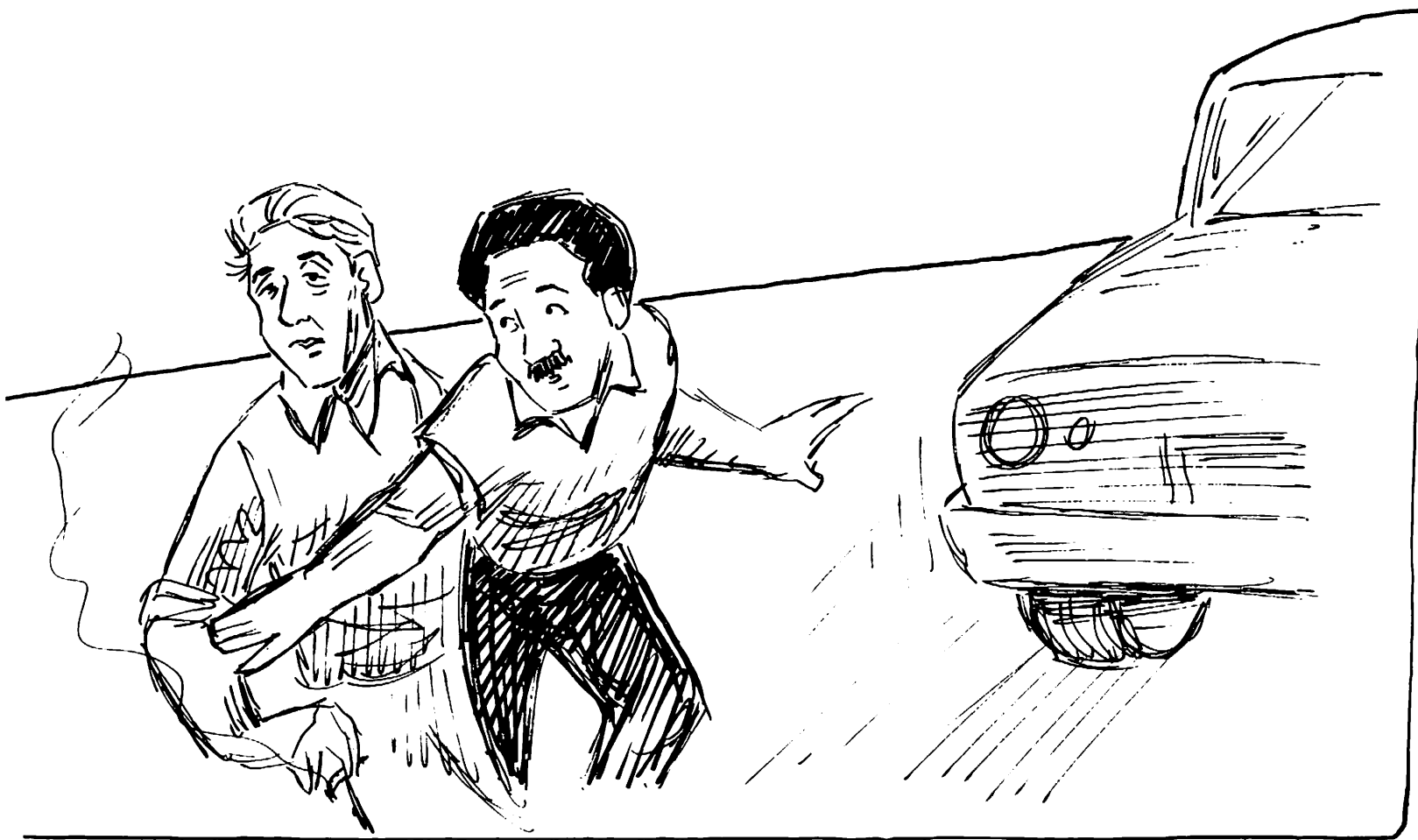
OKAY, WE'LL START THE
FIRST EXERCISE.



They help a person get into present time and able to control and put order into the environment and get into better communication with his surroundings and other people.



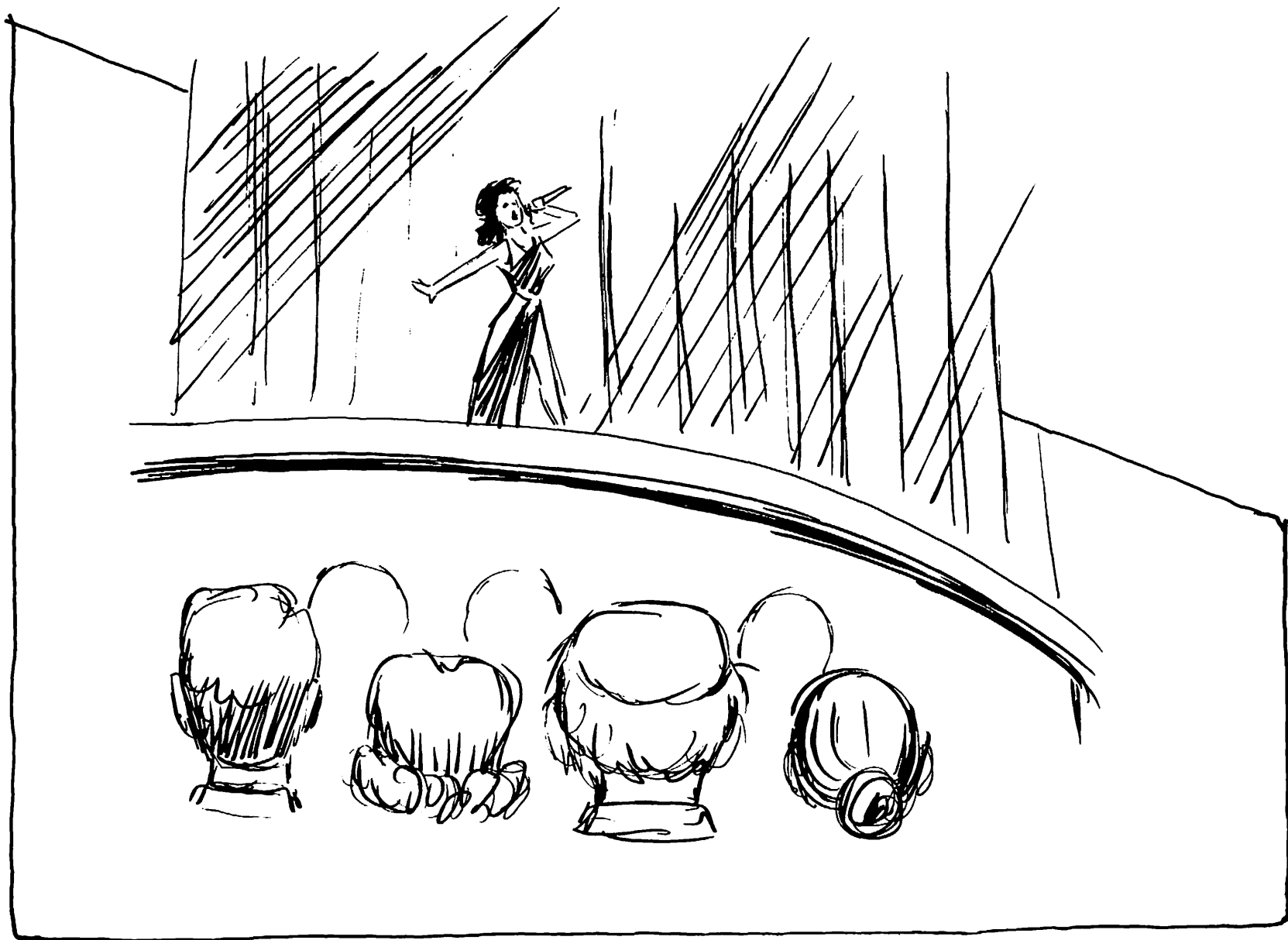
They bring him into the present, away from his past problems.



The more a person is able to face the present, and not be stuck in the past, the more he can enjoy life. He can control and be in communication with his environment as it exists.







While drugs push you back into the past, Objectives pull you out.

Objectives are VITAL for anyone who has taken drugs.

Narconon Communication and Perception Course

Demonstrate, with a demo kit, what OBJECTIVE means.

Narconon Communication and Perception Course

Demonstrate, with a demo kit, what the purpose of Objective Exercises is.

Narconon Communication and Perception Course

To: Supervisor

From: _____ Date: _____

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

(Continue on next page.)

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

Section 3

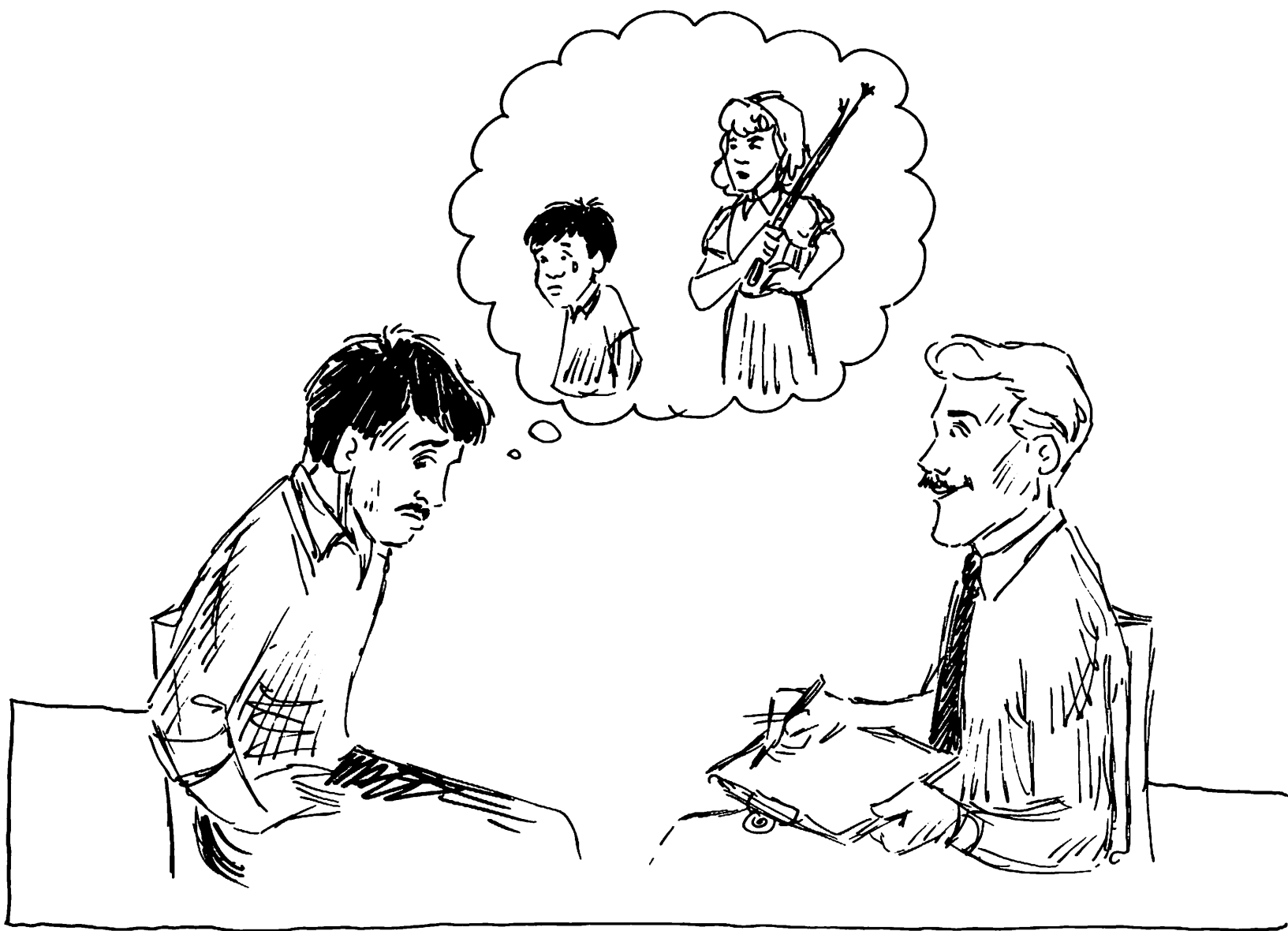
Definitions



CASE

Case: a general term for a person being treated or helped. It also refers to his condition. A person's case is the way he responds to the world around him by reason of his past bad experiences.





Narconon Communication and Perception Course

Demonstrate, with a demo kit, what a case is.

CASE GAIN

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



Narconon Communication and Perception Course

Demonstrate, with a demo kit, what case gain is.

CASE SUPERVISOR

The **Case Supervisor**: a Narconon staff member who is experienced in delivering Objectives and who is trained and certified to supervise cases. He is your case supervisor. If you are the student who is delivering Objectives in a session, the Case Supervisor tells you what to do, corrects you, and keeps you calm and willing and winning. The Case Supervisor directs what actions are done for each person under his care. All case supervision is for the benefit of the person receiving the session.



Narconon Communication and Perception Course

Demonstrate, with a demo kit, what a Case Supervisor is and what he does.

COURSE SUPERVISOR

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

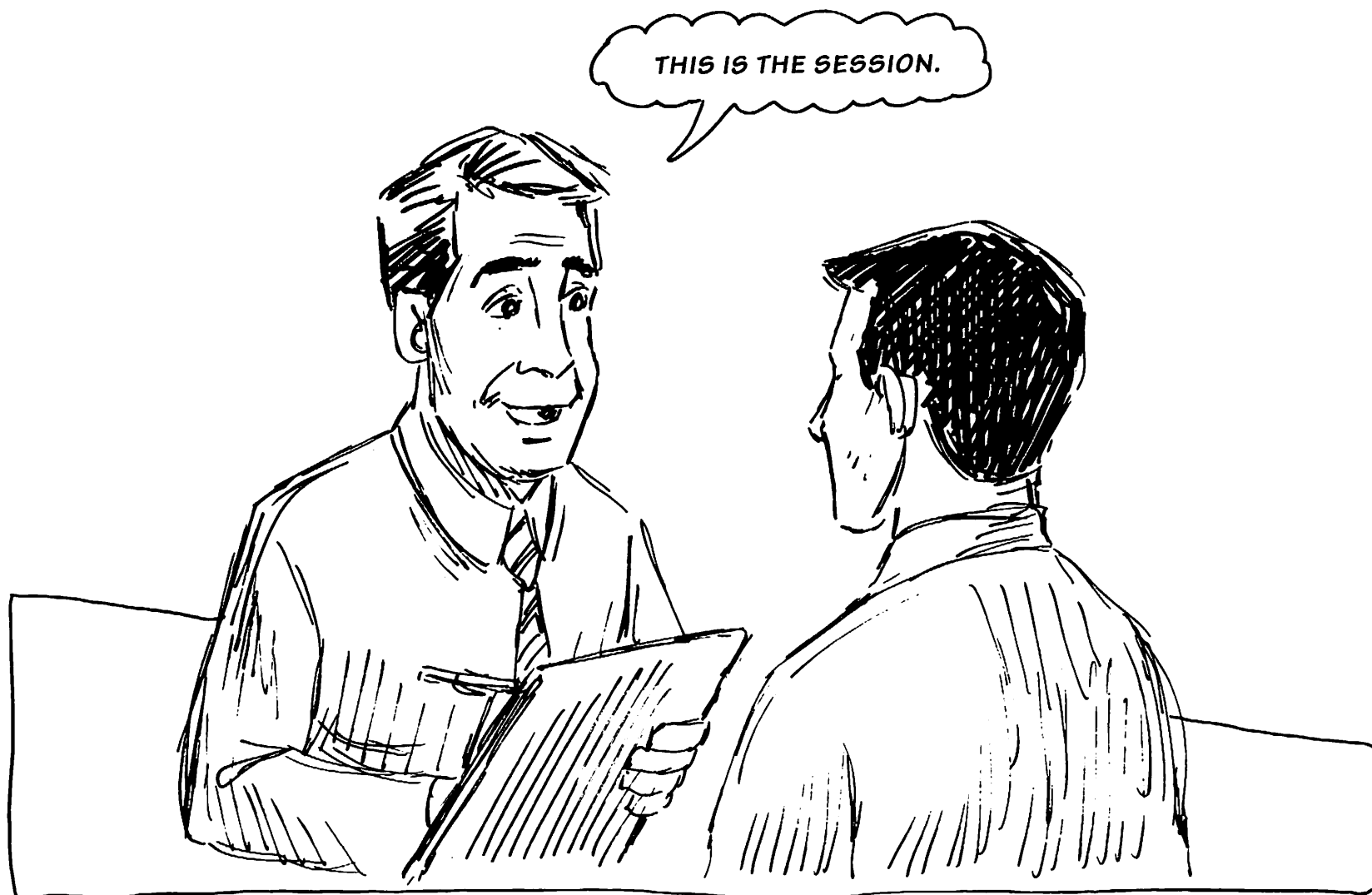


Narconon Communication and Perception Course

Demonstrate, with a demo kit, what a Course Supervisor is and what he does on this course.

SESSION

Session: a precise period of time in which you are receiving Objectives from your twin at Narconon.



Narconon Communication and Perception Course

Demonstrate, with a demo kit, what a session is.

COGNITION

Cognition: an origination from a person indicating that he has “come to realize.” It’s a “What do you know, I . . .” statement. It’s something a person suddenly understands or feels. “Well, what do you know about that?” It is a new realization of life. Cognitions result in higher degrees of awareness and as a result greater abilities to succeed with one’s endeavors in life.

When an Objective Exercise is run it is ended when the student has a cognition and is happy.

YOU KNOW, I JUST REALIZED
I REALLY CAN CONTROL MY LIFE.



Narconon Communication and Perception Course

To: Supervisor

From: _____ Date: _____

Write down five examples of a cognition.

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

Section 4

Training Routines Beginning TR 0–TR 4



Earlier on the Narconon Program, you did TRs to help you fully withdraw from drugs.

You will now be doing TRs so that you can deliver Objective Exercises to your twin.

Each drill will give you more of the skill and ability that is needed to be able to deliver the Objective Exercises successfully.

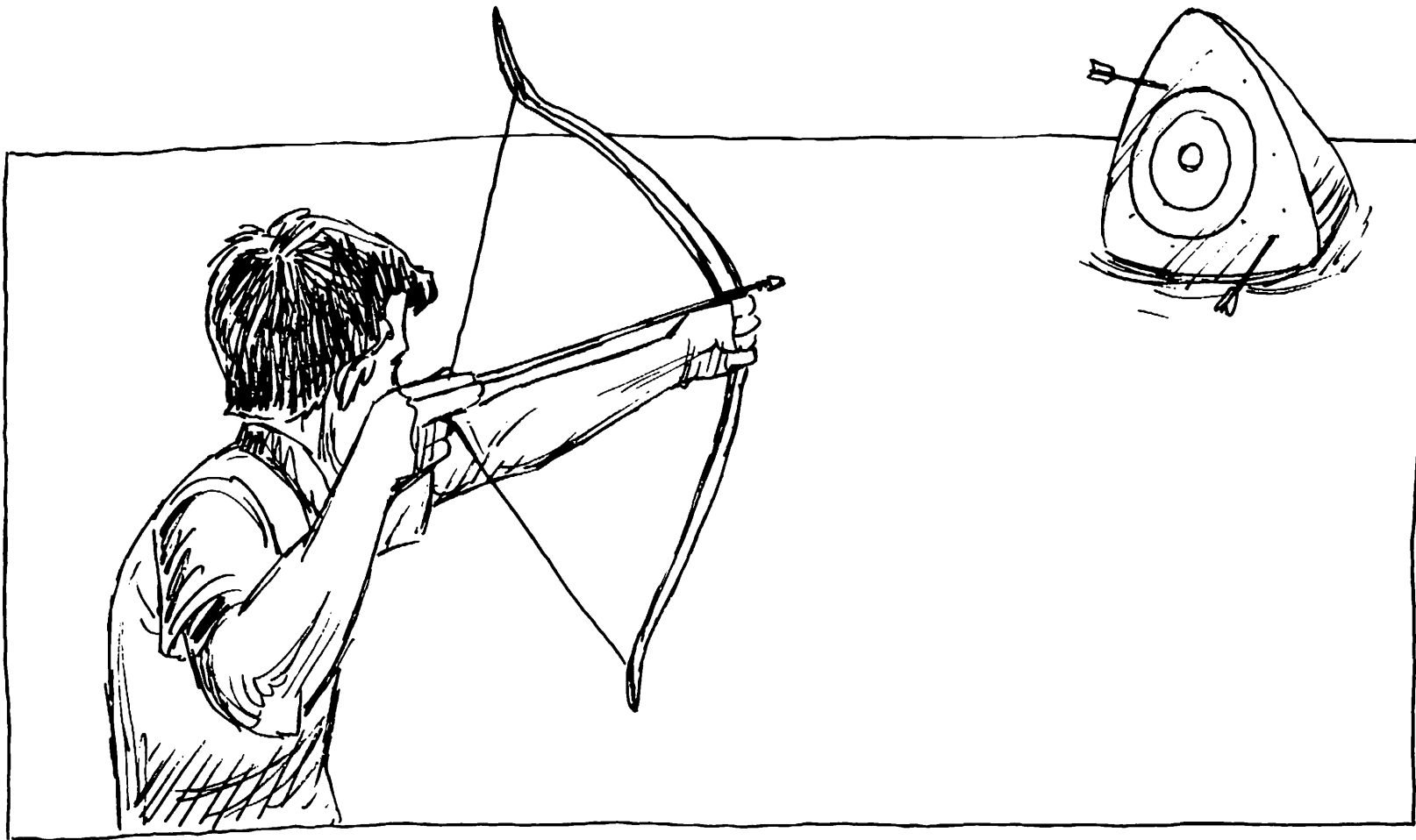
Communication Drills

On this course you will be doing communication drills.

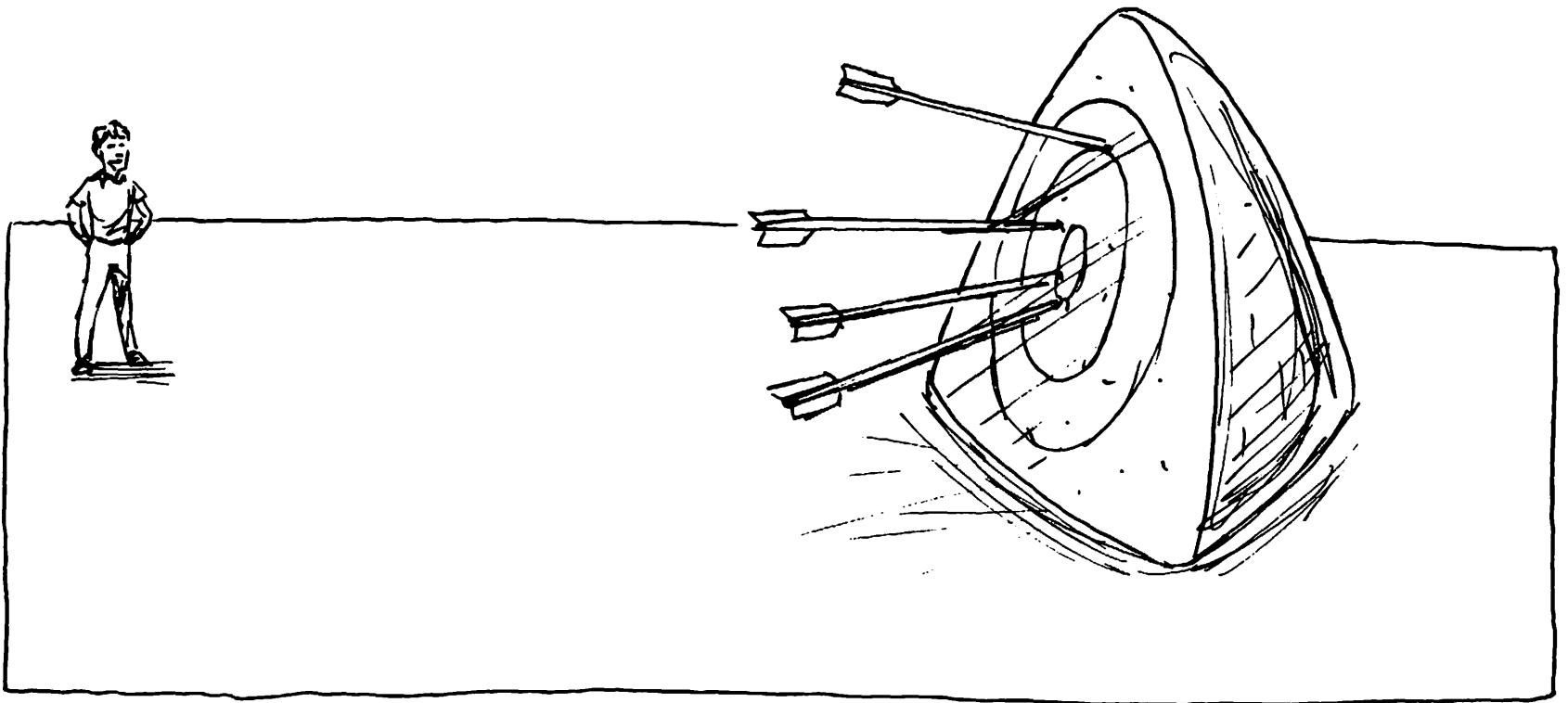
Communication means “the interchange of ideas between two people.”



A **drill** is an action that is done over and over again,



until it is learned well.



These communication drills are called “Training Routines” or TRs.

They each have a number—TR 0, TR 1 and so on.

You will go through these drills several times, increasing your ability to do them each time.

Do not leave a drill until you have reached a good win on that drill.

A “win” means intending to do something and doing it,





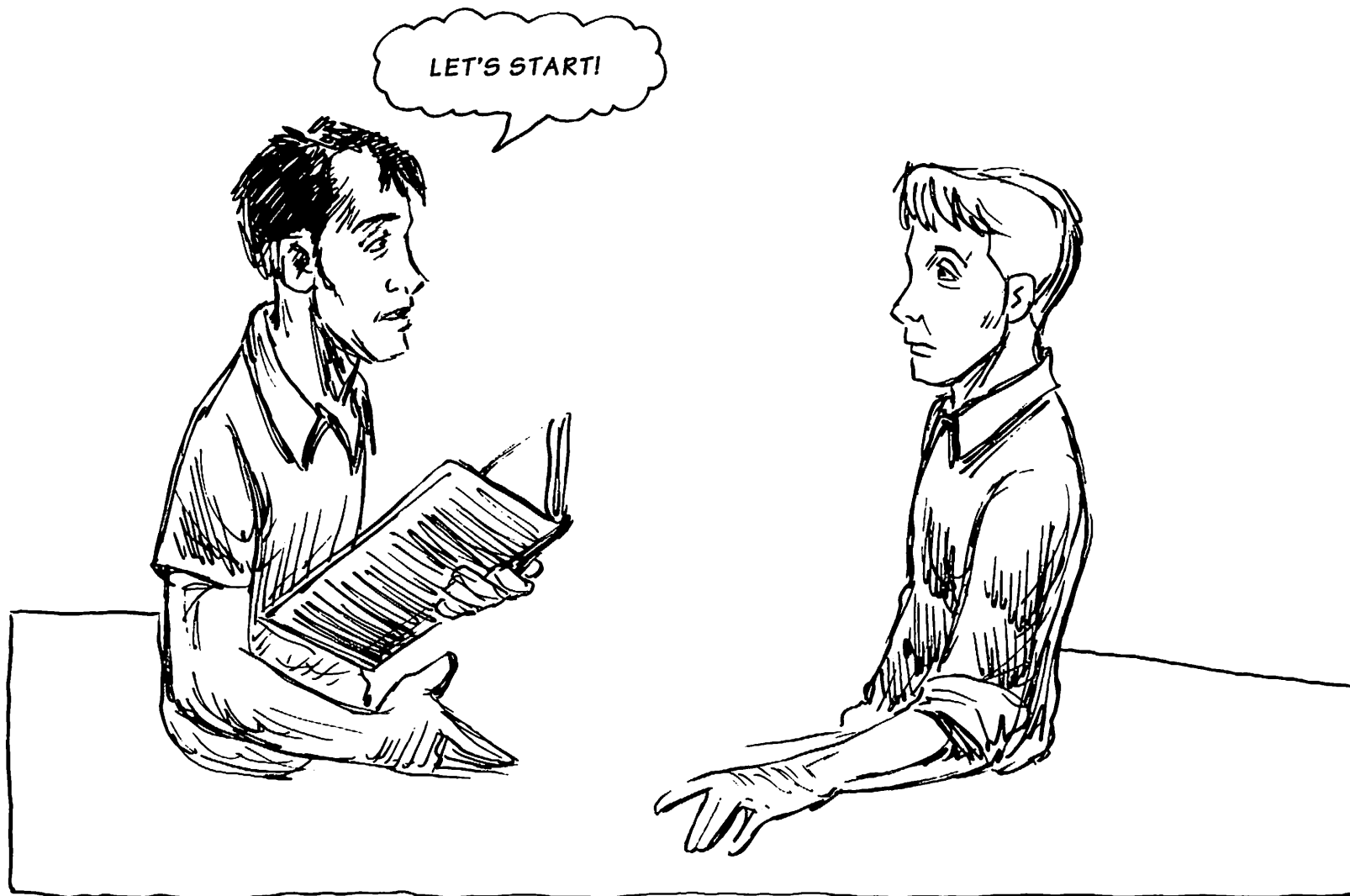
or intending not to do something and not doing it.







These drills are always done with another person—your twin.



You do the drill, then your twin does the drill. He does the next drill, then you do that drill. You continue doing the drills in that way.



You and your twin will help each other do these drills. This is called "coaching."

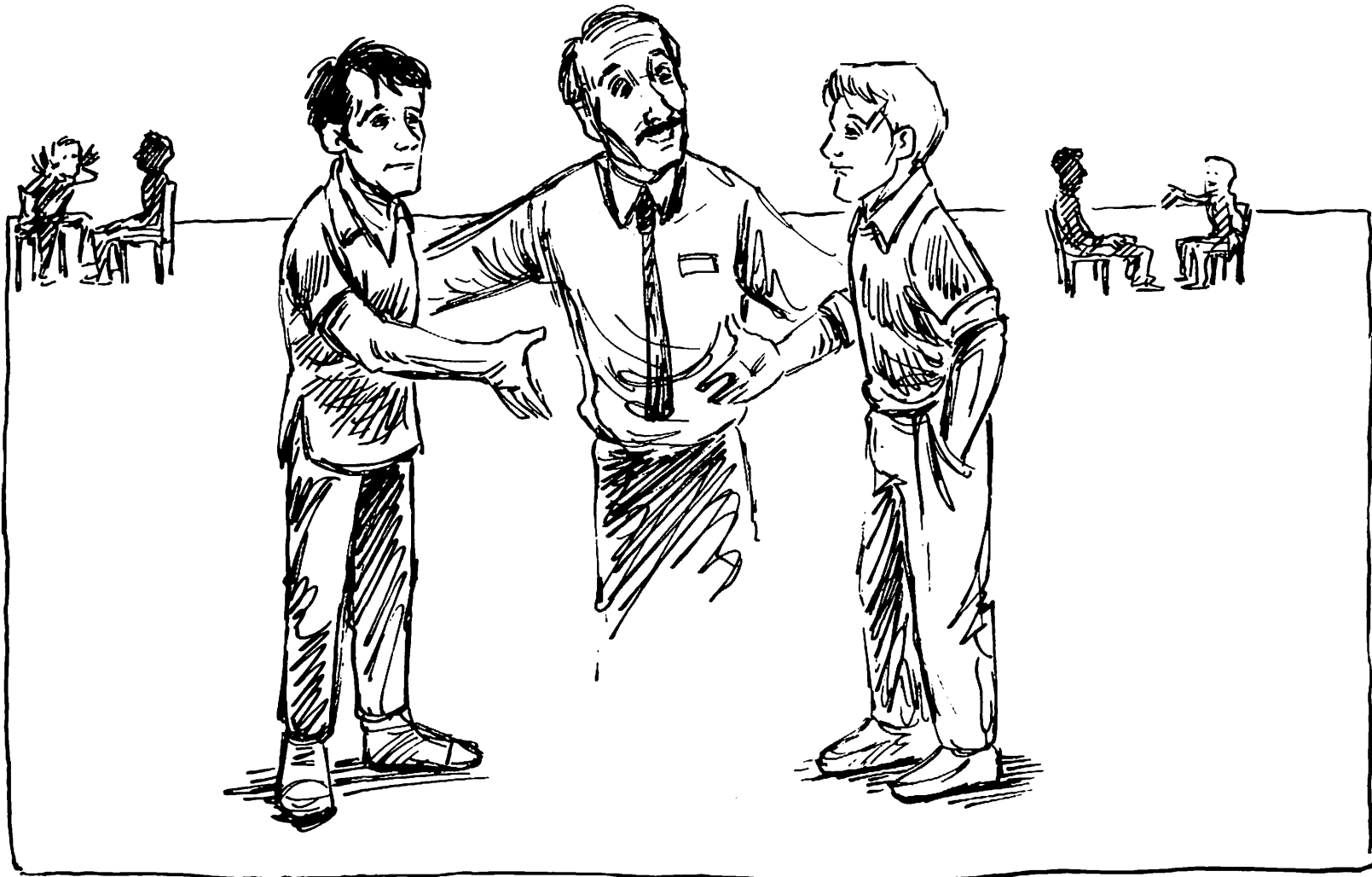
Coaching is used frequently in doing drills or specific actions. In coaching drills, two students work together, one acting as a trainer to help the other achieve the purpose of the drill. Once the first student has become competent on the action, he becomes the coach to help the other student through.

When you help your twin, you are the coach. When he helps you, he is the coach. You coach each other so that you both achieve the purpose of the drill. The drills will tell you what you do as a coach.

These drills will help you increase and improve your ability to confront, control and communicate.

See the Supervisor who will give you a twin to work with on these drills.

START!



Narconon Communication and Perception Course

Demonstrate, with a demo kit, what the purpose of doing the TRs on this course is.

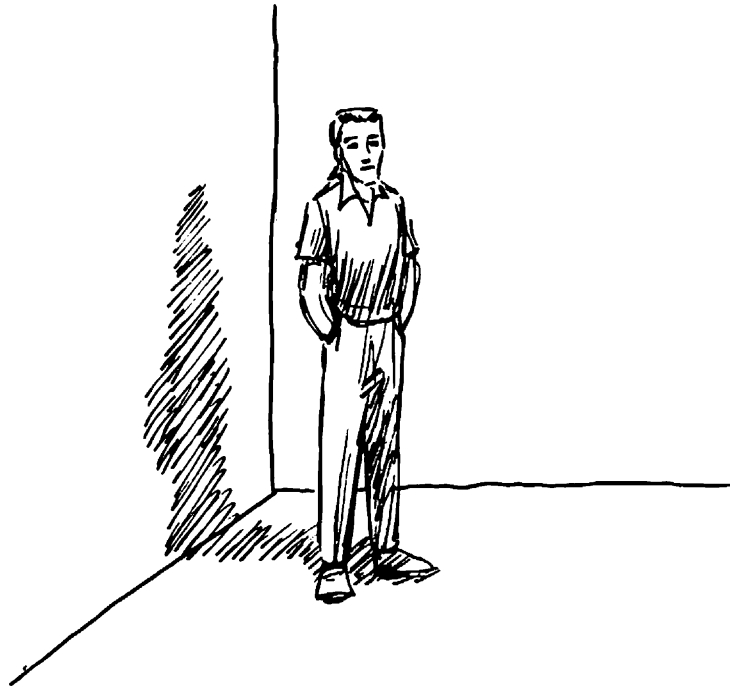
Definitions

Training Routine 0 or TR 0 is made up of three drills. These drills give you the ability to *be there* and *confront*.

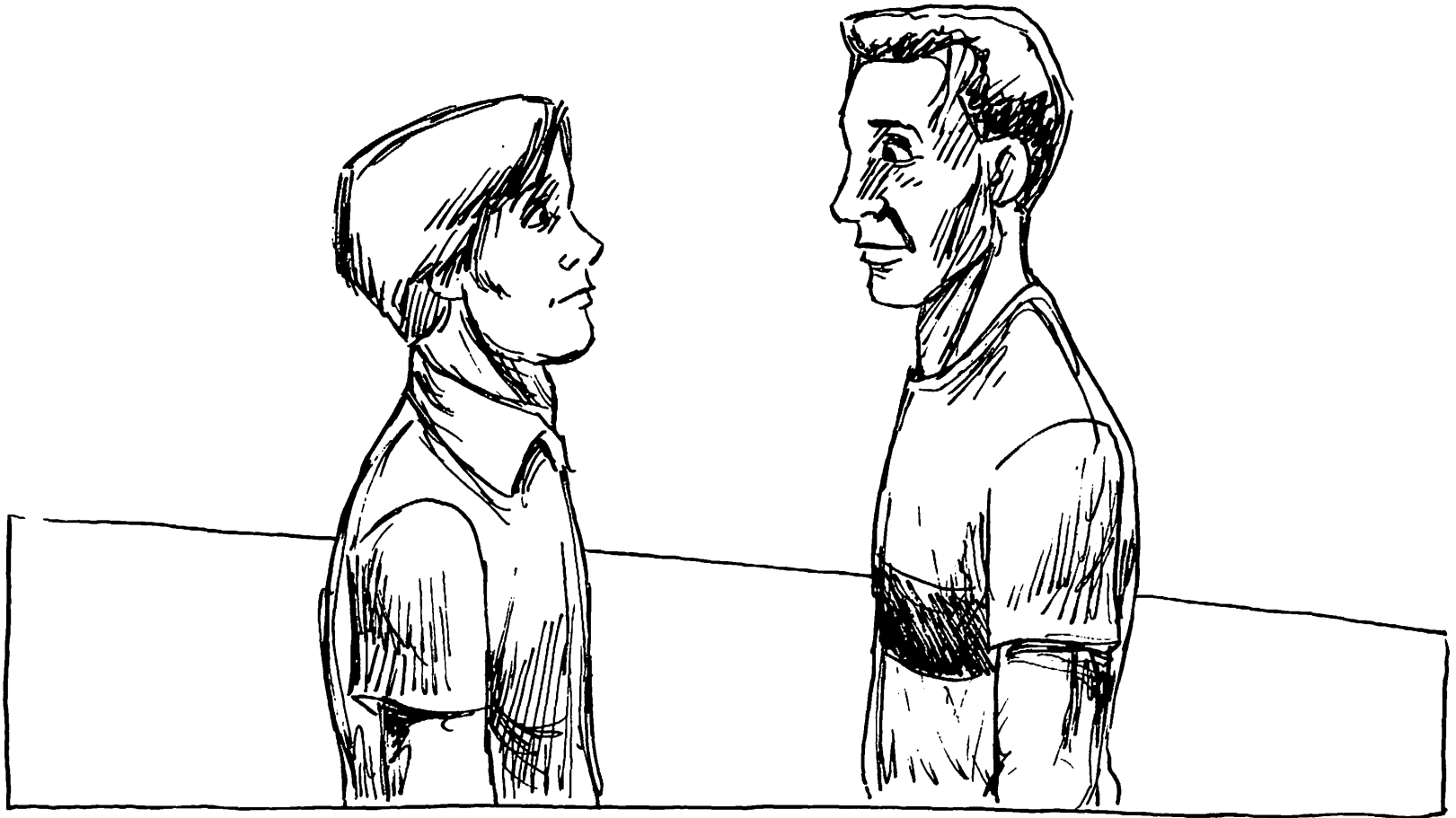
BE THERE means to

BE exist; continue or remain; have a specified place or position.

THERE in that place; at that place.



CONFRONT is an action of being able to face.



When one is confronting, he is facing without flinching



or avoiding.



BEGINNING TR 0

The first drill is called “Beginning TR 0.”

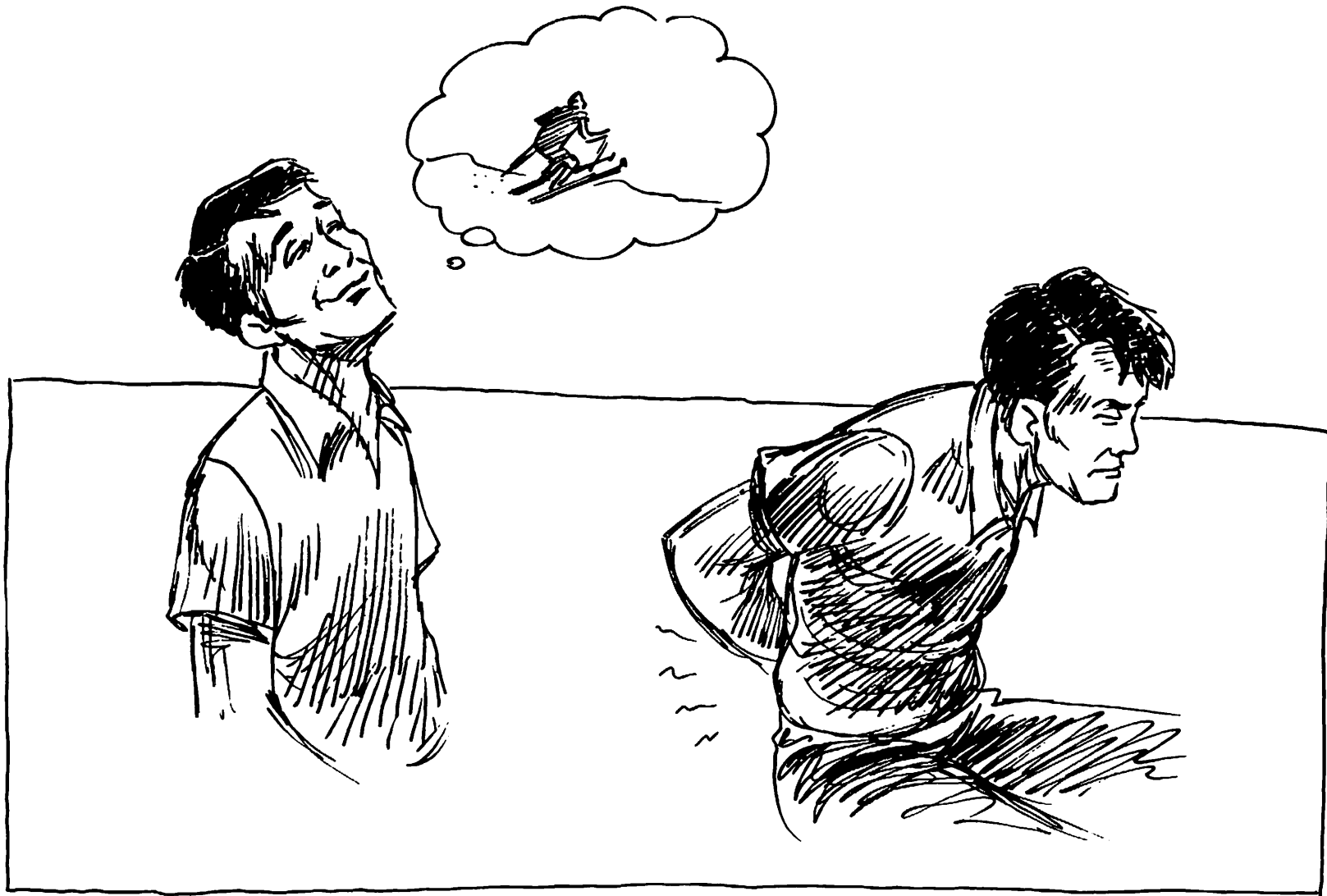
COMMANDS: None.

POSITION: Student and coach sit facing each other with eyes closed, a comfortable distance apart—about three feet.

PURPOSE: To train student to be there comfortably and confront another person. The idea is to get the student able to BE there comfortably in a position three feet in front of another person, to be there and not do anything else but BE there.

TRAINING STRESS: Student and coach sit facing each other with eyes closed.

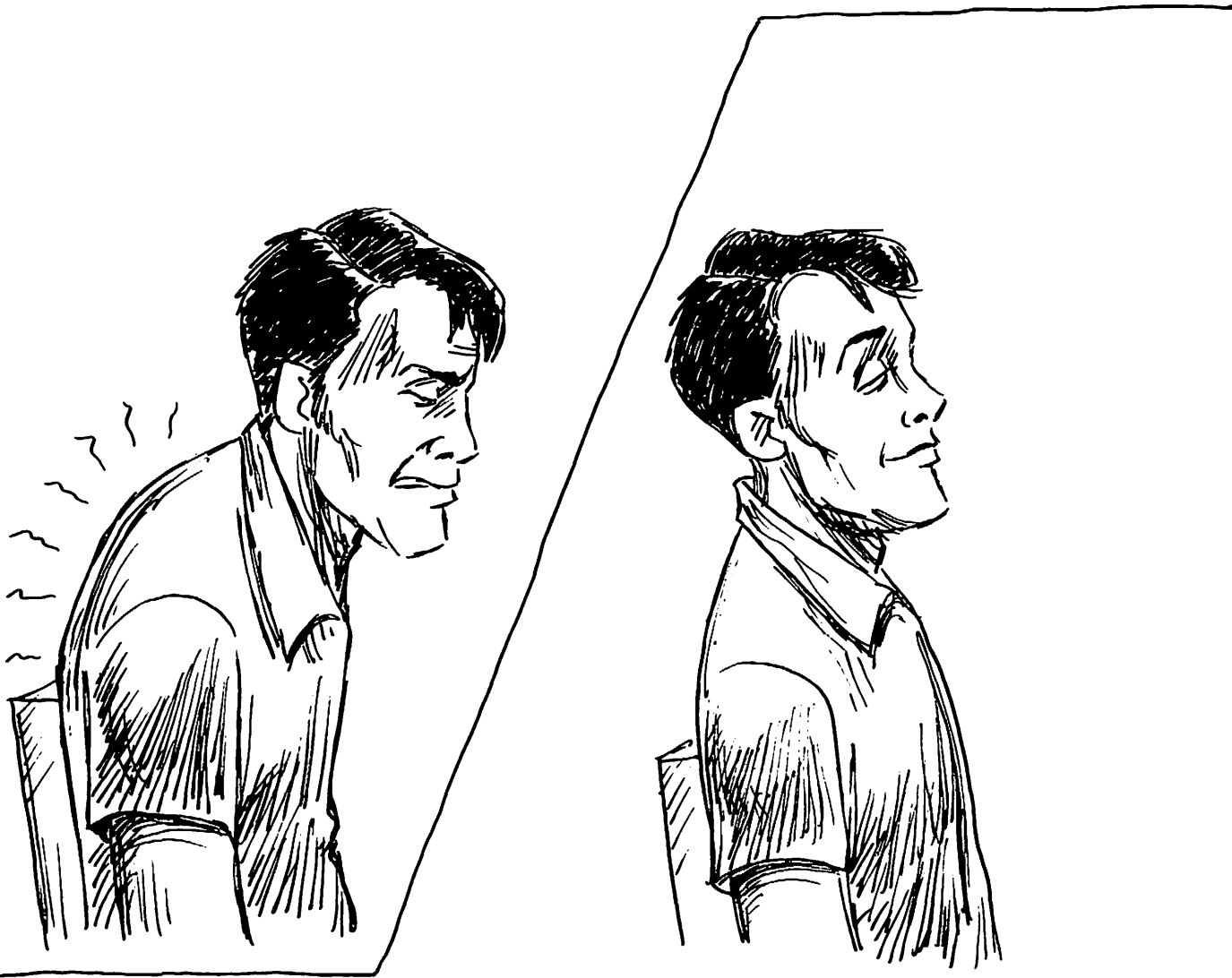
There is no conversation. This is a silent drill. There is *NO* twitching, moving, confronting with a body part, "system" or vias used to confront or anything else added to BE there.



No sleeping.



No confronting with a body part, which can cause aches and pains in that body part.



One will usually see blackness or an area of the room when one's eyes are closed. BE THERE COMFORTABLY AND CONFRONT.



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



You and your twin should practice this drill until your Supervisor gives you a “That’s it” to stop the drill.

Narconon Communication and Perception Course

I have successfully completed Beginning TR 0.

Student signature: _____

Date: _____

My twin has successfully completed Beginning TR 0.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing Beginning TR 0.

Name: _____

Date: _____

Ok to Publish: _____

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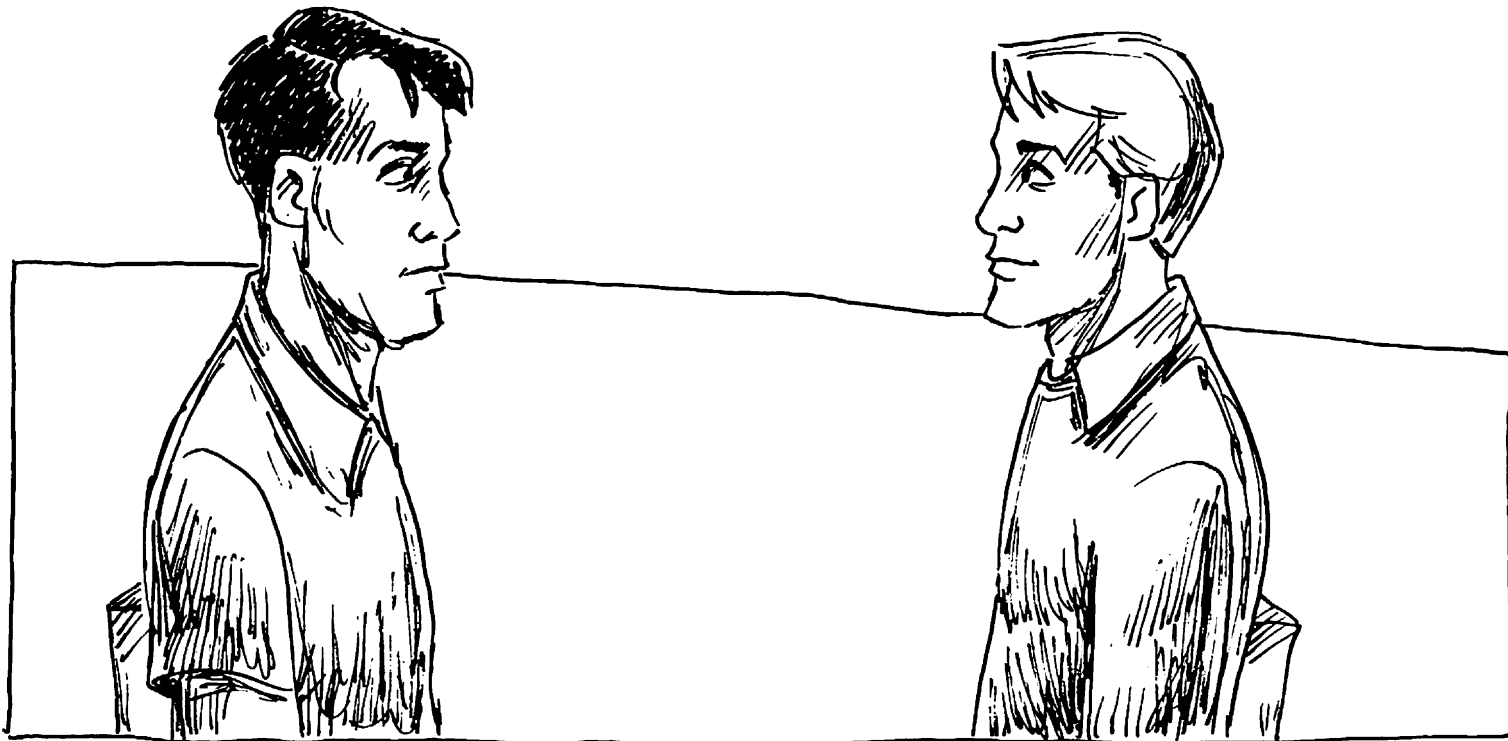
Tear out these pages and place them on the Supervisor's desk.

TR 0 CONFRONTING

COMMANDS: None.

POSITION: Student and coach sit facing each other a comfortable distance apart—about three feet.

PURPOSE: To train student to confront another person. The whole idea is to get the student able to be there comfortably in a position three feet in front of a person, to BE there and not to do anything else but BE there.



TRAINING STRESS: Have student and coach sit facing each other, neither making any conversation or effort to be interesting. Have them sit and look at each other and say and do nothing for some hours.



Student must not speak, blink, fidget, giggle or be embarrassed or fall asleep. It will be found the student tends to confront with a body part, rather than just confront, or to use a system of confronting rather than just BE there. The drill is misnamed if confronting means to DO something to the person.

No speaking.



No fidgeting.



No sleeping.



No giggling.



No embarrassment.

