A "TR" ON ARC BREAKS

This is from the 21st American ACC. It is a training drill for smoothing an auditor's handling of ARC breaks real or imagined (real to the preclear only).

This is the first drill on ARC breaks. It is also the first method ever given for handling ARC breaks on both the overt and the motivator. The overt side: what the preclear has, or thinks or feels he has, done wrong or done to the auditor. The motivator side: what the auditor has done wrong to the preclear, or what the preclear feels or thinks the auditor has done wrong.

ARC breaks produce the rising (above 3) needle on the E-Meter.

ARC breaks produce out-of-sessionness.

ARC breaks prevent smooth auditing no matter how smooth it comes out at the auditor's end. The preclear sees it rough.

ARC breaks (real or just real to the preclear) produce self-auditing, which is the principal form of out-of-sessionness.

ARC breaks, even if "just imagined", make it look as though the Auditor's Code has been thrown out the galley hatchway. Trust goes to bottom with a thud.

And an ARC break un-handled is an Auditor's Code break: see No. 16.

You are urged to get together with another auditor and give this one a thorough going-over. It pays off. Think how fine it would be to feel utterly capable on the subject of handling the preclear's modus operandi!

THE DRILL

NAME: ARC Break TR.

POSITION: Student (auditor role) and coach (preclear role) sit facing each other a comfortable distance apart.

COMMANDS: The coach makes up his mind that there has been a specific ARC break. He does not tell the student. He then says "Start". Then the student says, "Have I done something wrong?" and the coach answers this appropriately. The student says "What was it?" and the coach answers. Then the student says "When was it?" and gets it described by the coach and then says "How is it now?"

He gets that more or less stamped out, then he takes it on the other side of the picture and says, "Have you done something wrong in this session?" The coach answers that appropriately, then the student asks "What was it?" "When was it?" and "How is it now?"

When all have been handled satisfactorily, the COACH ends that cycle of action and starts a new one.
PURPOSE: To train the student to handle ARC breaks in a session and to get them handled quickly and effectively on both the overt (preclear did it) and motivator (auditor did it) sides, since there is always an overt connected with an auditing ARC break, of one kind or another.

TRAINING STRESS: The training stress is on the reality and actuality of ARC breaks and the necessity of handling them. It should be pointed out that it is the ARC break that causes the rising needle phenomenon on an E-Meter, and it must be further pointed out that, although the drill is not done with an E-Meter, the auditor will in actual auditing be using an E-Meter. In actual auditing, he flattens it until the E-Meter shows no charge on the subject. In running this drill, he is simply going to flatten it by the seat of his pants and the satisfaction of the coach.

This is a TWO-WAY COMM Formal Auditing NON-DUPLICATIVE process and it is only used to patch up an ARC break when one occurs. It is not a repetitive command process which is supposed to do something terrific for the preclear. It doesn’t. It is just supposed to keep the session on the road and is not in itself therapeutic.

The student NEVER EXPLAINS to the coach about the ARC break. In other words, we must keep the Auditor’s Code while running an ARC break out, probably more strictly than we should ordinarily keep the code. No evaluating questions. No invalidating questions. No explanations.

It should be understood that an ARC break is the only thing that will depress a profile. Nothing will depress a profile except an ARC break. Handling all ARC breaks is the one thing which keeps the profile from being depressed, so this is a pretty important TR and it really must be smooth and free. It is the one thing that can submerge an engram or foul the session.

(It should be understood that in actual auditing, if the preclear gives the auditor the “What” of the break as soon as the auditor asks if there is one, the question “What is it?” is dropped.)

COACHING NOTE: The COACH ends the cycle of action, when the student has handled the action satisfactorily on both sides (motivator and overt) by saying “That’s it”. He says “Start”, as above, to begin each cycle; then, when the student has satisfied him, he says “That’s it”.

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