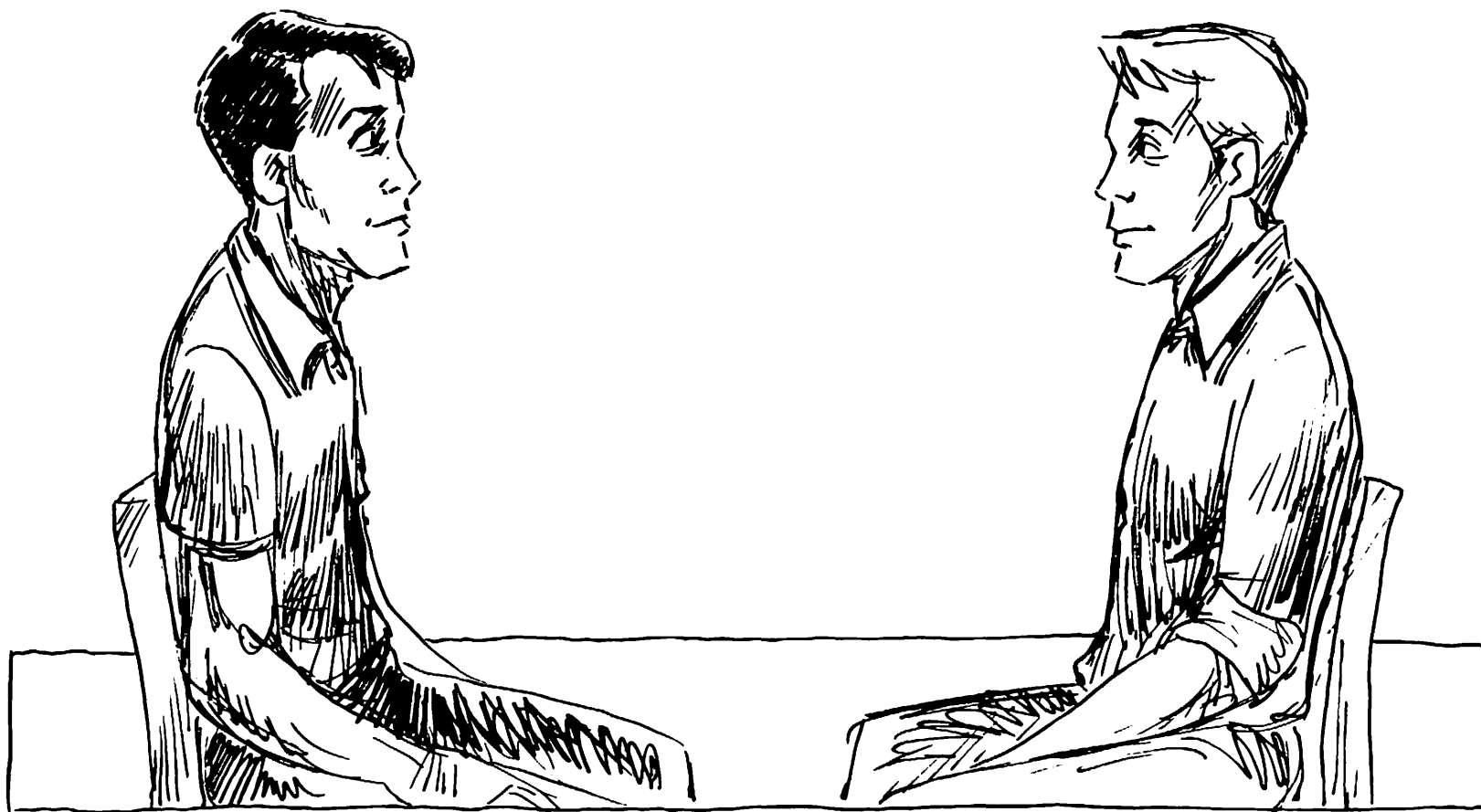


The whole action is to accustom the student to BEING THERE three feet in front of a person without apologizing or moving or being startled or embarrassed or defending self.



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

Student passes when he can just BE there and confront and he has reached a win.



You and your twin should practice this drill until your Supervisor gives you a “That’s it” to stop the drill.

Narconon Communication and Perception Course

I have successfully completed TR 0 Confronting.

Student signature: _____

Date: _____

My twin has successfully completed TR 0 Confronting.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 0 Confronting.

Name: _____

Date: _____

Ok to Publish: _____

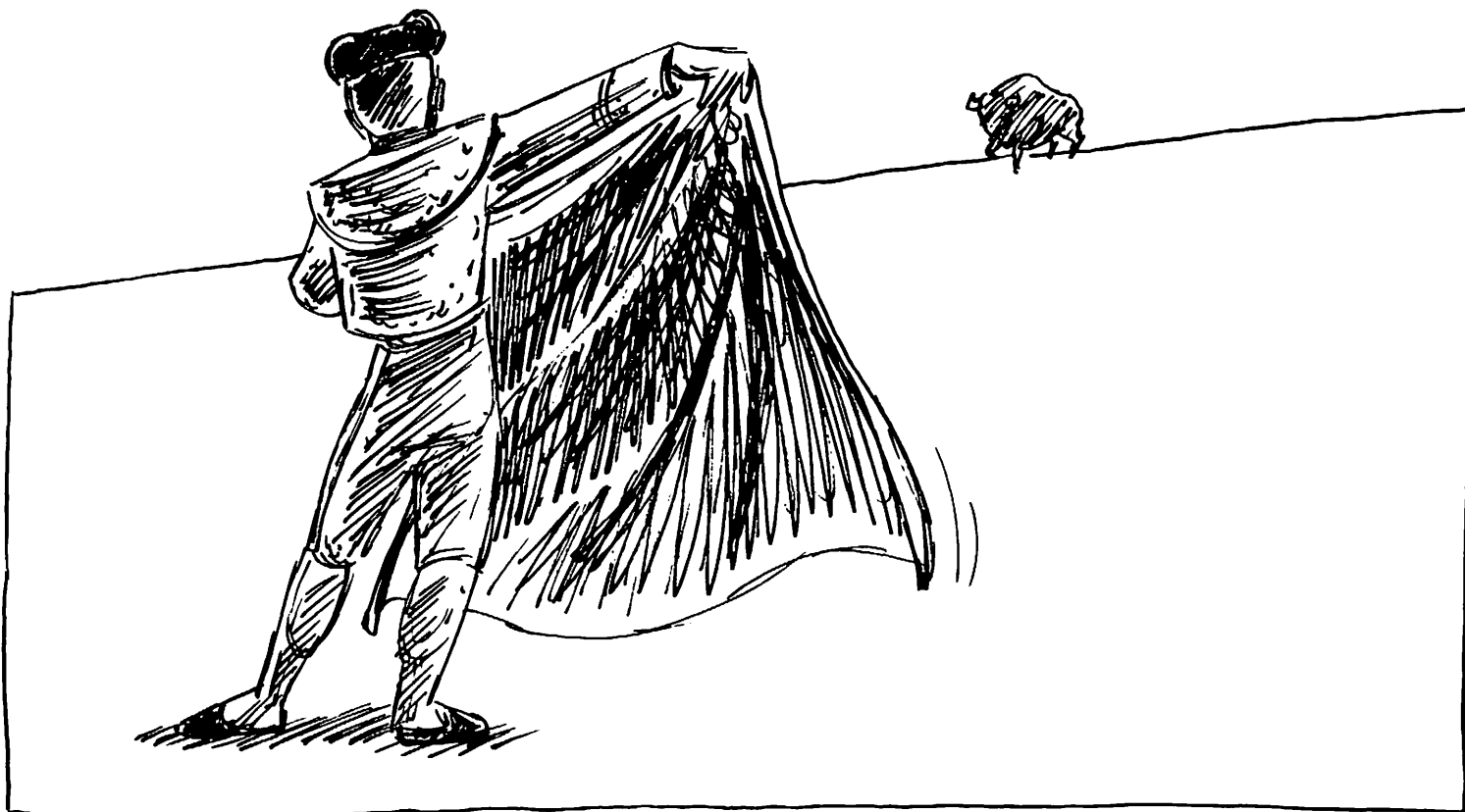
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Tear out these pages and place them on the Supervisor's desk.

TR 0 BULLBAIT

To **bullbait** means to find certain actions, words, phrases, mannerisms or subjects that cause a student doing the drill to become distracted by reacting to the coach.

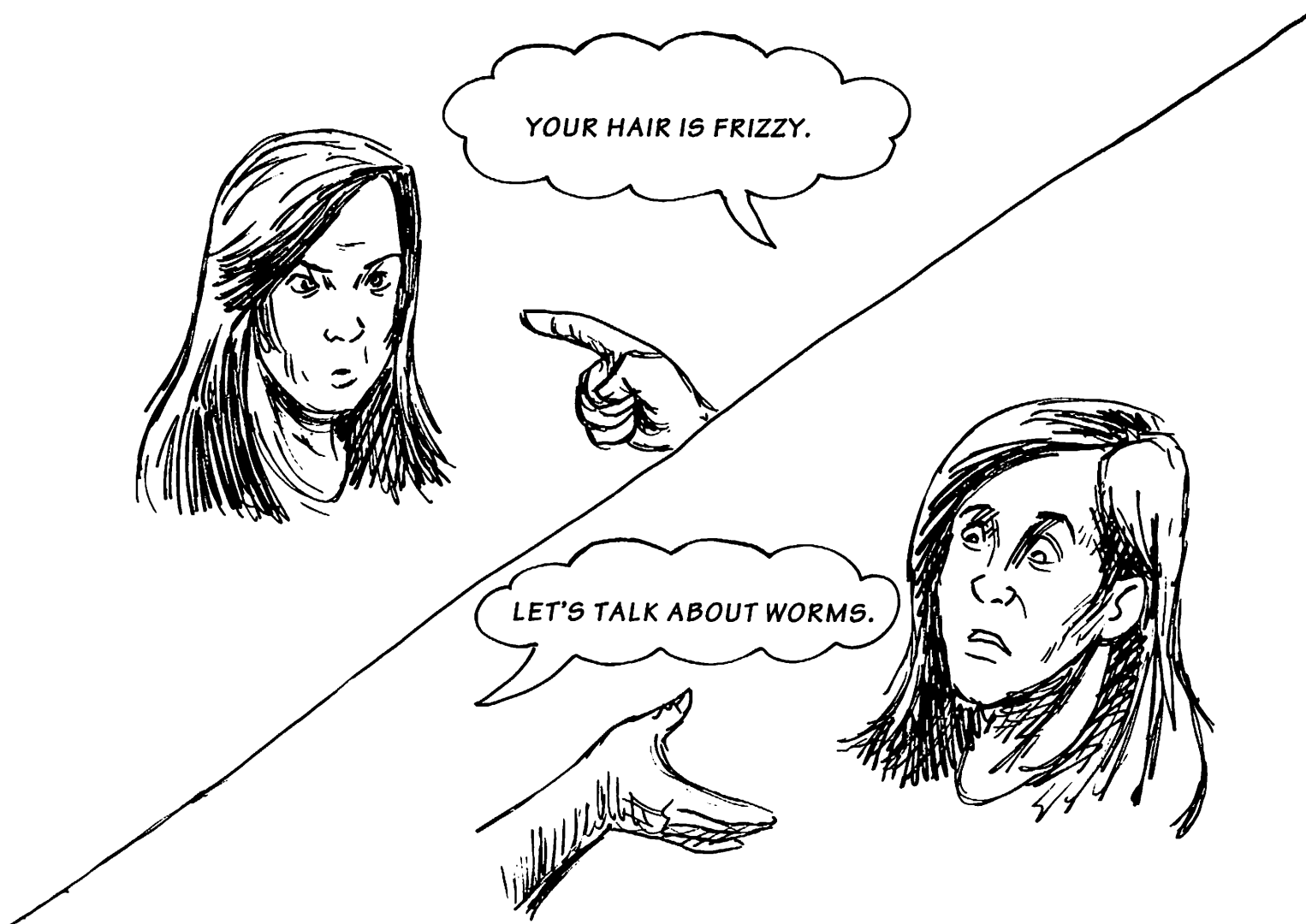
As a bullfighter attempts to attract the bull's attention and control the bull,



so does the coach attempt to attract and control the student's attention.

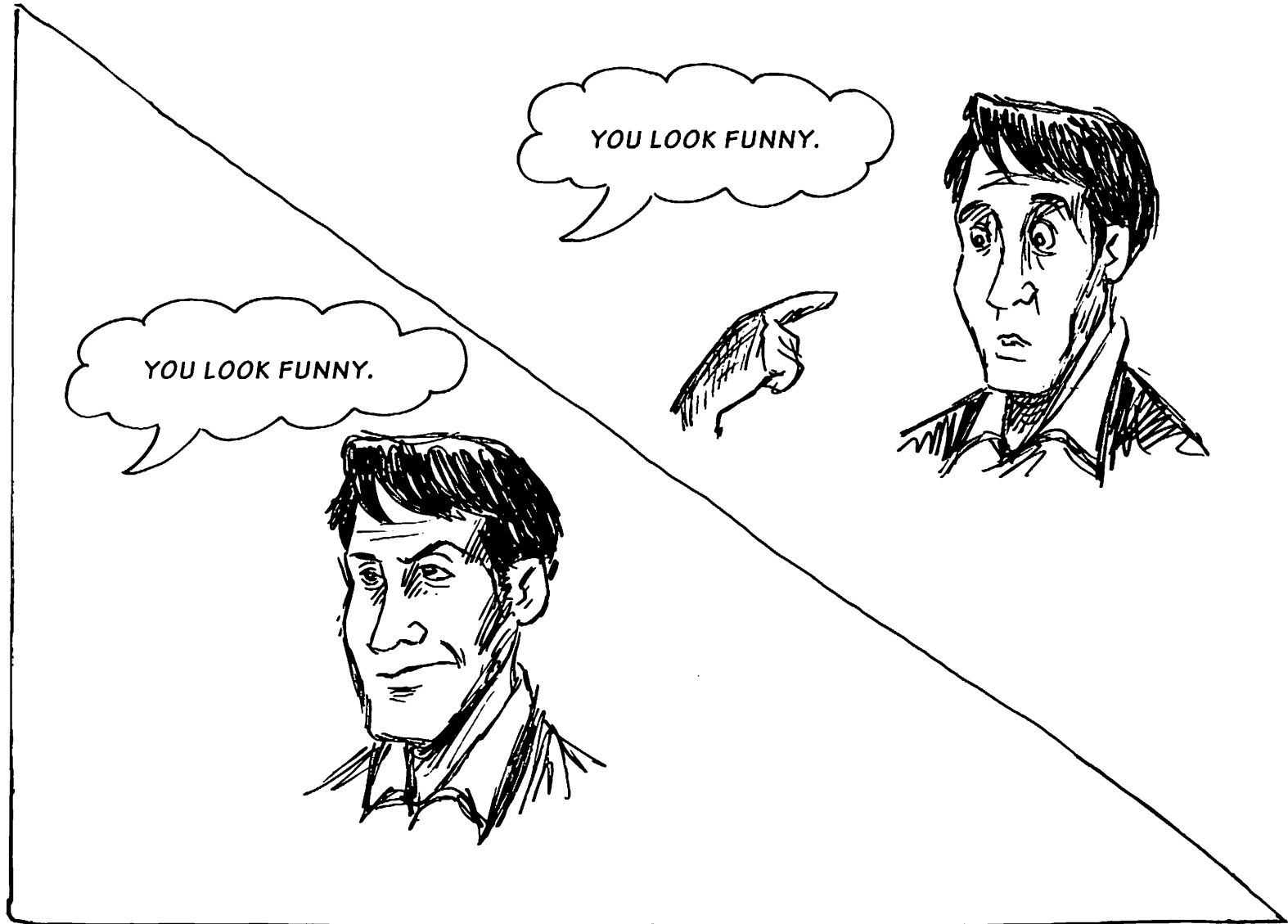


It will be found that people have certain things that cause them to react in some way.



We call this a "button": an item, word, phrase, subject, or area, that causes response or reaction in an individual.

The purpose of bullbaiting is to find your twin's button and then repetitively push the same button,



until it no longer produces a reaction. When this is accomplished, the button is flat, meaning it will no longer produce a reaction in the student.



On this drill the coach attempts to find certain actions, words, phrases, gestures, or mannerisms which cause you to break your confront and react in some way.



COMMANDS: In the previous drills you have done, the Supervisor started and ended the drill. In the remaining drills on the course, this will now be done by the coach. The statements used by the coach are given in the section “Commands” in each of the remaining drills.

Coach: “Start” “That’s it” “Flunk.”

POSITION: Student and coach sit facing each other a comfortable distance apart—about three feet.

PURPOSE: To train student to confront a person.



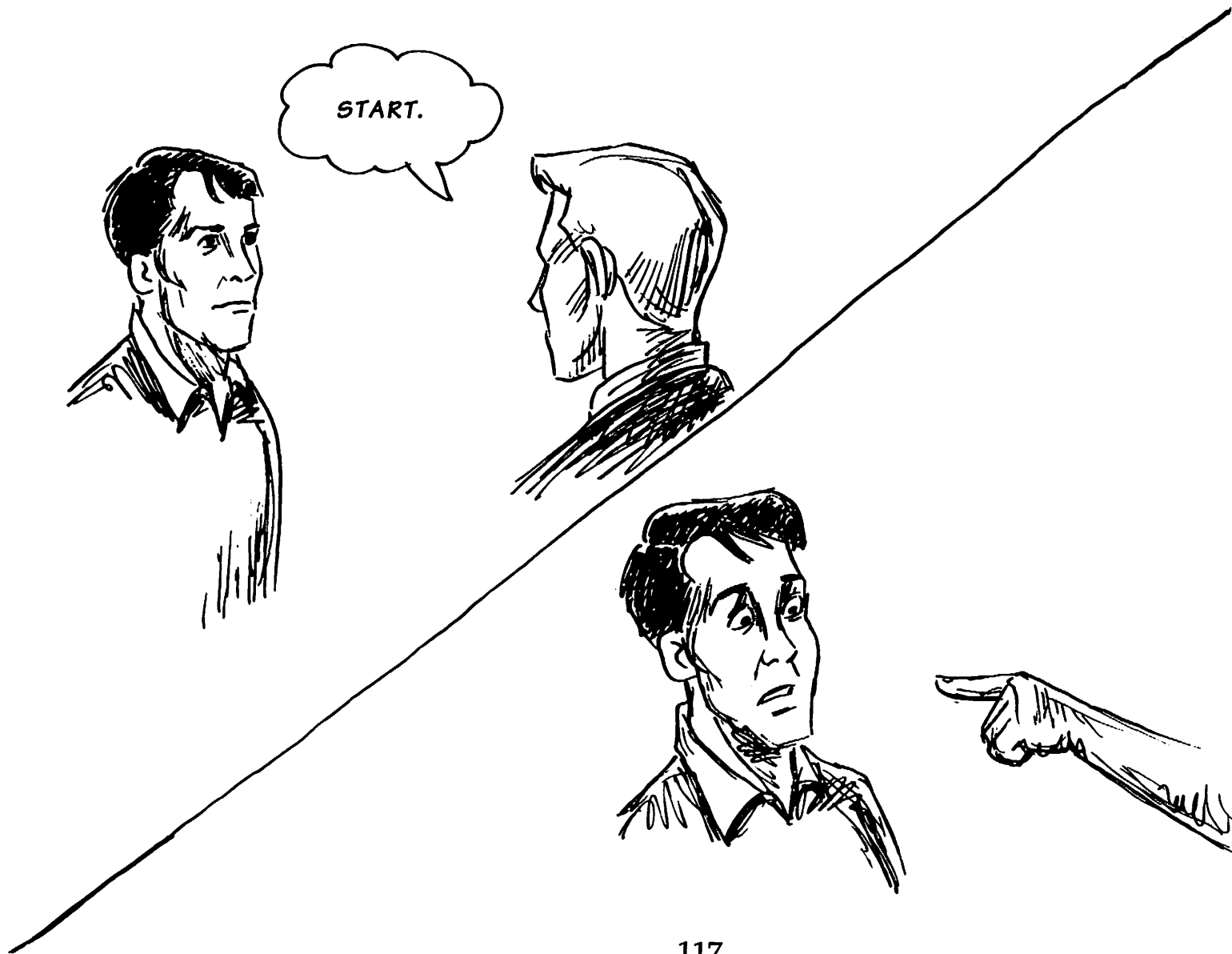
The whole idea is to get the student able to BE there comfortably in a position three feet in front of the person without being thrown off, distracted or reacting in any way to what the person says or does.



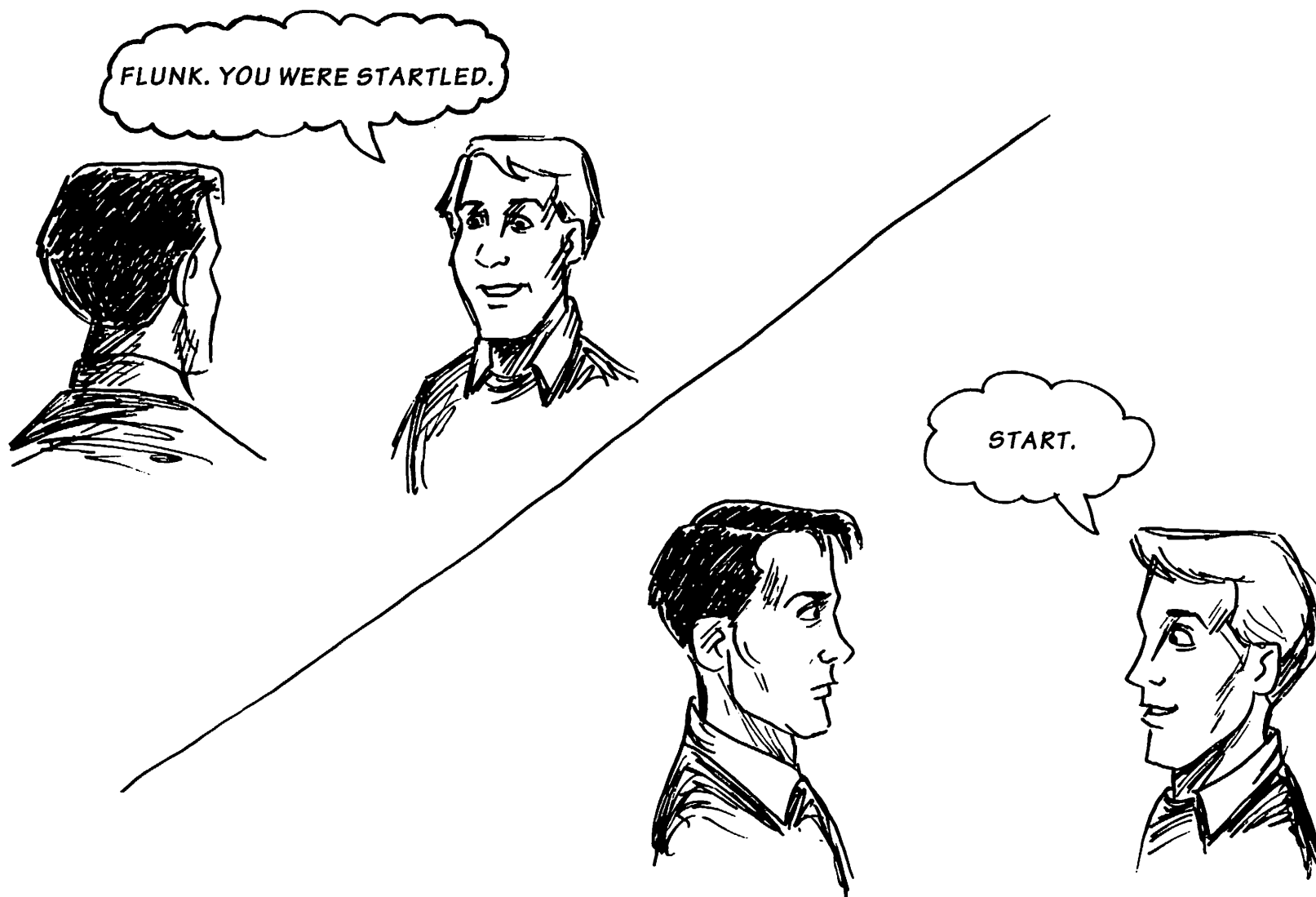
TRAINING STRESS: After the student has passed TR 0 and he can just BE there comfortably, “bullbaiting” can begin.



Anything added to BEING THERE is sharply flunked by the coach. Twitches, blinks, sighs, fidgets, anything except just being there is promptly flunked,



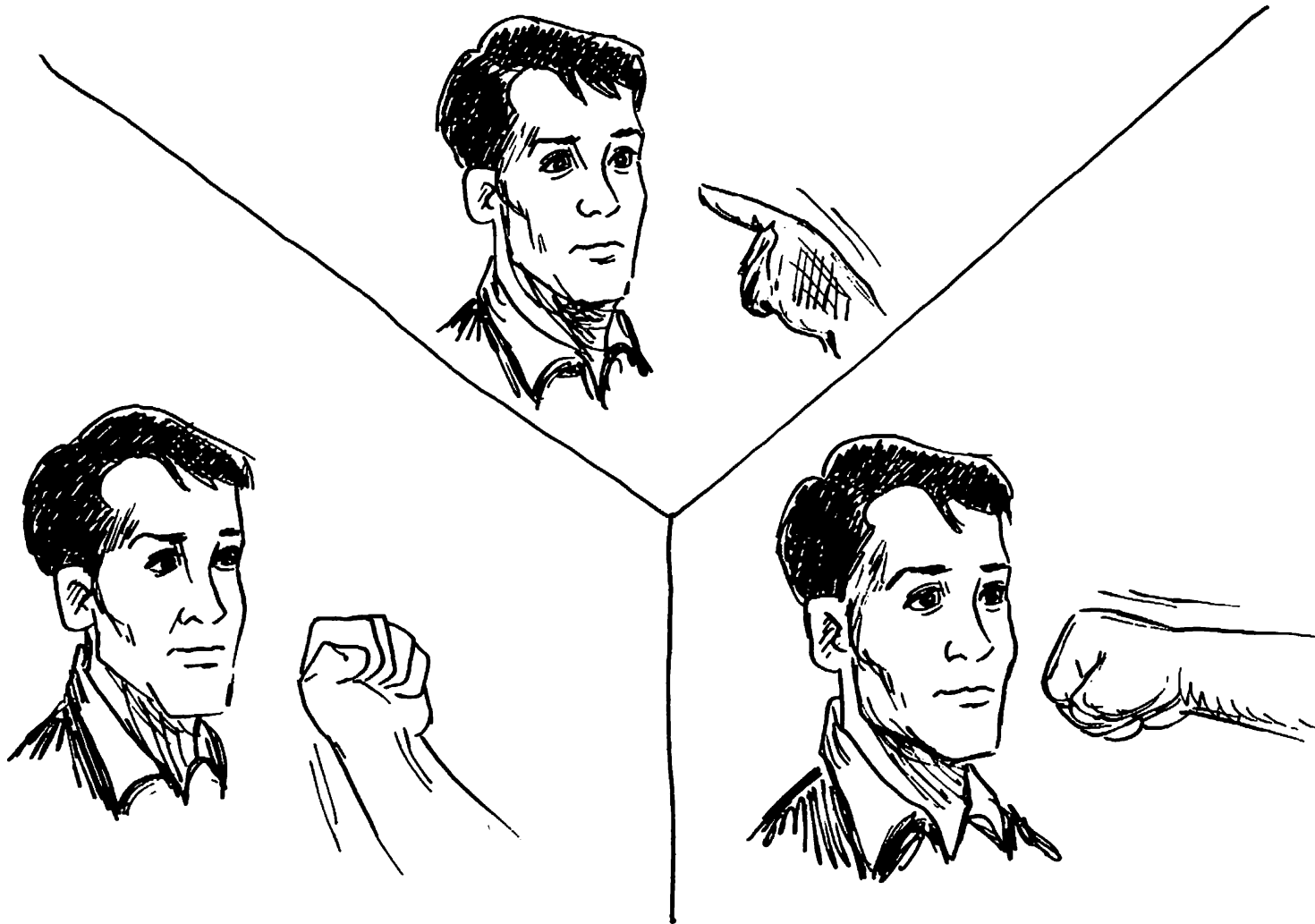
with the reason why.



PATTER: Student coughs. Coach: "Flunk! You coughed. Start."
This is the whole of the coach's patter as a coach.

The coach never goes on to another button until there is no reaction to the button.

This is done again and again until there is no longer any reaction.



PATTER AS A CONFRONTED SUBJECT: The coach may say anything or do anything except leave the chair. The student's "buttons" can be found and tromped on hard. Any words not coaching words may receive *no* response from the student. If the student responds, the coach is instantly a coach (see patter above).

Student passes when he can BE there comfortably without being thrown off or distracted or reacting in any way to anything the coach says or does and has reached a win.



The student now does TR 0 Bullbait with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 0 Bullbait.

Student signature: _____

Date: _____

My twin has successfully completed TR 0 Bullbait.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 0 Bullbait.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

Delivering a Communication

In order to achieve communication, an interchange of ideas between two people, one directs his question or statement to the person. It doesn't go over the hills and far away or to the window.

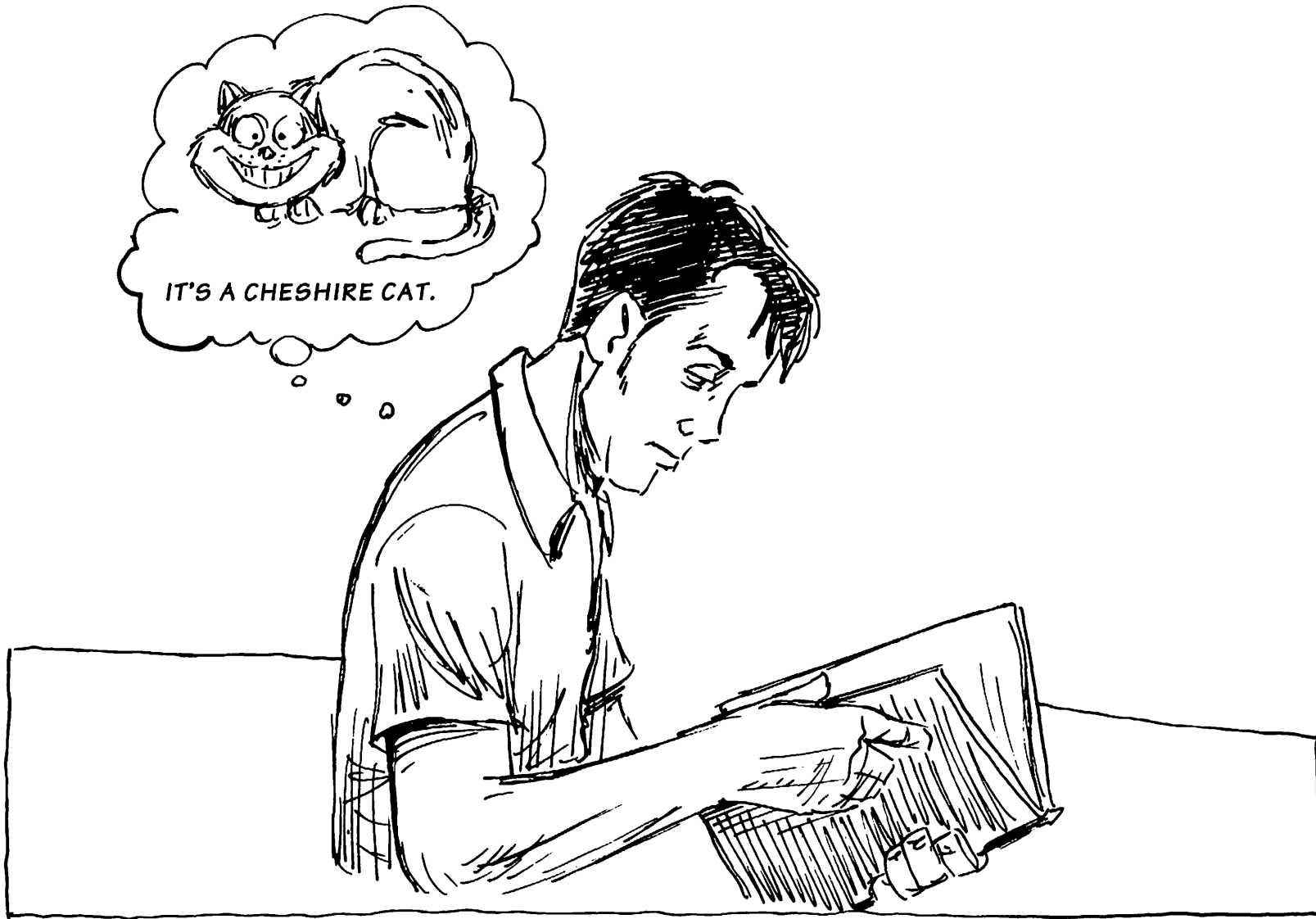
You don't sort of throw things out and just hope they land! That's what passes for communication and isn't by a long ways. One communicates from where he is to where the person is.

The drill that follows will improve your ability to deliver a communication to another.

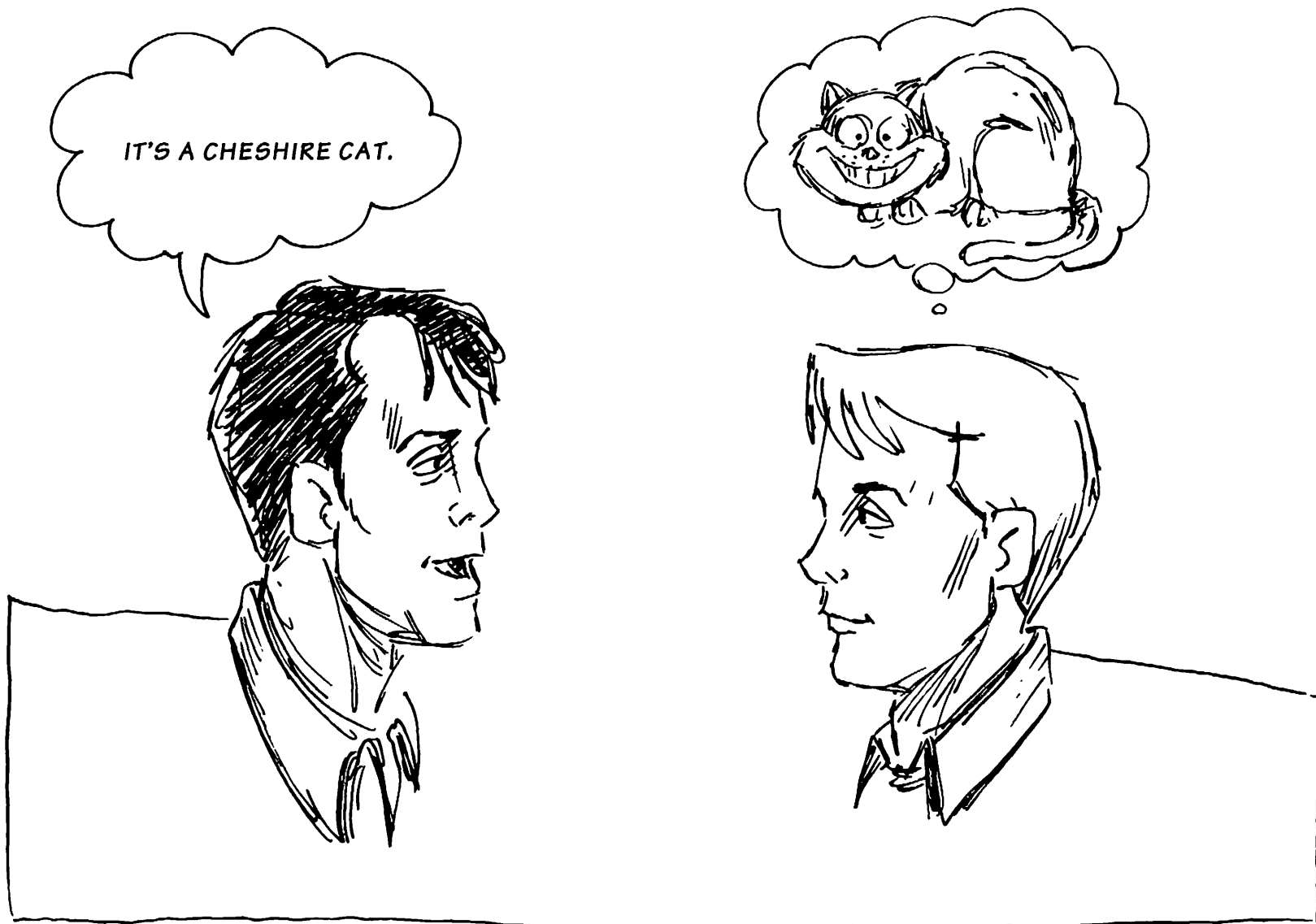
TR 1

PURPOSE: To train the student to deliver a command newly and in a new unit of time to a person without flinching or trying to overwhelm or using a via.

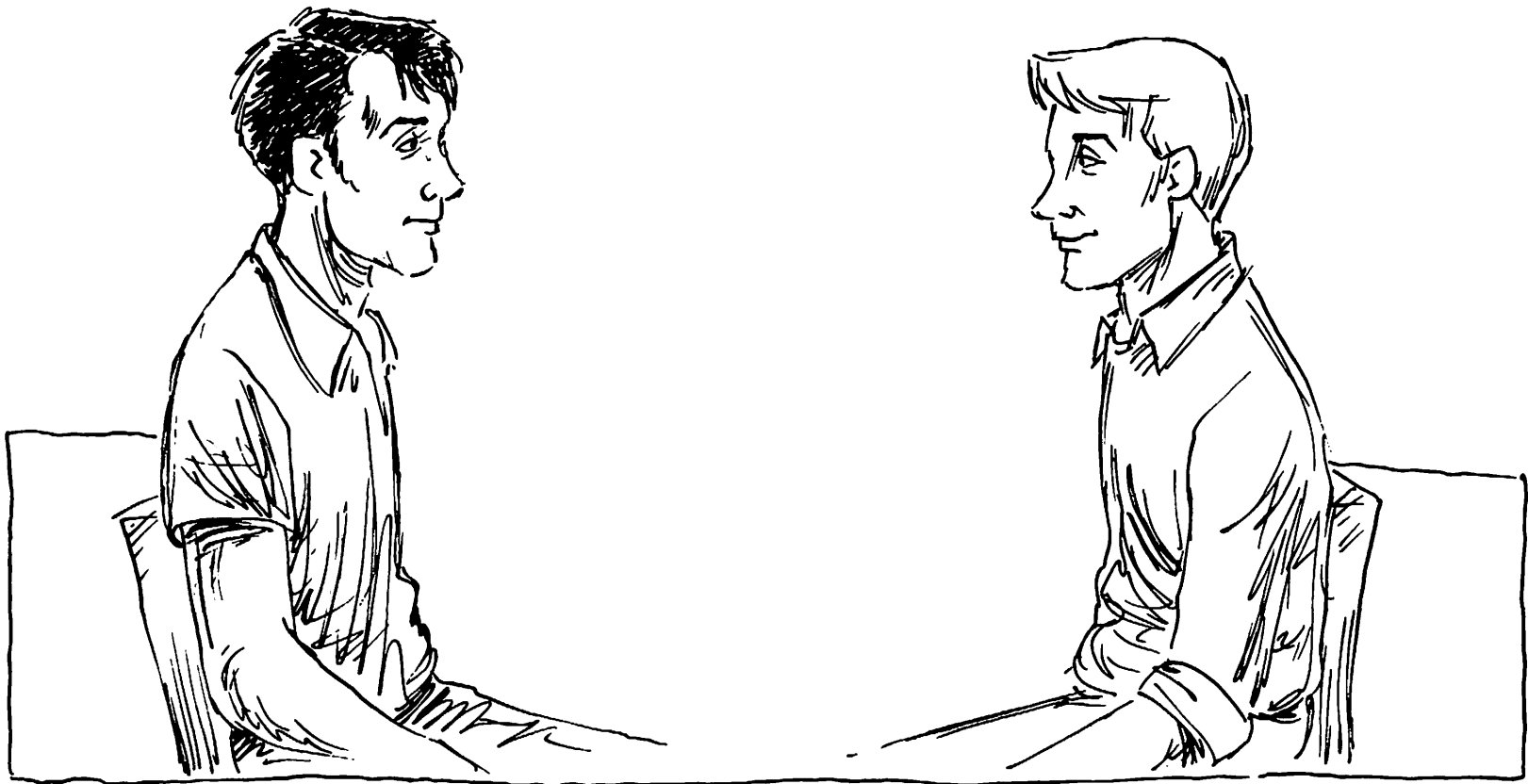
COMMANDS: A phrase (with the “he saids” omitted) is picked out of the book *Alice in Wonderland* and read to the coach. It is repeated until the coach is satisfied it arrived where he is.







POSITION: Student and coach are seated facing each other a comfortable distance apart.



TRAINING STRESS: The command goes from the book to the student and, as his own, to the coach.



It must not go from book to coach.



It must sound natural not artificial. Diction and elocution have no part in it. Loudness may have.



The coach must have received the command (or question) clearly and have understood it before he says "Good."



PATTER: The coach says "Start," says "Good" without a new start if the command is received or says "Flunk" if the command is not received. "Start" is not used again.







“That’s it” is used to terminate for a discussion or to end the activity. If session is terminated for a discussion, coach must say “Start” again before it resumes.

The coach should not instruct his twin or give any opinions. He may refer his twin to the drill.

He may make the occasional short complimentary remark.



This drill is passed only when the student can put across a command naturally, without strain or artificiality or elocutionary bobs and gestures, and when the student can do it easily and relaxedly.



The student now does TR 1 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 1.

Student signature: _____

Date: _____

My twin has successfully completed TR 1.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 1.

Name: _____

Date: _____

Ok to Publish: _____

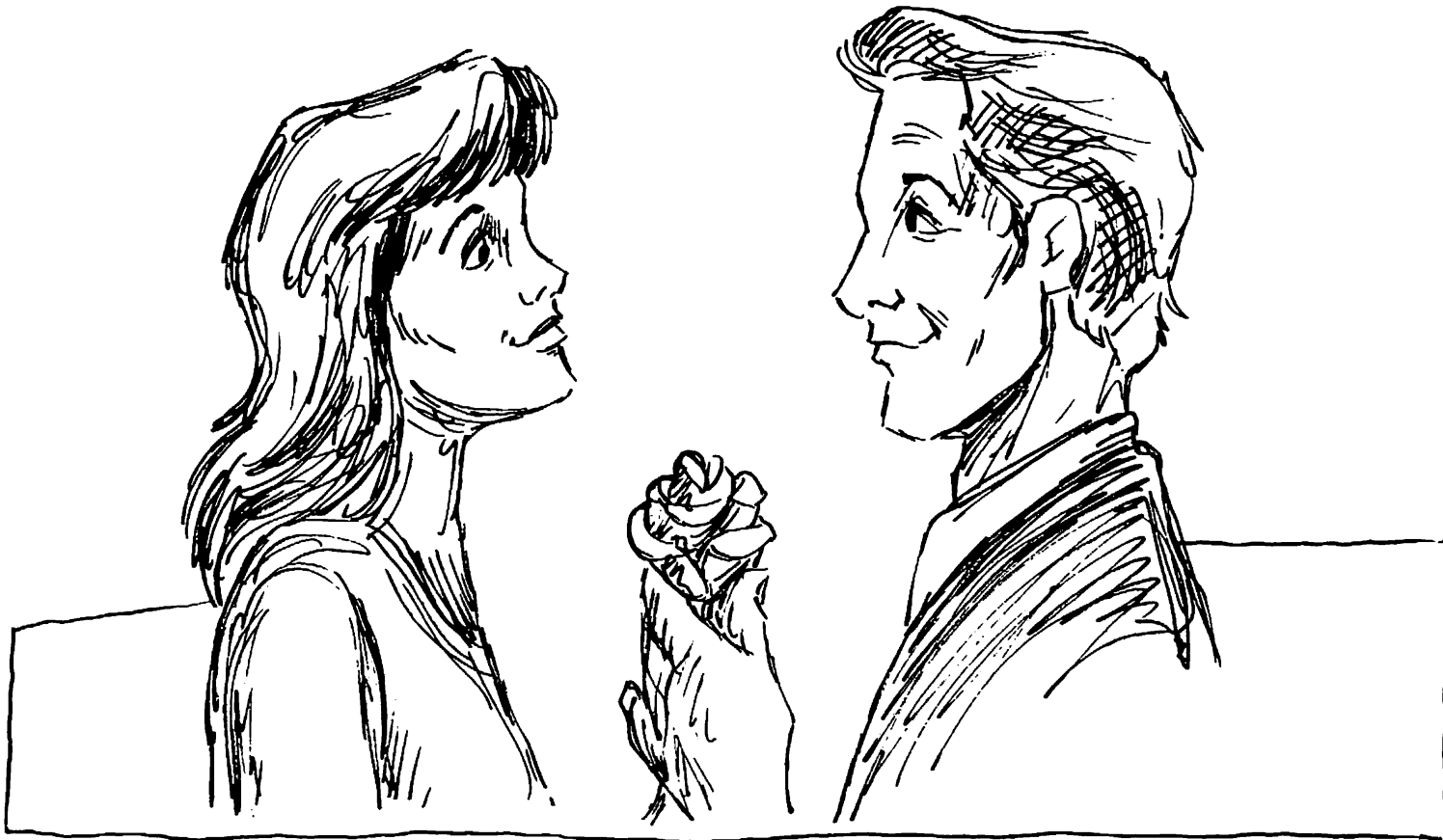
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Tear out these pages and place them on the Supervisor's desk.

Acknowledgments

Acknowledgment is something said or done to inform another that his statement or action has been noted, understood and received.

Acknowledgment is also shortened to "ack."





In this drill, you will learn the value and importance of acknowledgment in communication and acquire the skill to do this.

TR 2

PURPOSE: To teach the student that an acknowledgment is a method of controlling a person's communication and that an acknowledgment is a full stop. The student must *understand* and *appropriately* acknowledge the communication and in such a way that it does not continue the communication.

COMMANDS: The coach reads lines from *Alice in Wonderland*,
omitting the "he saids,"



and the student thoroughly acknowledges them.



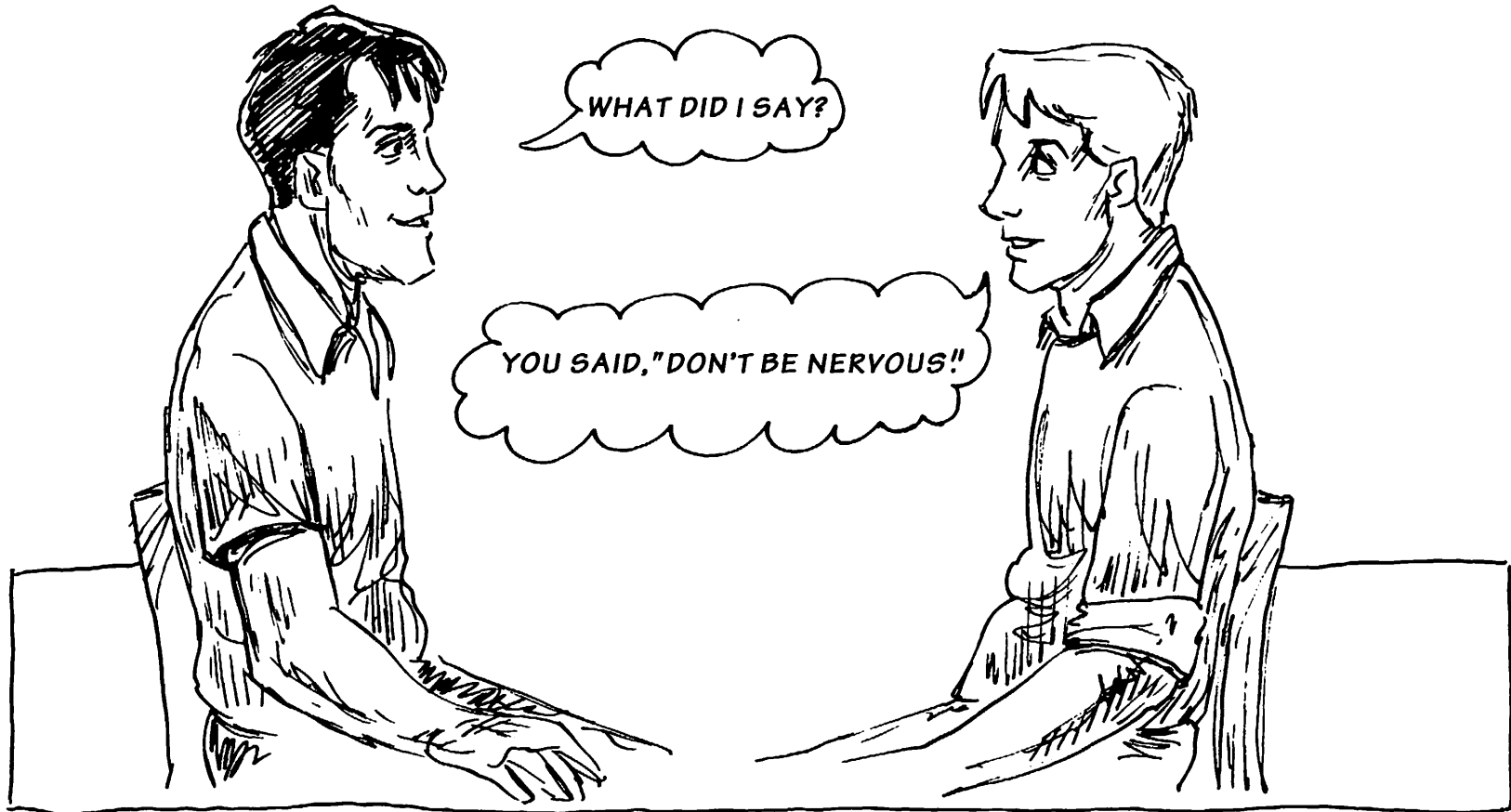
The student says “Good,” “Fine,” “Okay,” “I heard that,” *anything* only so long as it is appropriate to the person’s communication—in such a way as actually to convince the person who is sitting there as the coach that he has heard it. The coach repeats any line he feels was not truly acknowledged.

POSITION: Student and coach are seated facing each other at a comfortable distance apart.

TRAINING STRESS: Teach student to acknowledge exactly what was said so the person knows it was heard.



Ask student from time to time what *was* said.



Curb over– and underacknowledgment.

Let student do anything at first to get acknowledgment across, then even him out. Teach him that an acknowledgment is a stop, not beginning of a new cycle of communication or an encouragement to the person to go on and that an acknowledgment must be appropriate for the person's comm. The student must be broken of the habit of robotically using "Good," "Thank you" as the only acks.

OFF WITH THEIR HEADS!



RIGHT AWAY!



To teach further that one can fail to get an acknowledgment across or can fail to stop a person with an acknowledgment or can take a person's head off with an acknowledgment.

PATTER: The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper acknowledgment. The coach repeats the same line each time the coach says "Flunk." "That's it" may be used to terminate for discussion or terminate session. "Start" must be used to begin a new coaching after a "That's it."

The coach doesn't instruct his twin or give any opinions. He may refer his twin to the drill. He may make the occasional short complimentary remark.

The student now does TR 2 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 2.

Student signature: _____

Date: _____

My twin has successfully completed TR 2.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 2.

Name: _____

Date: _____

Ok to Publish: _____

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Tear out these pages and place them on the Supervisor's desk.

Half-Acknowledgments

A **half-acknowledgment** is a way of keeping a person talking by giving him the feeling that he is being heard.





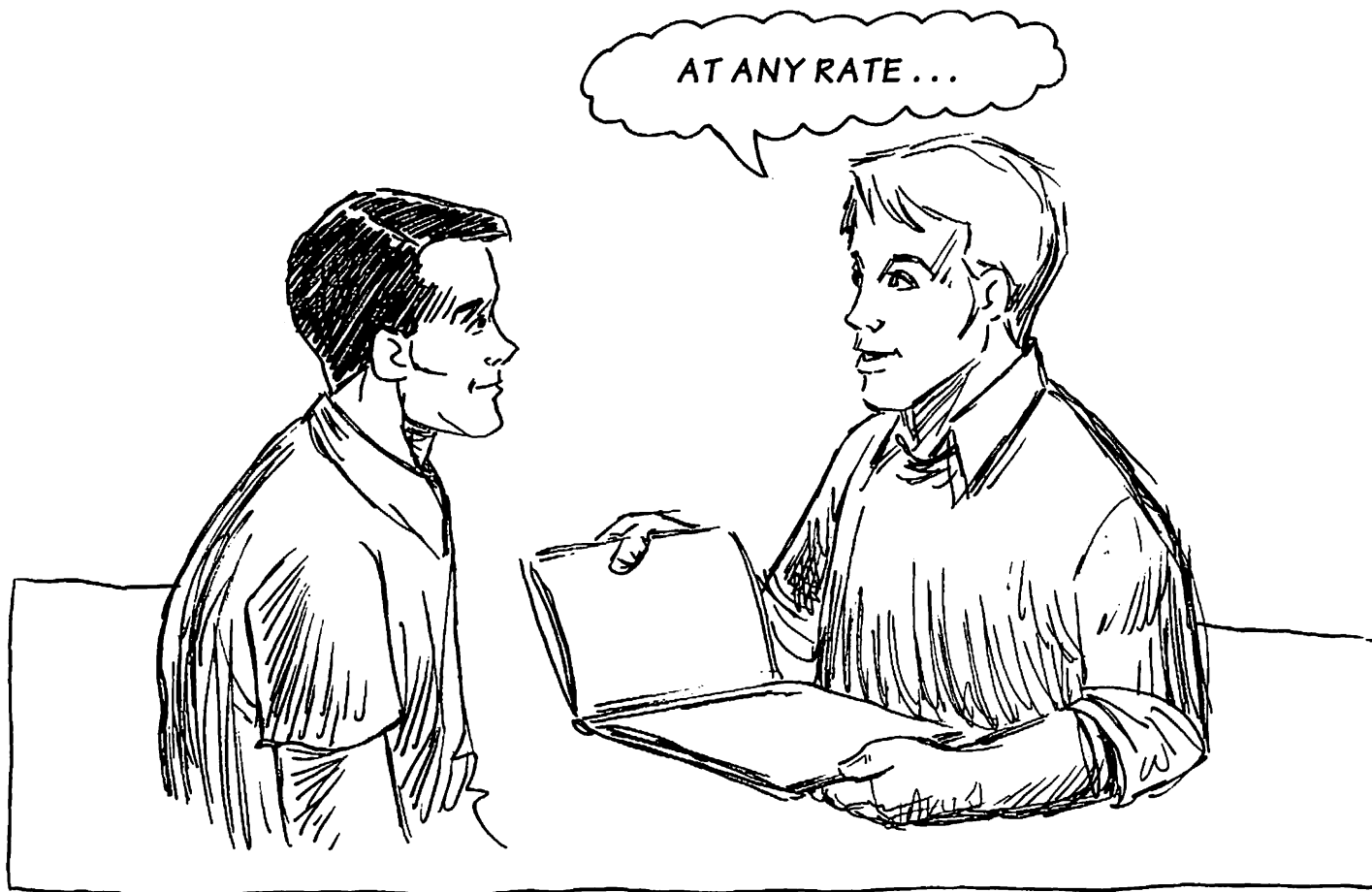


The following drill can give you the skill to keep a person talking.

TR 2 1/2

PURPOSE: To teach the student that a half-acknowledgment is a method of encouraging a person to communicate.

COMMANDS: The coach reads lines from *Alice in Wonderland*, omitting "he saids," and the student half-acknowledges the coach. The coach repeats any line he feels was not half-acknowledged.





POSITION: The student and coach are seated facing each other a comfortable distance apart.

TRAINING STRESS: Teach student that a half-acknowledgment is an encouragement to the person to continue talking. Curb over-acknowledgment that stops a person from talking. Teach him further that a half-acknowledgment is a way of keeping a person talking by giving the person the feeling that he is being heard.

PATTER: The coach says "Start," reads a line and says "Flunk" every time the coach feels there has been an improper half-ack.



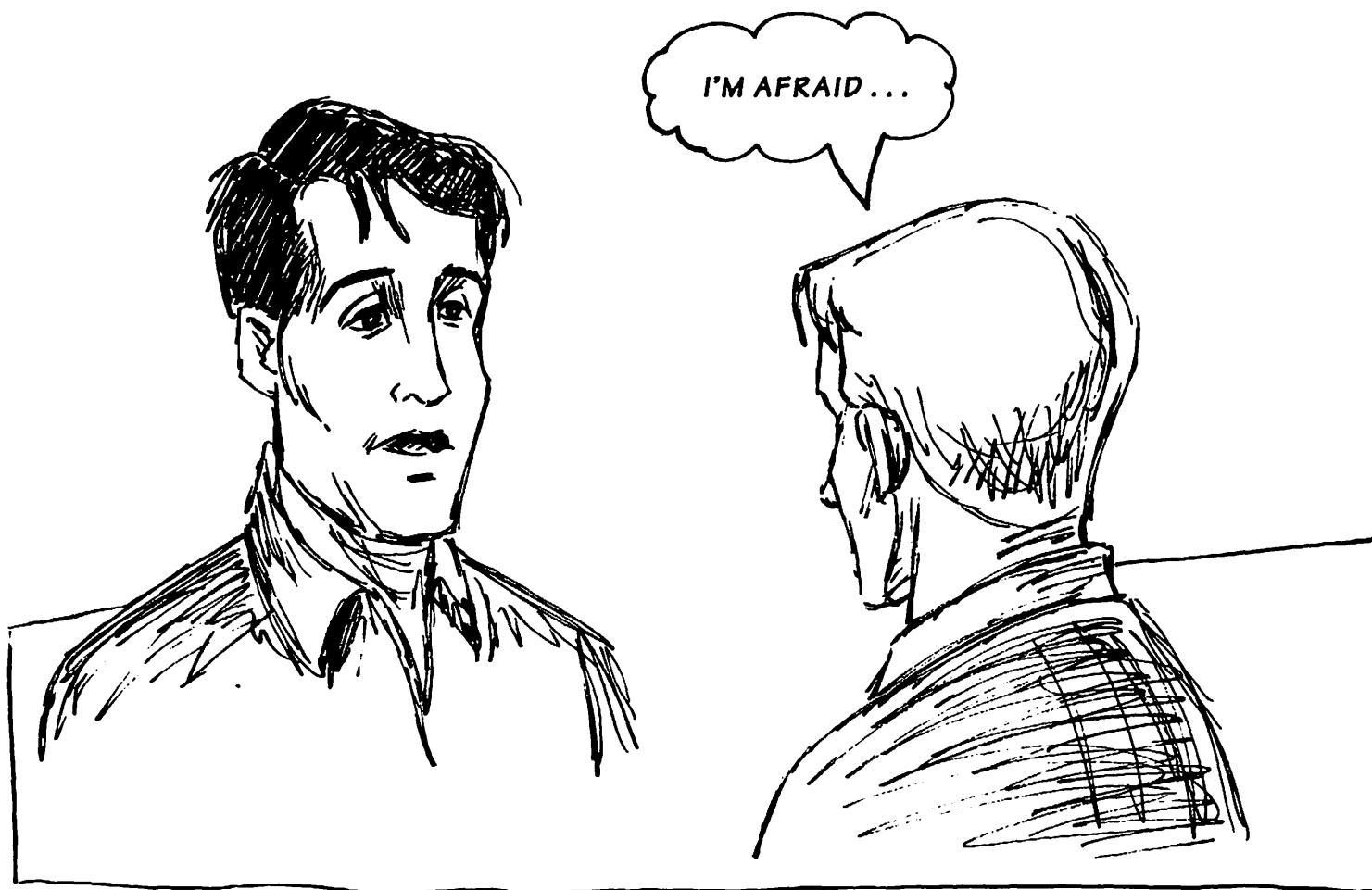


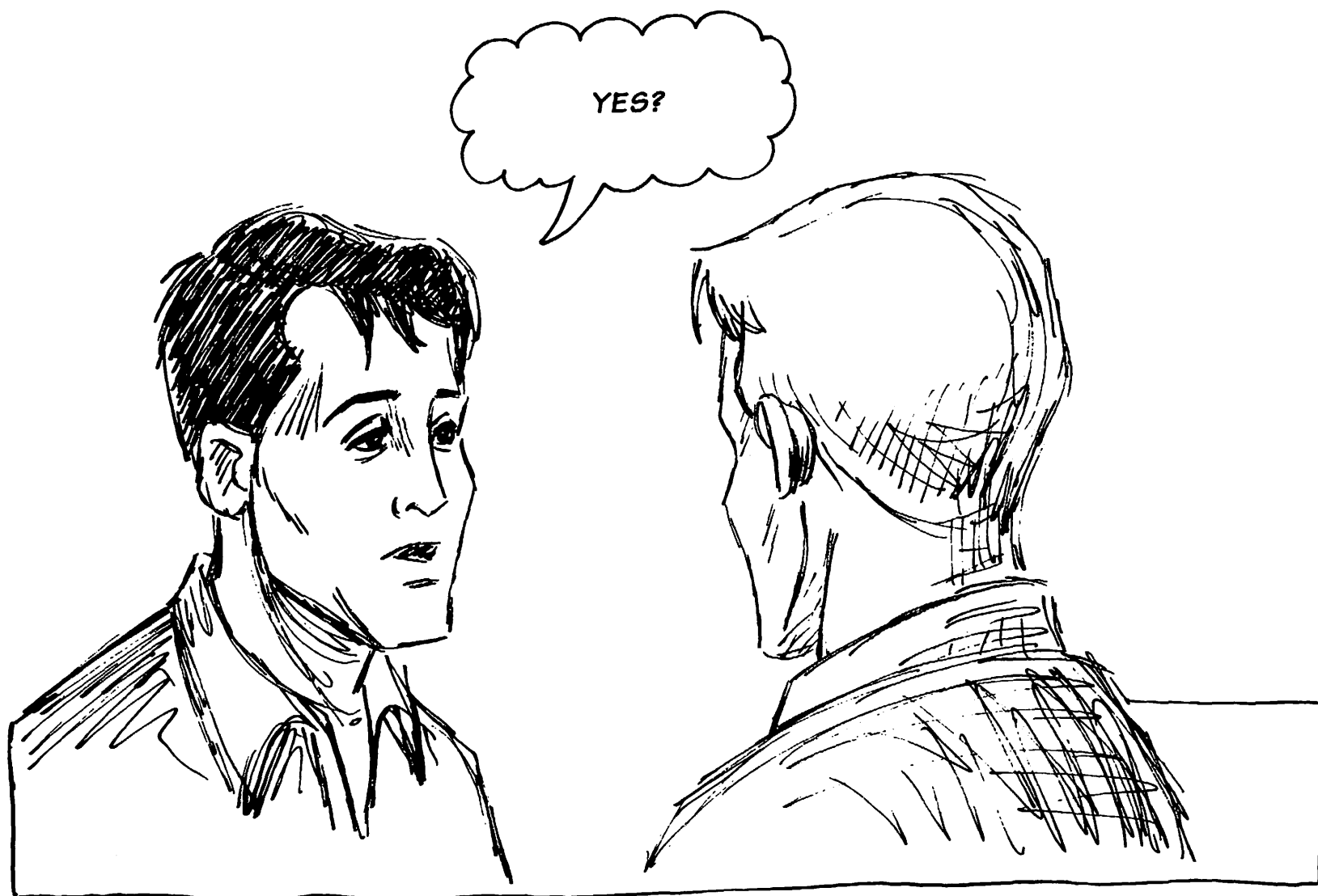


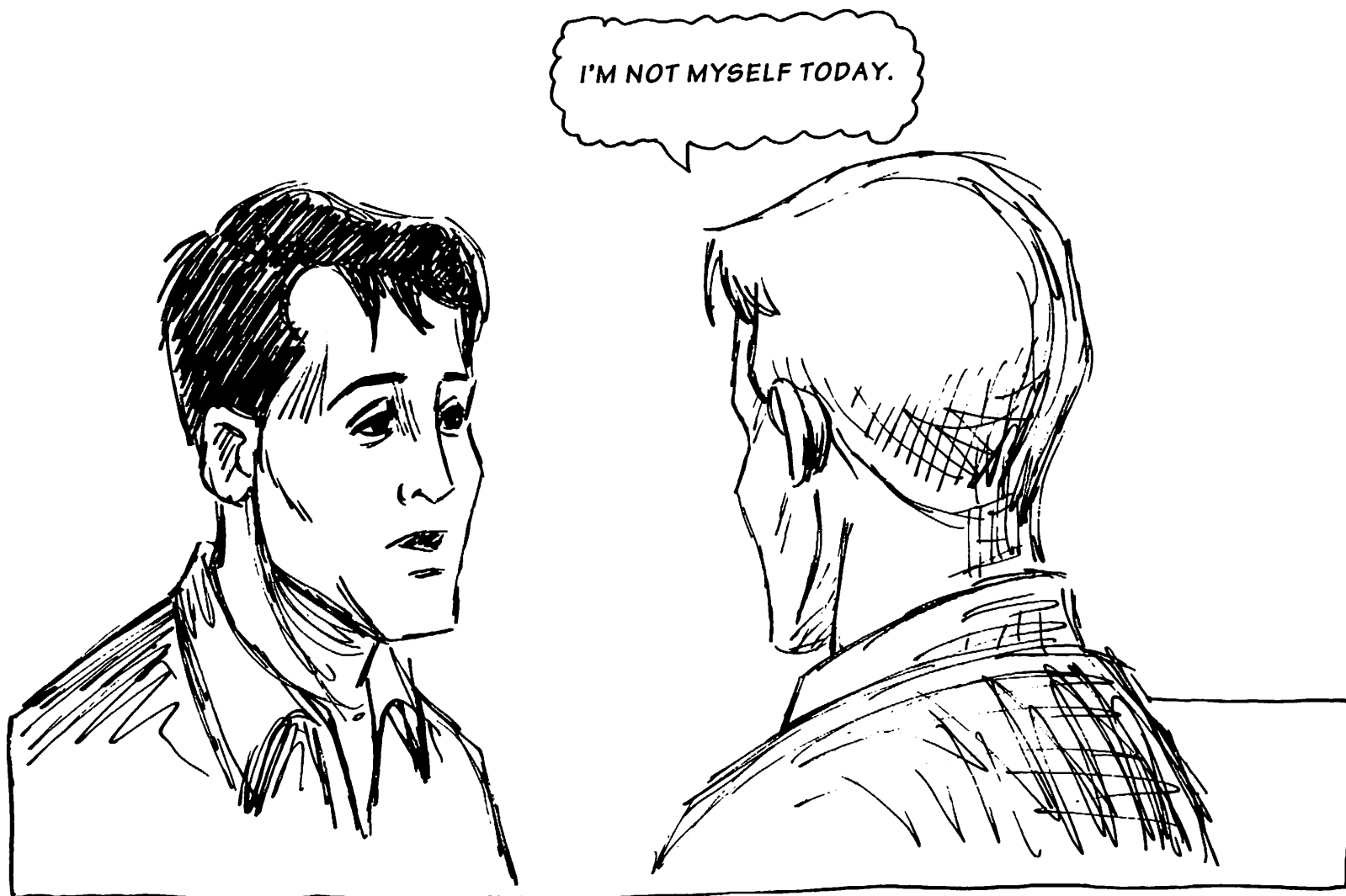
FLUNK. IT WASN'T
APPROPRIATE.



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







The student now does TR 2 1/2 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 2 1/2.

Student signature: _____

Date: _____

My twin has successfully completed TR 2 1/2.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 2 1/2.

Name: _____

Date: _____

Ok to Publish: _____

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Tear out these pages and place them on the Supervisor's desk.

The Cycle of Communication

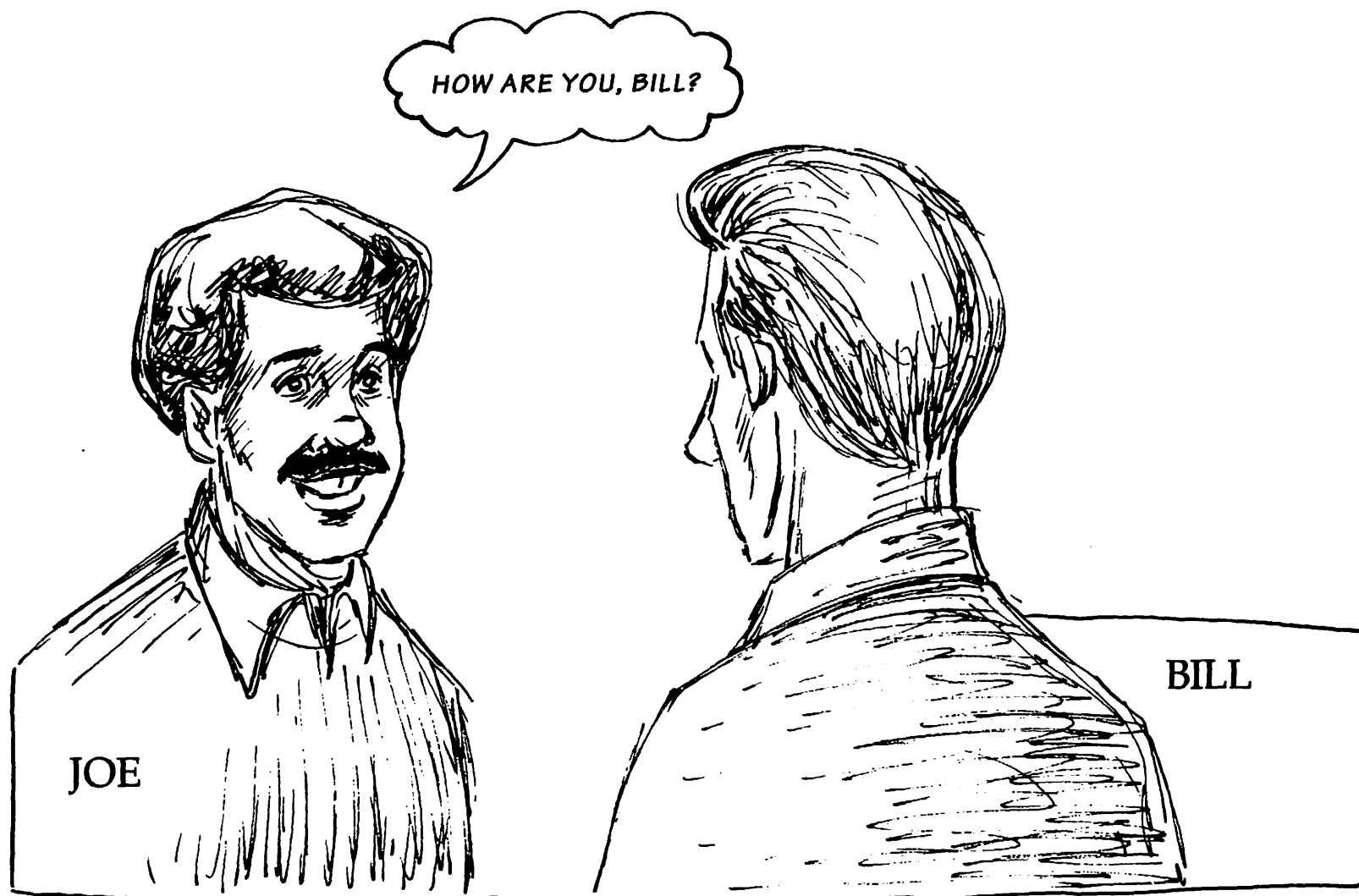
To do the next drill, TR 3, you must have an understanding of the cycle of communication.

A **cycle** just means from the beginning to the conclusion of an intentional action.

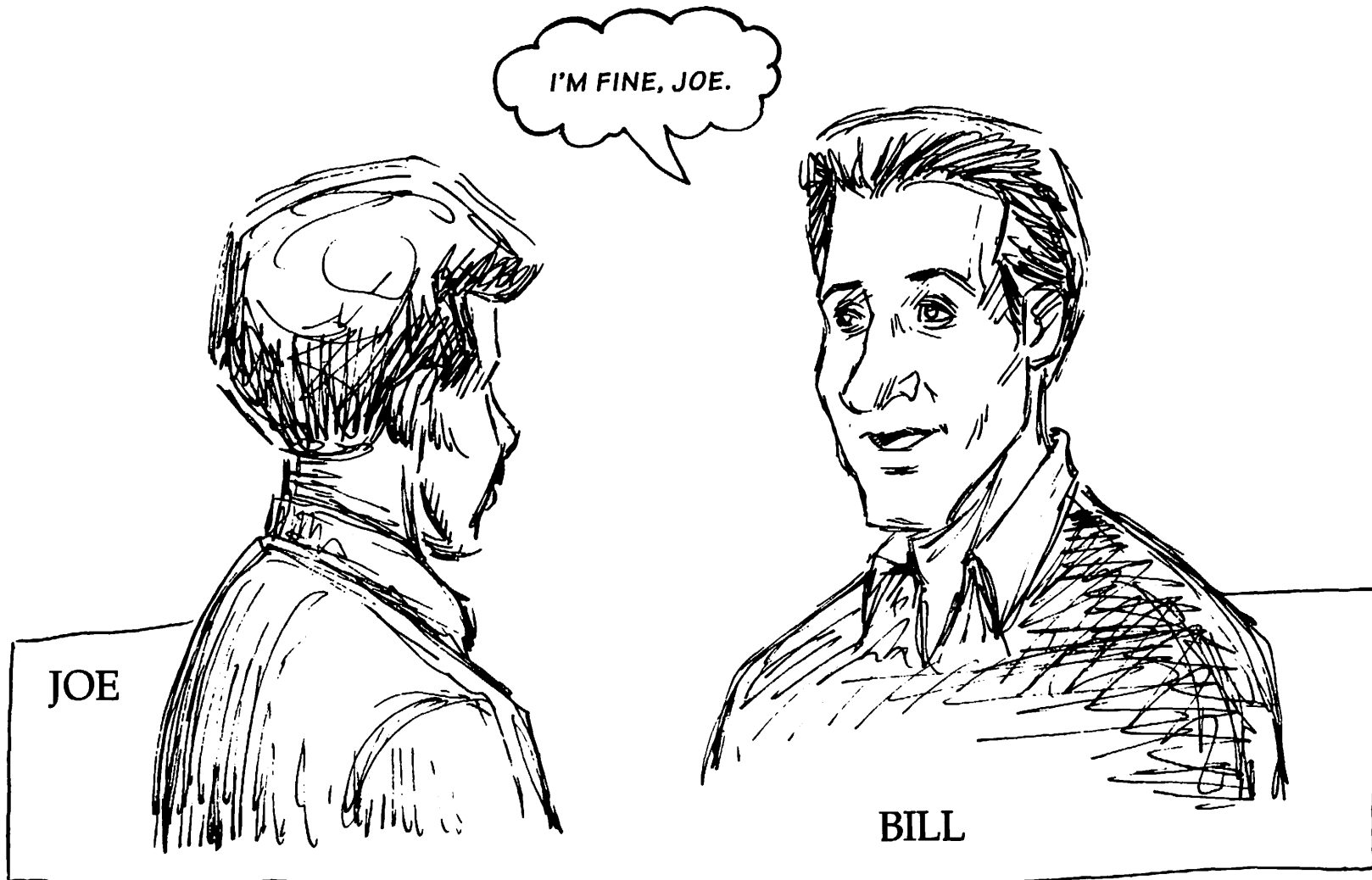
Thus, a **cycle of communication** is a communication action that proceeds through all of its points from a beginning to a conclusion.

Here is an example of a cycle of communication.

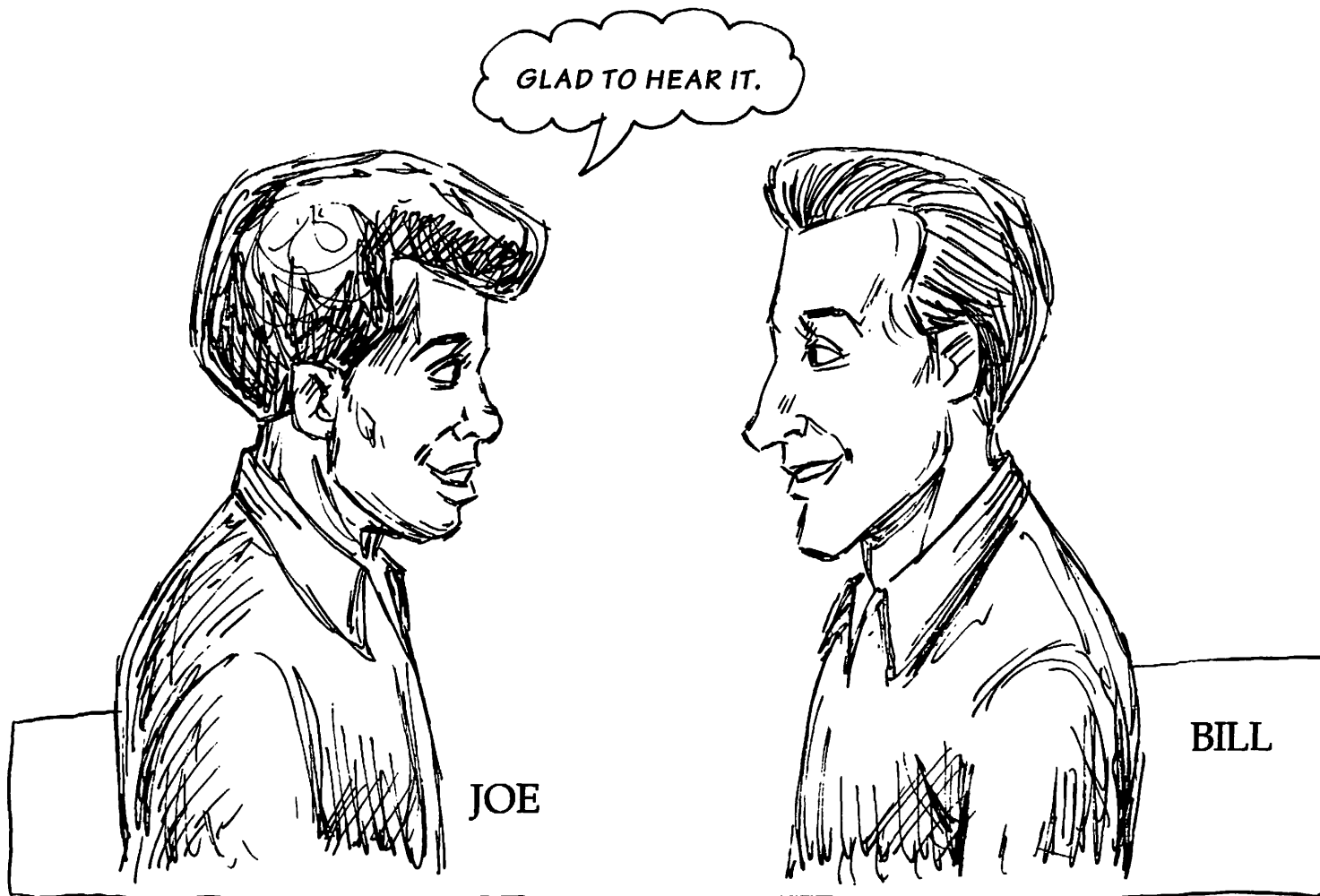
Joe asks Bill a question:



Bill answers it.



Joe acknowledges it.



That's a cycle of communication.

There is another term regarding the cycle of communication that one must understand. This is **communication lag**. It means “the length of time intervening between the posing of the question, or origination of a statement, and the exact moment that question or original statement is answered.”

Here is an example of communication lag:

Joe: “How are you, Bill?”

Bill: “You look tired, Joe.”

He never answers the question at all.

Here is another example:

Joe: “How are you, Bill?”

Bill: (after one minute of thinking it over): “Oh, I guess I’m doing okay.”

You have to have a good cycle of communication to be able to deliver Objective Exercises successfully.

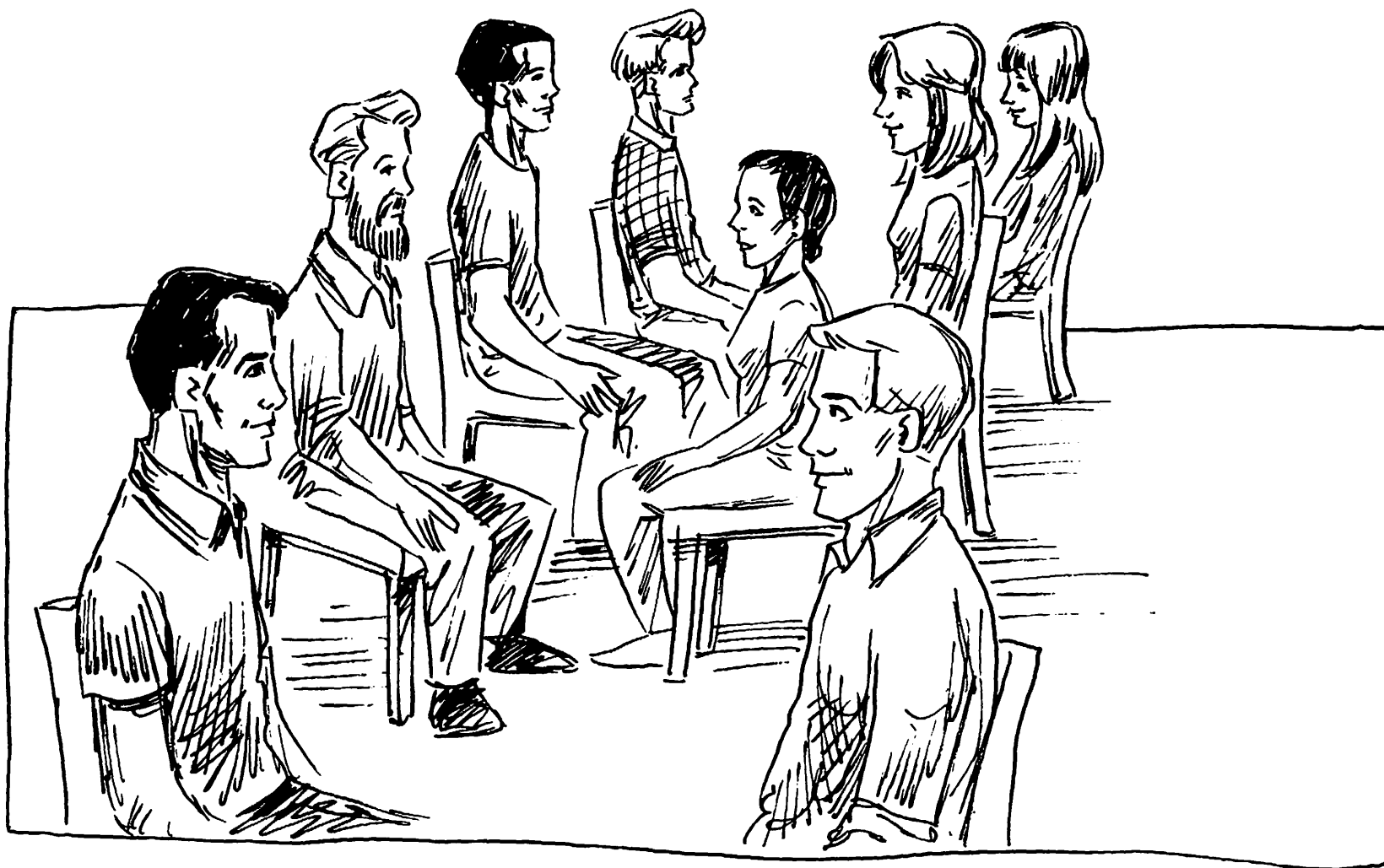
TR 3

PURPOSE: To teach a student to duplicate without variation an exercise question, each time newly, in its own unit of time, not as a blur with other questions, and to acknowledge it. To teach that one never asks a second question until he has received an answer to the one asked.

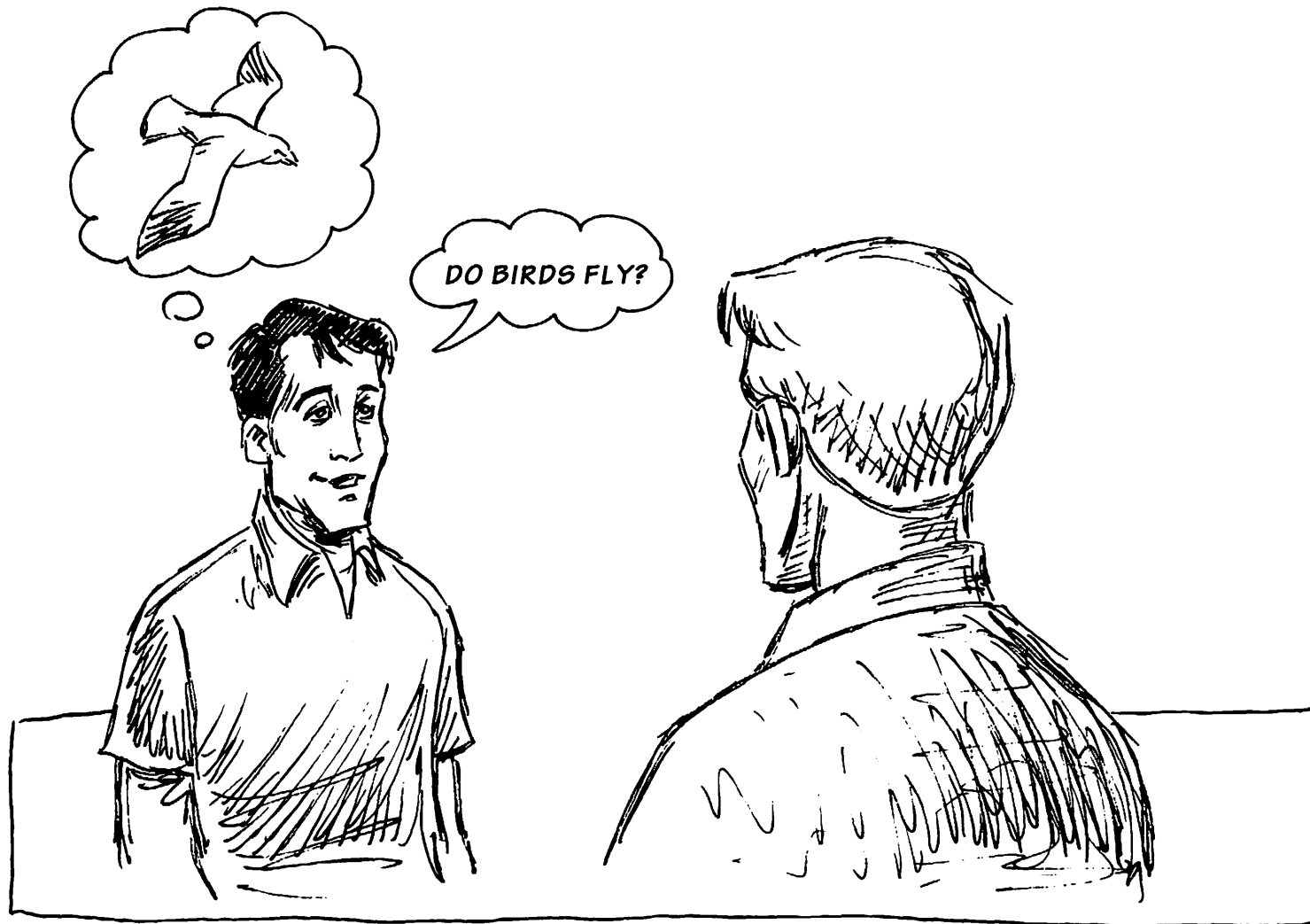
COMMANDS: "Do fish swim?" or "Do birds fly?"



POSITION: Student and coach seated a comfortable distance apart.



TRAINING STRESS: One question and student acknowledgment of its answer in one unit of time which is then finished.

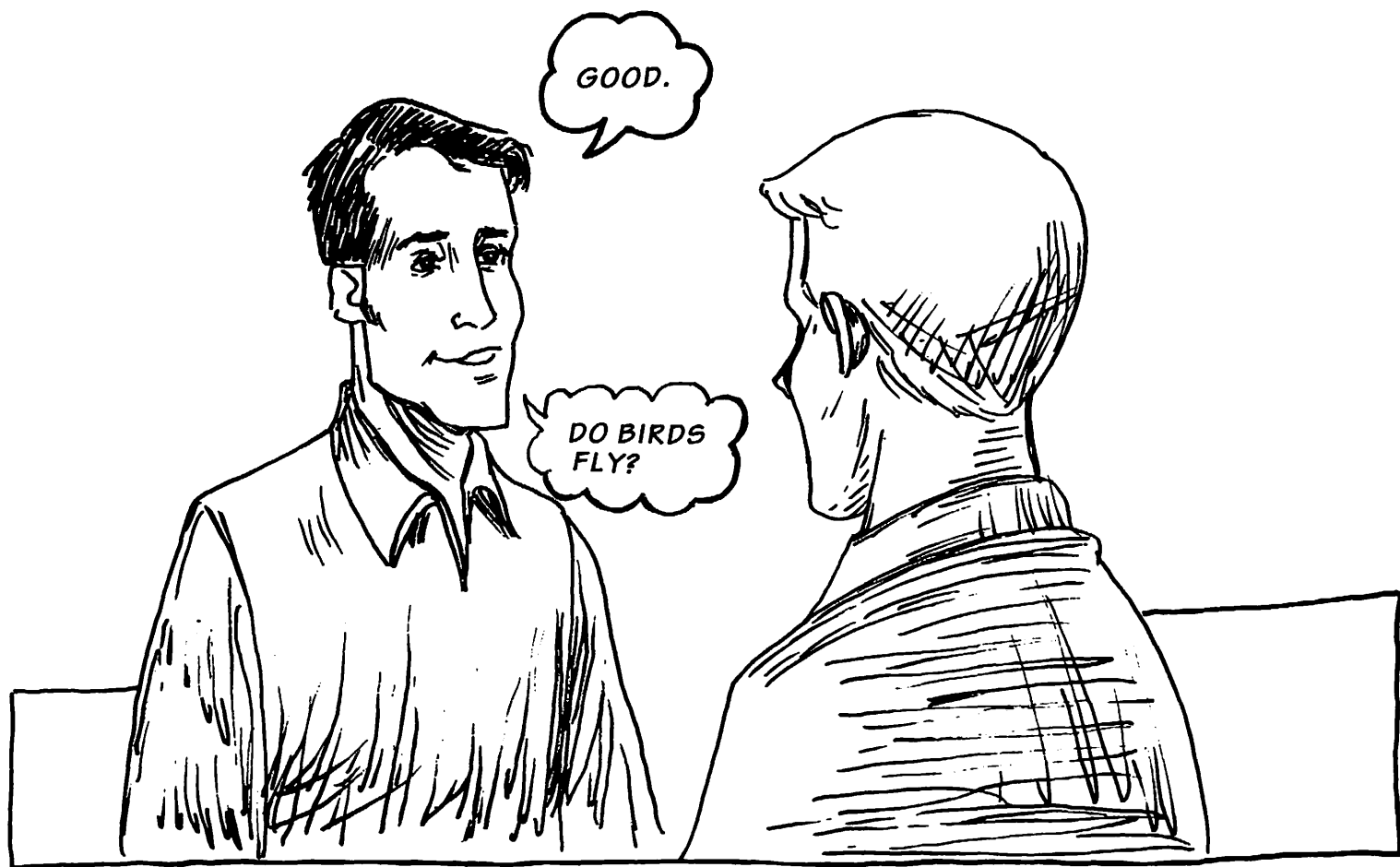






To keep student from straying into variations of command. Even though the same question is asked, it is asked as though it had never occurred to anyone before.





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

The student is flunked if he or she fails to get an answer to the question asked, if he or she fails to repeat the exact question, if he or she Q-and-As with excursions taken by the coach.

Q and A is short for “Question and Answer.” It is an expression which means to not get an answer to one’s question, to fail to complete something or deviate from an intended course of action.

Example of Q and A:

Question: How are you?

Answer: I’m doing okay.

Question: How okay?

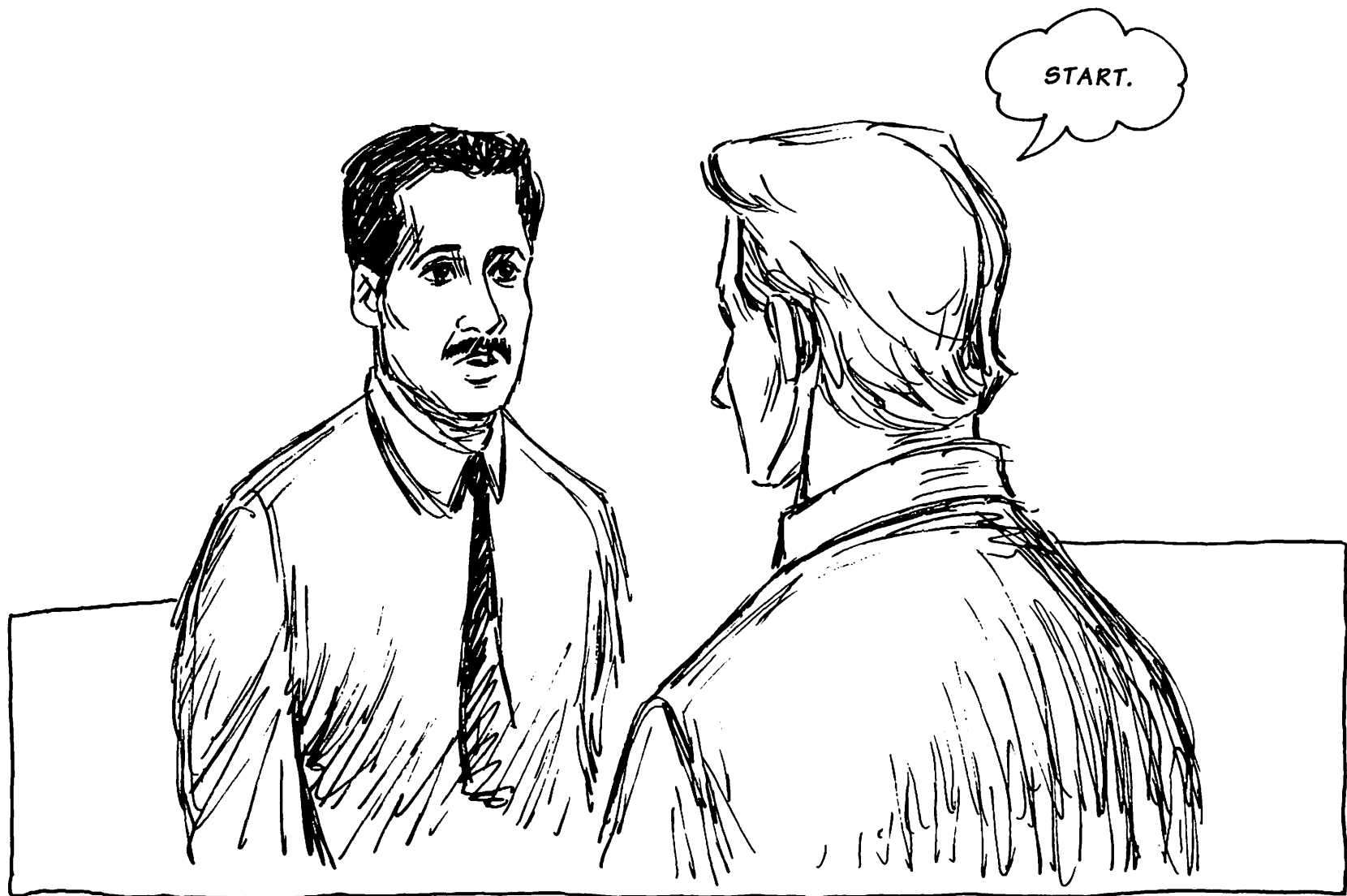
Answer: I have a slight headache.

Question: When did your head start aching?

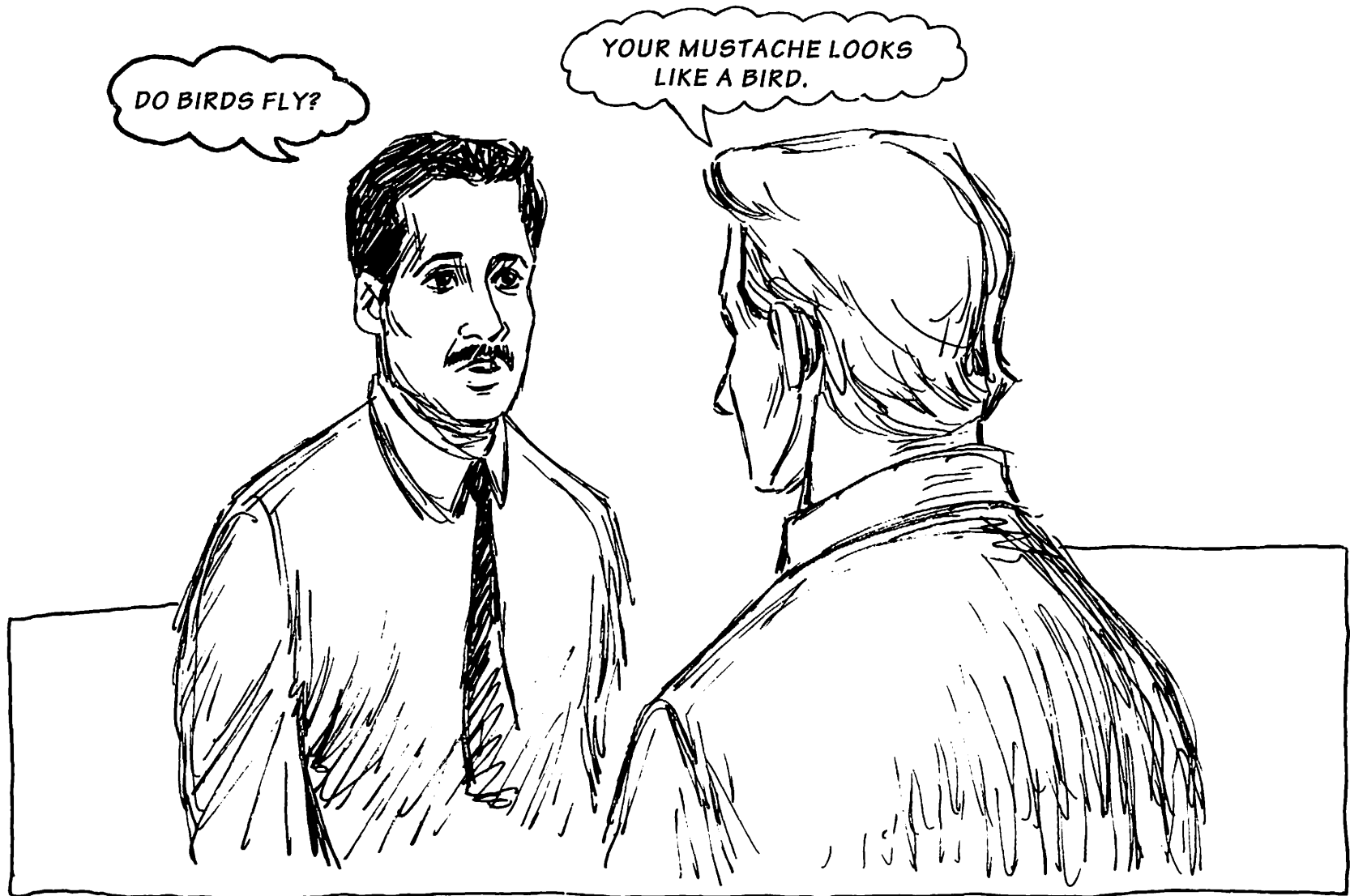
Answer: This morning after breakfast.

This is Q and A.

PATTER: The coach uses "Start" and "That's it" as in earlier TRs.



The coach is not bound after starting to answer the student's question but may comm lag or give a commenting-type answer to throw the student off. Often the coach should answer.



Somewhat less often the coach attempts to pull the student into a Q and A or upset the student. Example:

Student: "Do fish swim?"

Coach: "Yes."

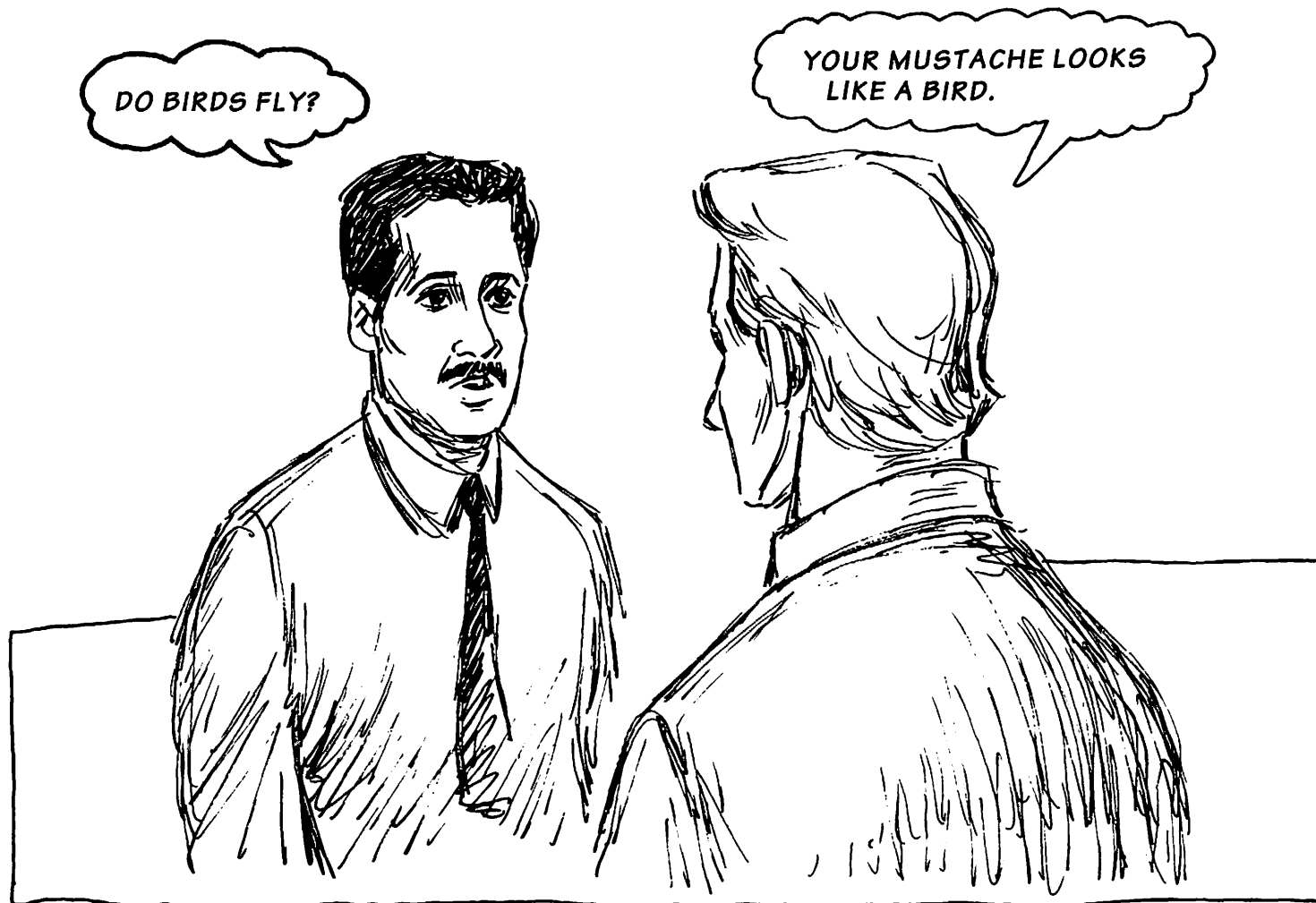
Student: "Good."

Student: "Do fish swim?"

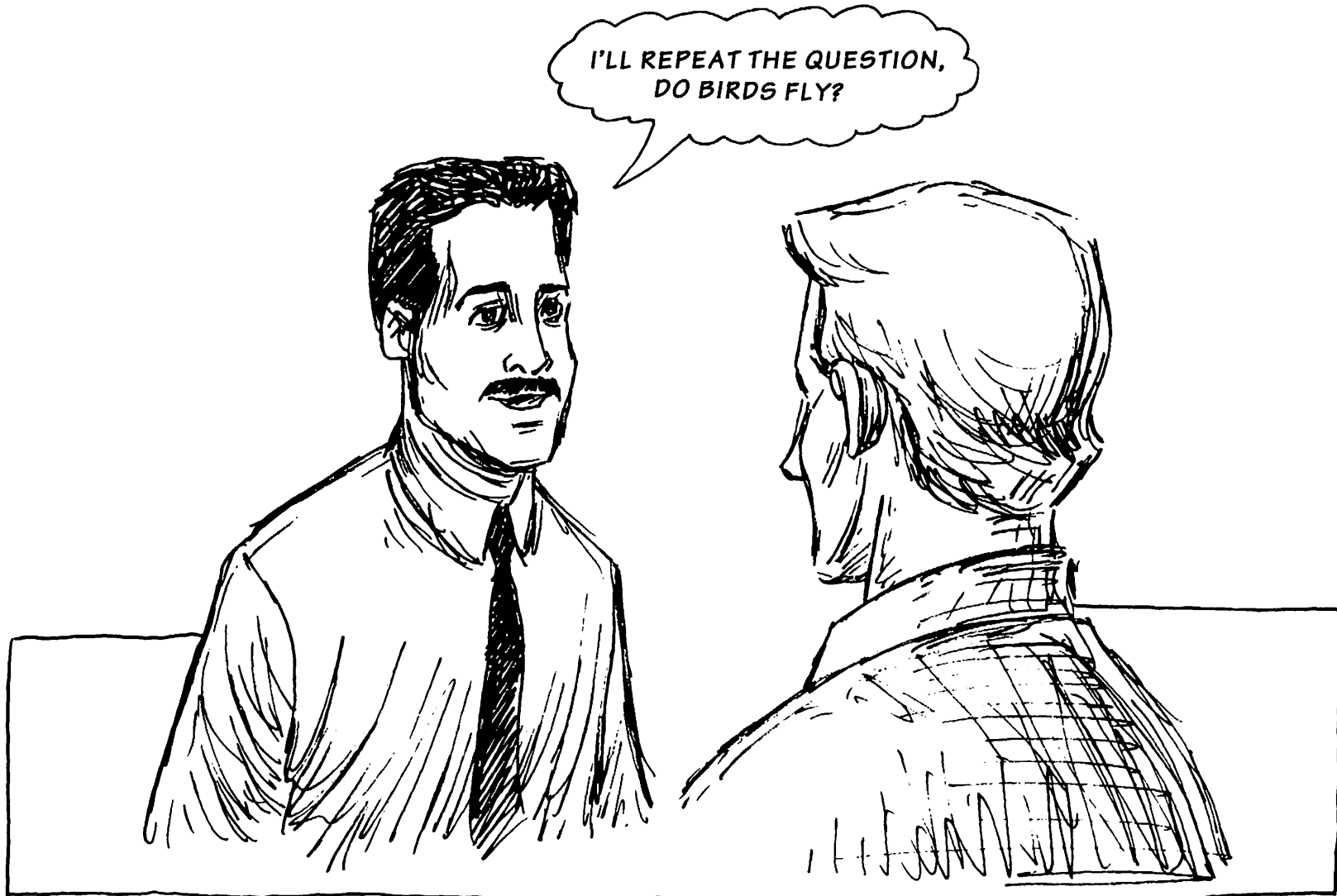
Coach: "Aren't you hungry?"

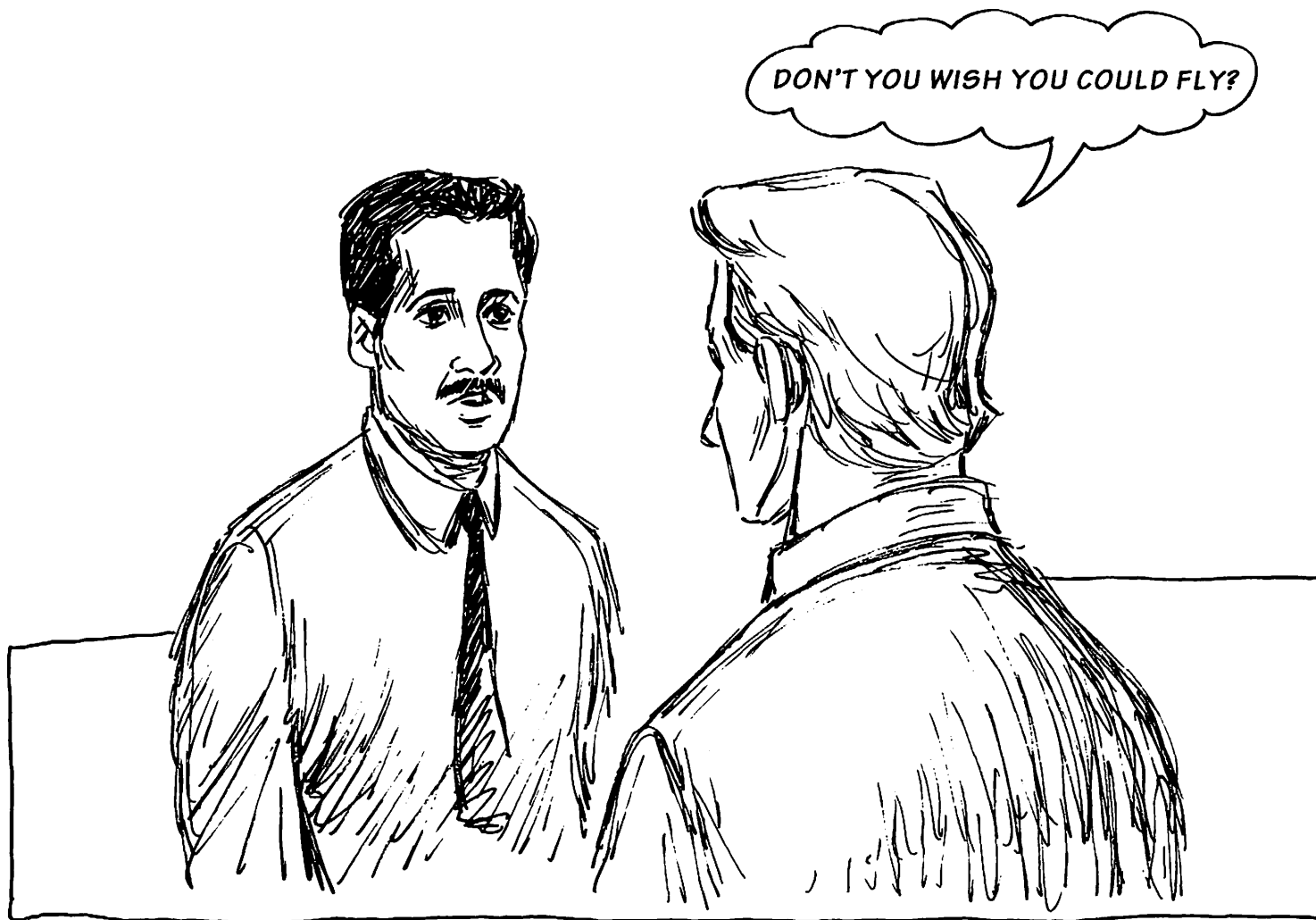
Student: "Yes."

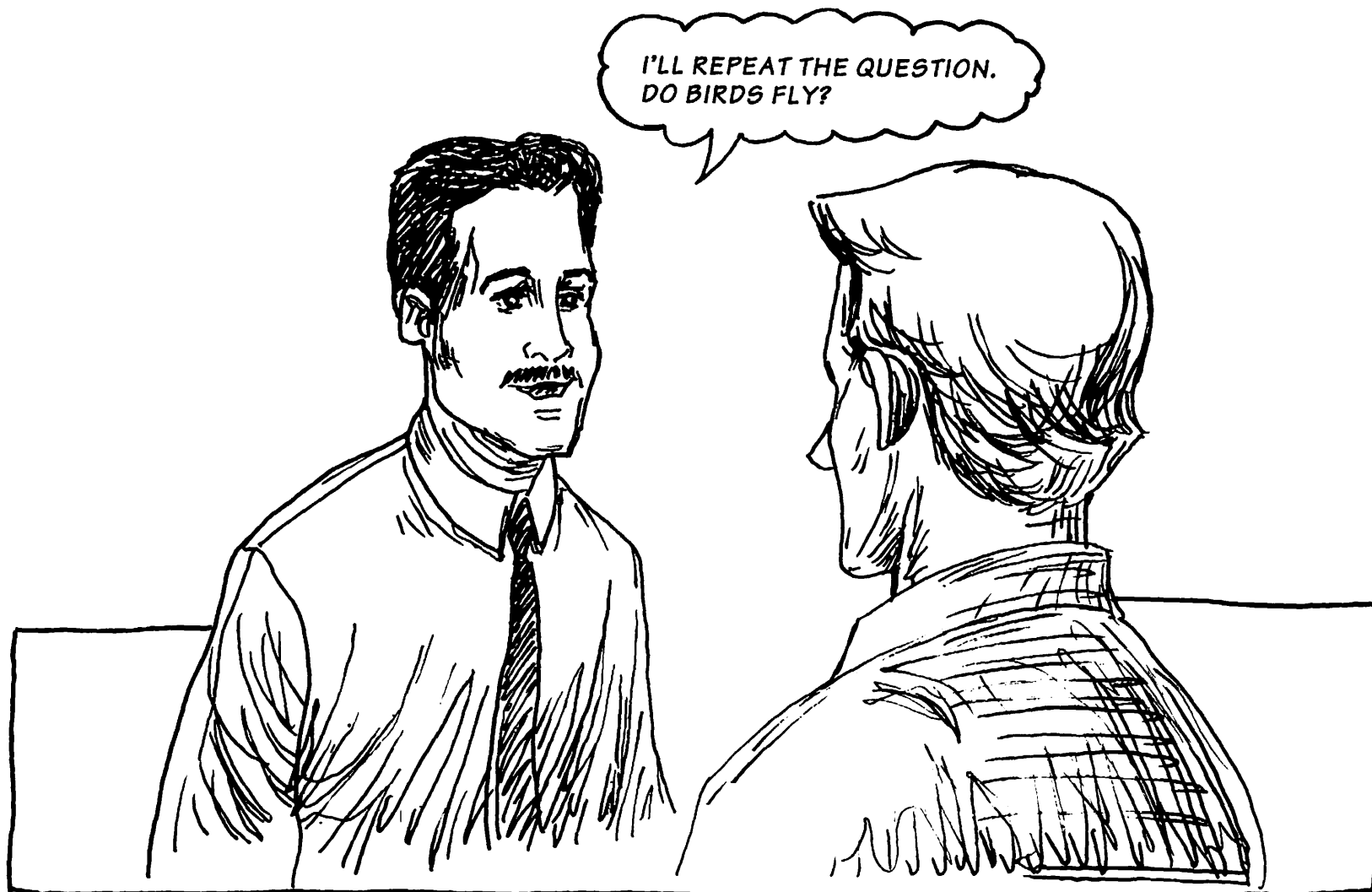
Coach: "Flunk."

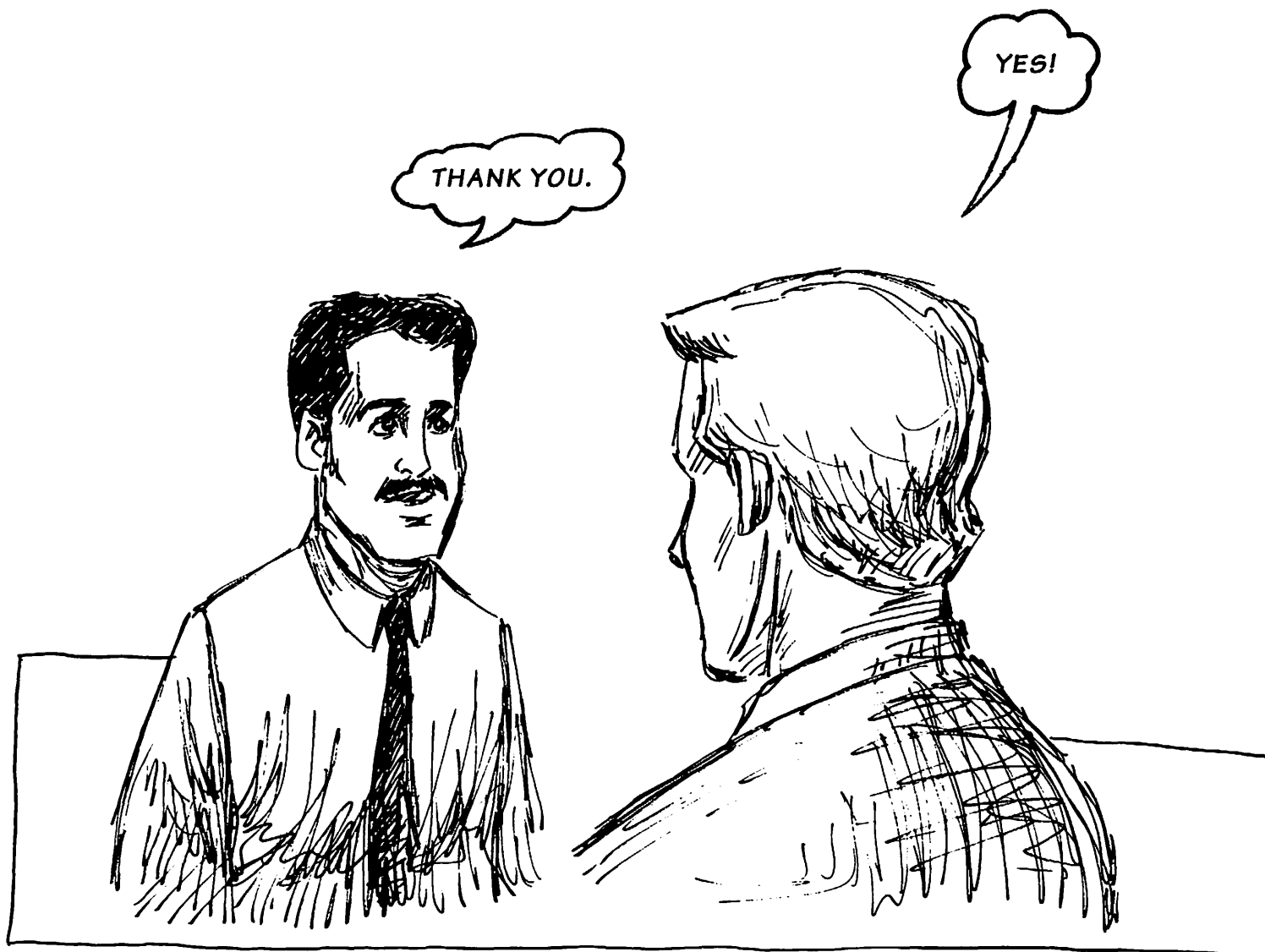


When the question is not answered, the student must say, gently, "I'll repeat the question" and do so until he gets an answer.



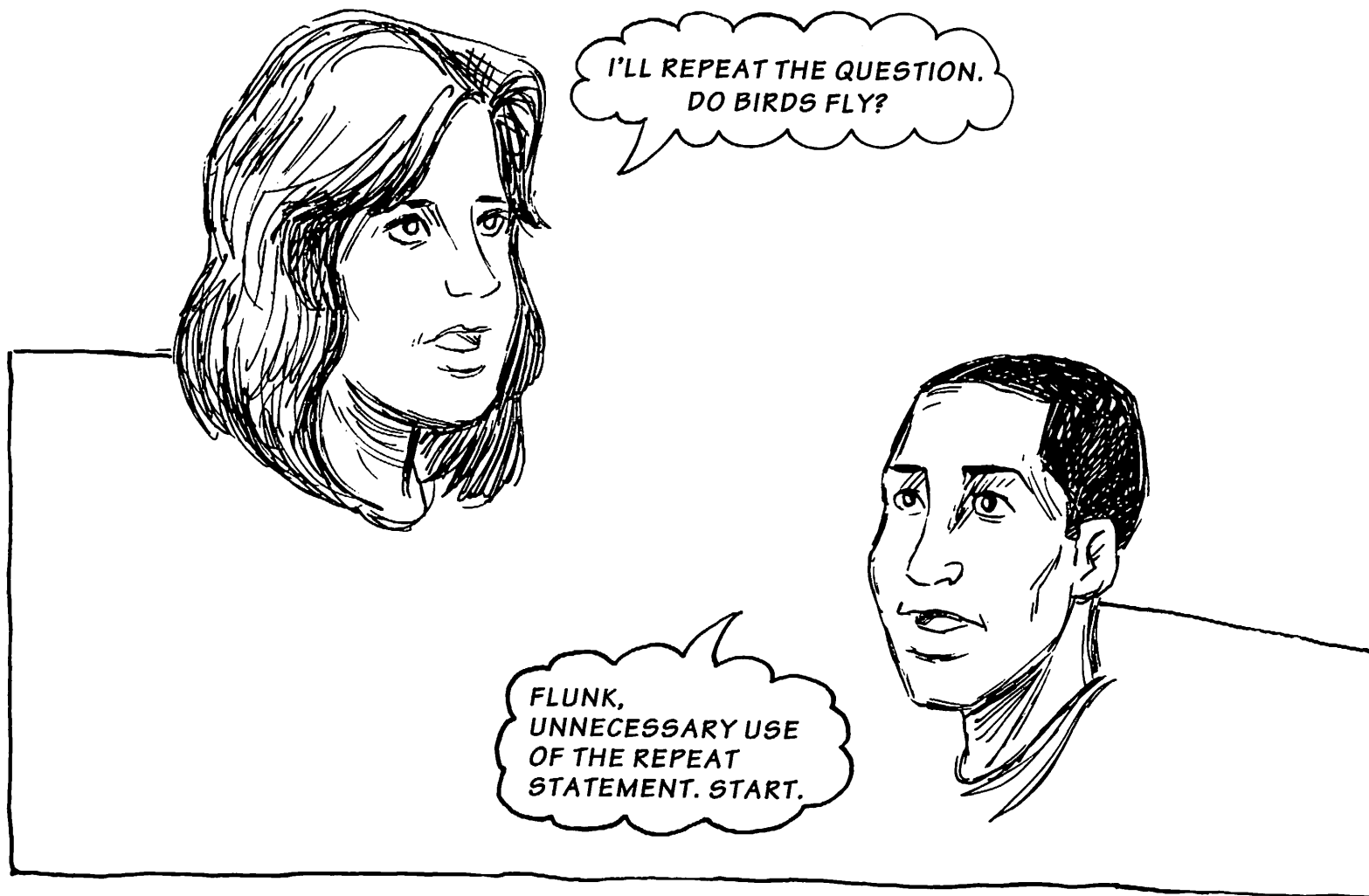






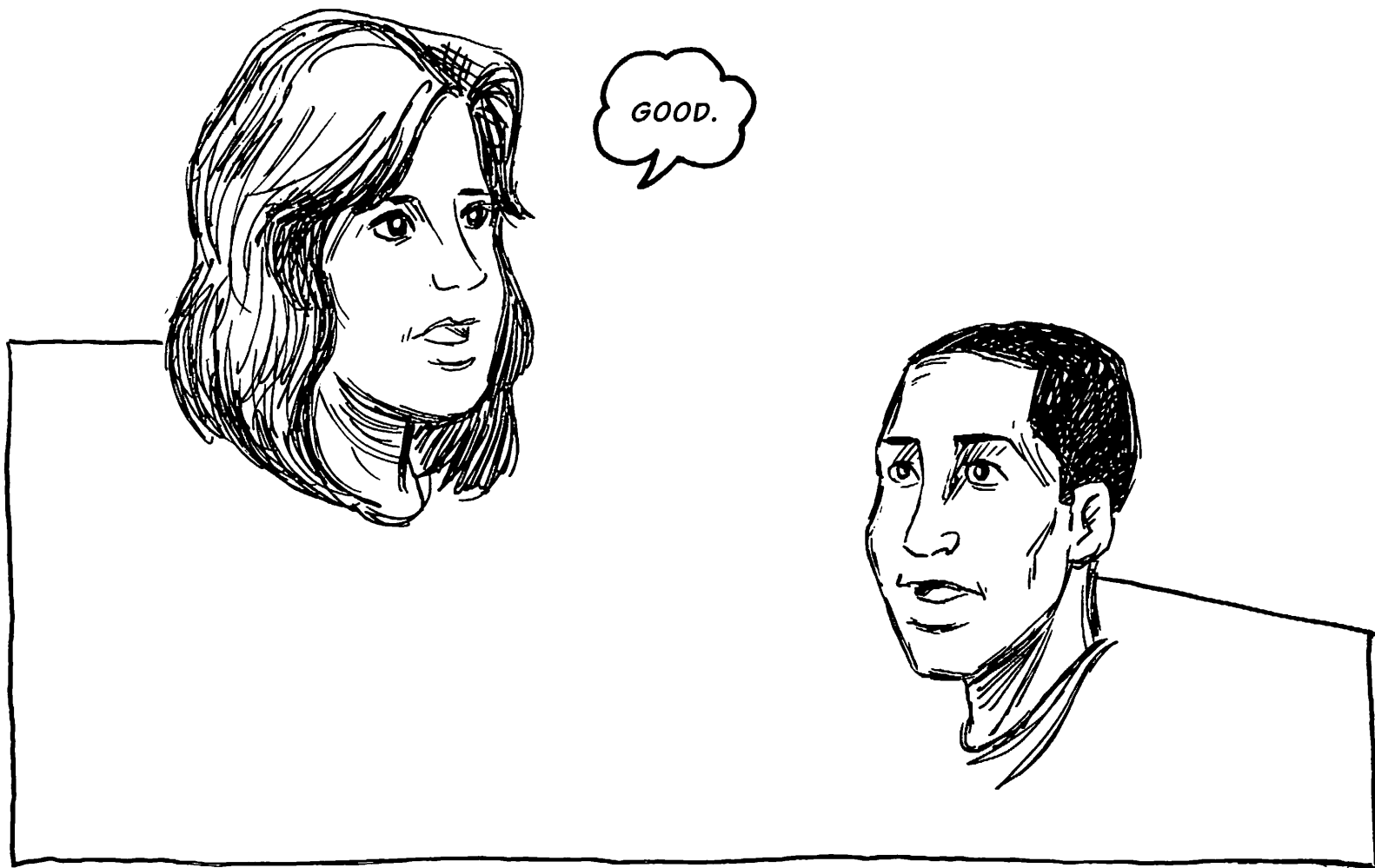
Anything except command, acknowledgment and as needed, the repeat statement is flunked. Unnecessary use of the repeat statement is flunked. A poor command is flunked. A poor acknowledgment is flunked.





Correct example:



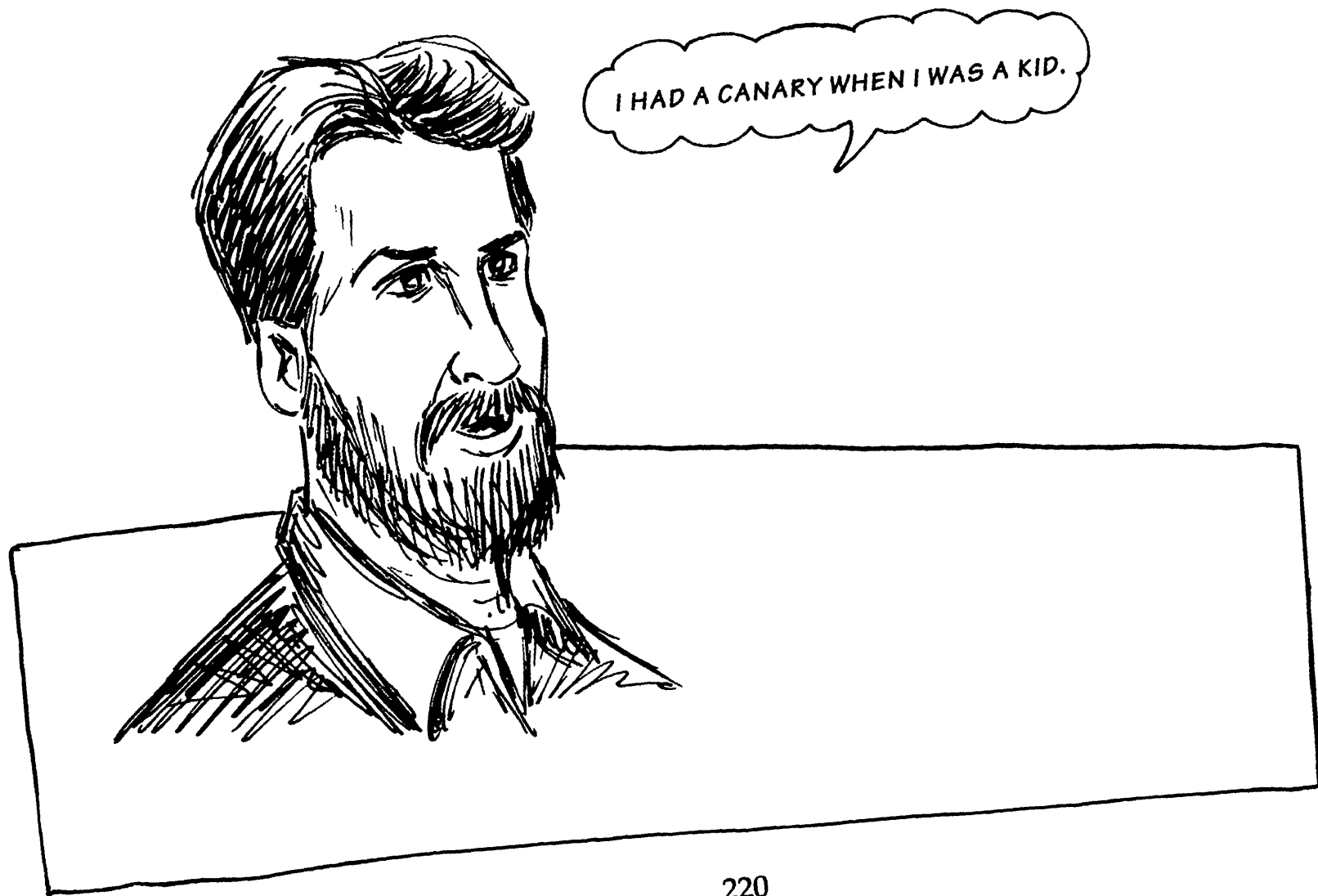






A Q and A is flunked (as in example). Student misemotion or confusion is flunked. Student failure to utter the next command without a long comm lag is flunked. A choppy or premature acknowledgment is flunked. Lack of an acknowledgment (or with a distinct comm lag) is flunked. Any words from the coach except an answer to the question, "Start," "Flunk," "Good" or "That's it" should have no influence on the student except to get him to give a repeat statement and the command again. By repeat statement is meant "I'll repeat the question."



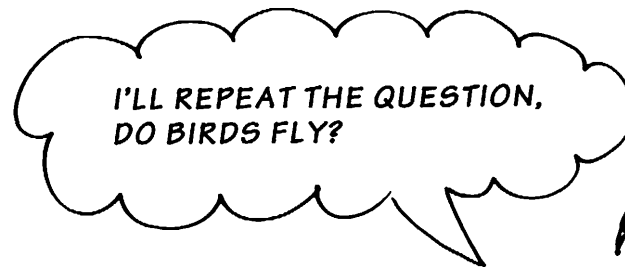


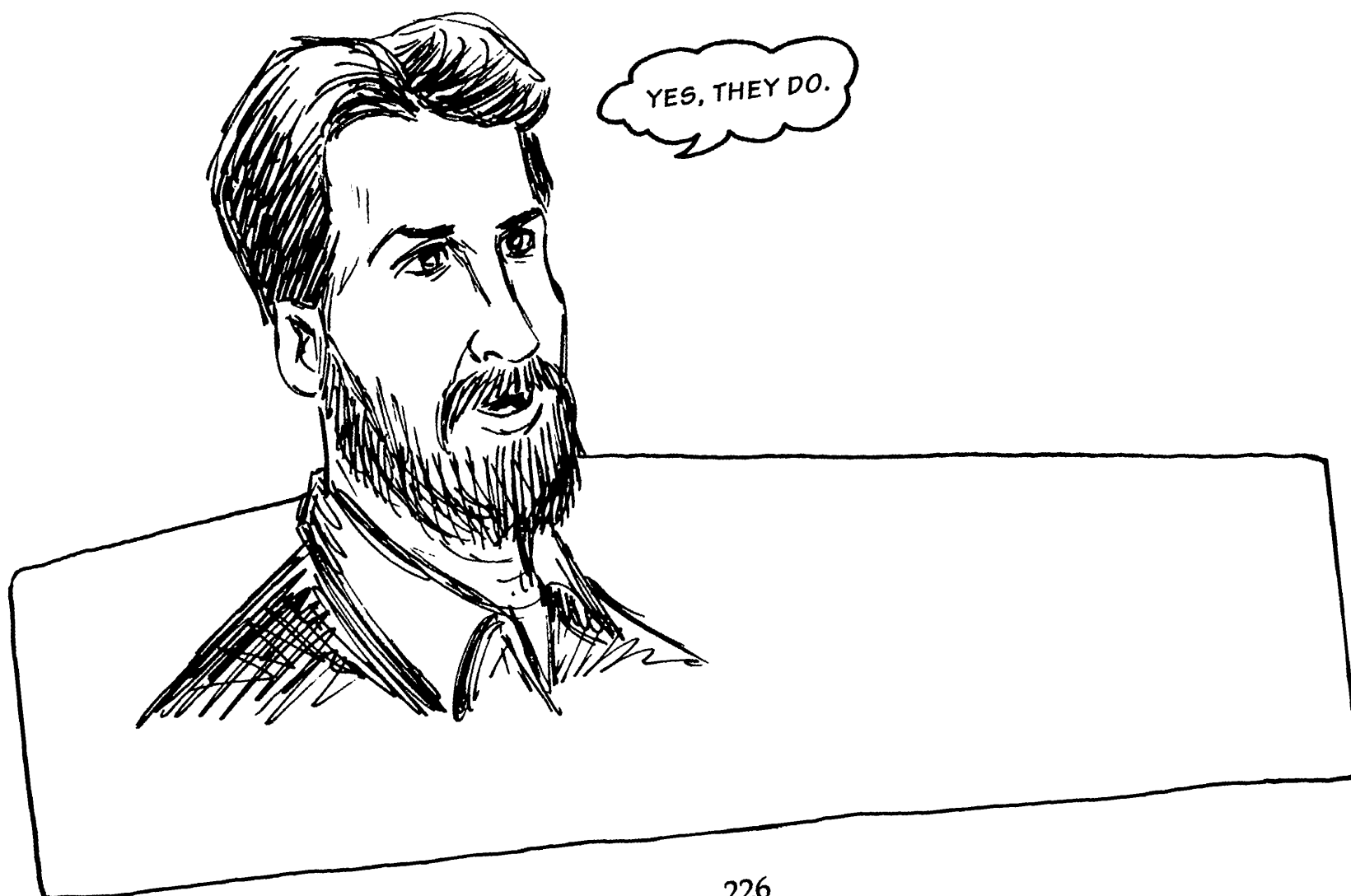












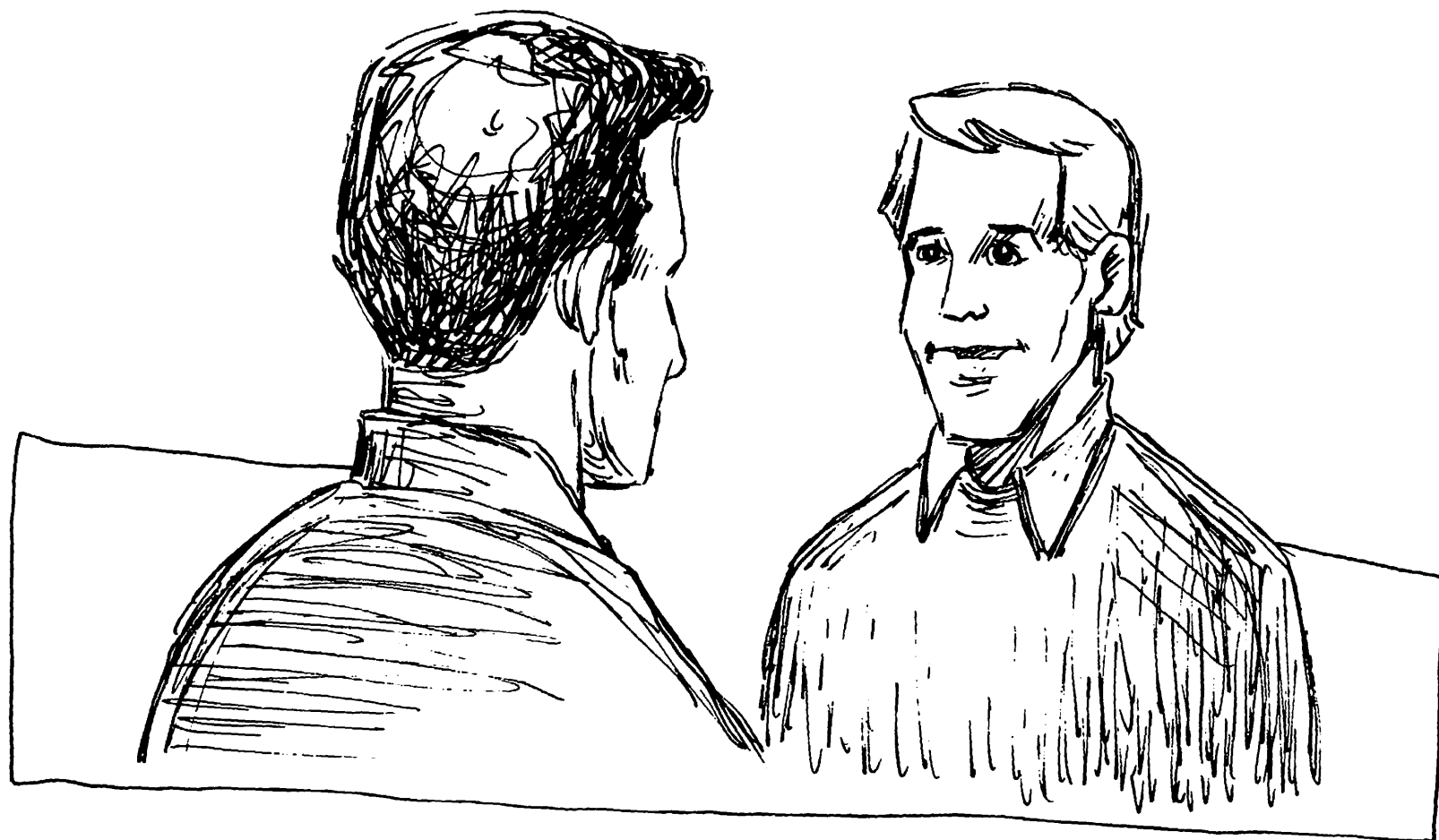


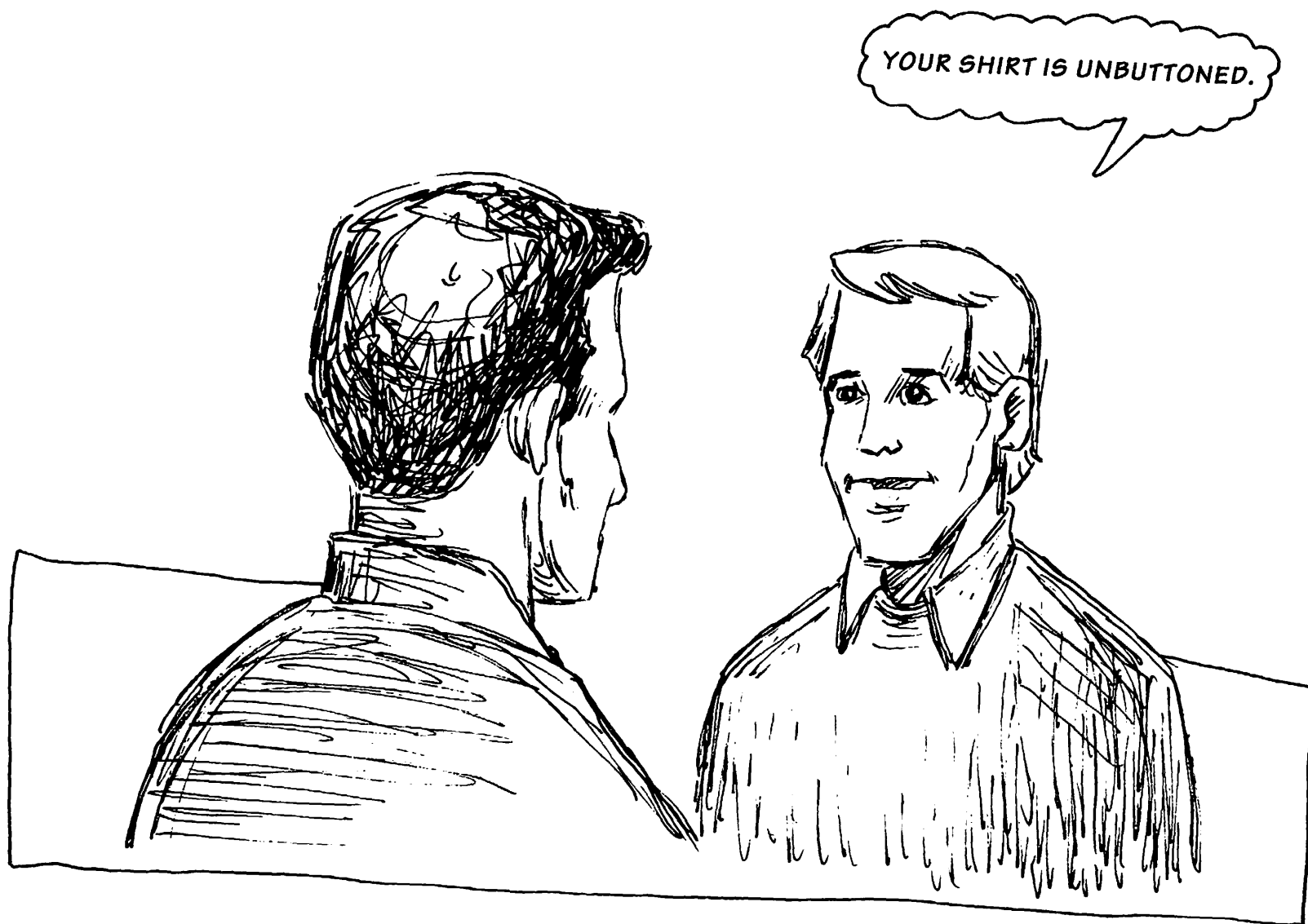
“Start,” “Flunk,” “Good” and “That’s it” may not be used to fluster or trap the student. Any other statement under the sun may be. The coach may try to leave his chair in this TR. If he succeeds it is a flunk. The coach should not use introverted statements, such as “I just had a cognition.” “Coach divertive” statements should all concern the student and should be designed to throw the student off and cause the student to lose control or track of what the student is doing.

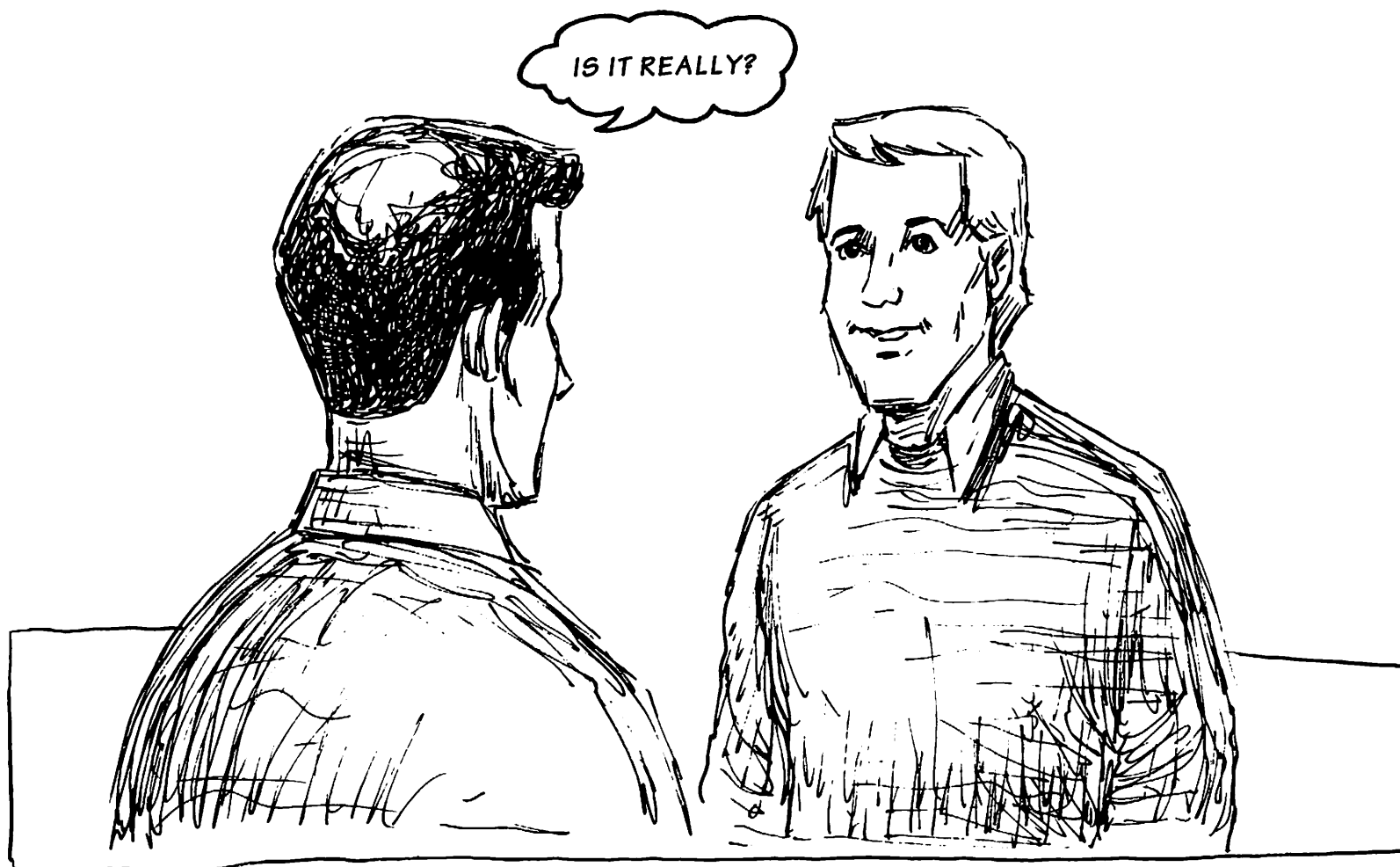
The student’s job is to keep the session going in spite of anything, using only command, the repeat statement or the acknowledgment.

The student may use his or her hands to prevent a “blow” (leaving) of the coach. If the student does anything else than the above, it is a flunk and the coach must say so.

DO BIRDS FLY?



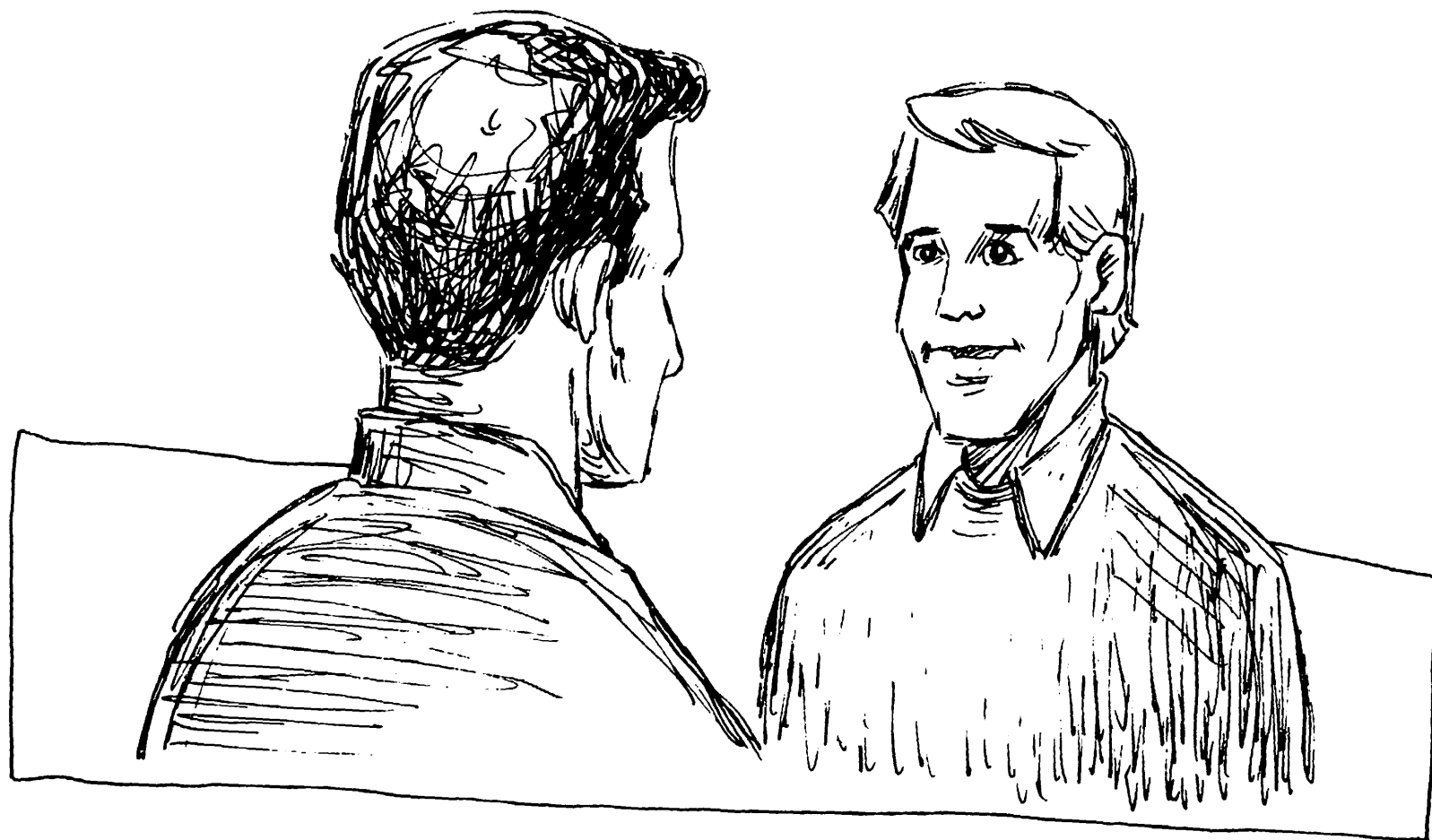


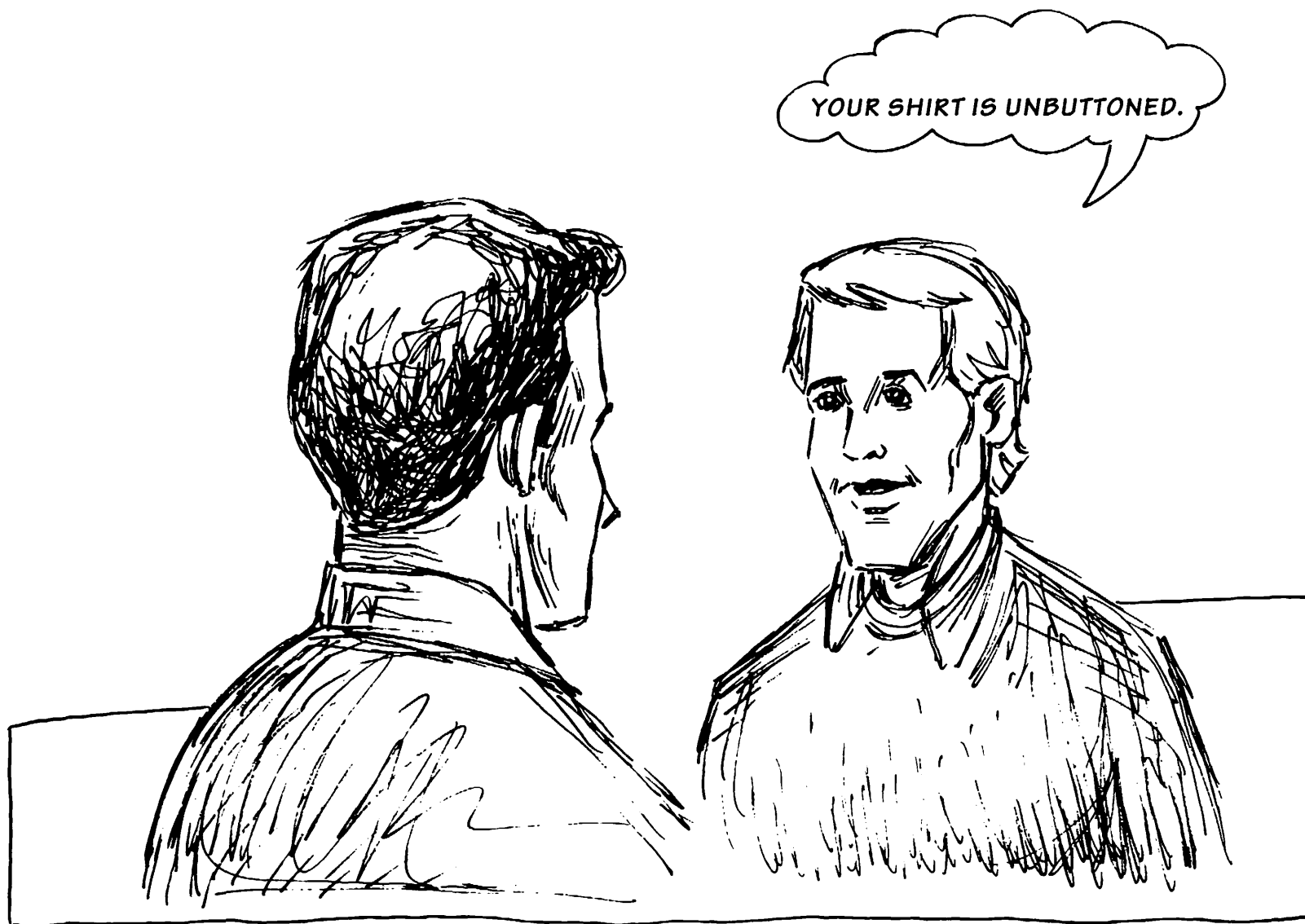


FLUNK, YOU WERE THROWN OFF.
START.

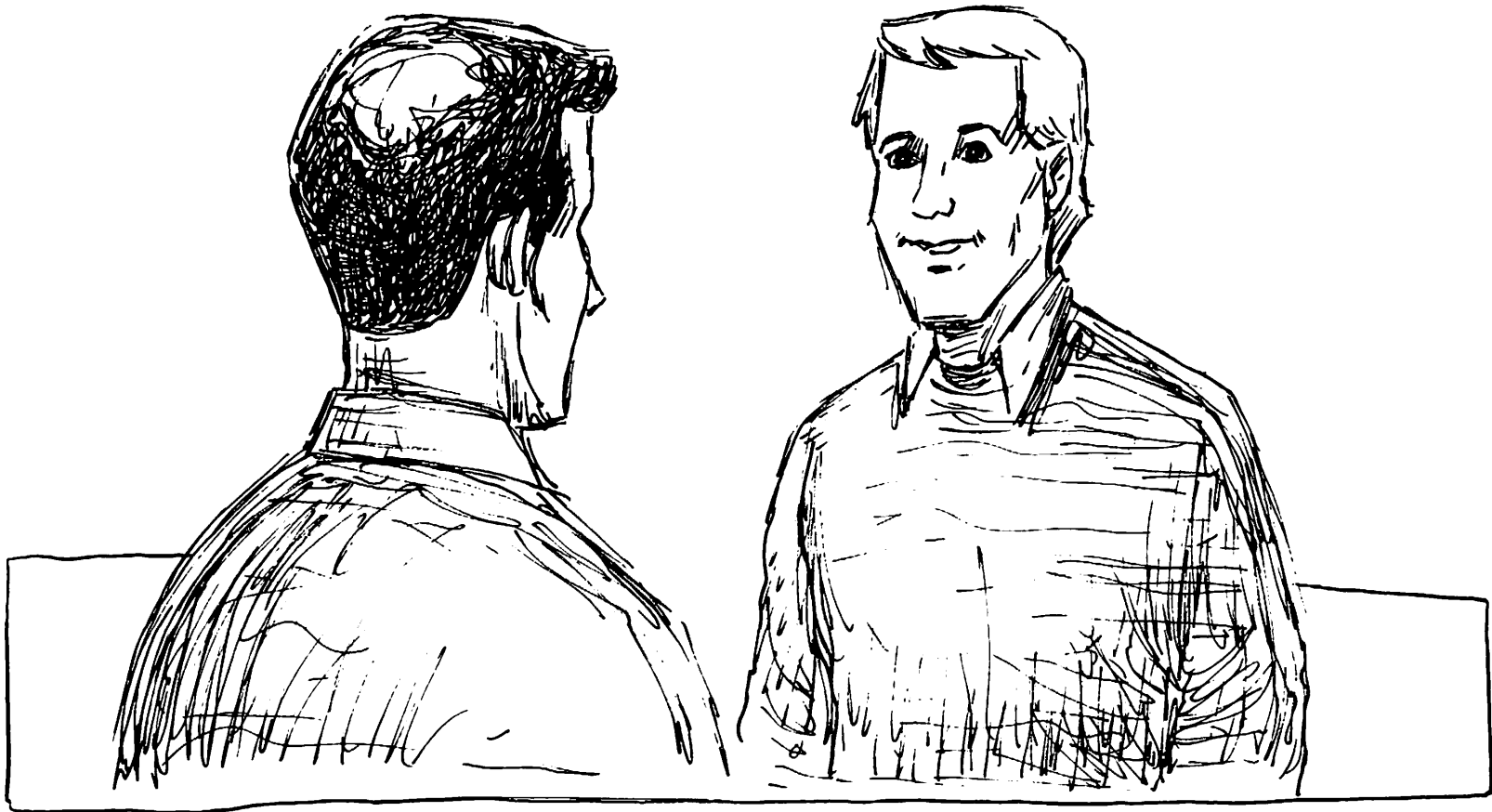


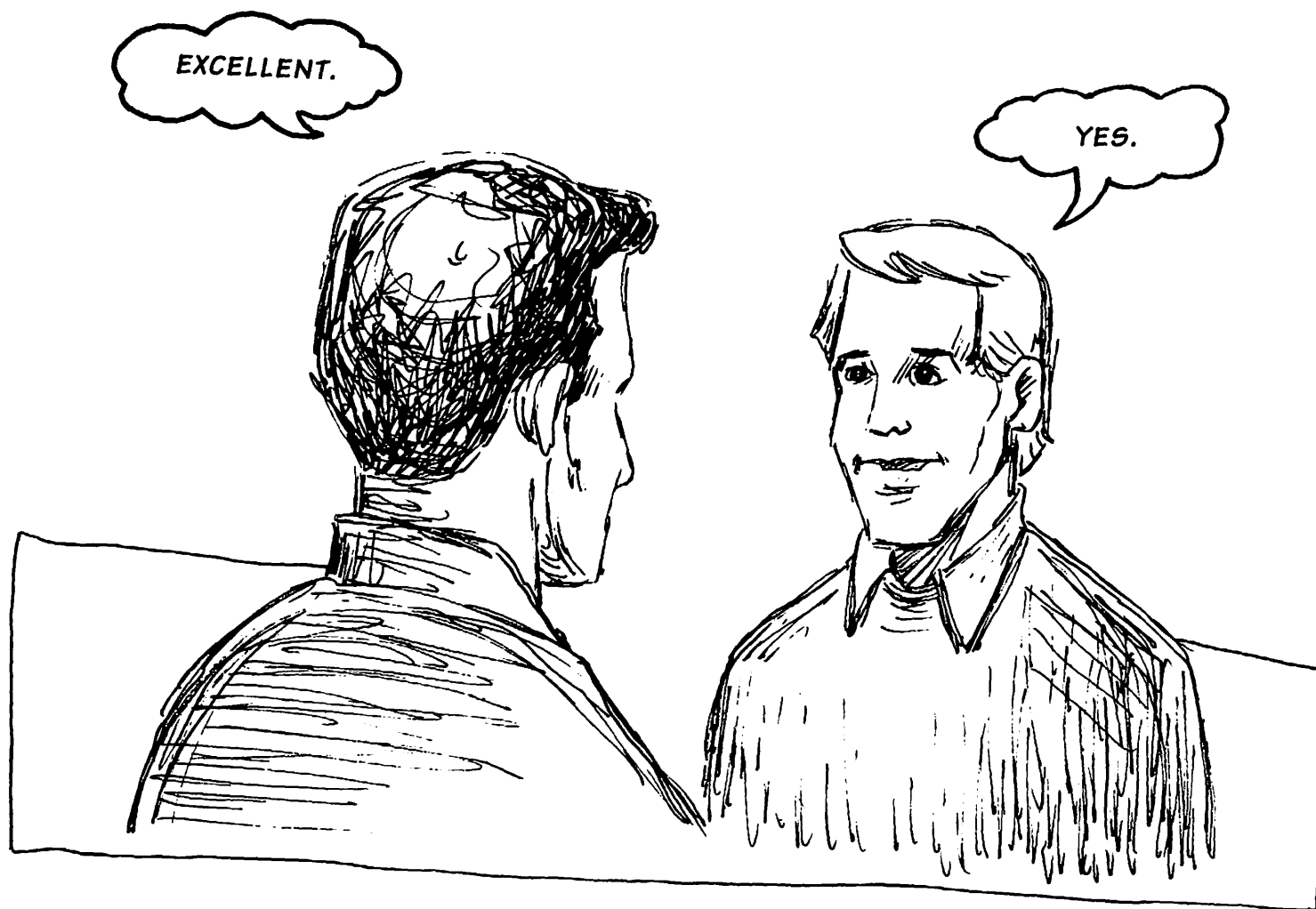
DO BIRDS FLY?





I'LL REPEAT THE QUESTION,
DO BIRDS FLY?





The student now does TR 3 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 3.

Student signature: _____

Date: _____

My twin has successfully completed TR 3.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 3.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

Originations

An **origination** is something said or done by a person concerning himself, his ideas, reactions or difficulties.



Have you ever noticed what happens when a person's origination is not handled?



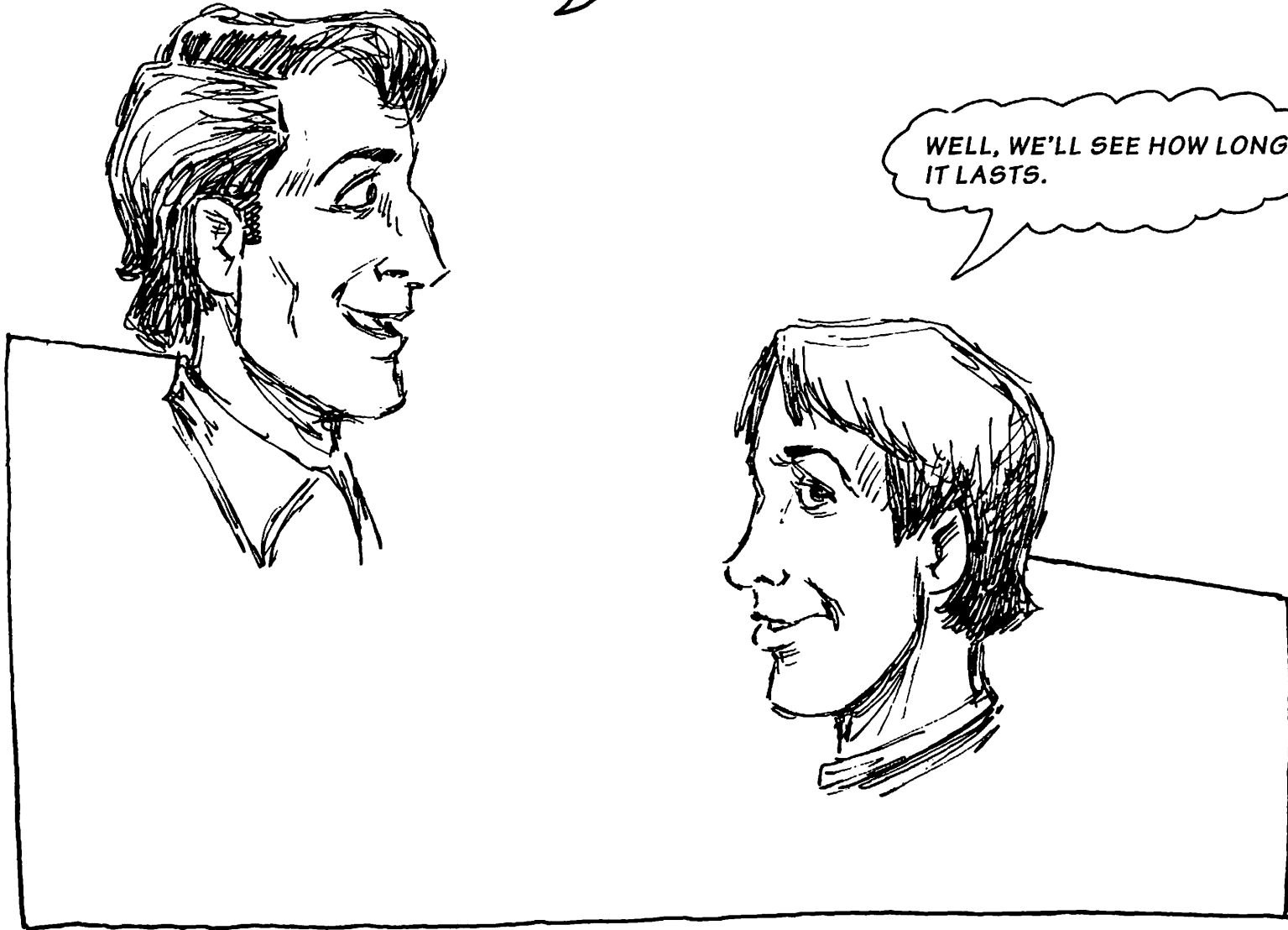






I'VE BEEN STRAIGHT FOR SIX MONTHS SO FAR.

WELL, WE'LL SEE HOW LONG
IT LASTS.





The next drill can give you the ability to handle originations successfully.

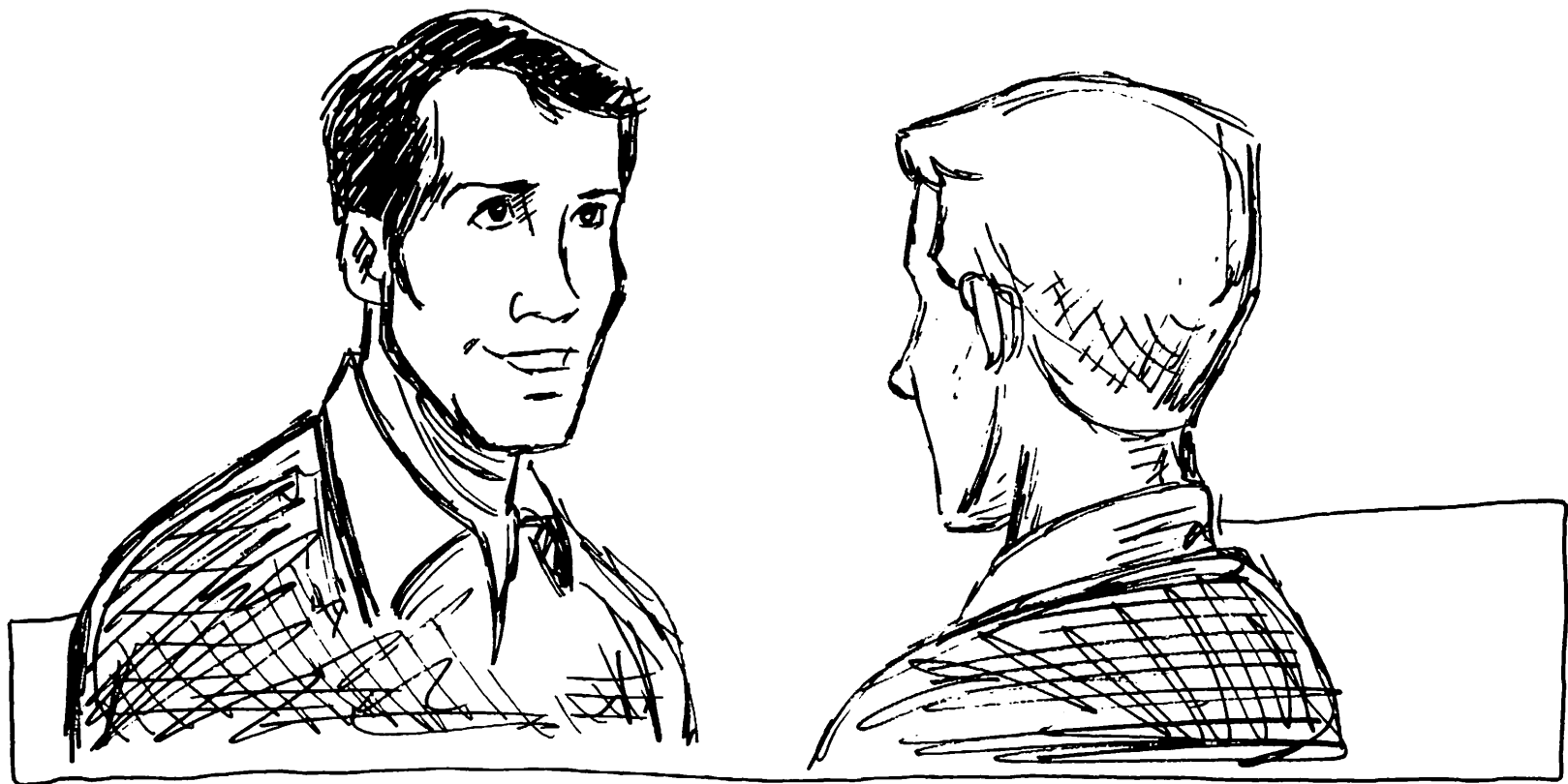
How to handle originations is something you will need to know in delivering Objective Exercises to your twin.

TR 4

PURPOSE: To teach the student not to be tongue-tied or startled or thrown off a cycle of communication by originations of the person and to maintain affinity, reality and communication with a person throughout an origination.

COMMANDS: The student asks “Do fish swim?” or “Do birds fly?” to coach. Coach answers but now and then makes startling comments from a prepared list given by Supervisor. Student must handle originations to satisfaction of coach.

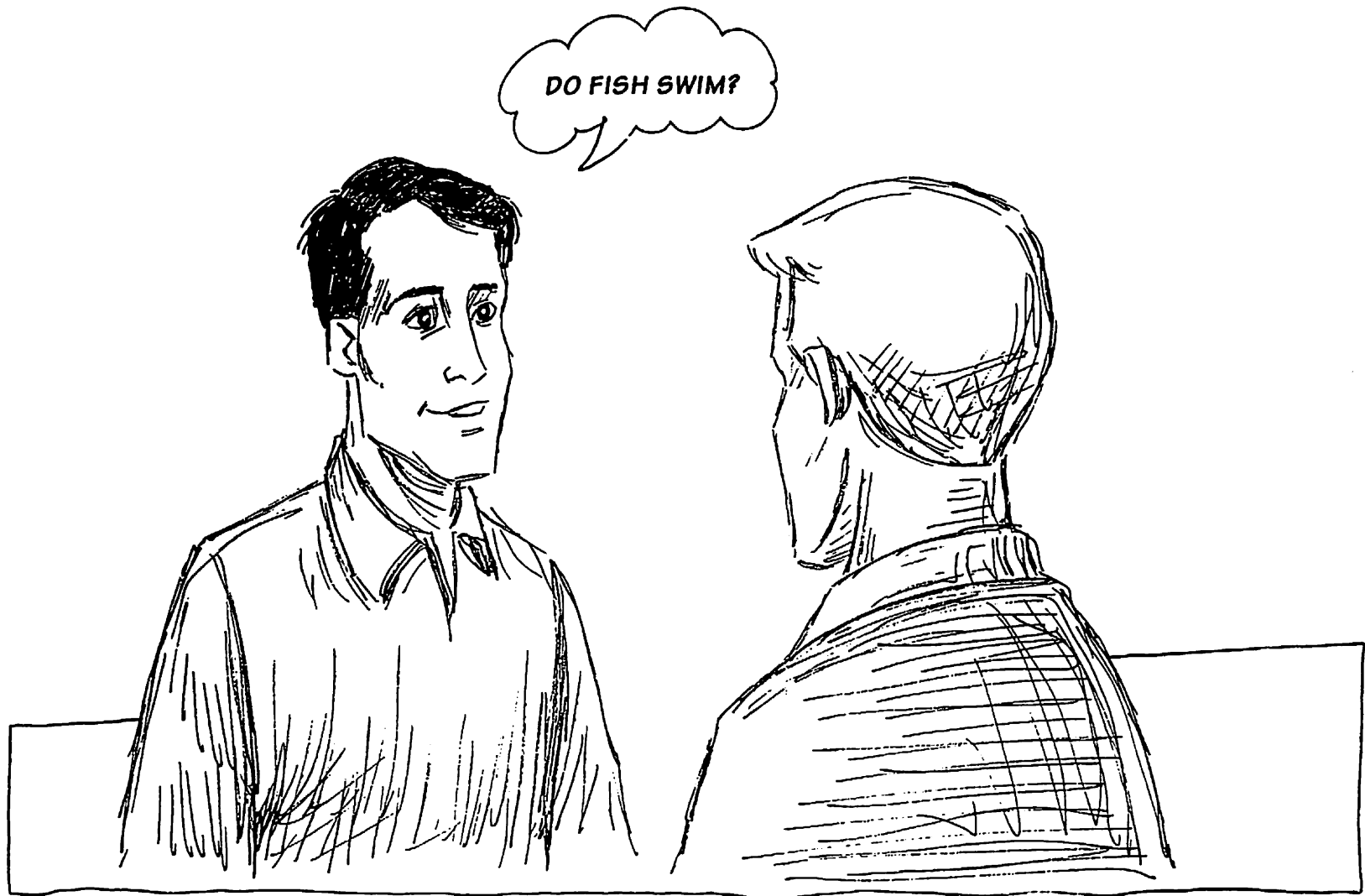
POSITION: Student and coach sit facing each other at a comfortable distance apart.



TRAINING STRESS: The student is taught to hear origination and do three things. (1) Understand it; (2) Acknowledge it; and (3) Return the person to the original cycle of communication.

If the coach feels abruptness or too much time consumed or lack of comprehension, he corrects the student into better handling.

PATTER: All originations concern the coach, his ideas, reactions or difficulties, none concern the student. Otherwise the patter is the same as in earlier TRs.

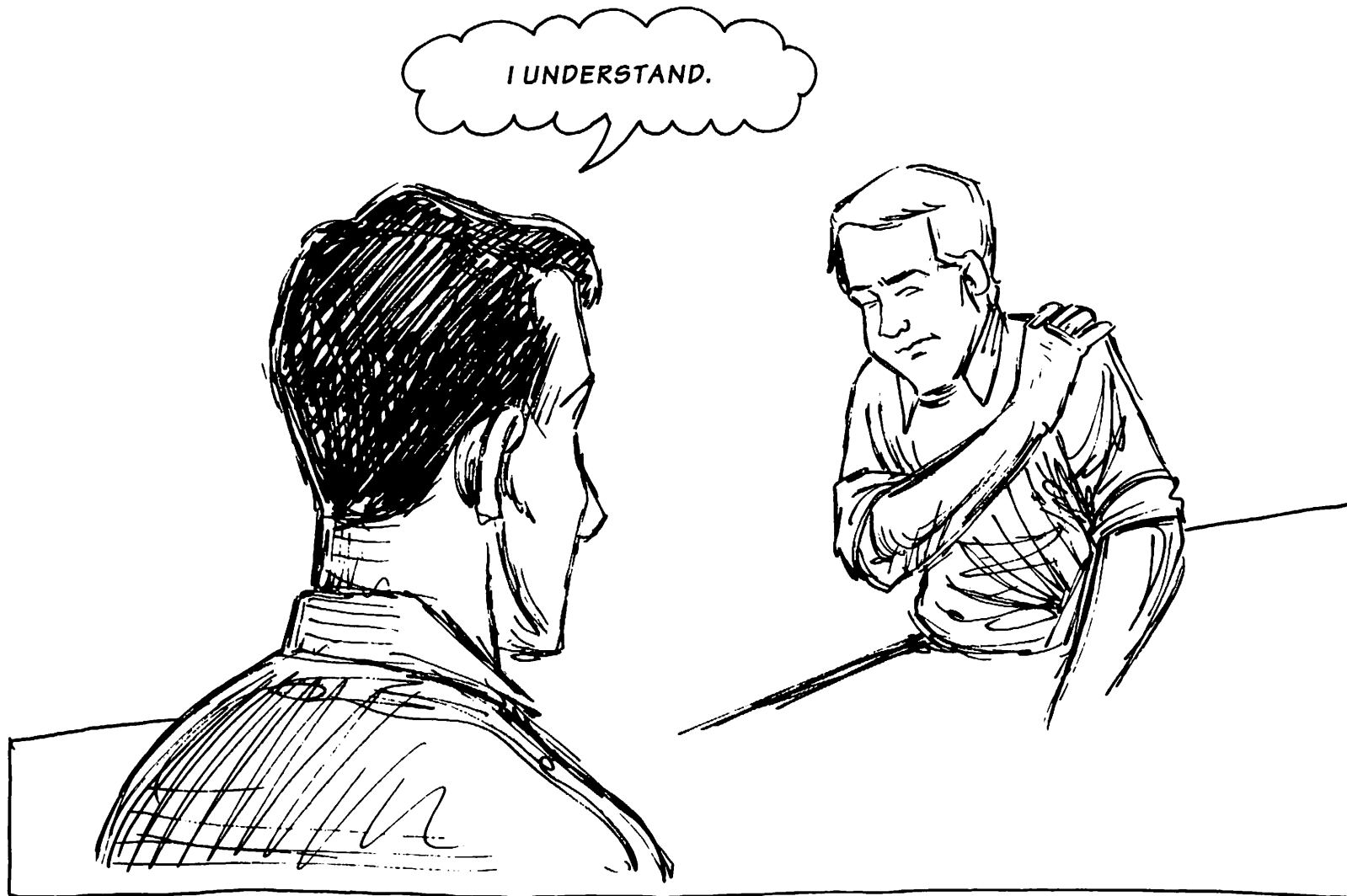


The student's patter is governed by (1) Clarifying and understanding the origin,

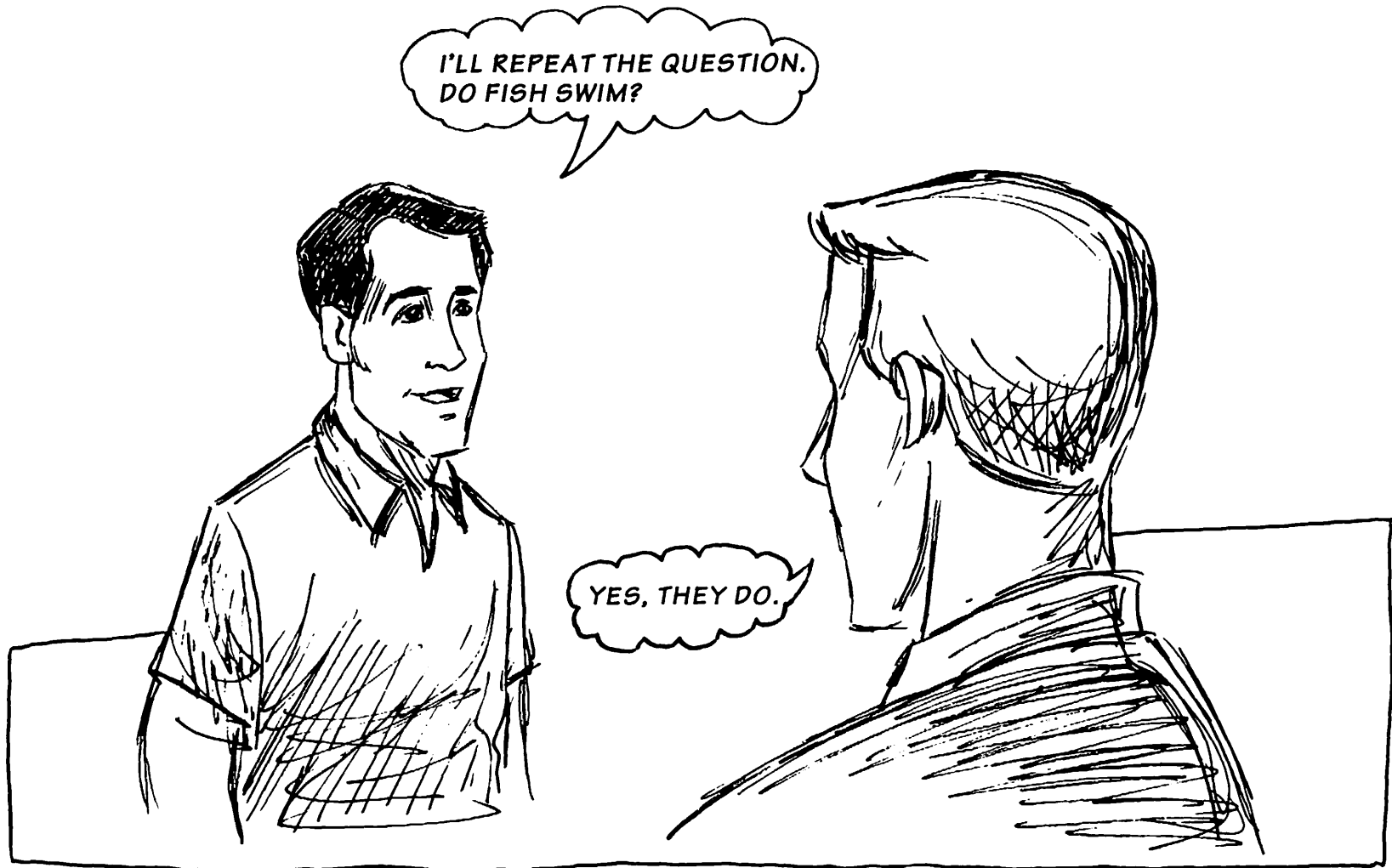




(2) Acknowledging the origin,



(3) Giving the repeat statement "I'll repeat the question" and then giving it. Anything else is a flunk.

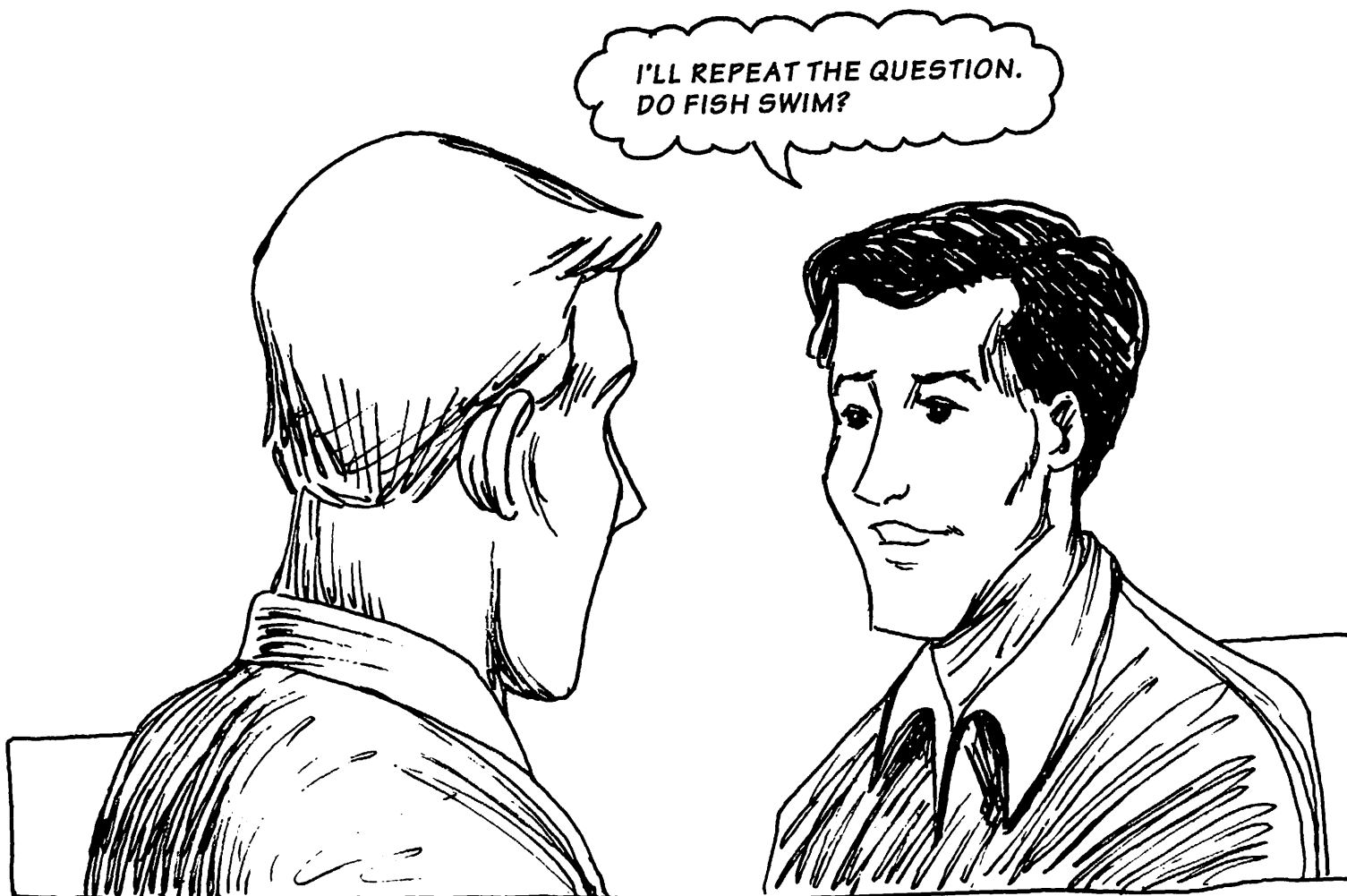


Another example:



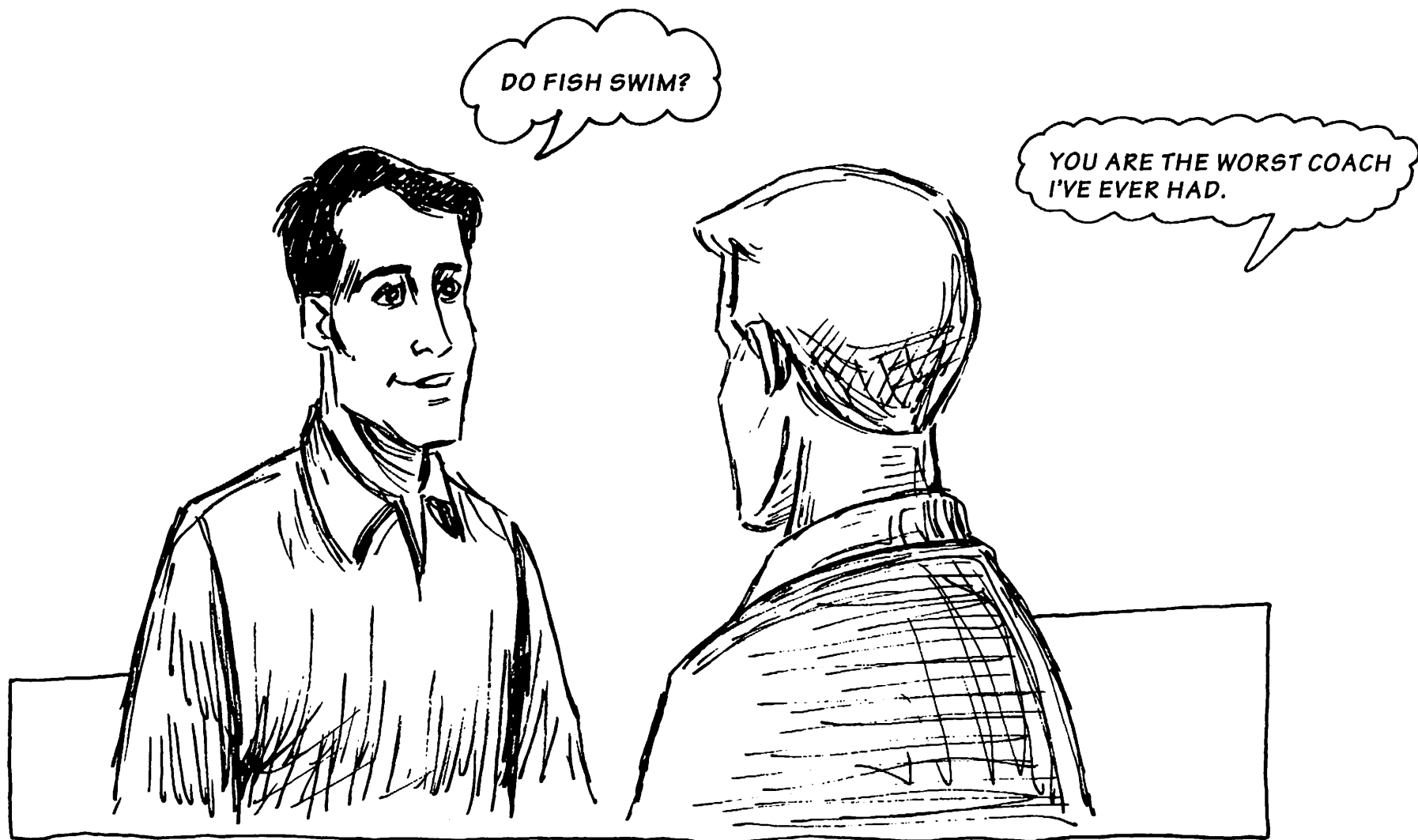






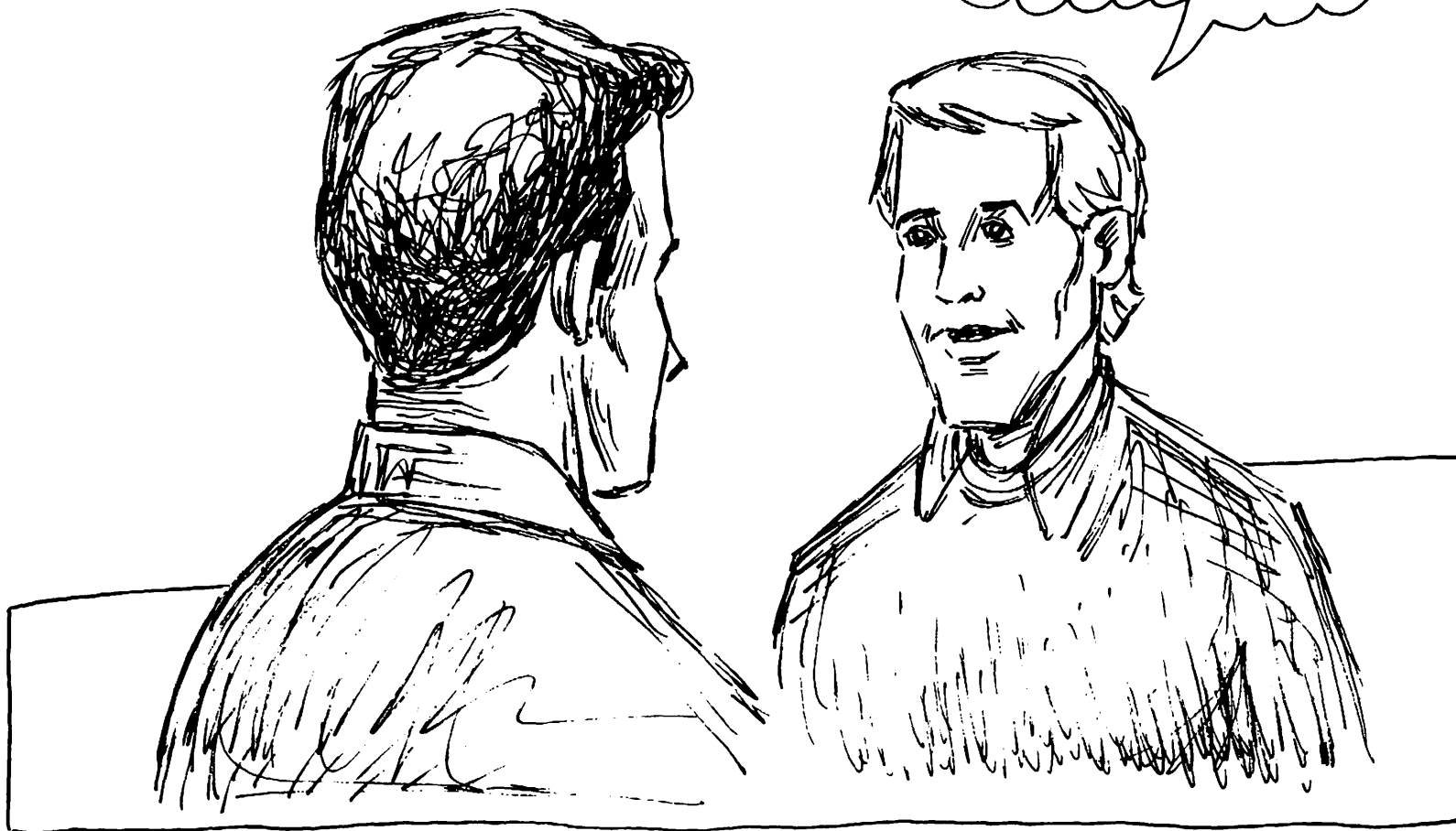
The student must be taught to prevent upsets and differentiate between a vital problem that concerns the person and a mere effort to blow the session. Flunks are given if the student does more than (1) Understand; (2) Acknowledge; (3) Return the person to the original cycle of communication.

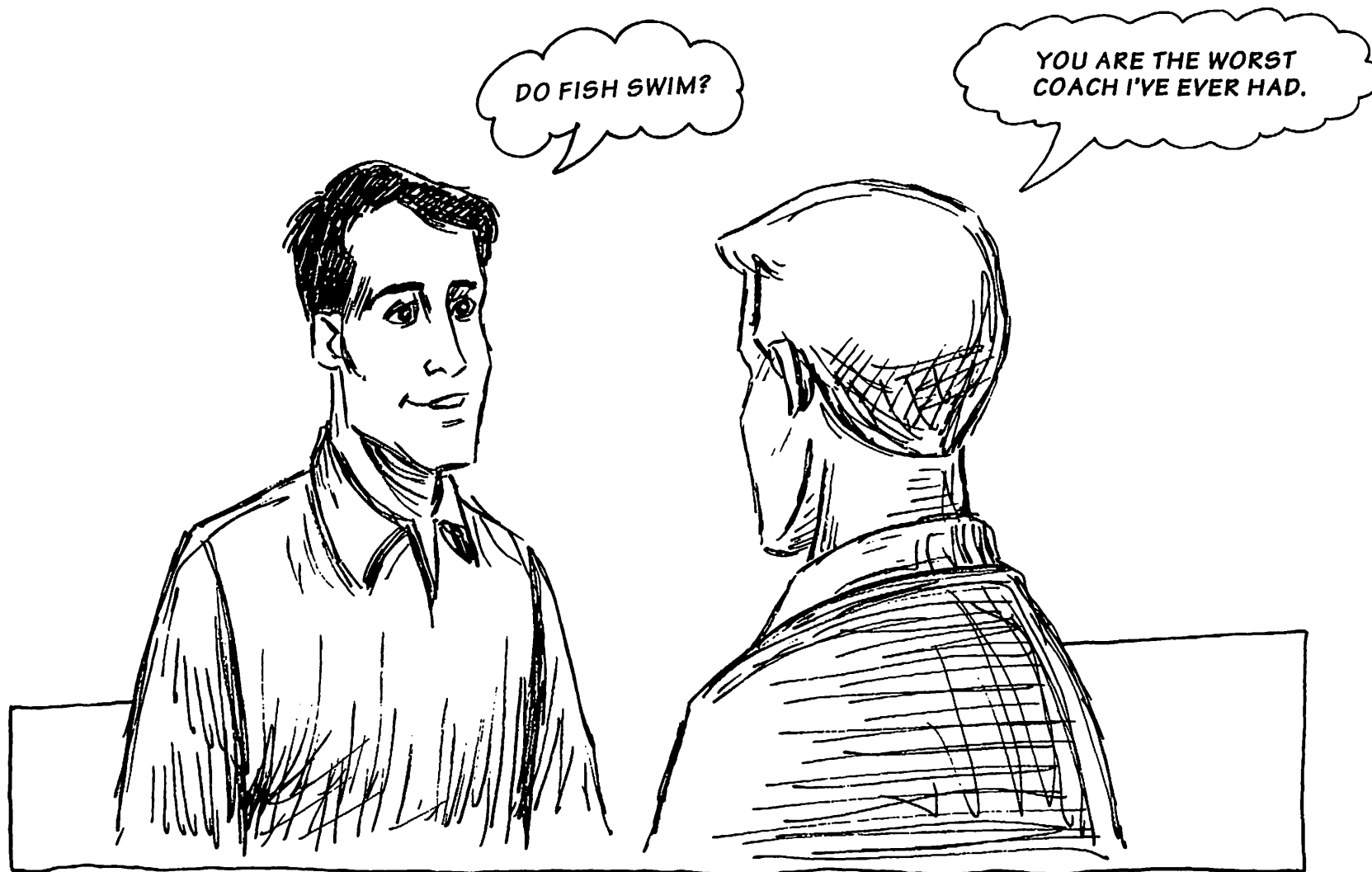
Coach may throw in remarks personal to the student as on TR 3. Student's failure to differentiate between these (by trying to handle them) and coach's remarks about self is a flunk.

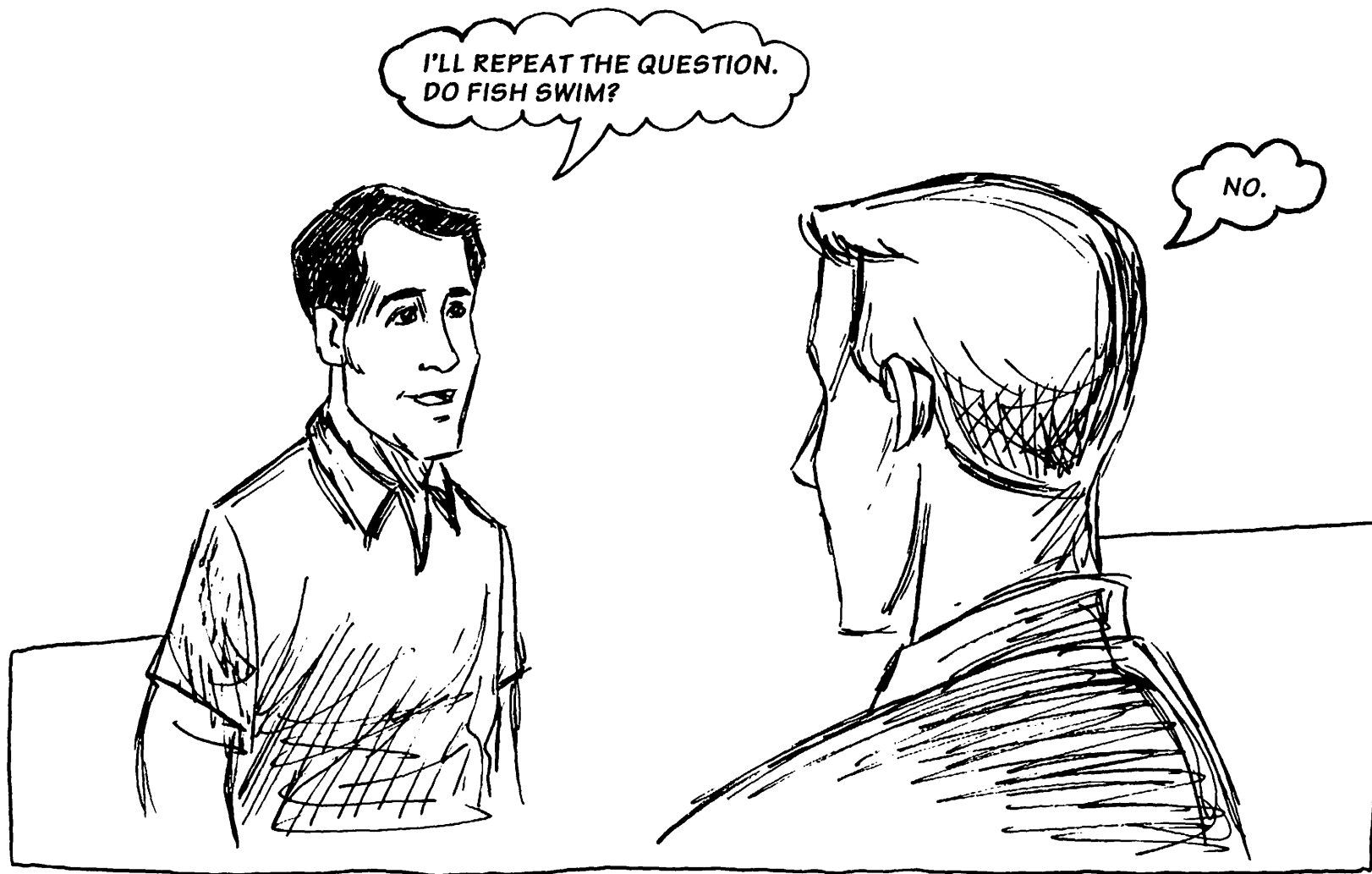


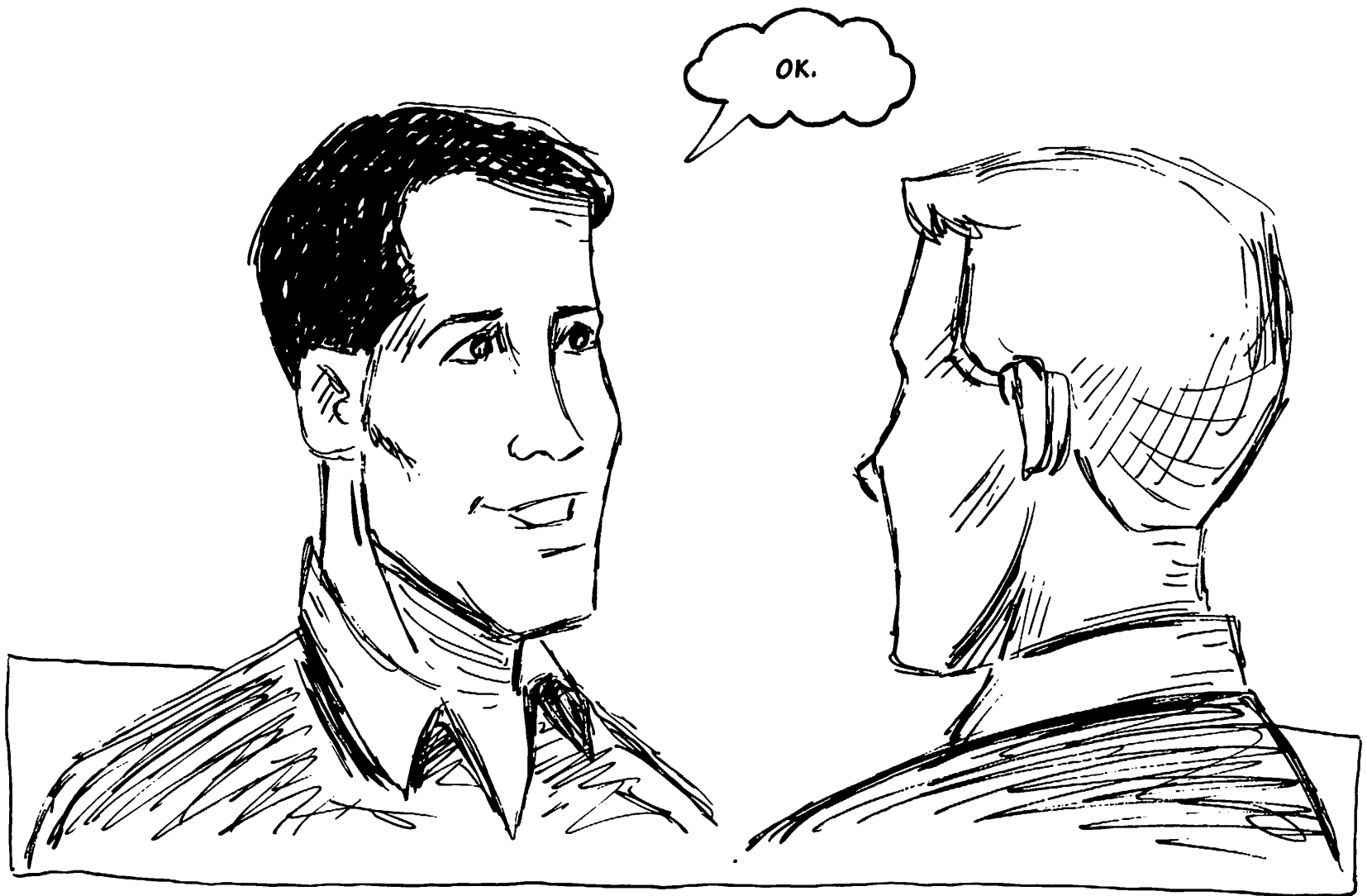
WHAT AM I DOING WRONG?

FLUNK, THAT WAS A COMMENT.
START.









Student's failure to persist is always a flunk in any TR but here more so. Coach should not always read from list to originate and not always look at student when about to comment. By originate is meant a statement or remark referring to the state of the coach or fancied difficulties or troubles. By comment is meant a statement or remark aimed only at student or room. Originations are handled, comments are disregarded by the student.

The student now does TR 4 with his twin.

COMMENTS AND ORIGINATIONS FOR USE ON TR 4

Comment: a statement or remark aimed at the student or room.

Origination: a statement or remark referring to the coach, his ideas, reactions or difficulties.

I have a pain in my stomach.

The room seems bigger.

My body feels heavy.

I had a twitch in my leg.

I feel like I'm sinking.

The colors in the room are brighter.

My head feels lopsided.

I feel wonderful.

I have an awful feeling of fear.

You are the first person that has ever listened to me.

I think I've backed up from my body.

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

This is silly.

I feel all confused.

I've got a sharp pain in my back.

I feel lighter somehow.

I can't tell you.

I feel terrible—like I lost something or something.

WOW—I didn't know that before!

The room seems to be getting dark.

Say, this really works.

I feel awfully tense.

You surely are a good coach.

That wall seems to move toward me.

If you give me that command again, I'll bust you in the mouth.

I feel like something just hit me in the chest.

You surely have a nice office here.

I feel warm all over.

By the way, I won that tennis tournament yesterday.

My head feels like it has a tight band around it.

When are you going to get a haircut?

I seem to see the wall behind my body.

I feel like I was all hemmed in somehow.

It seems like I'm as tall as this building.

This chair is so comfortable I could go to sleep.

I feel like I could just suddenly break something.

I keep thinking about that copper who blew his whistle at me this morning.

Things suddenly look a lot brighter.

Aren't we finished with this yet?

I feel like I'm floating.

It looks like the wall is caving in on me.

That wall looks real thin.

WOW!!! W-O-W!!!!!!

How long do we have to do this?

OUCH! OH, OUCH!

My face tingles.

I'm getting sleepy.

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

I remember a time when I fell down and hurt my zorch.

Can I have a cigarette?

Suddenly, I'm so tired.

Everything is getting blurry.

What time do we get through?
Is this room rocking?
You are the worst coach I've ever had.
Your eyes stink.
I just realized how wrong I've been all my life.
I feel like there's a spider's web on my face.
My left knee hurts.
I feel so light!
Isn't it getting hotter in here?
I just remembered the first time I went swimming.
My back has been aching like this for years.
How much do you weigh?
Can you make your body rise up in the air?

I kind of ache all over. That's a somatic, isn't it?
I just realized how terrible my mother actually was.
Are you married?
Hold my hand.
I feel so lonesome.
I feel like I can't talk.
My body is starting to shake all over.
My ribs hurt.
I feel just like the time I got run over by that car.
Everything seems to be getting dark.
Could we stop and talk for a little while?
Don't you get tired of listening to someone like me?
Can you make my hair curly?

How long will it take for me to lose twenty pounds?

Kiss me.

You are my reincarnated husband of 20,000 years ago.

Why are you talking so much?

No—no, no, no, NO!!!!

Moo Gum Guy Pan.

Sum Gum War Sue Up.

Fizzle Wizzle Bum Crum.

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

I absolutely love the way you handle originations.

You are sweet.

Narconon Communication and Perception Course

I have successfully completed TR 4.

Student signature: _____

Date: _____

My twin has successfully completed TR 4.

Twin's signature: _____

Date: _____

Narconon Communication and Perception Course Success

You may use this space to write down any wins or gains you had while doing TR 4.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

The student now does Beginning TR 0 through TR 4, getting tougher each time.

Narconon Communication and Perception Course TRs 0–4 Attest Sheet

I attest that I have done each of the following TRs to a major stable win on each and have received a pass by my Supervisor.

a. Beginning TR 0

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

b. TR 0

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

(Continue on next page.)

c. TR 1

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

d. TR 2

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

e. TR 2 1/2

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

(Continue on next page.)

f. TR 3

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

g. TR 4

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

Tear out these pages and place them on the Supervisor's desk.



Section 5

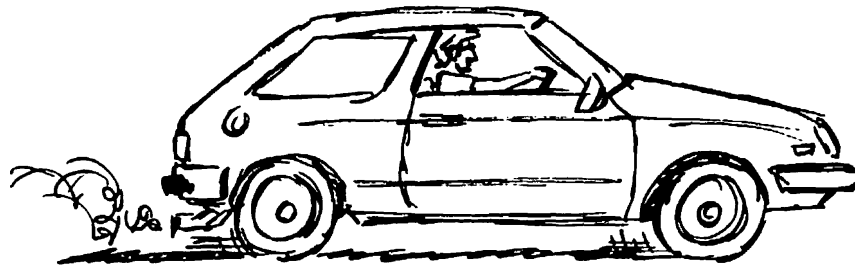
Training Routines TR 6–9

Control

The following drills, TR 6, 7, 8 and 9, deal with the subject of control.

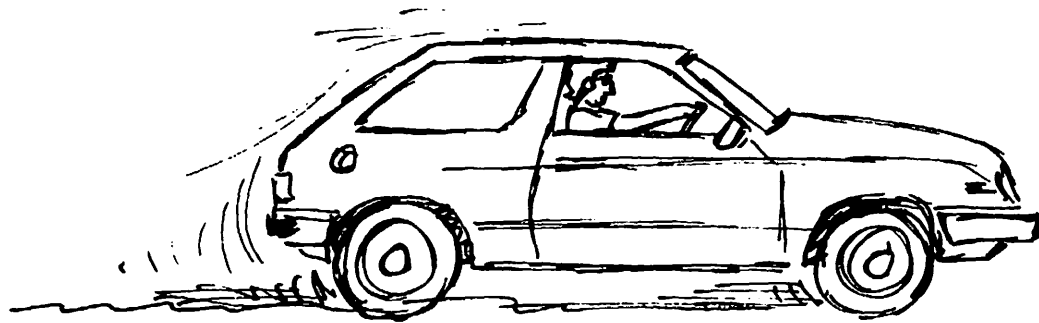
The purpose of these four training drills is to bring about in the student the willingness and ability to handle and control other people's bodies, and to cheerfully confront another person while giving that person commands. Also, to maintain a high level of control in any circumstances.

CONTROL IS

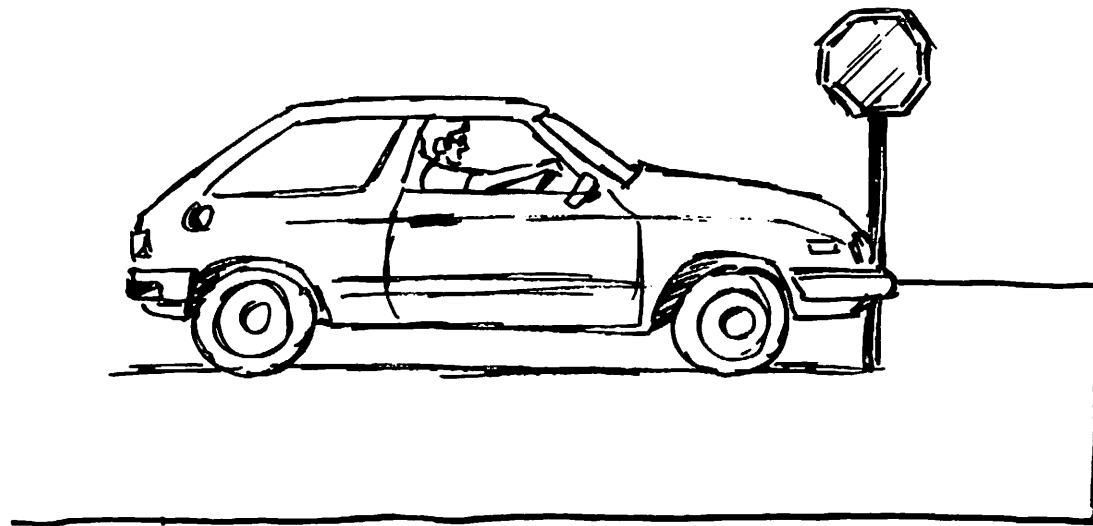


START

CHANGE

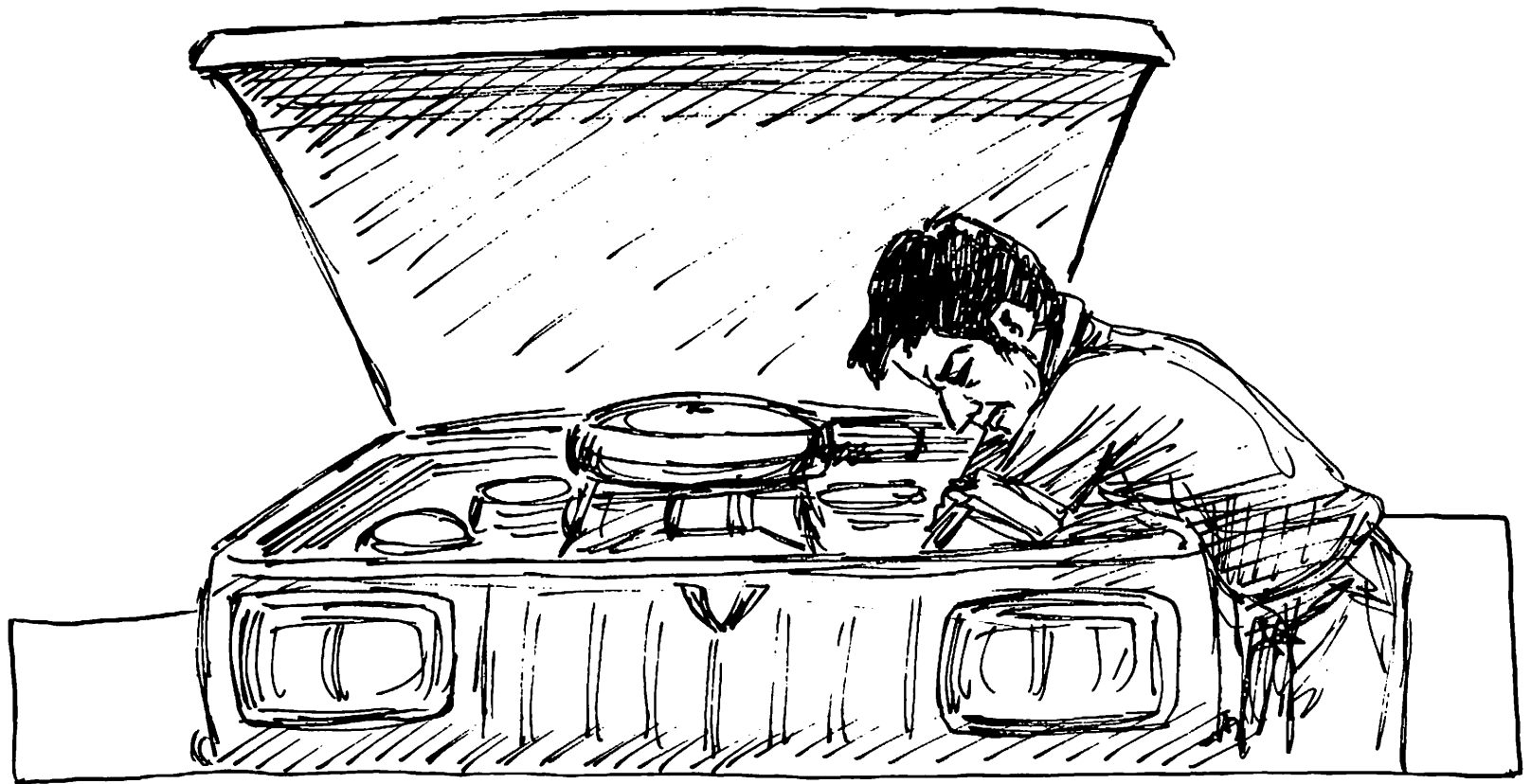


STOP

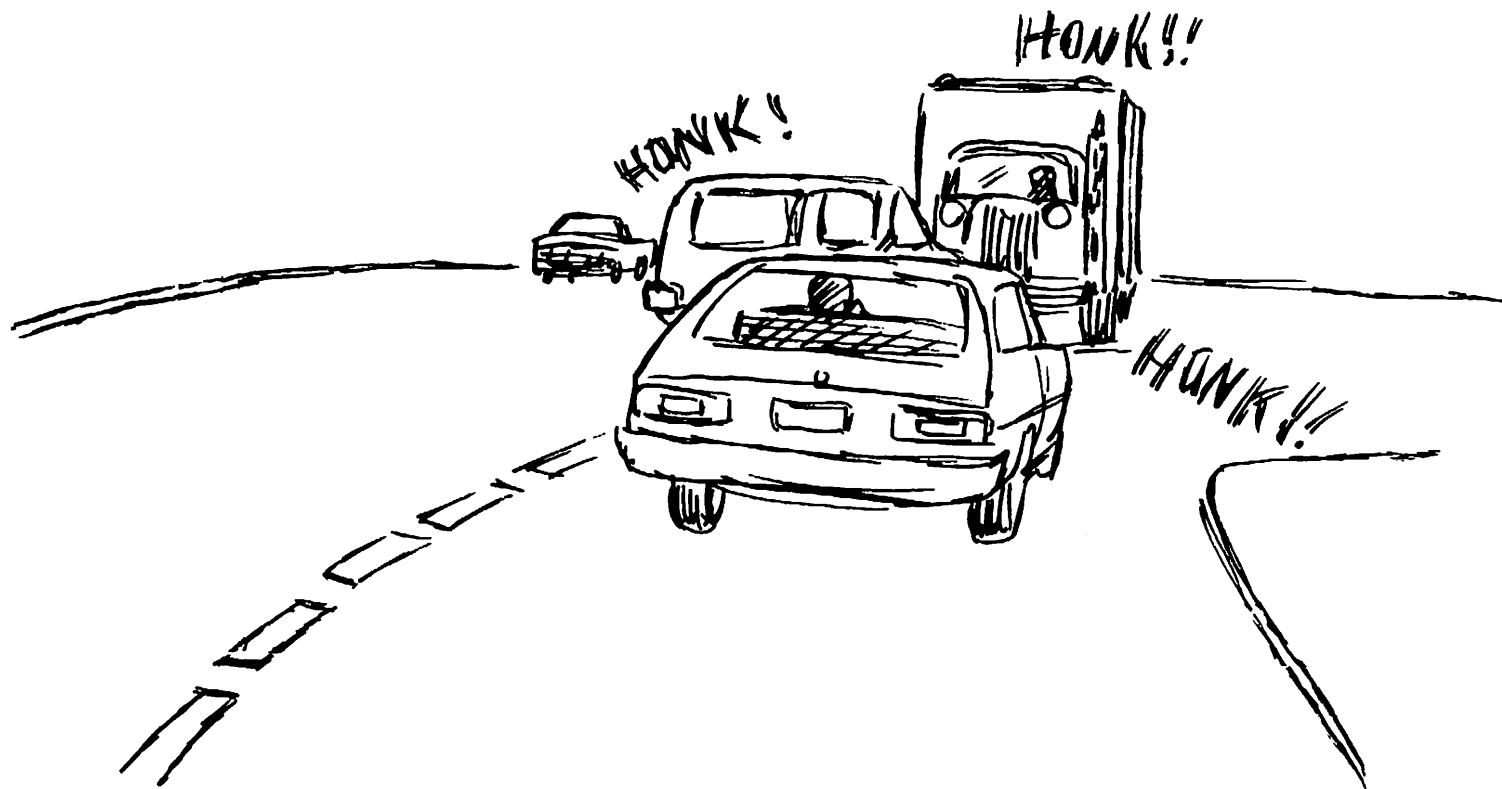


You can say that he can **CONTROL** the car.

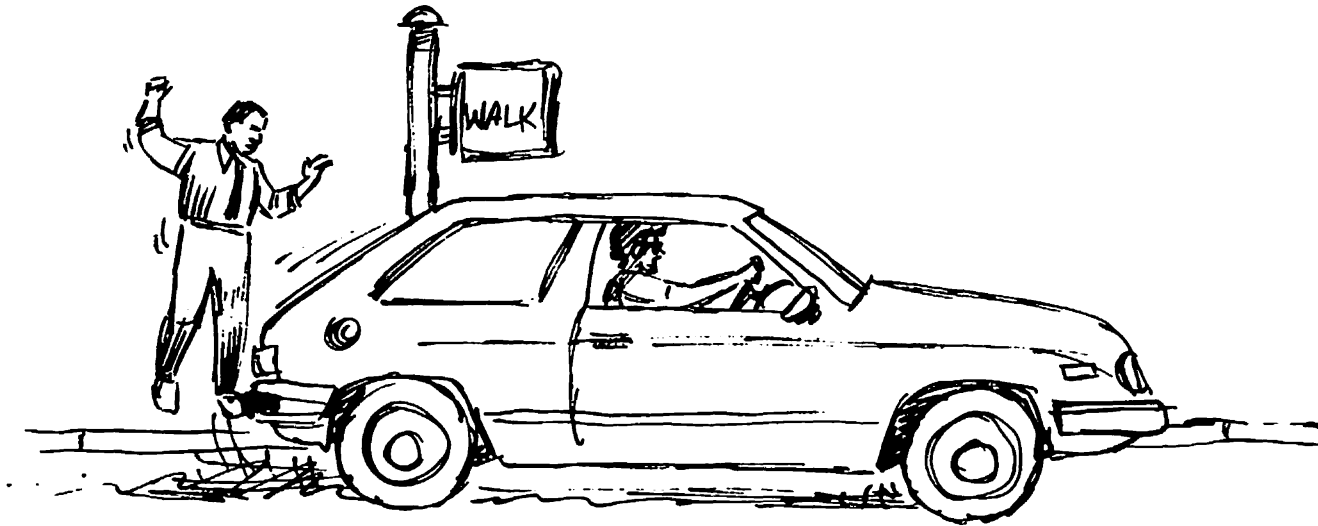
But if he can't START the car,



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



or if he can't STOP the car,



then he cannot CONTROL the car.

CONTROL IS START, CHANGE, STOP.

Almost the entire subject of control is summed up in the ability to start, change and stop one's activities, body and one's environment.

Narconon Communication and Perception Course

- a. Write down three examples of "Control."

(Continue on next page.)

b. Write down three examples of “No Control.”

Tear out these pages and place them on the Supervisor’s desk.

TR 6, Part One

COMMANDS: Nonverbal for first half of training session. First half of coaching session, the student silently steers the coach's body around the room, not touching the walls, quietly starting, changing and stopping the coach's body. When the student has fully mastered the nonverbal portion of the drill the student may commence the verbal portion.

POSITION: Student and coach walking side by side; student always on the coach's right, except when turning.



PURPOSE: First part: To accustom student to moving another body than his own without verbal communication.

TRAINING STRESS: Complete, crisp precision of movement and commands. Student, as in any other TR is flunked for current and preceding TRs.





CHANGE



Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting.



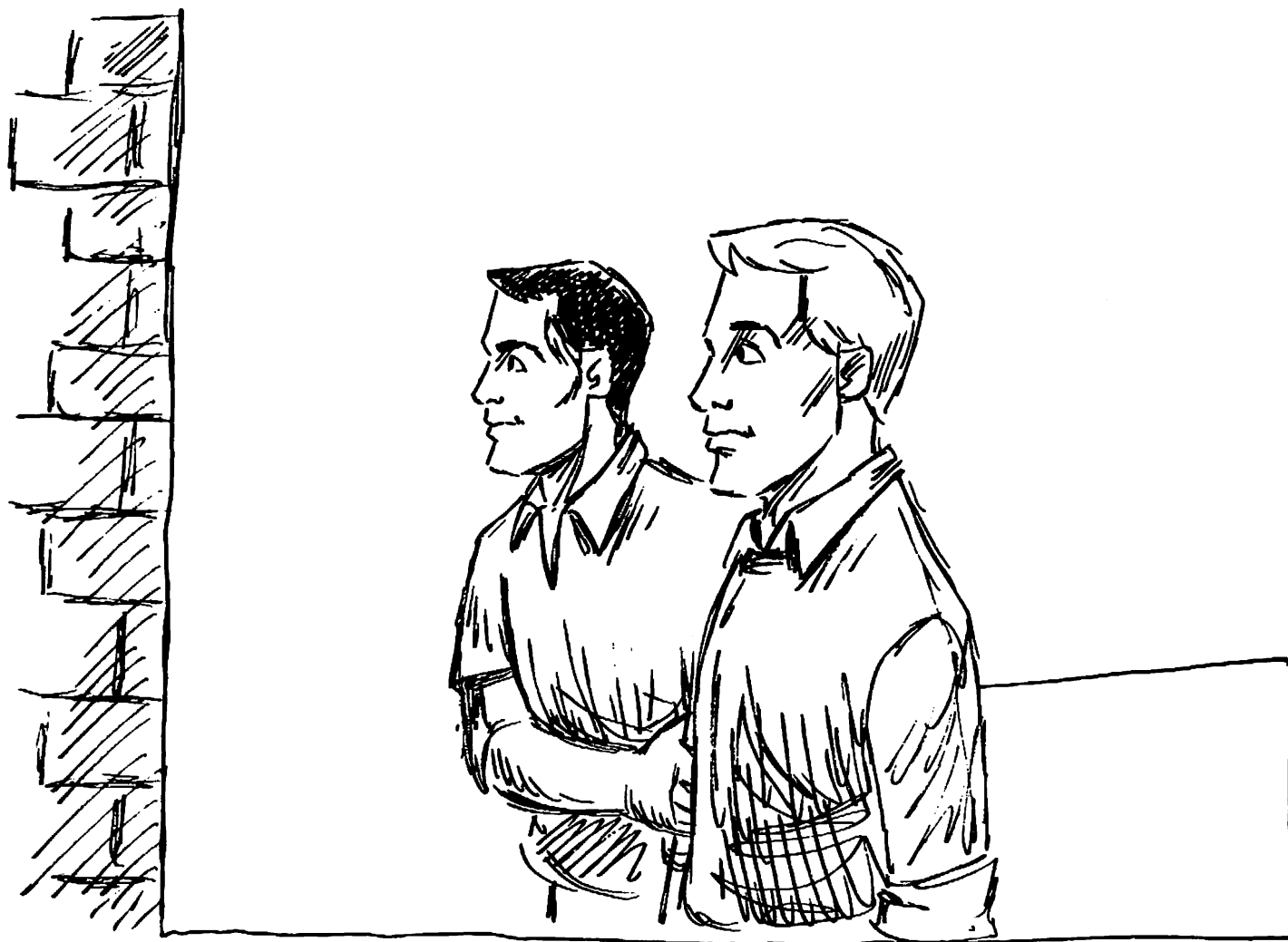








In the first part of the session student is not allowed to walk coach into walls, as walls then become automatic stops and the student is then not stopping the coach's body but allowing the wall to do it for him.



The student now does TR 6, Part 1 with his twin.

TR 6, Part Two

COMMANDS: The commands to be used for TR 6, Part Two:

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

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

"TOUCH THAT WALL." "THANK YOU."

"TURN AROUND." "THANK YOU."

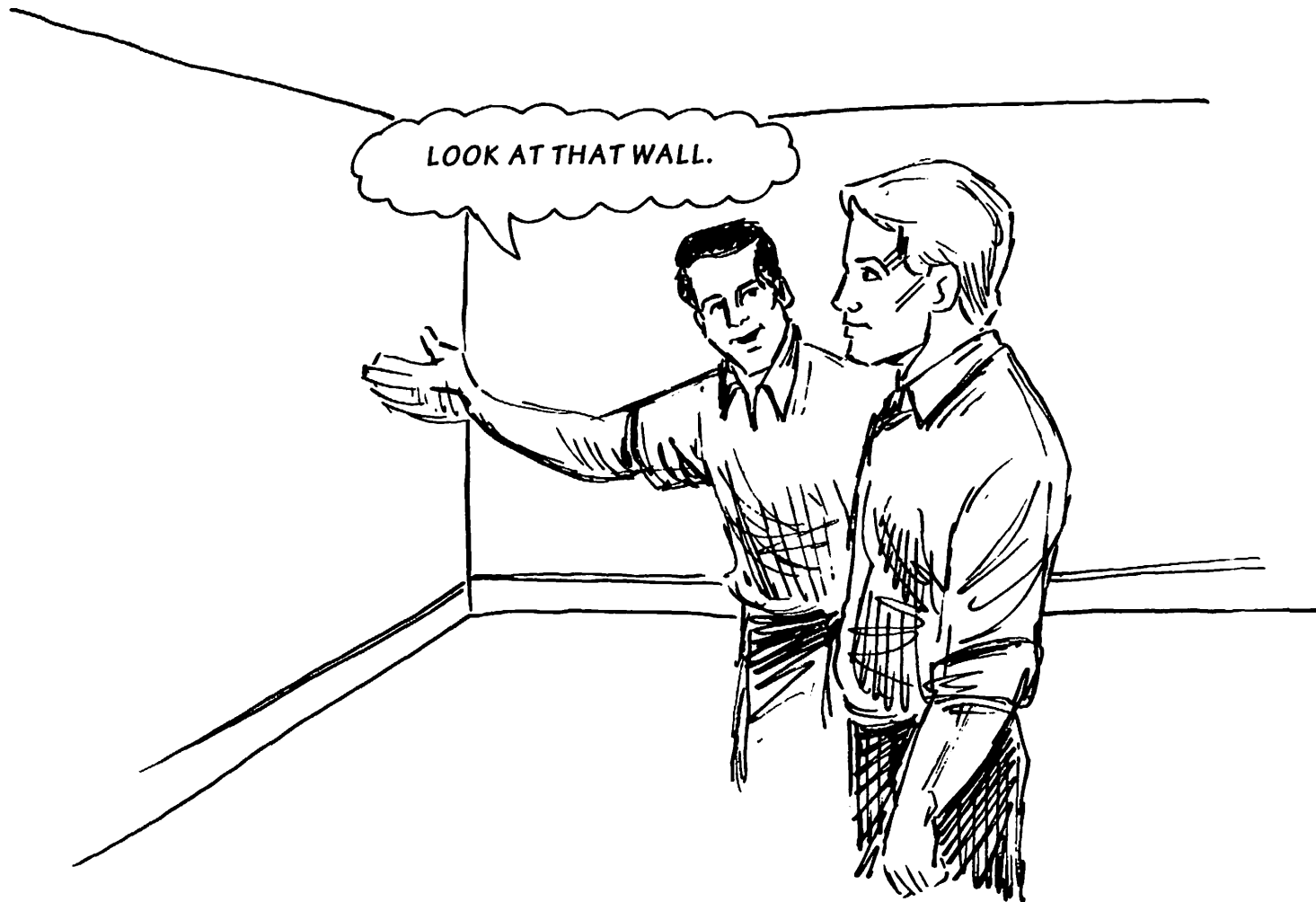
The student points to show which wall each time.

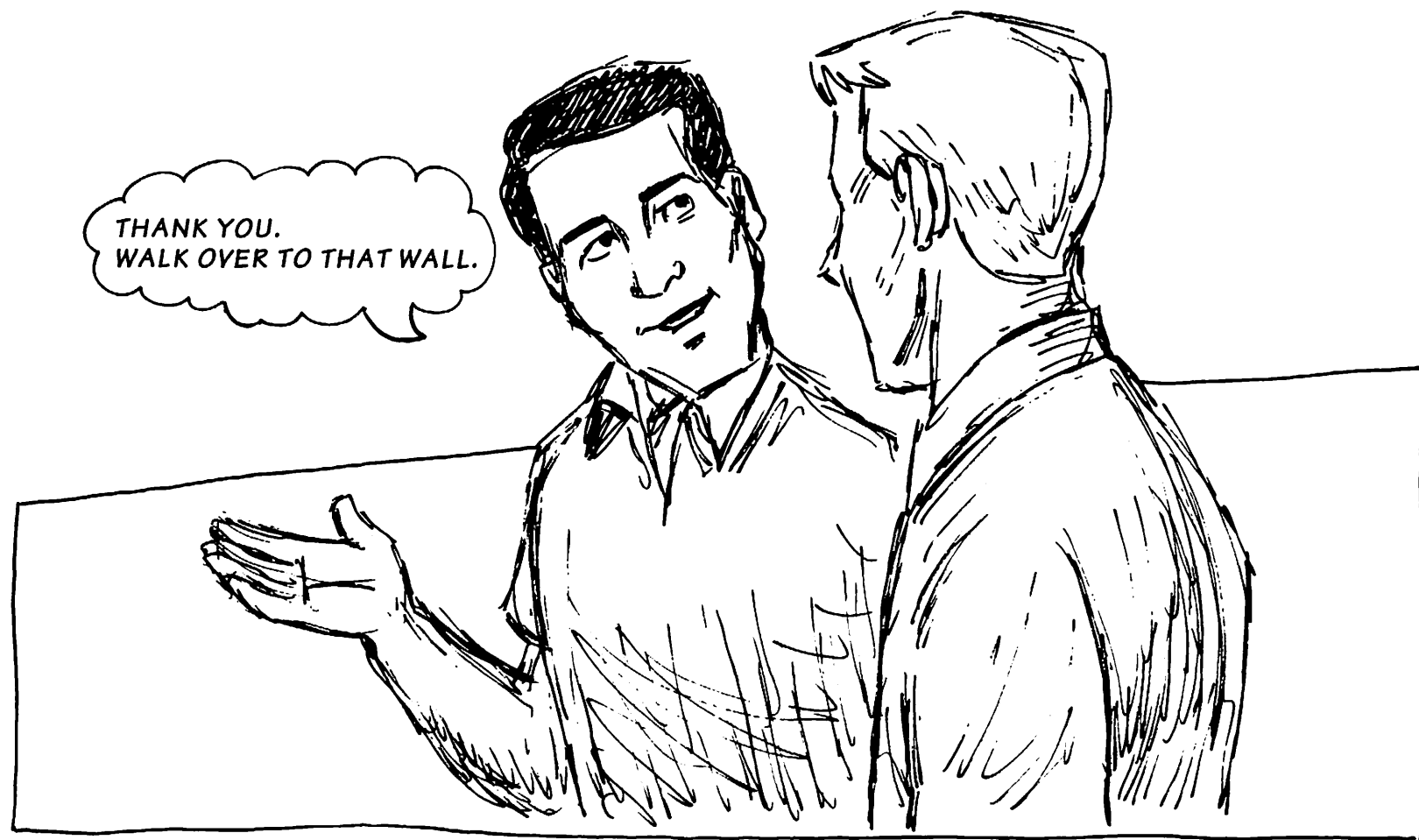
PURPOSE: Second part: To accustom student to moving another body, by and while giving commands only, and to accustom student to proper commands of this drill.

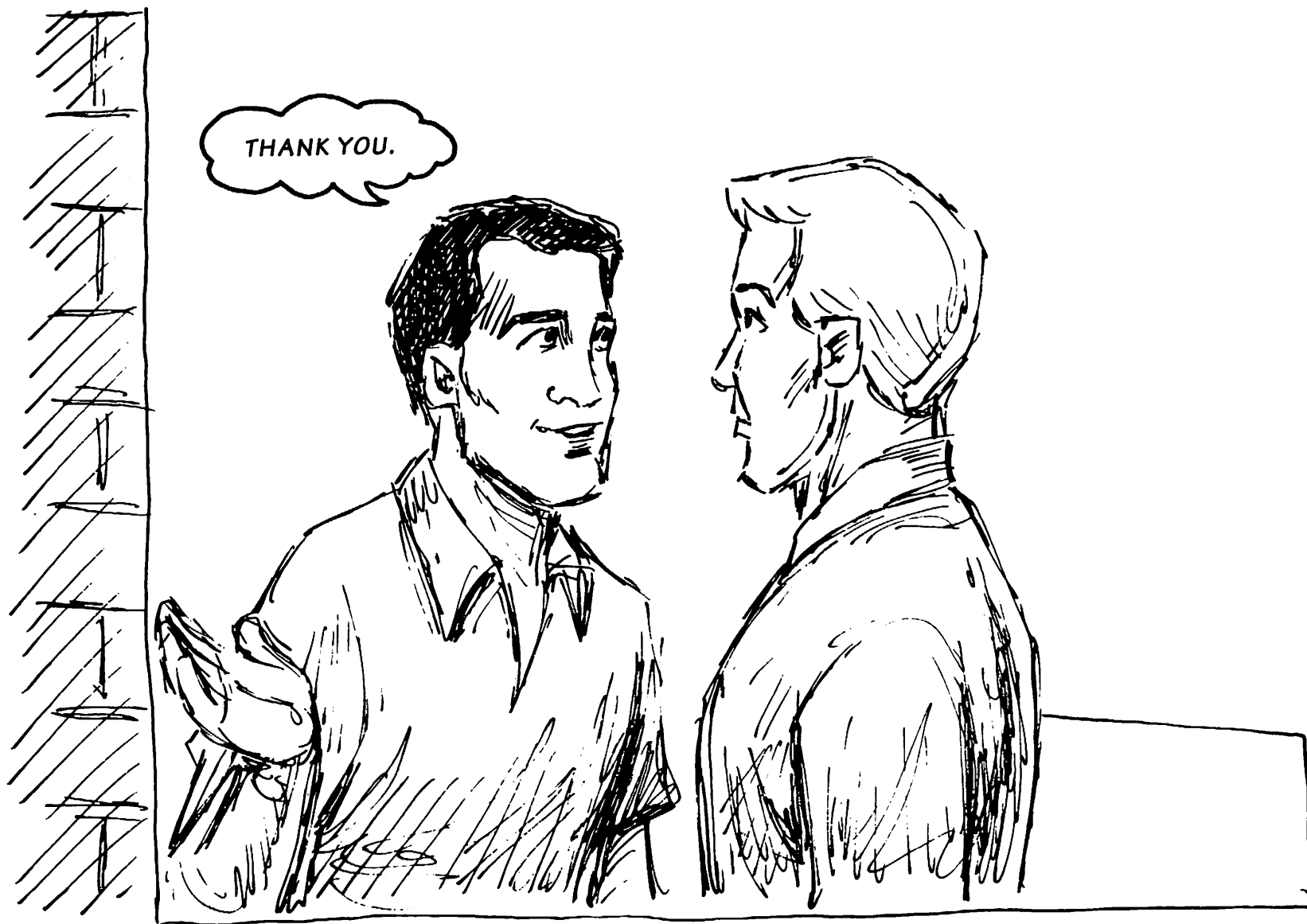
POSITION: Student and coach walking side by side; student always on coach's right, except when turning.



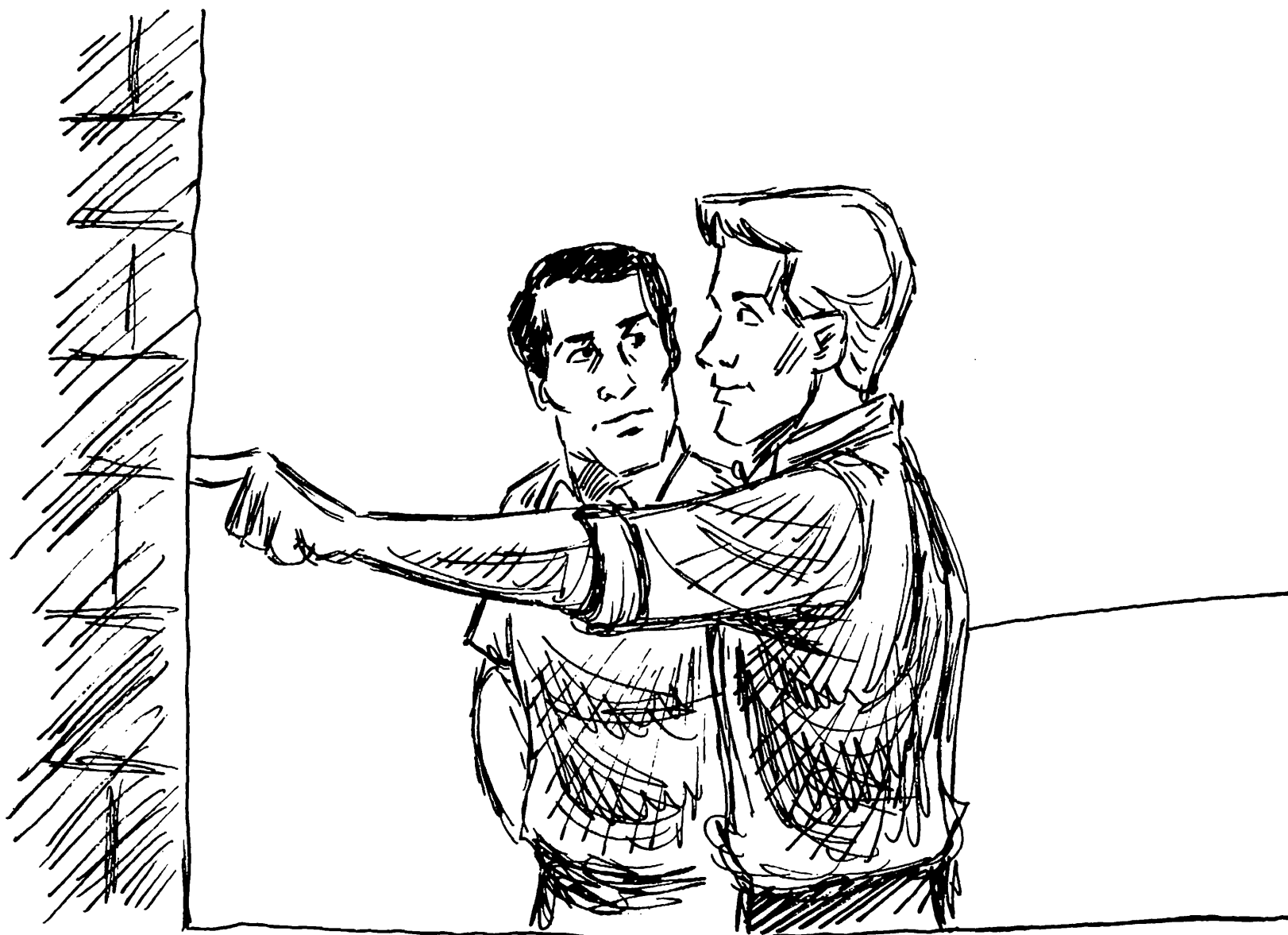
TRAINING STRESS: Complete, crisp precision of movement and commands.

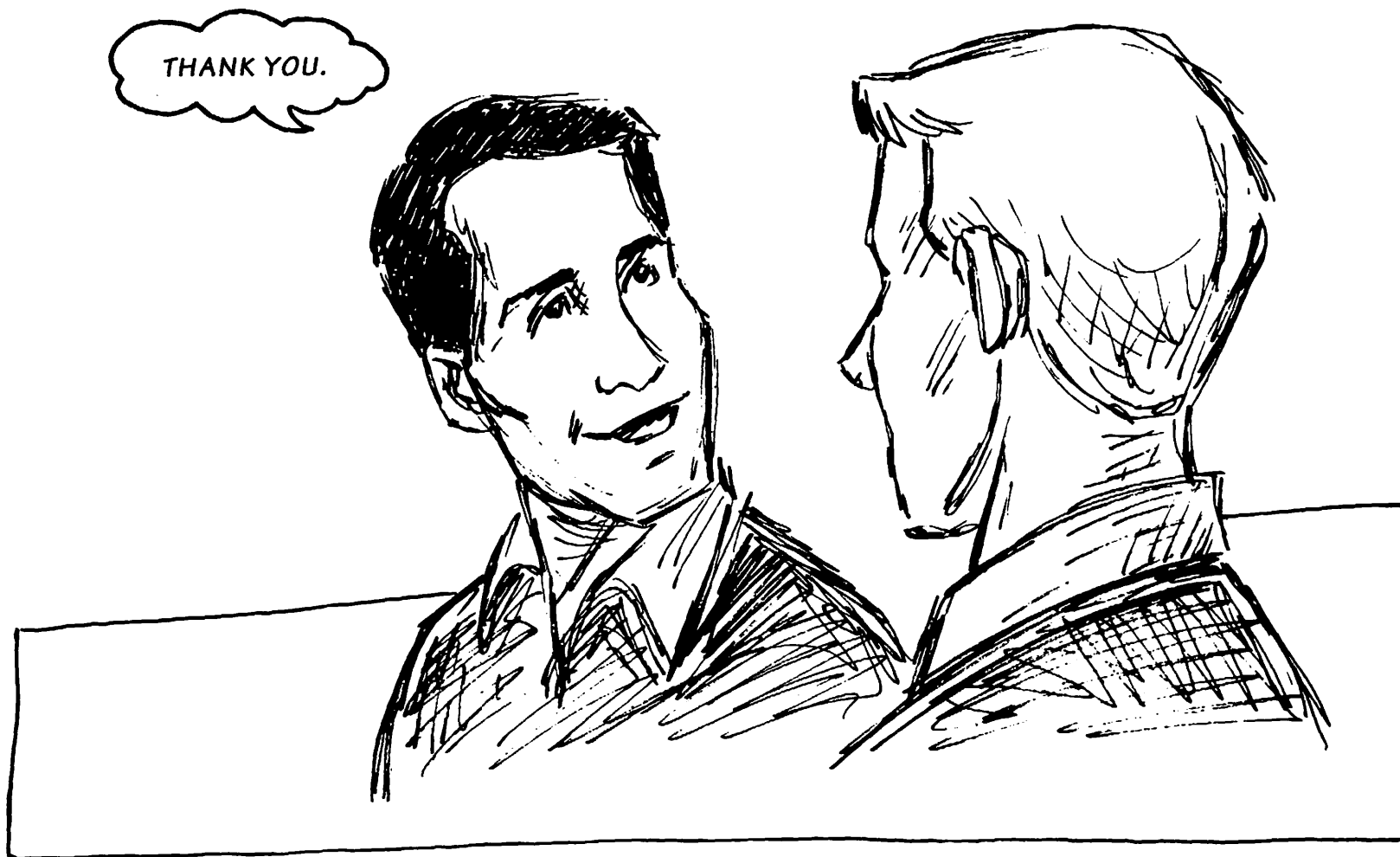


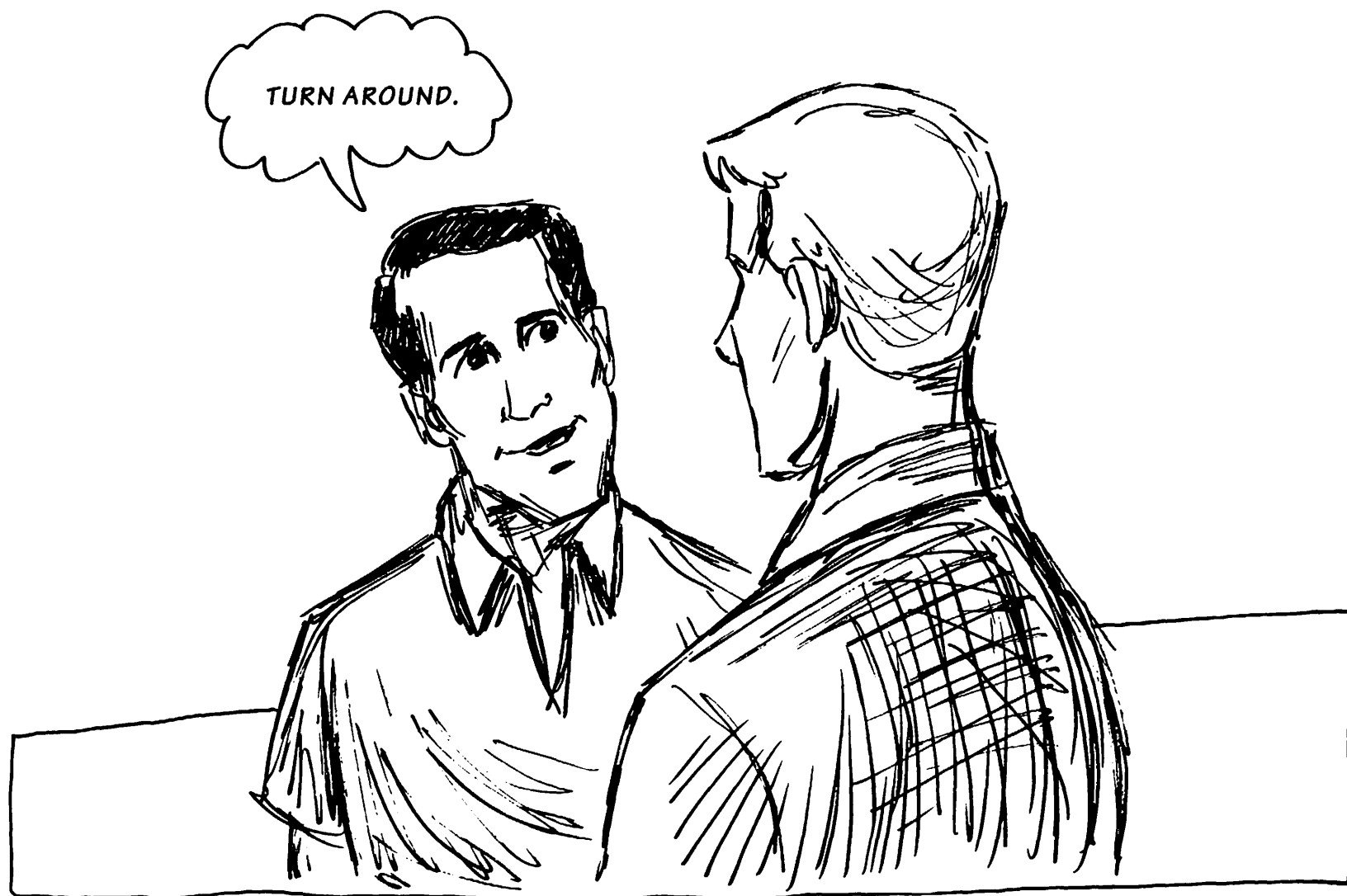


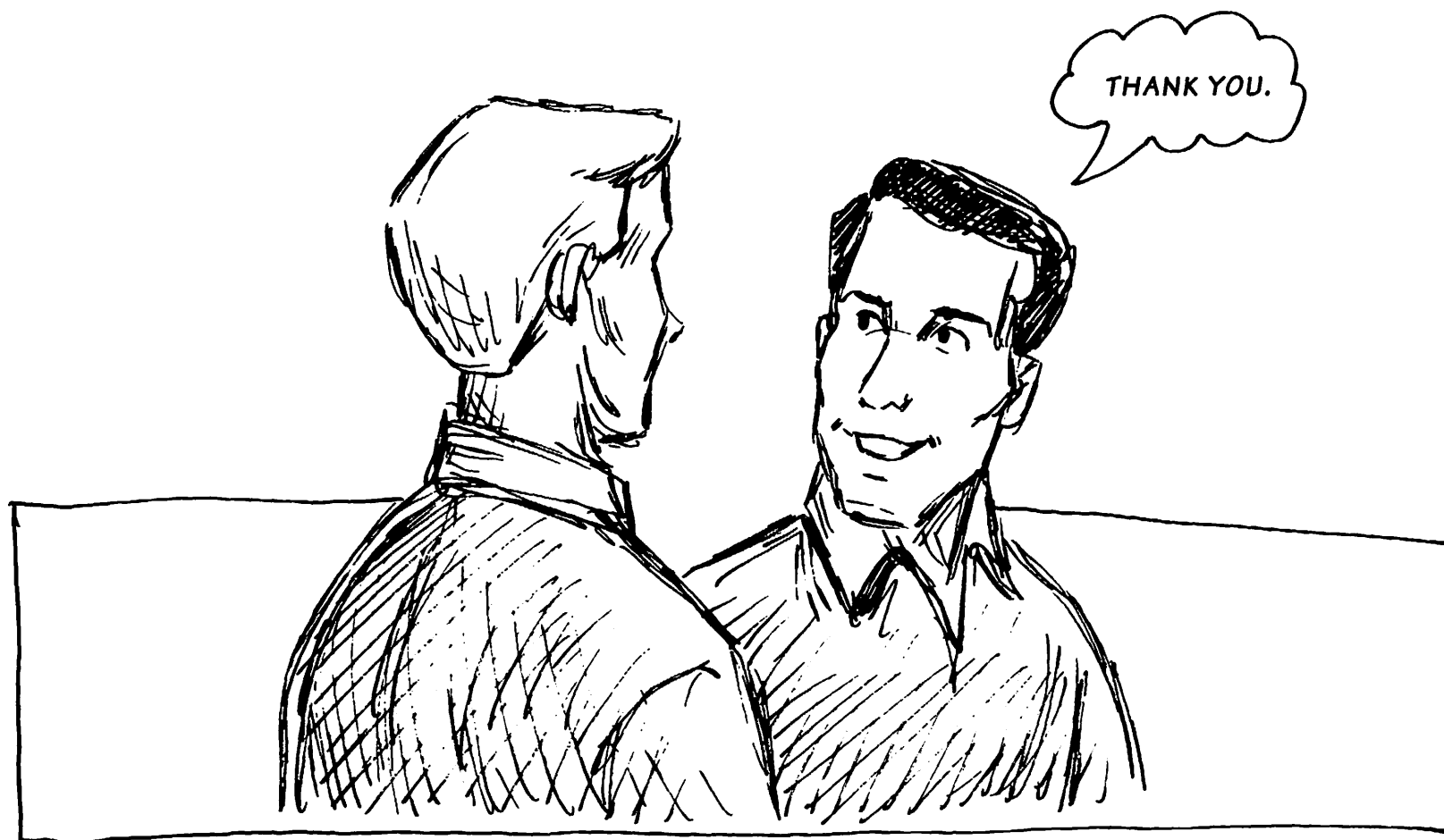












LOOK AT THAT WALL.



The coach flunks the student for every hesitation or nervousness in moving body, for every flub of command, for poor confronting, for bad communication of command, for poor acknowledgment, for poor repetition of command and for failing to handle origination by coach.

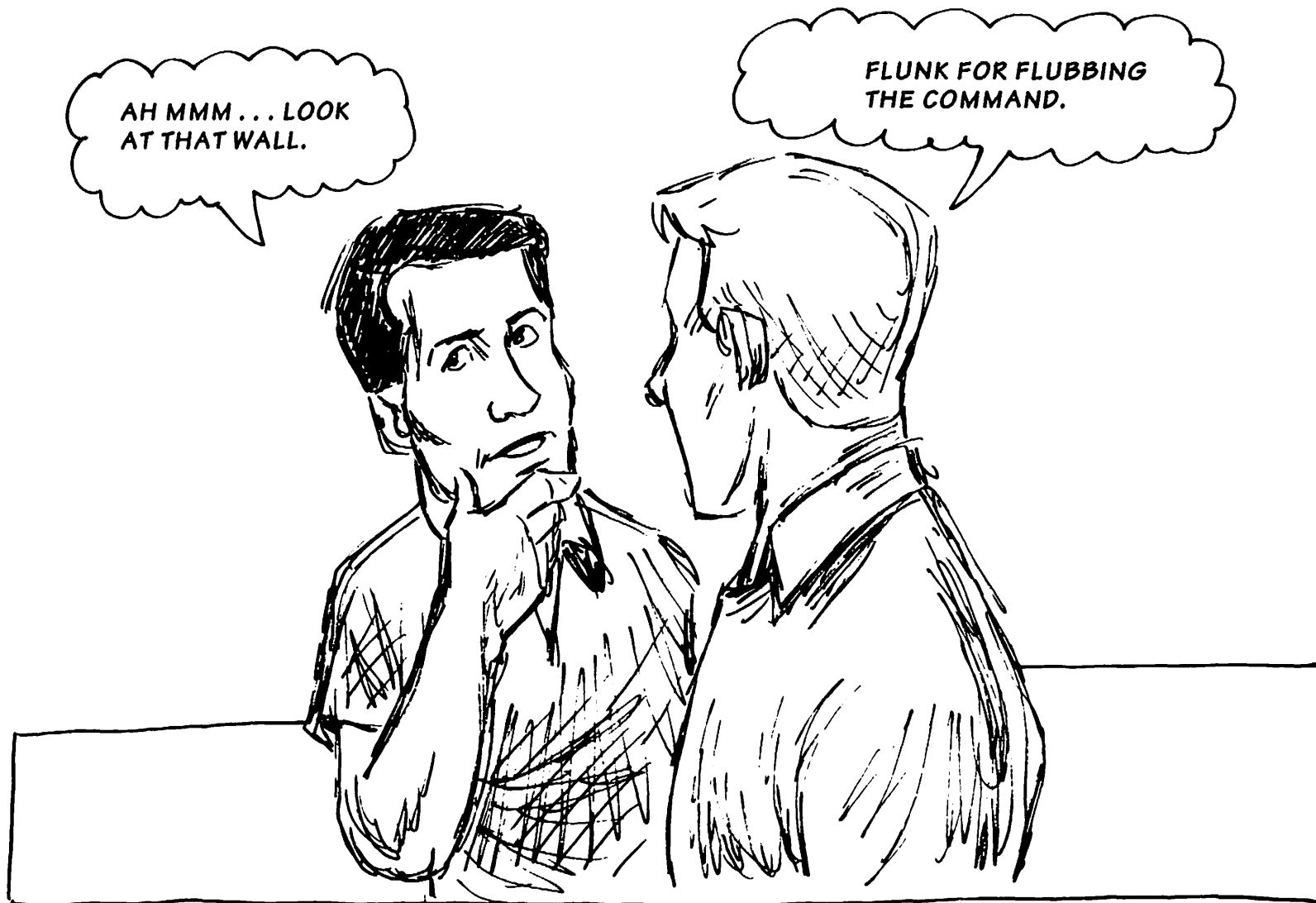
Hesitation or nervousness in moving body.



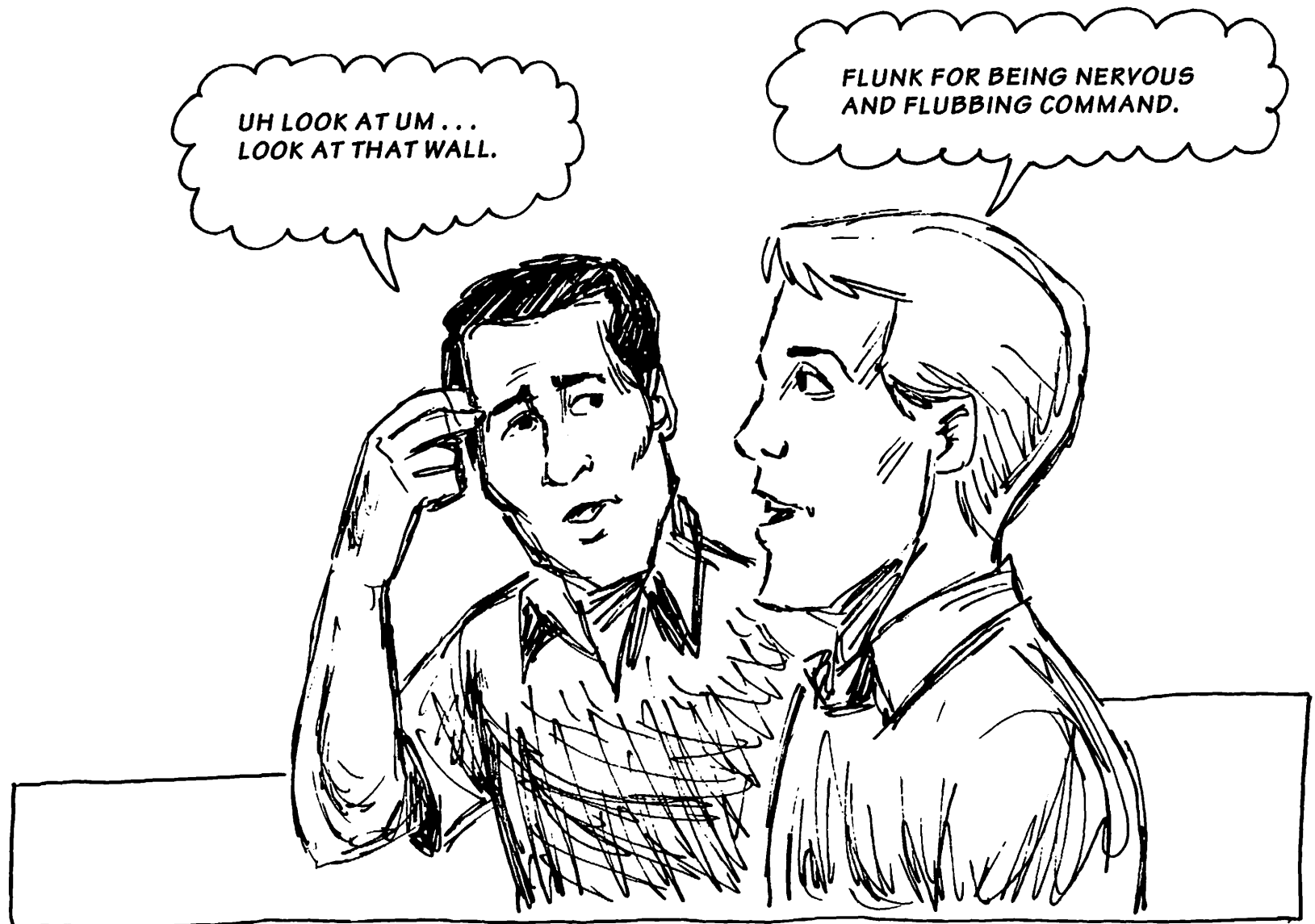
Poor confronting.



Bad communication of command.



Poor repetition of command.



Failing to handle origination by coach.

MY SIDE HURTS. I HAVE TO SIT DOWN.

UH... LOOK AT
THAT WALL.



FLUNK FOR FAILING TO HANDLE
AN ORIGINATION.



Stress that student learns to lead slightly in all the motions of walking around the room or across the room. This will be found to have a great deal to do with confronting.

The student now does TR 6, Part 2 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 6.

Student signature: _____

Date: _____

My twin has successfully completed TR 6.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 6.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

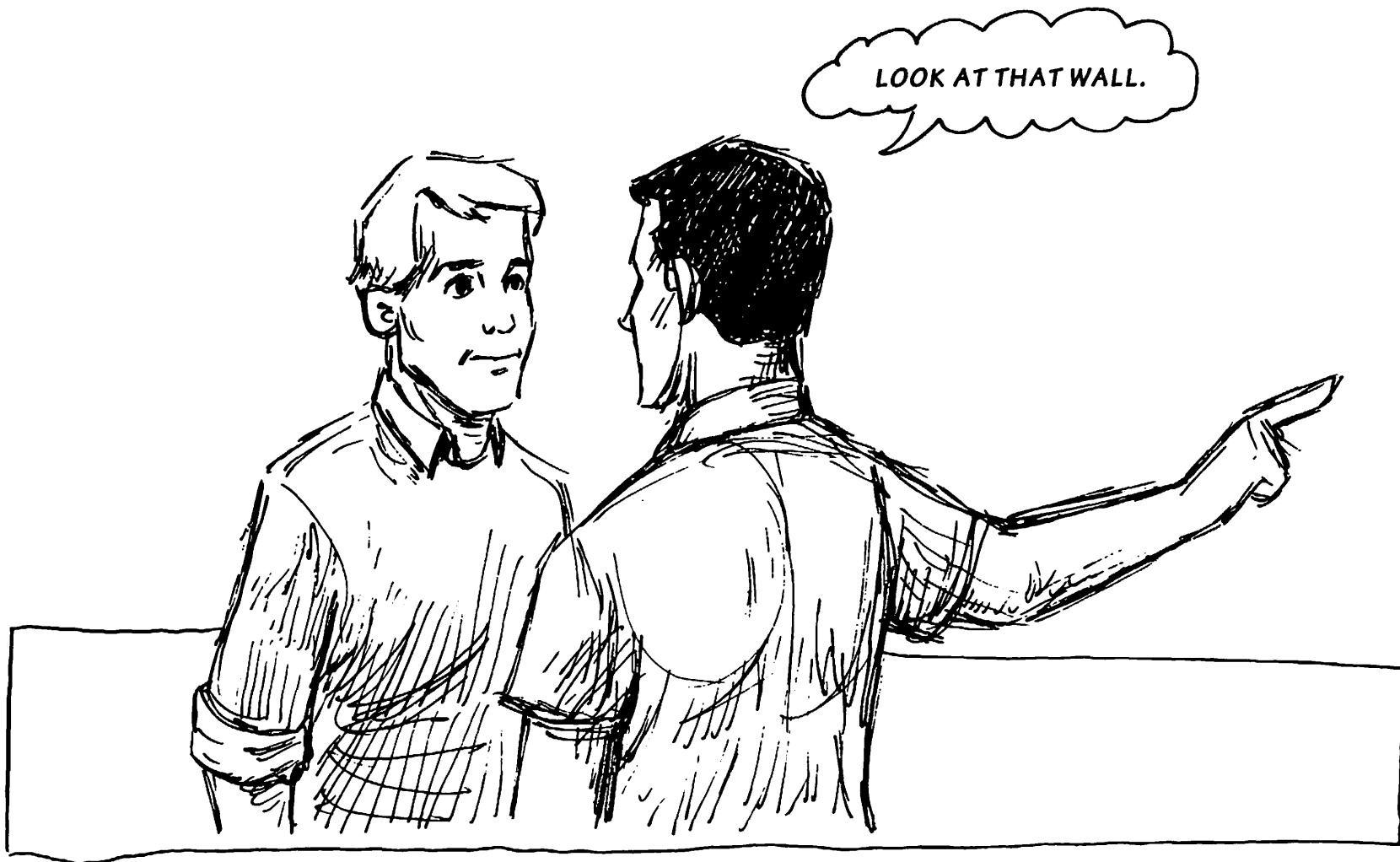
TR 7

COMMANDS: Same as TR 6, Part 2 but with student in physical contact with coach. Student enforcing commands by manual guiding.



Coach has only three statements to which student must listen: "Start" to begin coaching session, "Flunk" to call attention to student error and "That's it" to end the coaching session. No other remarks by the coach are valid on a student.

Coach tries in all possible ways, verbal, covert and physical, to stop student from running control on him.









If the student falters, comm lags, fumbles a command or fails to get execution on part of coach, coach says “Flunk” and they start at the beginning of the command cycle in which the error occurred. Coach falldown is not allowed.

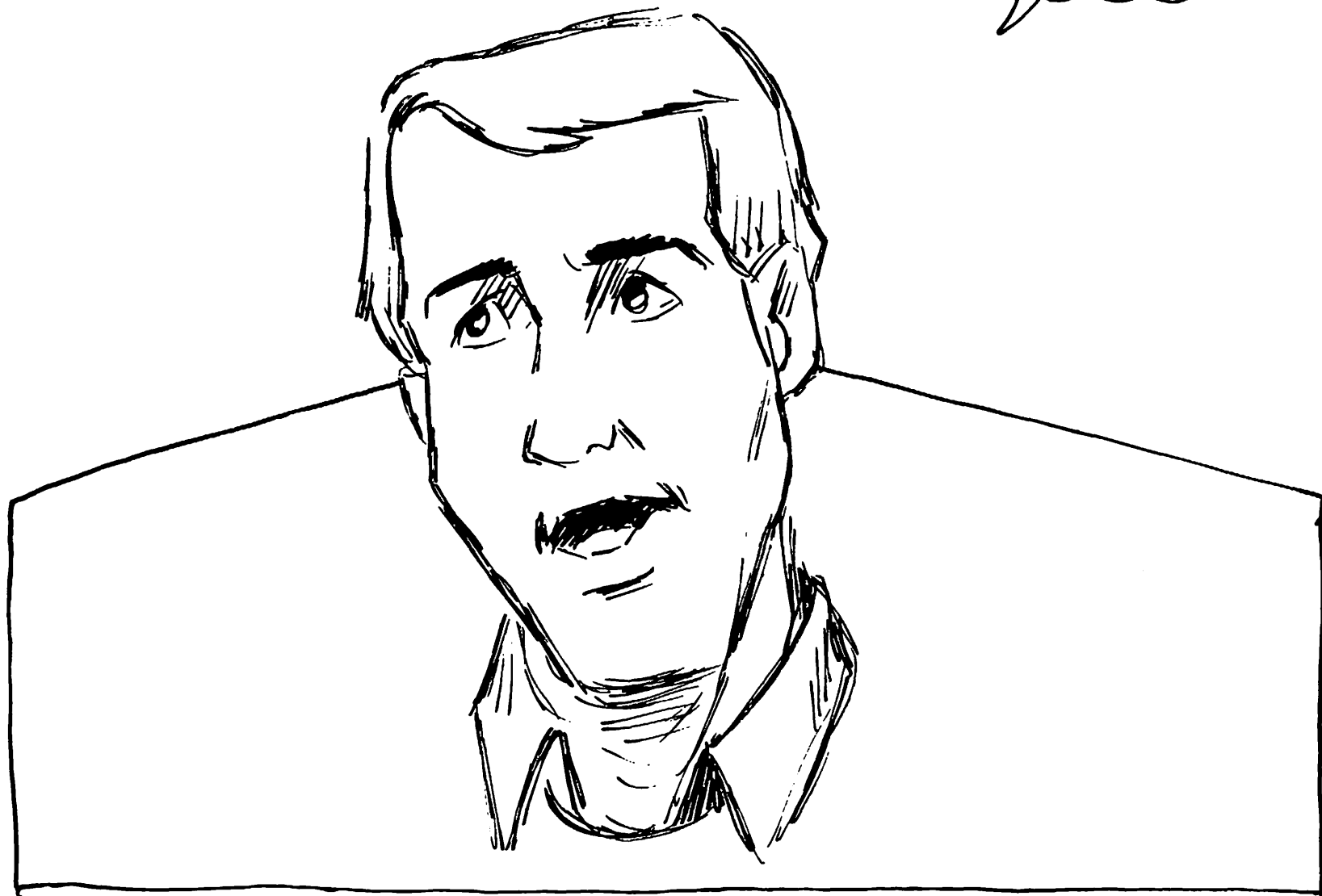
POSITION: Student and coach ambulant. Student handling coach physically.

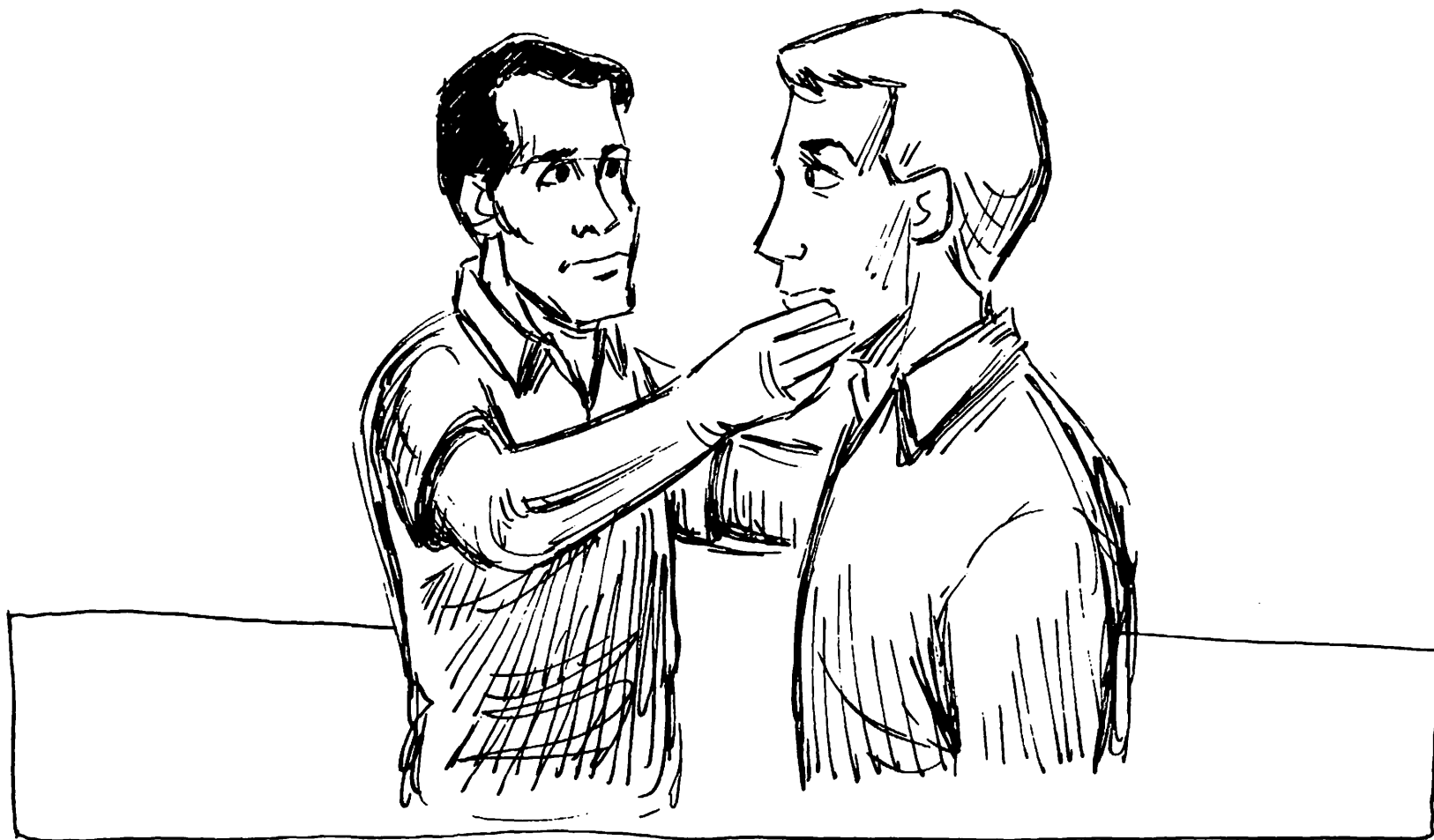


PURPOSE: To train student never to be stopped by a person when he gives a command.



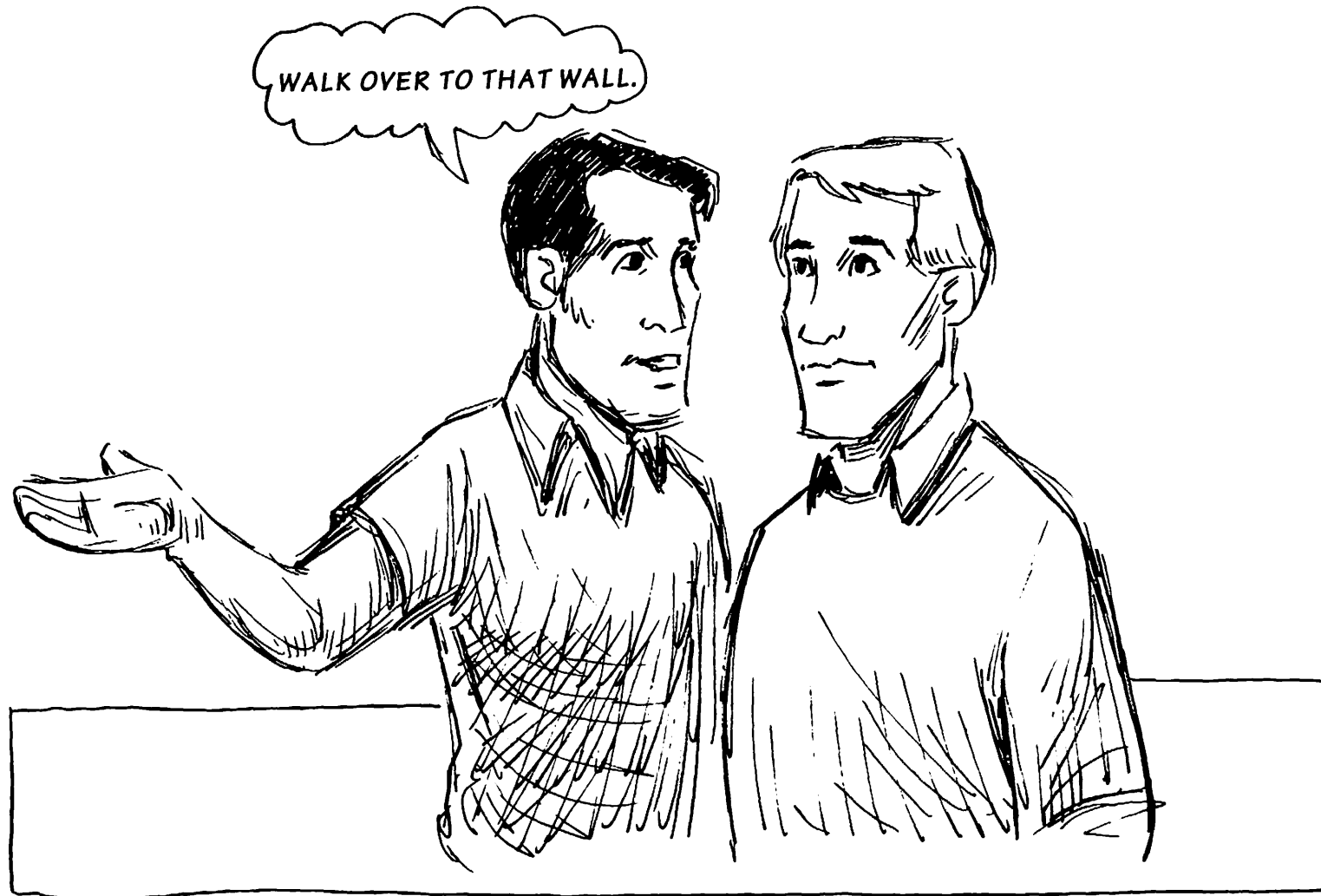
WELL, I'D REALLY RATHER DO
SOMETHING DIFFERENT NOW.







To train him to run fine control in any circumstances.



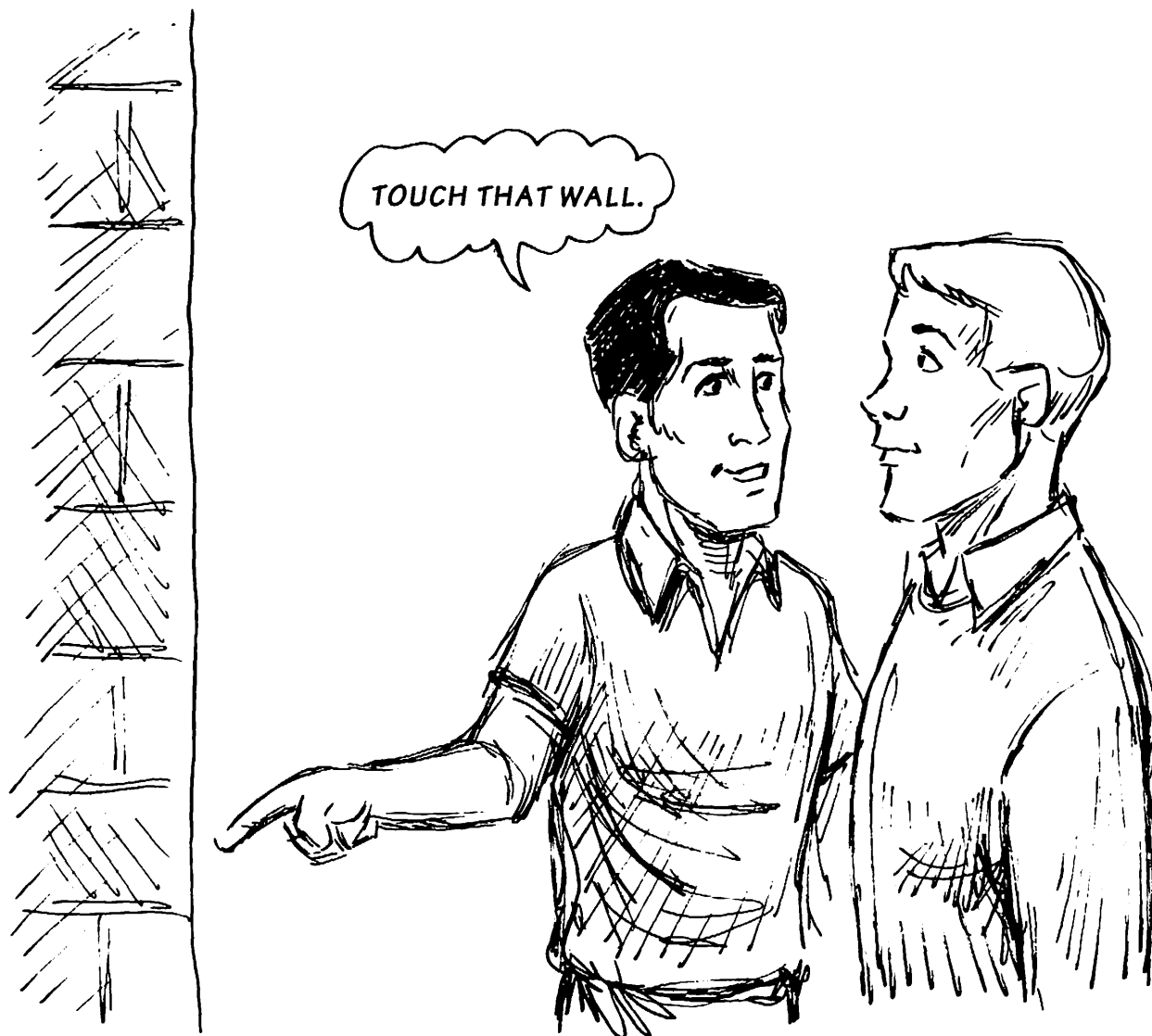
I REALLY DON'T FEEL LIKE IT.







To teach him to handle rebellious people.



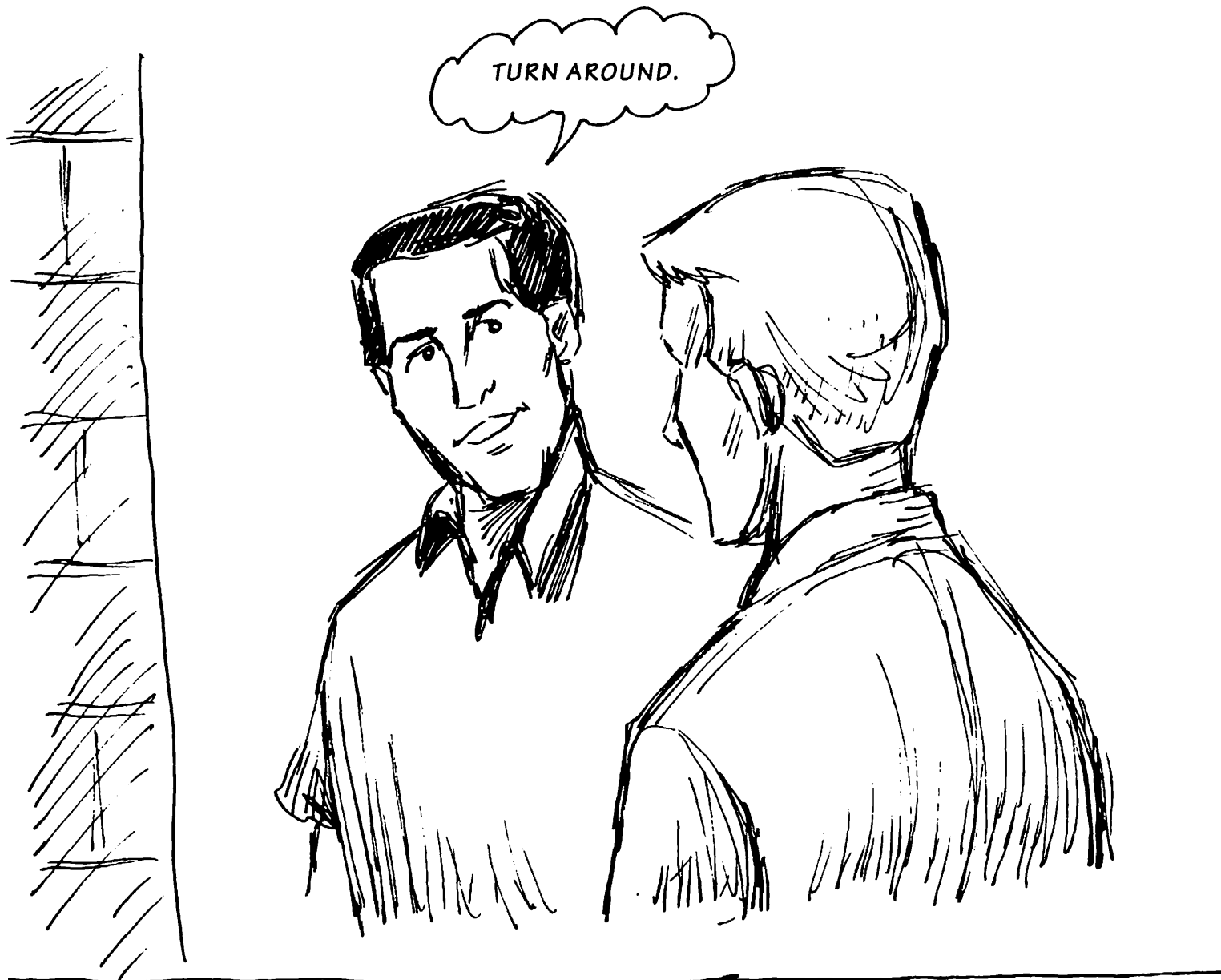
YOU HAVE NO RIGHT TO TELL ME
WHAT TO DO!







To bring about his willingness to handle other people.

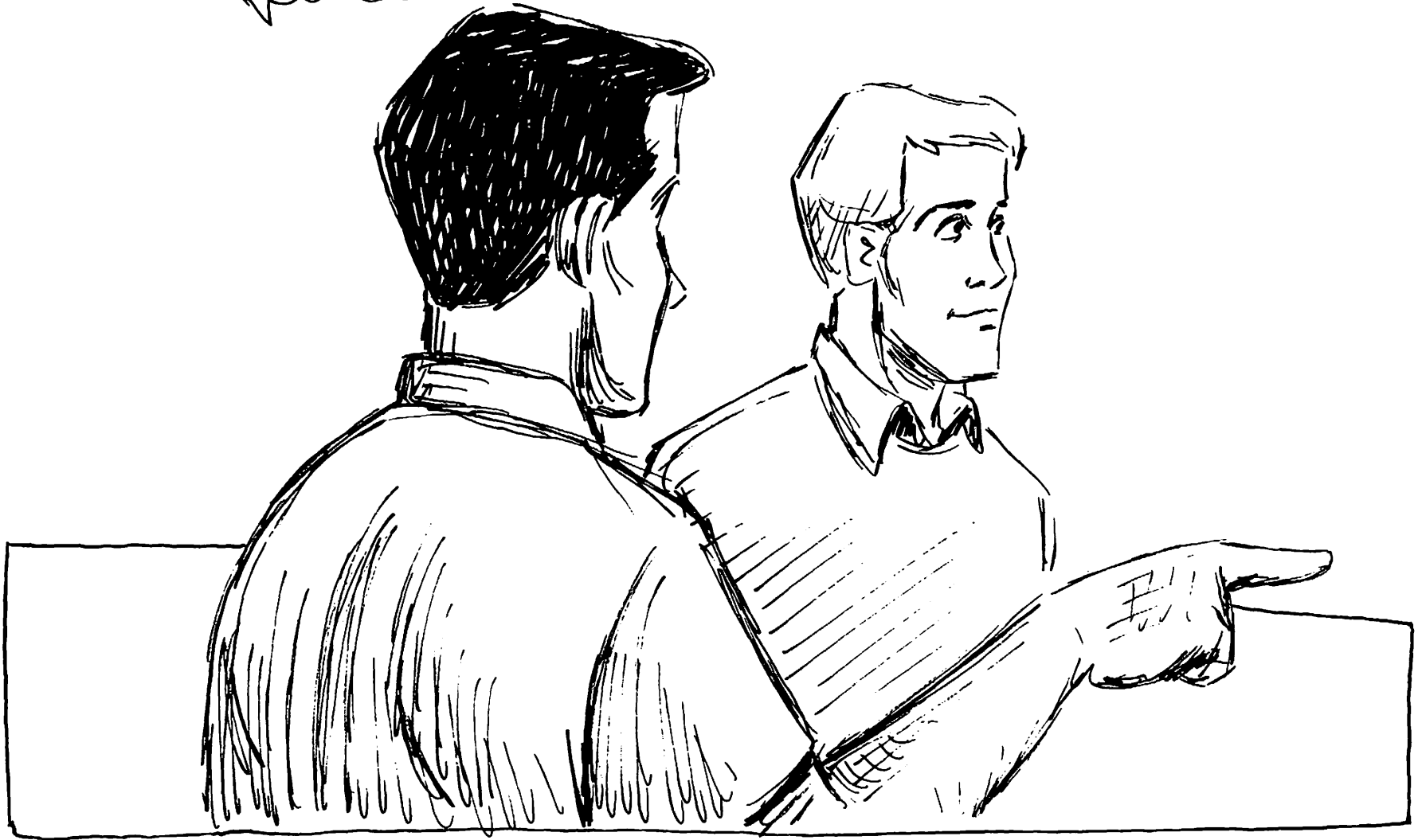






TRAINING STRESS: Stress is on accuracy of student performance and persistence by student.

LOOK AT THAT WALL.

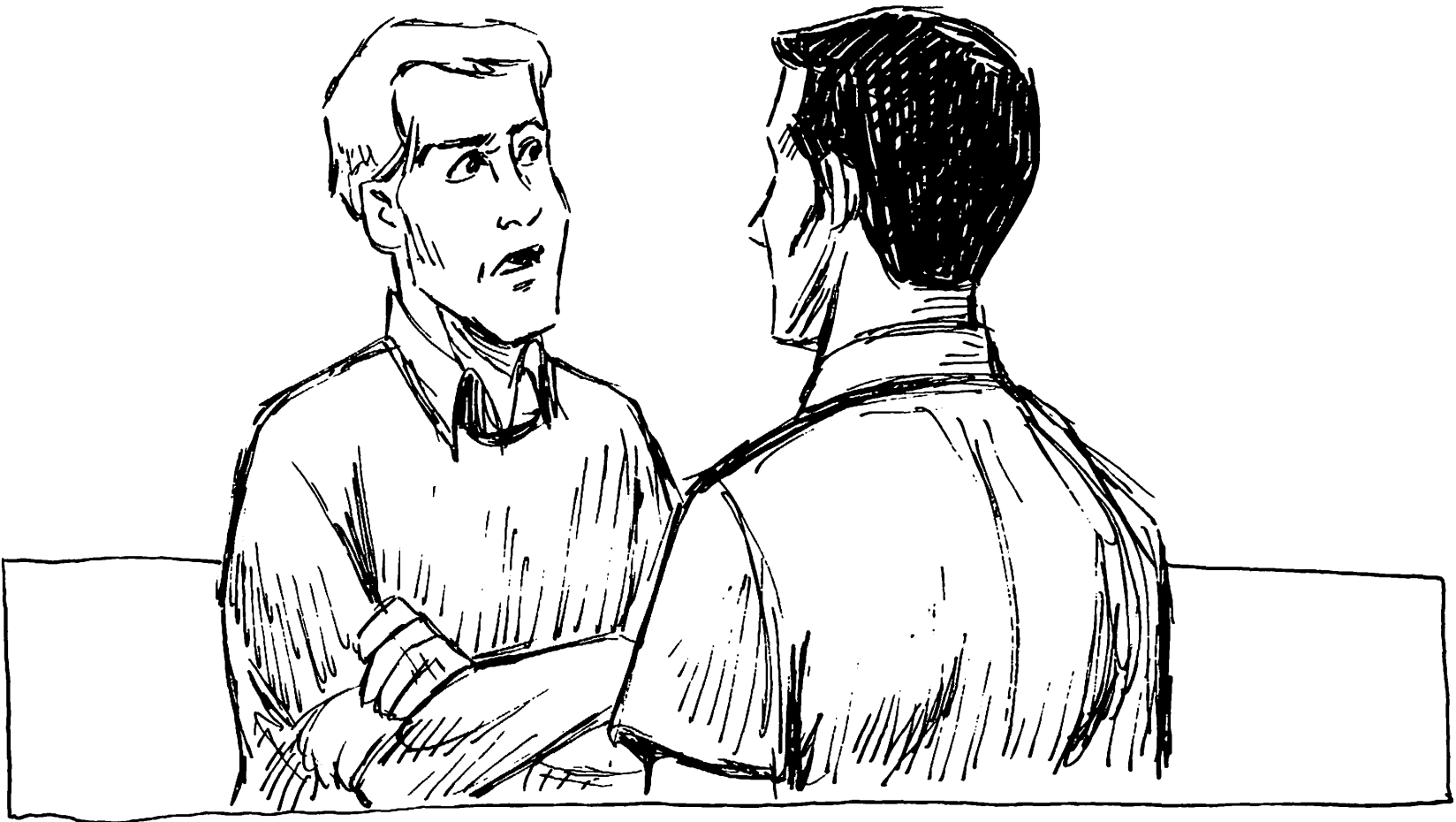




Start gradually to toughen up resistance of student on a gradient.
Don't kill him off all at once.



I'M TIRED OF DOING THIS.





THANK YOU.



The student now does TR 7 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 7.

Student signature: _____

Date: _____

My twin has successfully completed TR 7.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 7.

Name: _____

Date: _____

Ok to Publish: _____

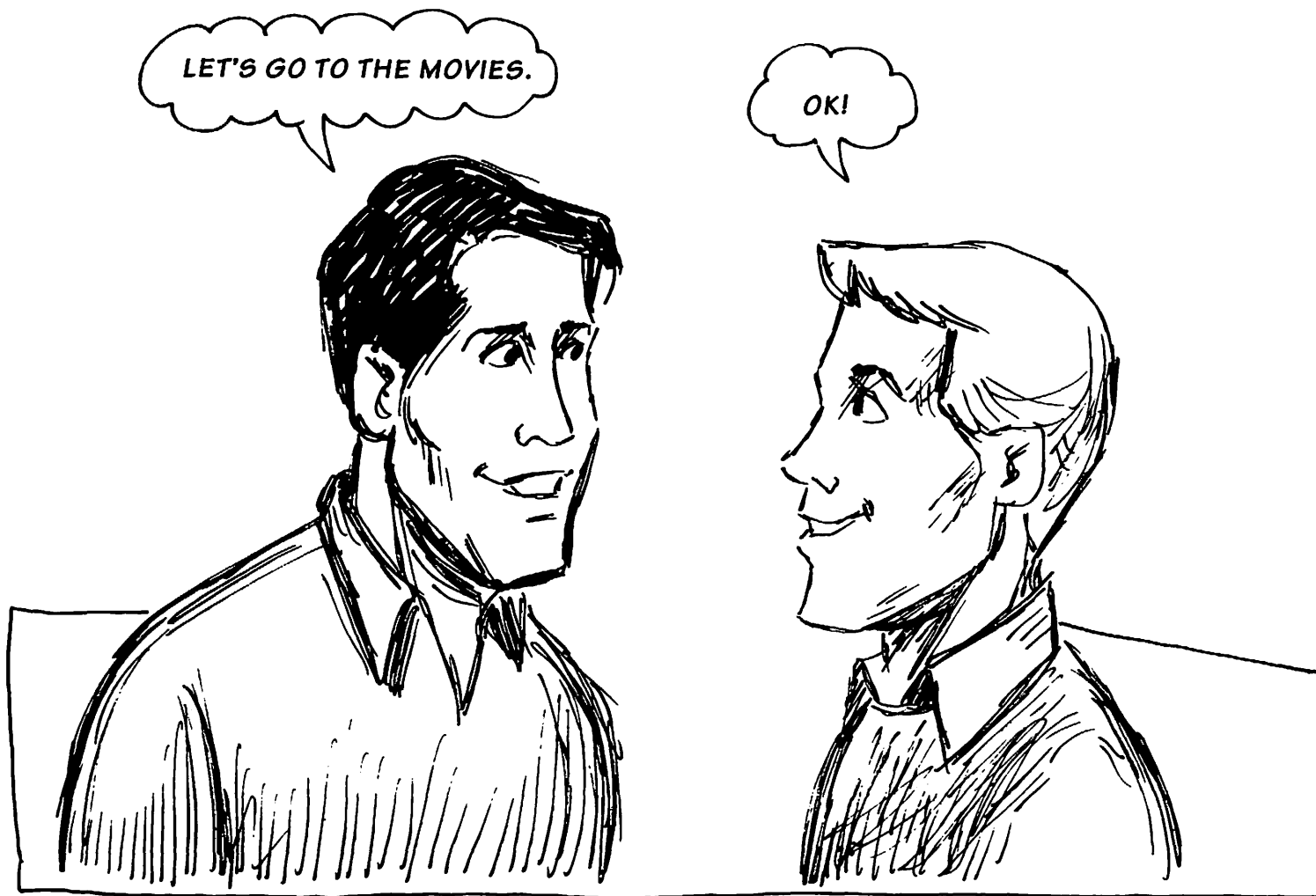
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Tear out these pages and place them on the Supervisor's desk.

Intention

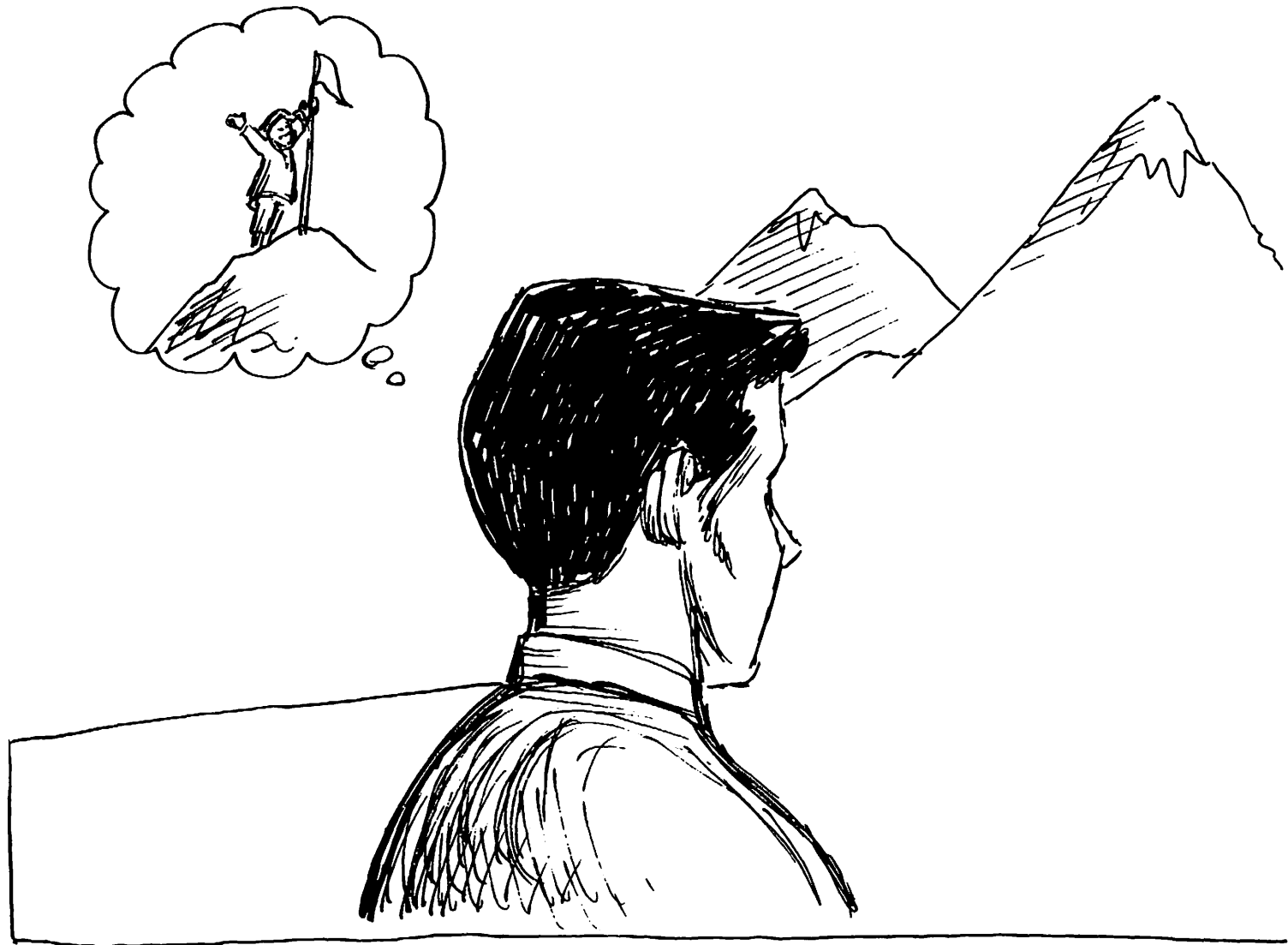
Intention is the determination to do a specified thing or act in a specified manner.





In the following drills, you will acquire the ability to use intention without reservation.

INTENTION WITHOUT RESERVATION







TR 8

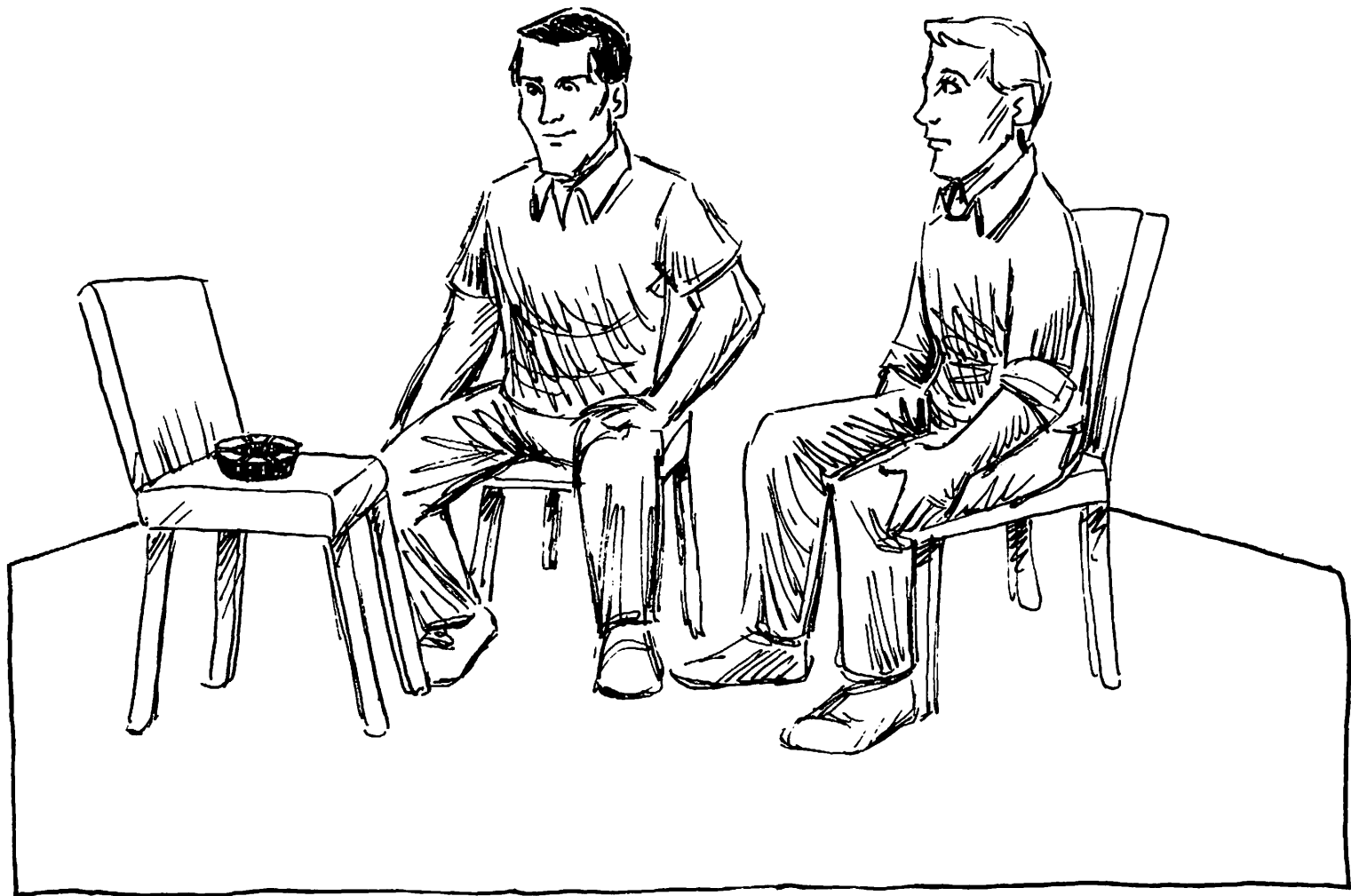
COMMANDS:

"STAND UP." "THANK YOU."

"SIT DOWN ON THAT CHAIR." "THANK YOU."

These are the only commands used.

POSITION: Student sitting in chair facing chair which has on it an ashtray. Coach sitting in chair facing chair occupied by student and chair occupied by ashtray.



PURPOSE: To make student clearly achieve intention without reservation. To clarify intentions as different from words. To start student on the road to handling objects and people with postulates. To obtain obedience not wholly based on spoken commands.

TRAINING STRESS: TR 8 is begun with student holding the ashtray which he manually makes execute the commands he gives.



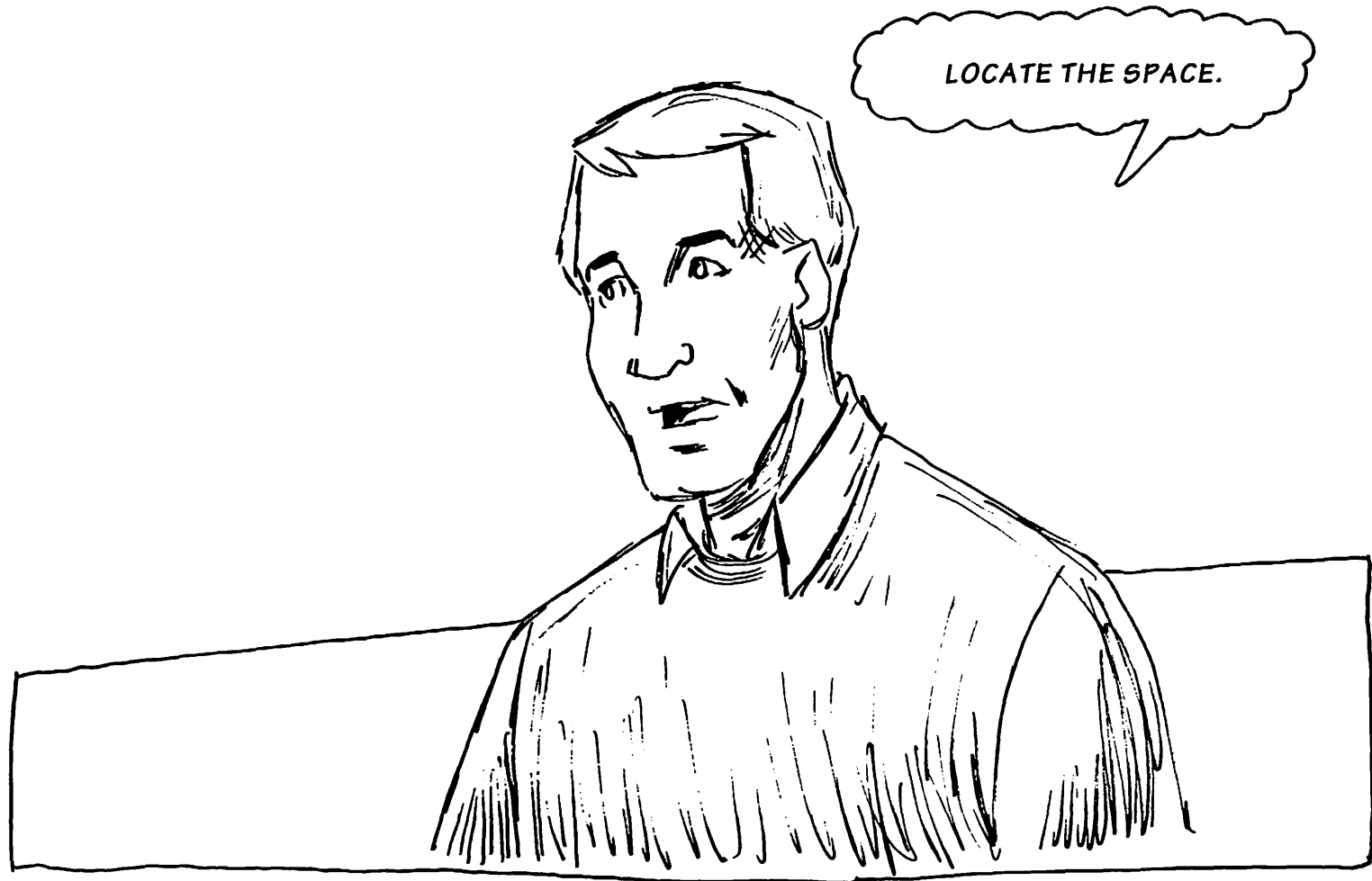
Under the heading of training stress is included the various ways and means of getting the student to achieve the goals of this training step. During the early part of this drill, say in the first coaching session, the student should be coached in the basic parts of the drill, one at a time.

First, locate the space which includes himself and the ashtray but not more than that much.

Second, have him locate the object in that space.

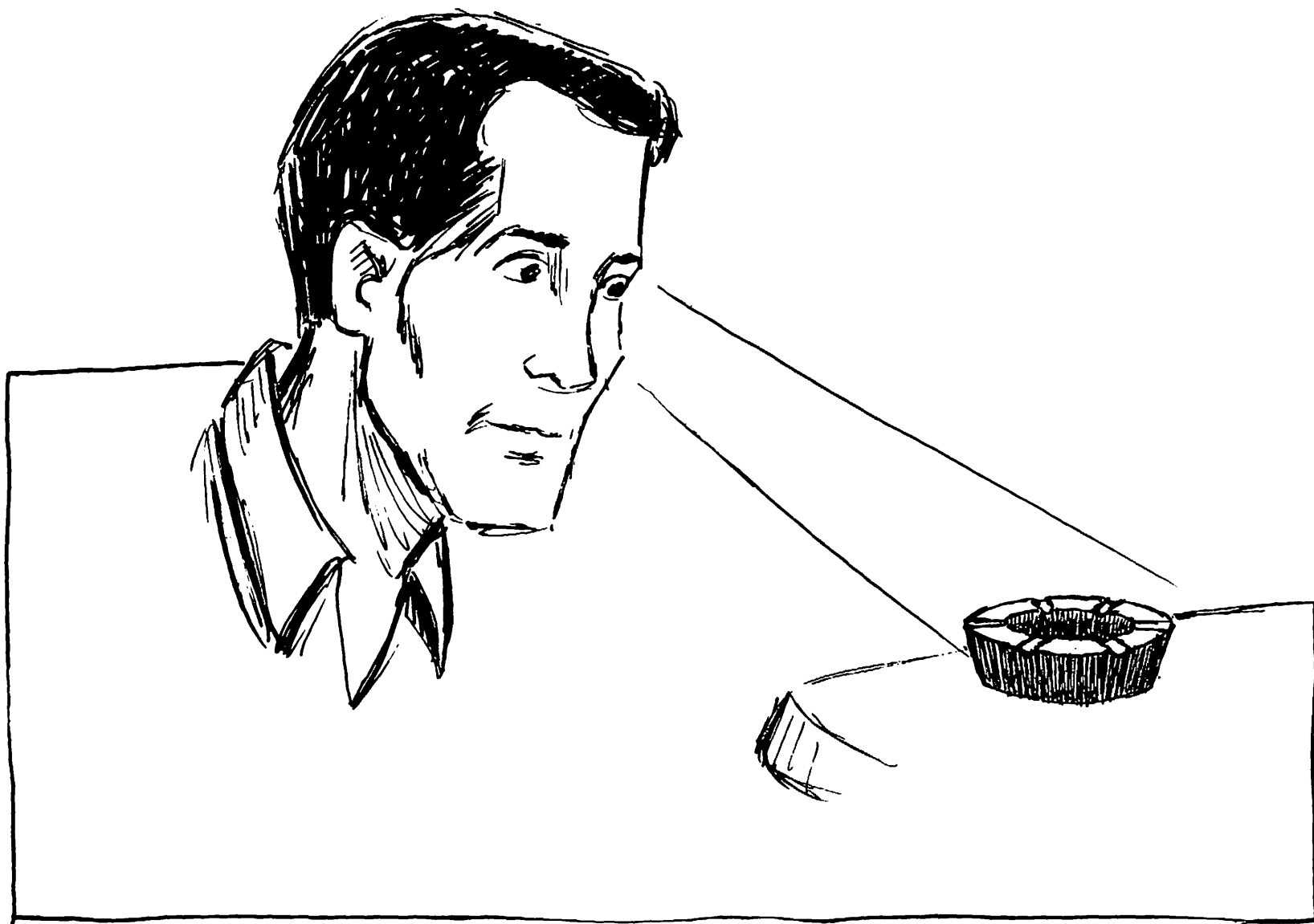
Third, have him command the object in the loudest possible voice he can muster. This is called shouting.

The coach's patter would run something like this:

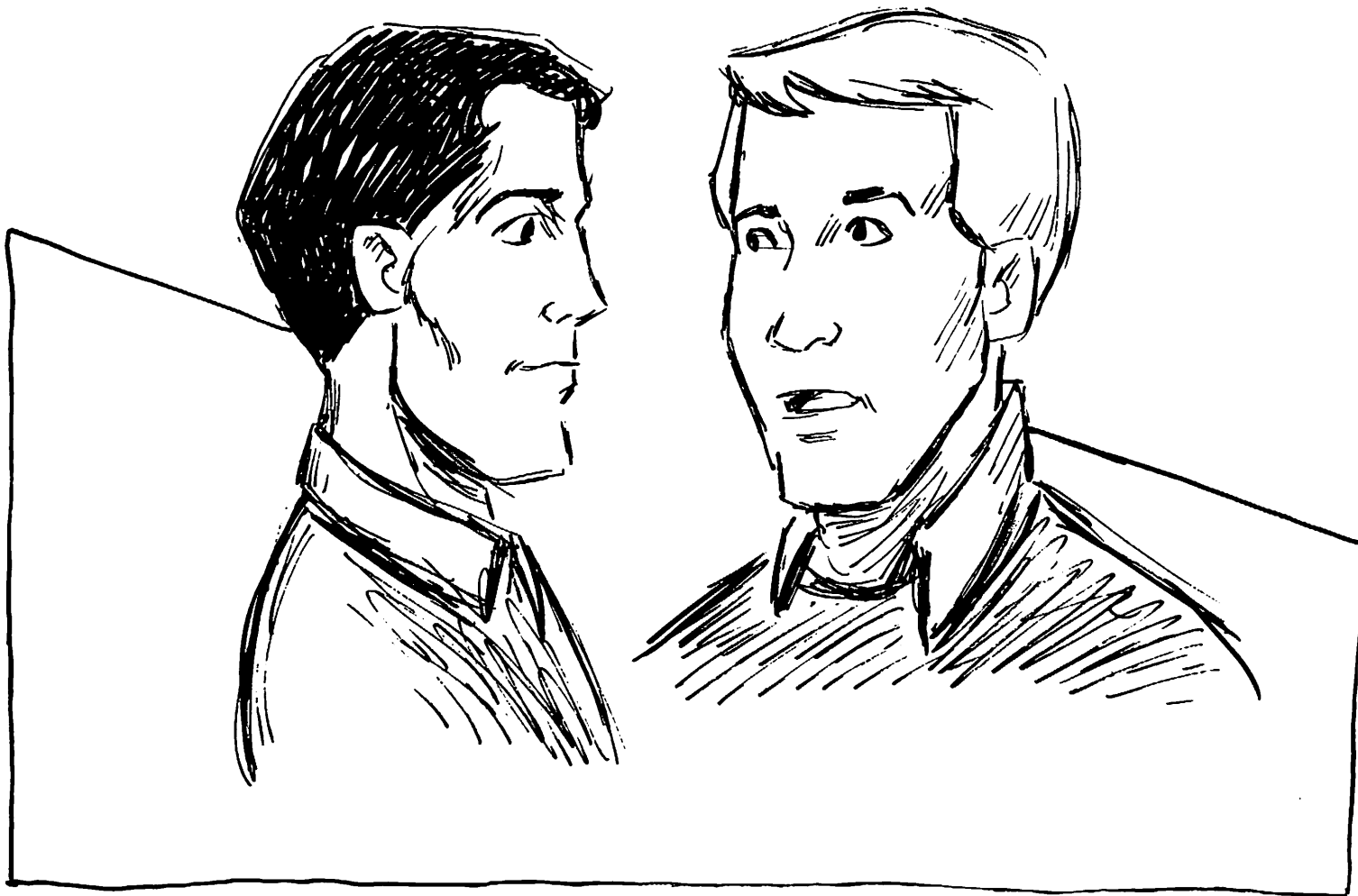


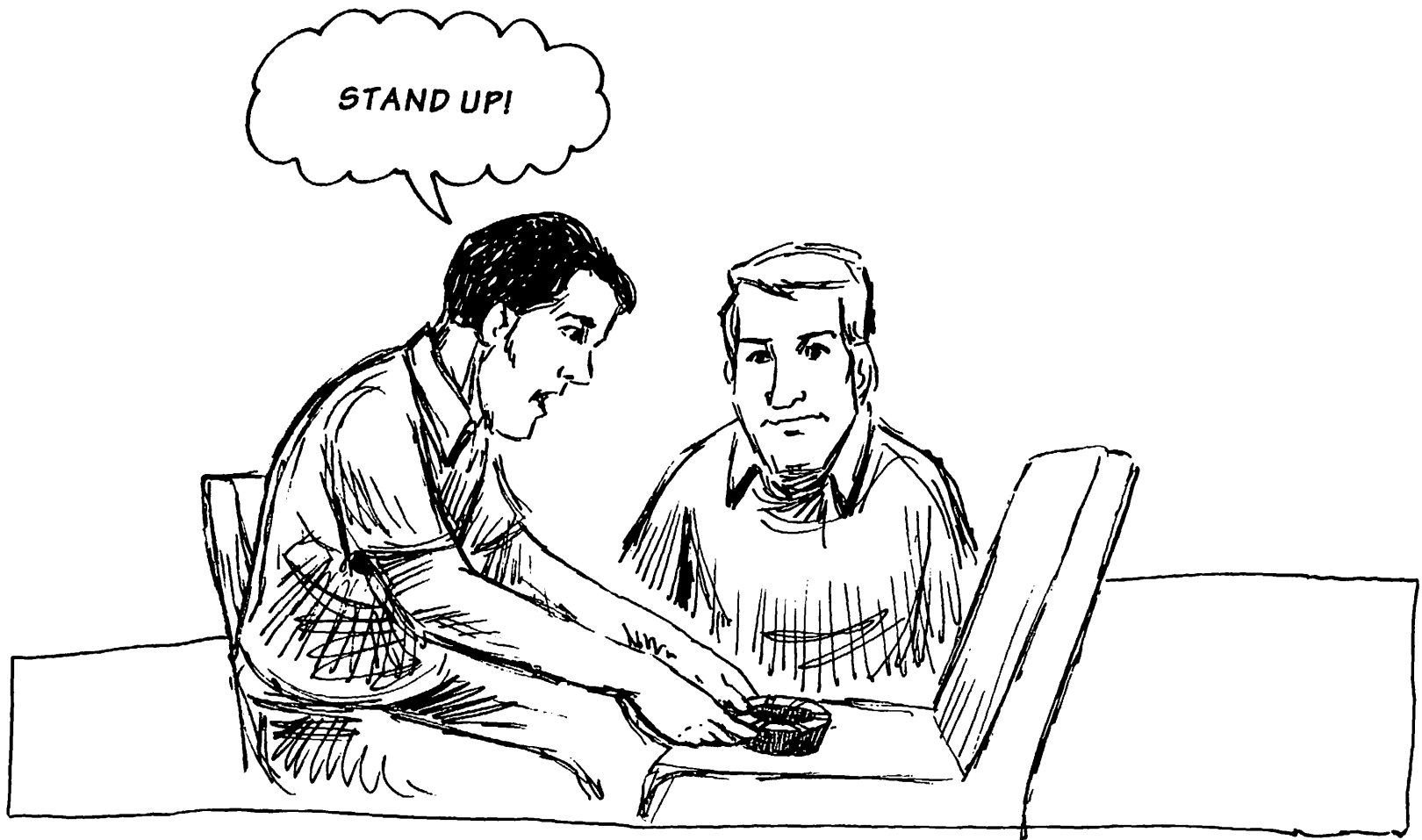






COMMAND IT AS LOUDLY AS YOU CAN.







ACKNOWLEDGE IT AS
LOUDLY AS YOU CAN.



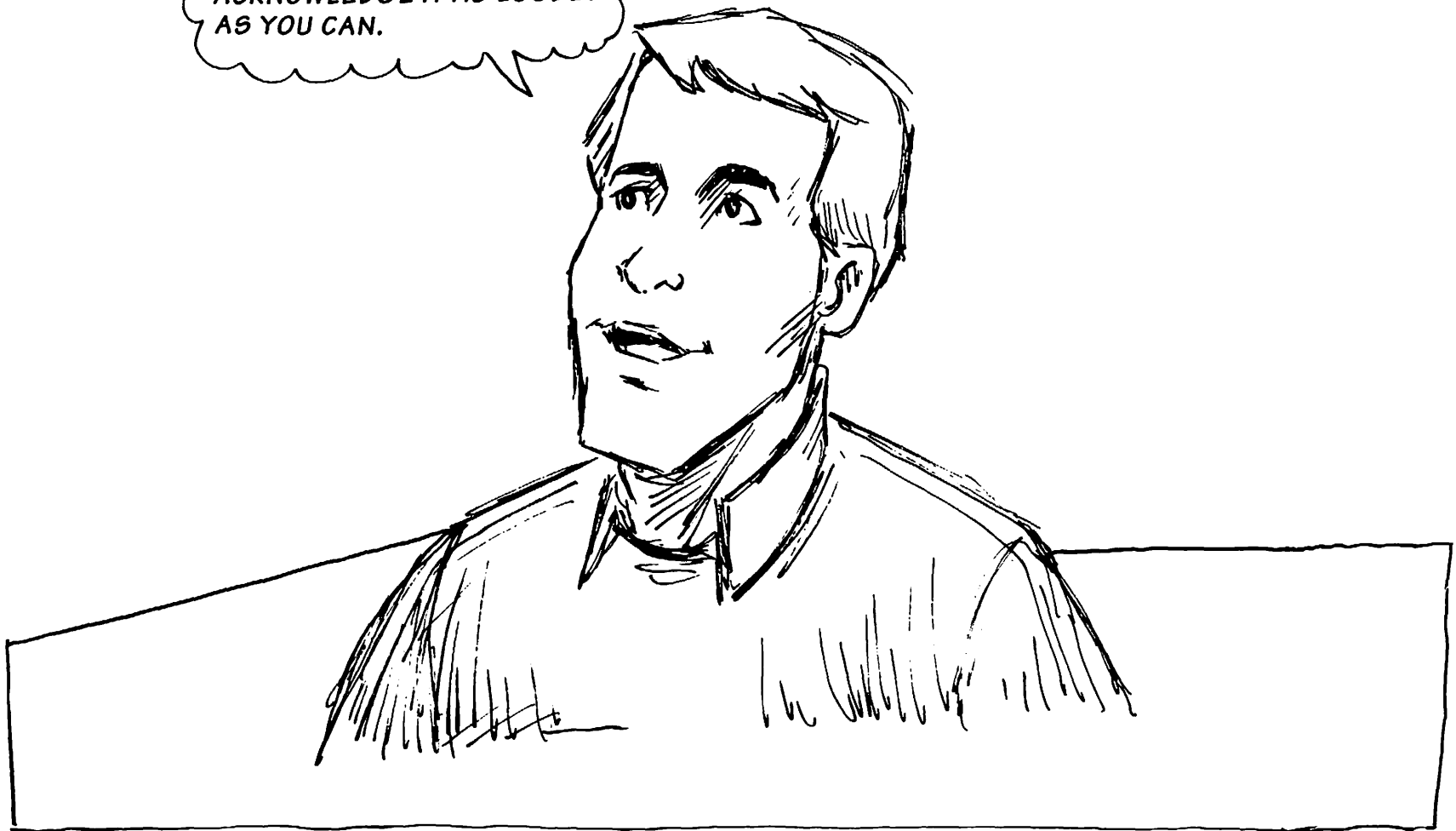


COMMAND IT AS LOUDLY
AS YOU CAN.





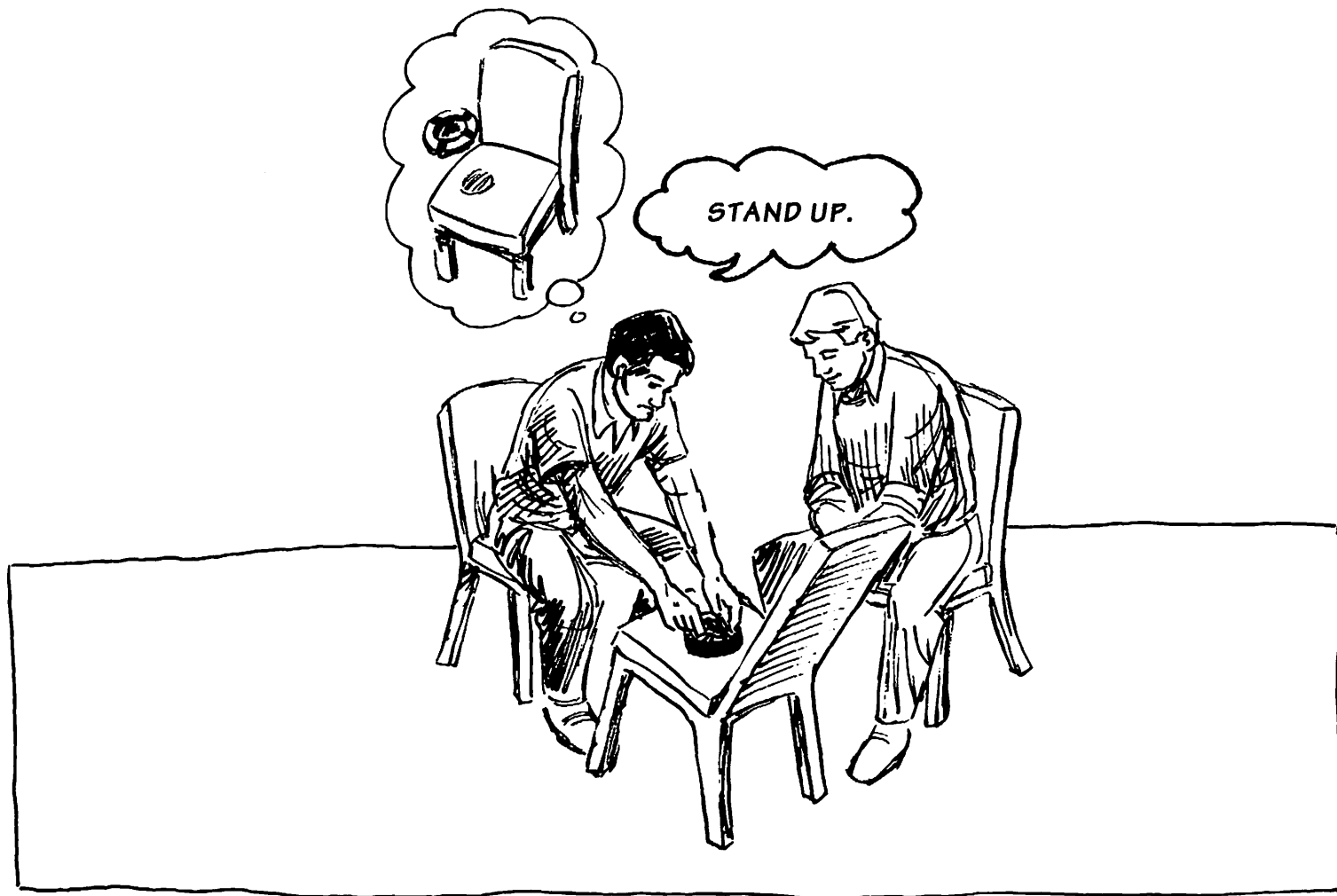
ACKNOWLEDGE IT AS LOUDLY
AS YOU CAN.

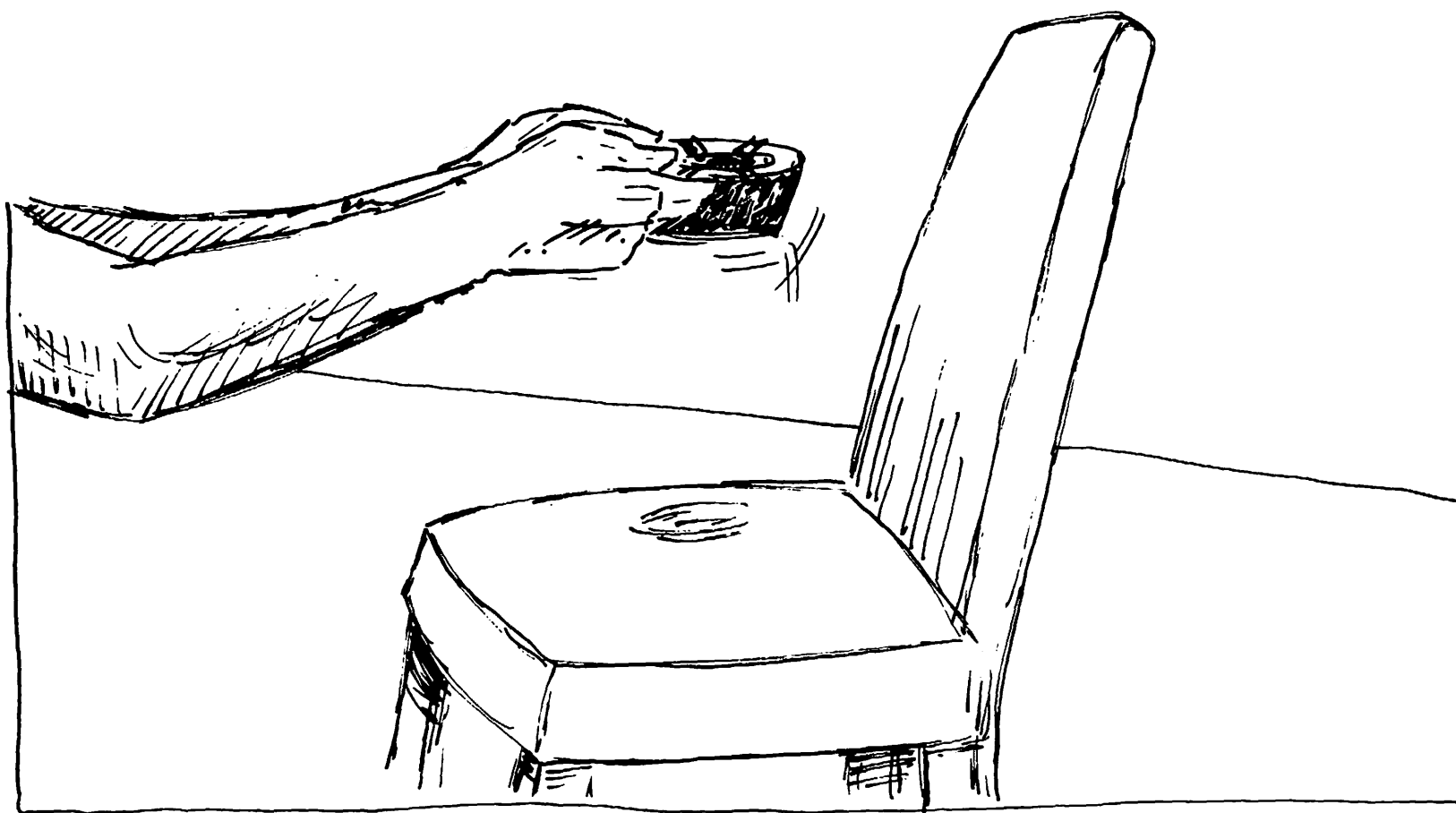




That would complete two cycles of action.

When shouting is completed, then have student use a normal tone of voice with a lot of coach attention on the student getting the intention into the object.





Next, have the student do the drill while using the wrong commands i.e., saying "Thank you" while placing in the object the intention to stand up, etc.







Next, have the student do the drill silently, putting the intention in the object without even thinking the words of the command or the acknowledgment.





The final step in this would be for the coach to say "Start" then anything else he said would not be valid on student with the exception of "Flunk" and "That's it." Here, the coach would attempt to distract the student using any verbal means he could to knock the student off intention without reservation.

Physical heckling would not be greater than tapping the student on the knee or shoulder to get his attention.



When the student can maintain intention without reservation and get a clean intention in the object for each command and each acknowledgment, the drill is flat.

There are other ways to help the student along. The coach occasionally asks,

“ARE YOU WILLING TO BE IN THAT ASHTRAY?”

When the student has answered, then,

“ARE YOU WILLING FOR A THOUGHT TO BE THERE INSTEAD OF YOU?”

Then continue the drill. The answers are not so important on these two questions as is the fact that the idea is brought to the student's attention. Another question the coach asks the student is,

“DID YOU REALLY EXPECT THAT ASHTRAY TO COMPLY WITH THAT COMMAND?”

There is a drill which will greatly increase the student's reality on what an intention is. The coach can use this drill three or four times during the training on intention without reservation on an object as follows:

"THINK THE THOUGHT—I AM A WILD FLOWER." "GOOD."

"THINK THE THOUGHT THAT YOU ARE SITTING IN A CHAIR." "GOOD."

"IMAGINE THAT THOUGHT BEING IN THAT ASHTRAY." "GOOD."

"IMAGINE THAT ASHTRAY CONTAINING THAT THOUGHT IN ITS SUBSTANCE." "GOOD."

"NOW GET THE ASHTRAY THINKING THAT IT IS AN ASH-TRAY." "GOOD."

"GET THE ASHTRAY INTENDING TO GO ON BEING AN ASHTRAY." "GOOD."

"GET THE ASHTRAY INTENDING TO REMAIN WHERE IT IS." "GOOD."

"HAVE THE ASHTRAY END THAT CYCLE." "GOOD."

"PUT IN THE ASHTRAY THE INTENTION TO REMAIN WHERE IT IS." "GOOD."

This also helps the student get a reality on placing an intention in something apart from himself. Stress that an intention has nothing to do with words and has nothing to do with the voice, nor is it dependent upon thinking certain words. An intention must be clear and have no counter-intention in it. This training drill usually takes the most time of any drill in TRs 6–9, and time on it is well spent. Objects to be used are ashtrays, preferably heavy, colored glass ashtrays.

The student now does TR 8 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 8.

Student signature: _____

Date: _____

My twin has successfully completed TR 8.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 8.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

TR 9

COMMANDS: Same as TR 6, Part 2:

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

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

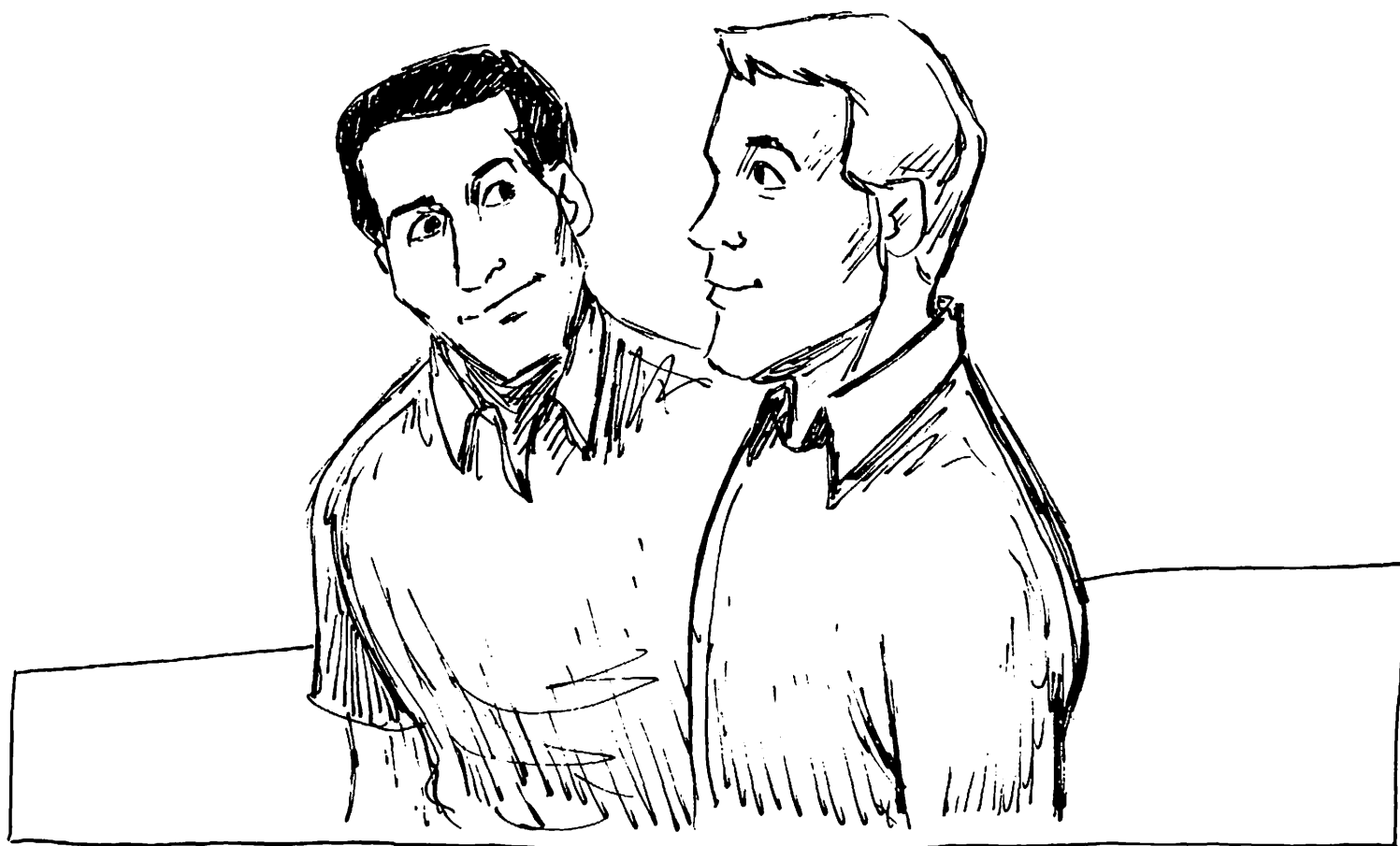
"TOUCH THAT WALL." "THANK YOU."

"TURN AROUND." "THANK YOU."

The student points to show which wall each time.

Student runs fine, clear-cut intention and verbal orders on coach. Coach tries to break down intention of student. Coach commands that are valid are "Start" to begin, "Flunk" to call attention to student error and that they must return to beginning of cycle, and "That's it" to take a break or to end the training session. No other statement by coach is valid on student and is only an effort to make student come off intention without reservation or in general be stopped.

POSITION: Student and coach ambulant. Student in manual contact with coach as needed.

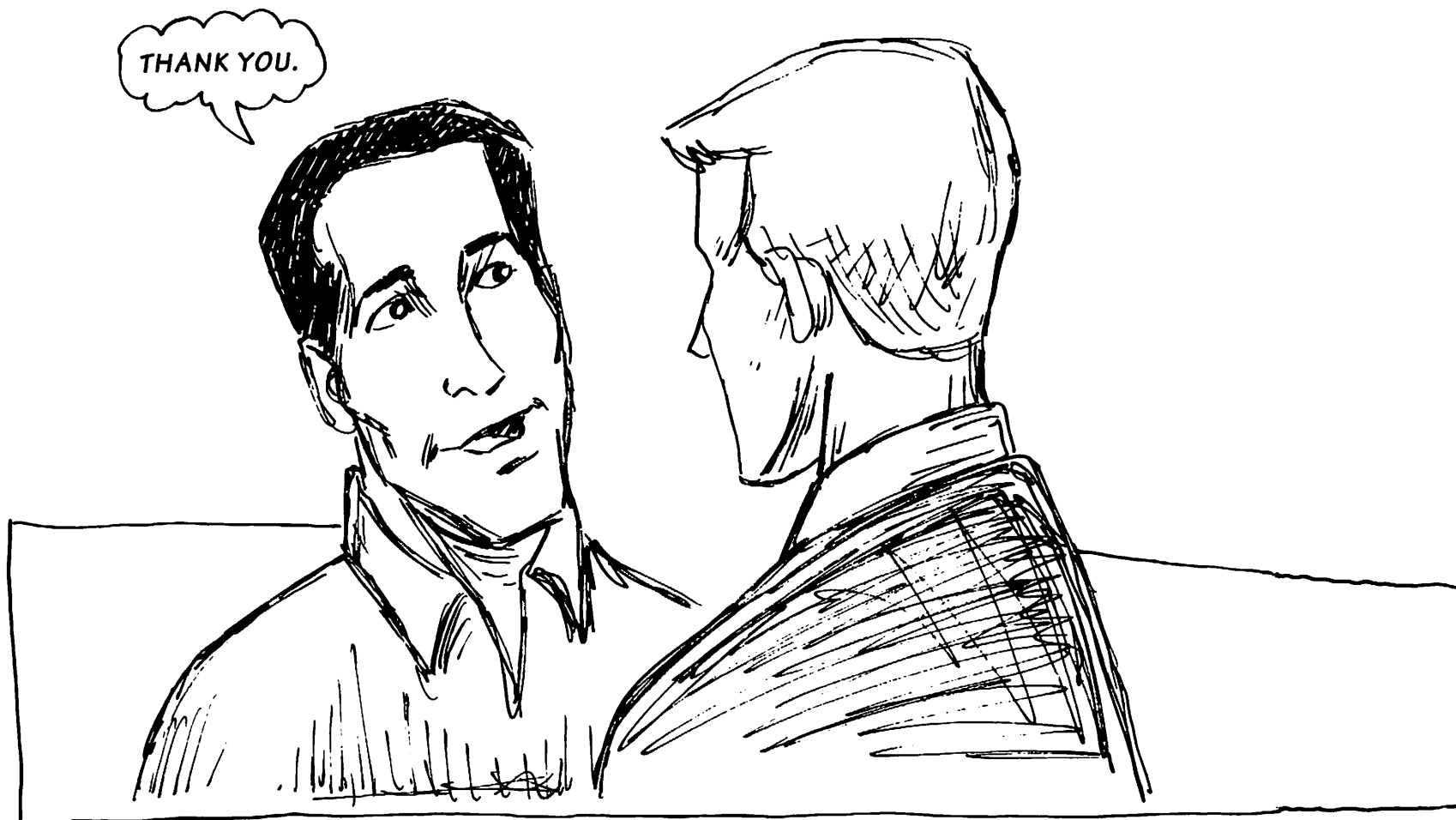


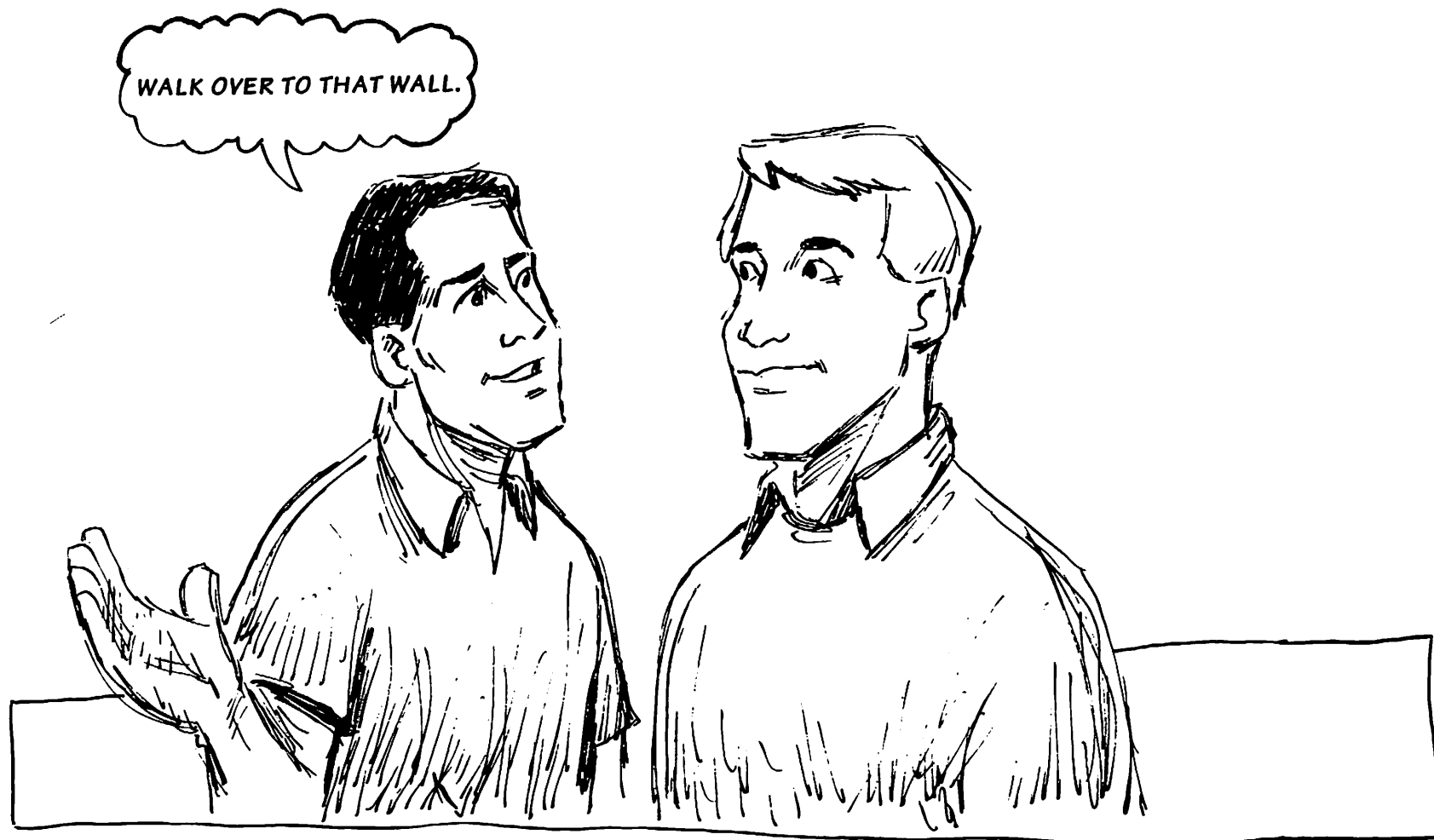
PURPOSE: To make student able to maintain intention without reservation under any stress or duress.

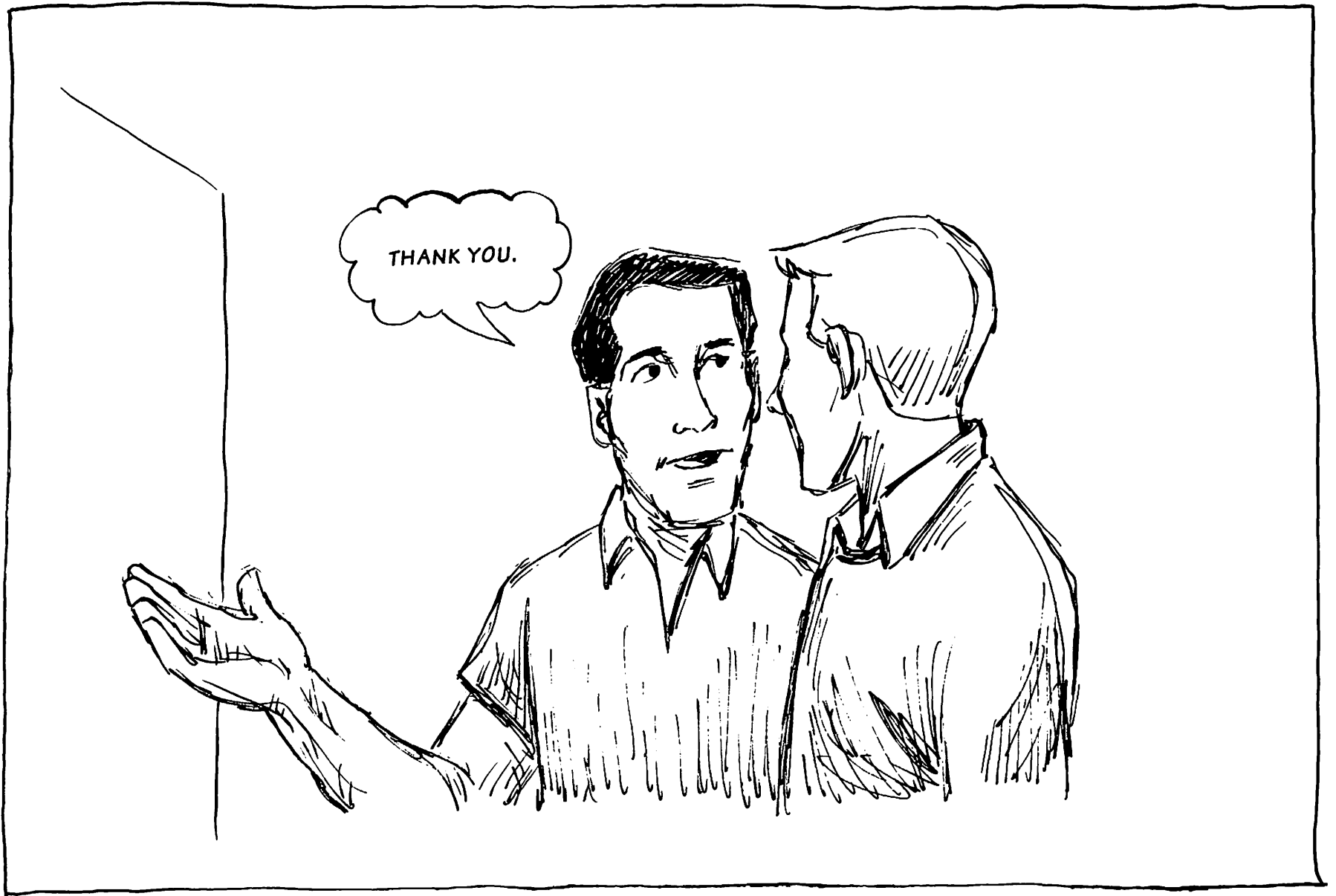
TRAINING STRESS: The exact amount of physical effort must be used by student plus a compelling, unspoken intention. No jerky struggles are allowed, since each jerk is a stop. Student must learn to smoothly increase effort quickly to amount needed to make coach execute. Stress is on exact intention, exact strength needed, exact force necessary.

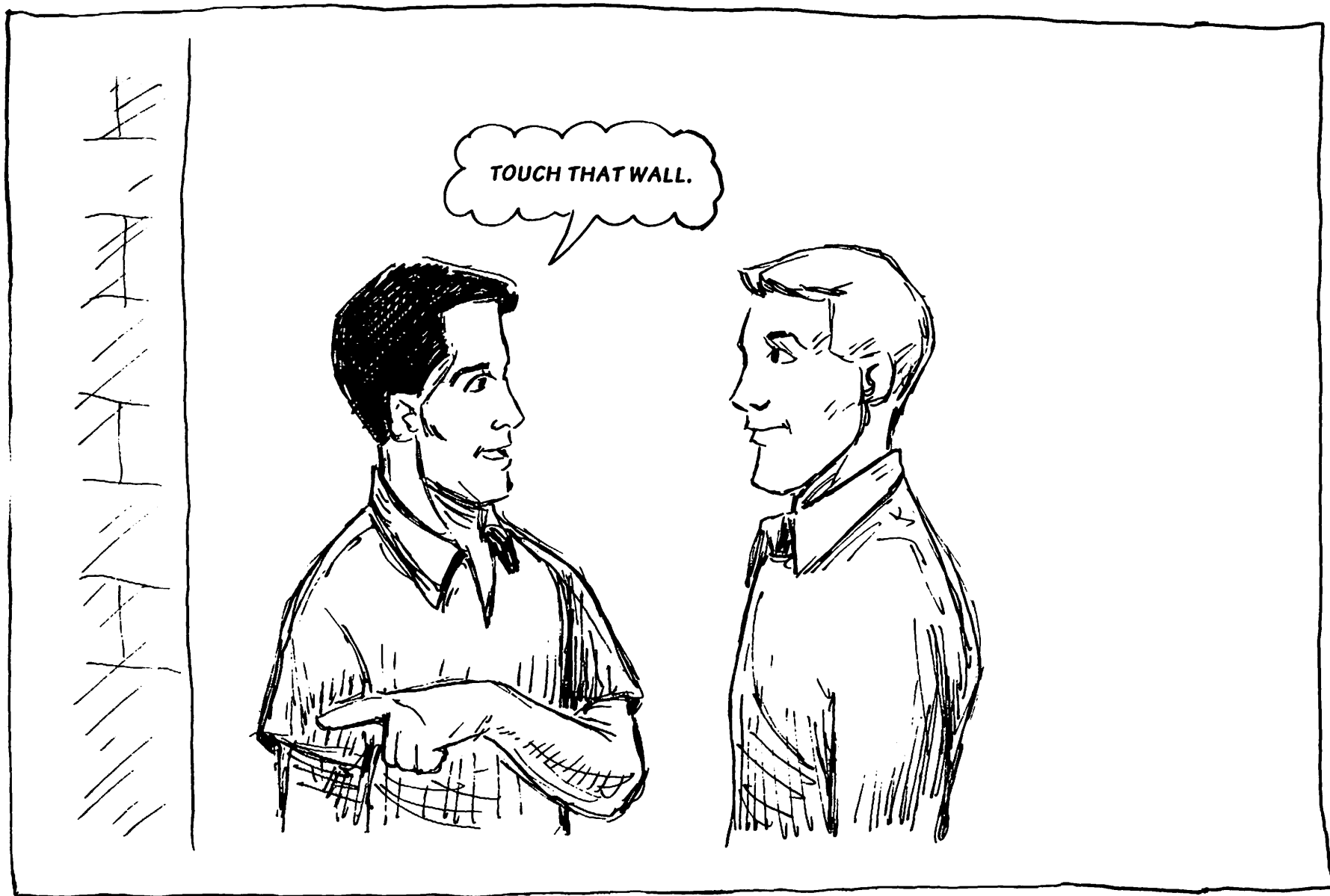
LOOK AT THAT WALL.

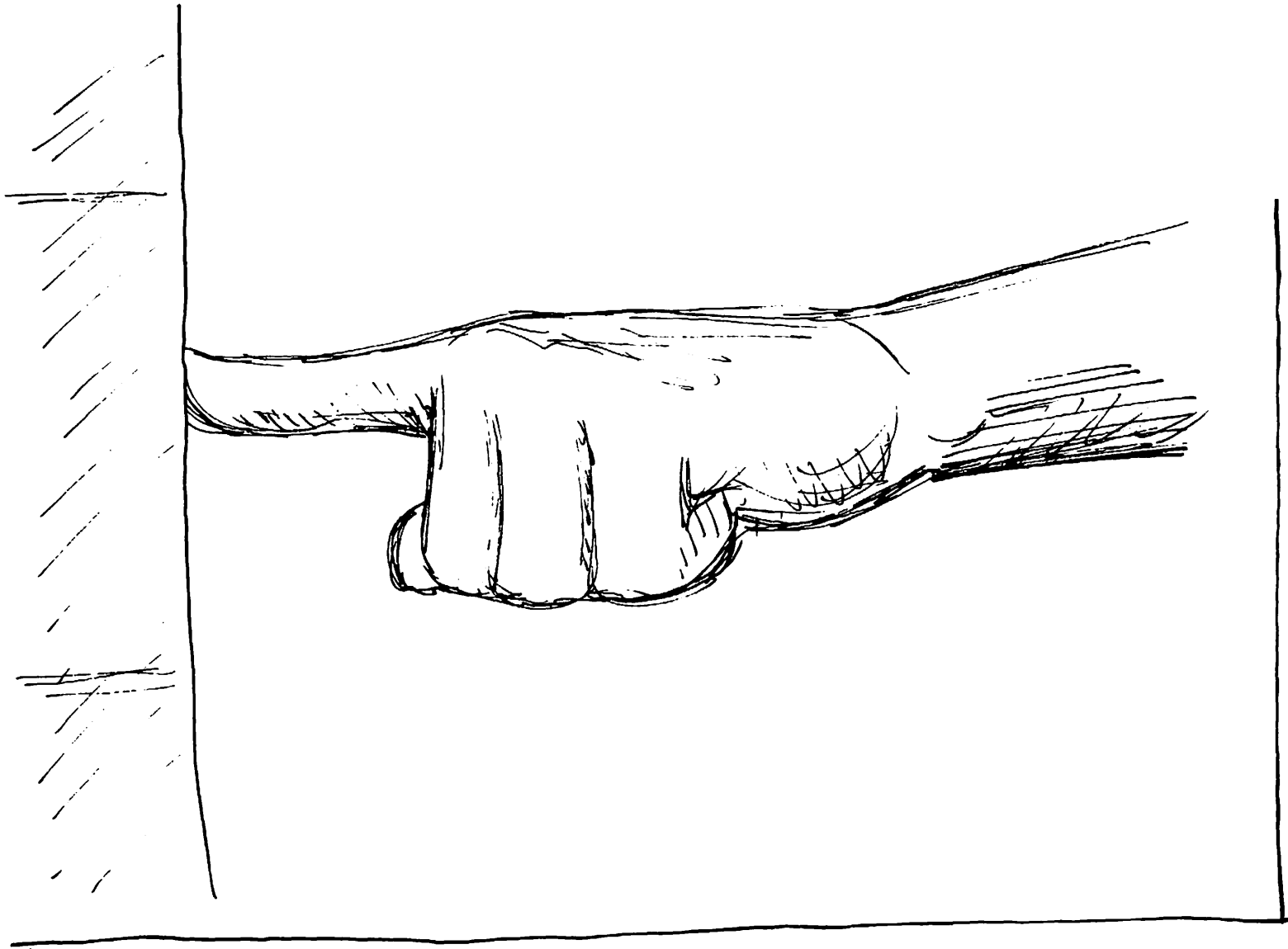








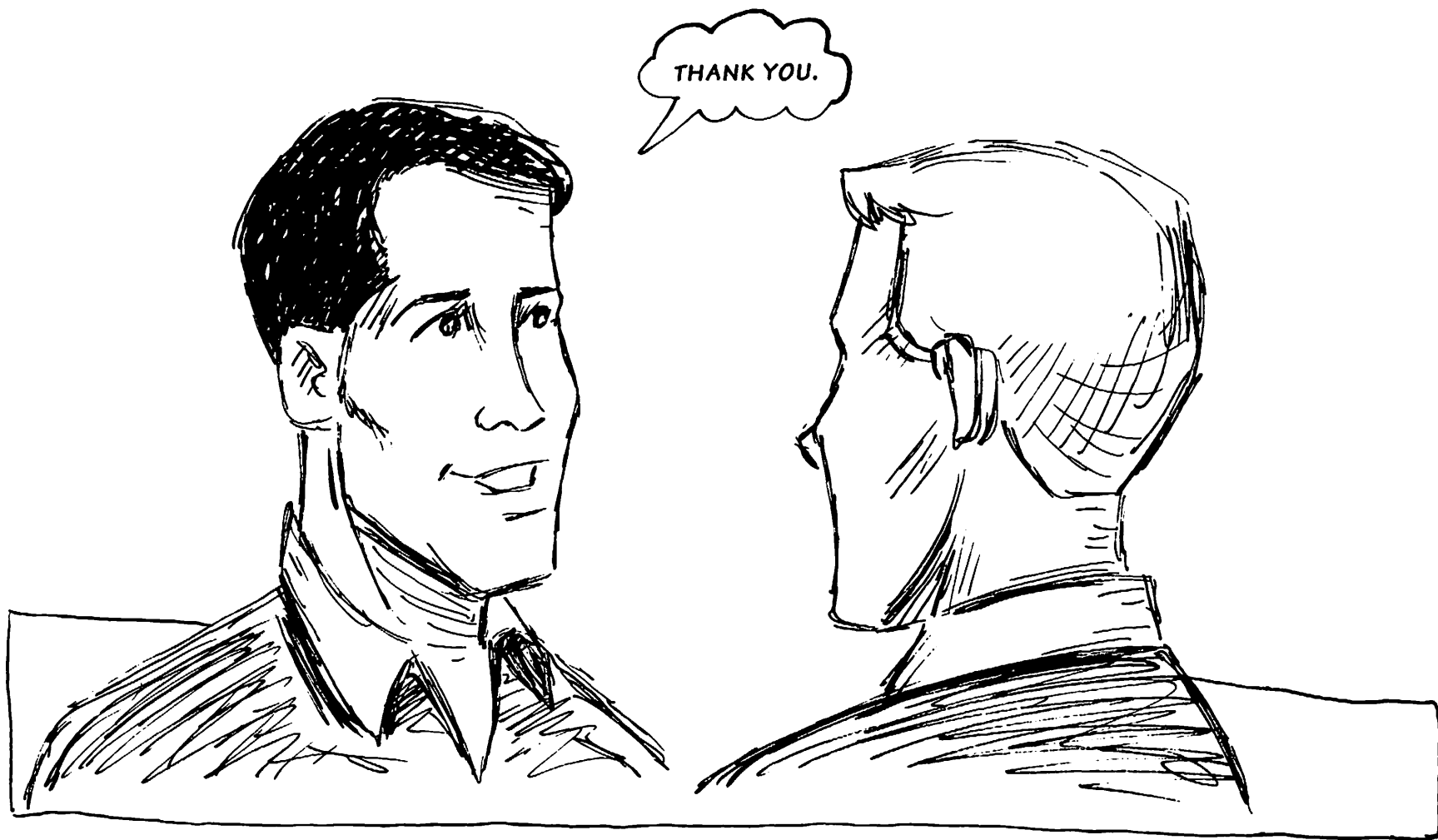






TURN AROUND.

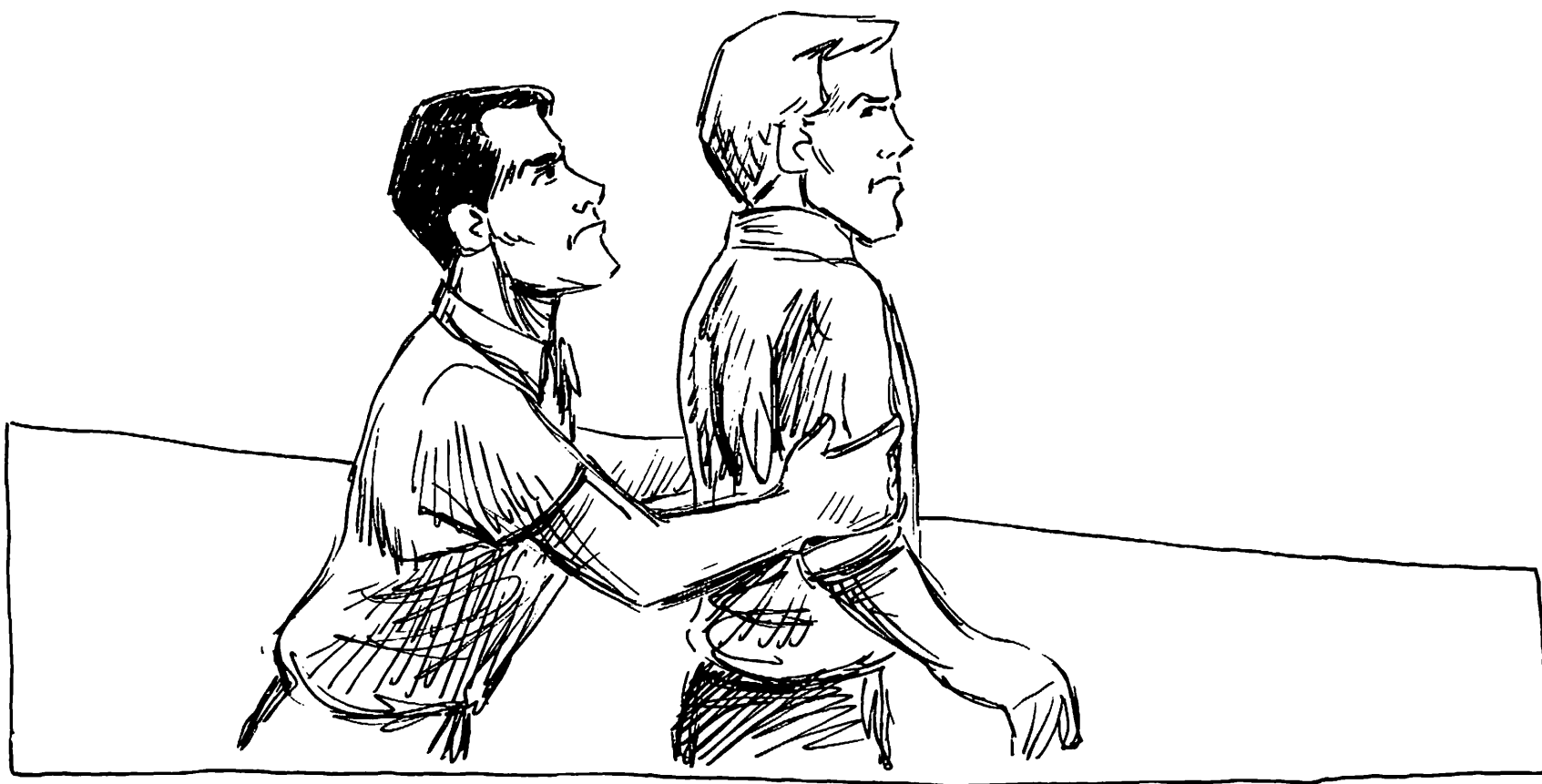




Even a slight smile can be a flunk.



Too much force can be a flunk.



Too little force definitely is a flunk.

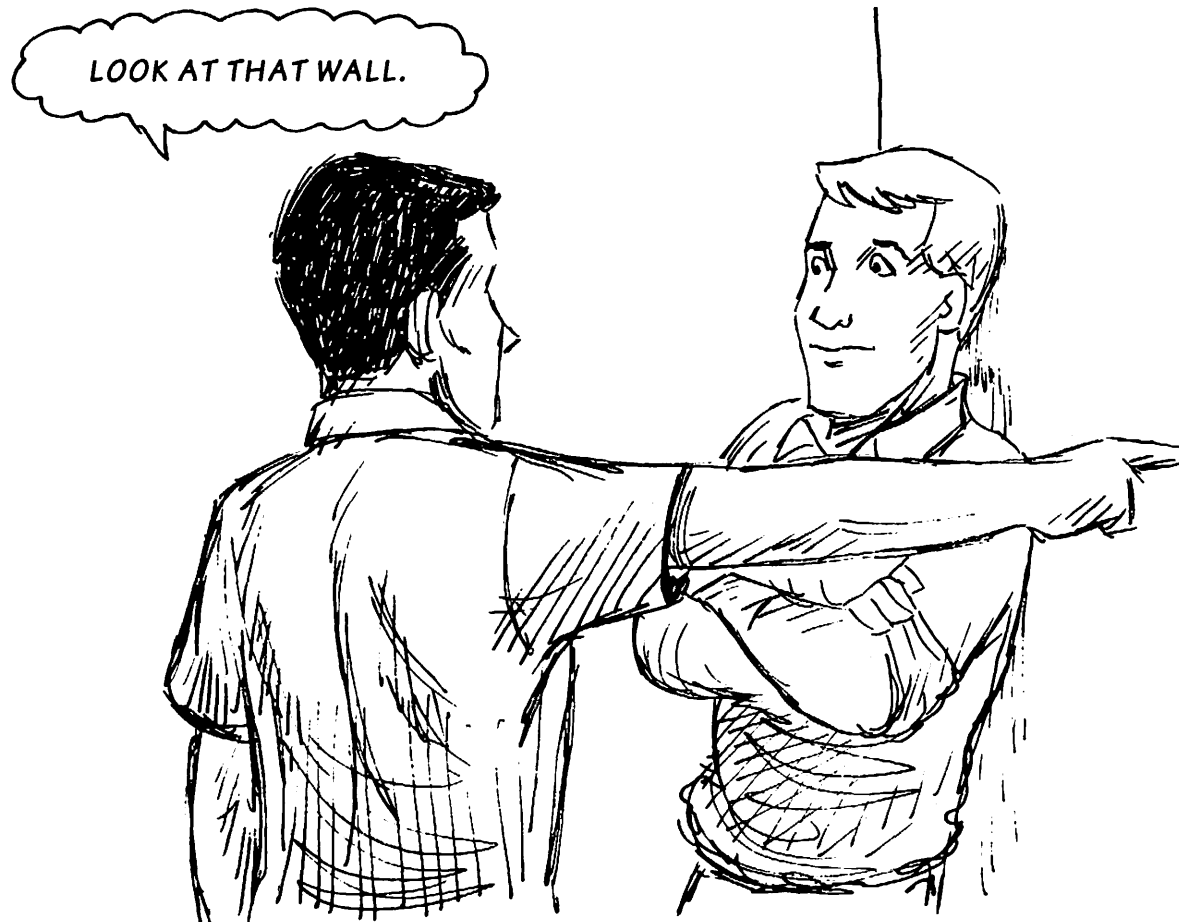


Anything not intention without reservation is a flunk. Here the coach should check very carefully on student's ability to place an intention in the coach.



This can be checked by the coach since the coach will find himself doing the command almost whether or not he wants to if the student is really getting the intention across.

After the coach is satisfied with the student's ability to get the intention across, the coach should then do all he can to break the student off of intention without reservation, mainly on the basis of surprise and change of pace. Thus, the student will be brought to have a greater tolerance of surprise and a quick recovery from surprise.



The student now does TR 9 with his twin.

Narconon Communication and Perception Course

I have successfully completed TR 9.

Student signature: _____

Date: _____

My twin has successfully completed TR 9.

Twin's signature: _____

Date: _____

Narconon Communication and Perception

Course Success

You may use this space to write down any wins or gains you had while doing TR 9.

Name: _____

Date: _____

Ok to Publish: _____

(Continue on next page.)

Tear out these pages and place them on the Supervisor's desk.

Narconon Communication and Perception Course

TRs 6–9 Attest Sheet

I attest that I have done each of the following TRs, fully accomplishing the purpose of each, and have received a pass by my Supervisor.

a. TR 6

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

b. TR 7

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

(Continue on next page.)

c. TR 8

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

d. TR 9

Student signature: _____

Date: _____

Supervisor signature: _____

Date: _____

Tear out these pages and place them on the Supervisor's desk.