R6-EW: summary

Routine 6: End-Words   * IMPORTANT: Do not start this process when pregnant.*

This is a solo auditing procedure which should only be started if you have completed Grades 0 to IV, a drug rundown, and Grades V (Power) and VA (Power Plus). Additionally you must have had suitable auditor training or solo auditor training. It is highly preferable that you have had more than 50 hours experience of metered auditing on others. This auditing experience will help to ensure that you have the mental discipline needed to handle you own case.

If you become pregnant whilst still auditing on R6EW, you should complete R6EW as soon as possible. However, do not continue auditing on R6EW after the fifth month of pregnancy.

Routine 6 processes deal directly with the GPMs – Goals Problem Masses. There is a Goal, which could also be called an *intention* or a *purpose*. This goal is directly opposed by another goal, creating an unresolving conflict, and a resulting mass.

Each goal in a GPM has the form of a *transitive verb* in the infinitive, directly followed by an *abstract noun*. A *verb* tells you what a person or thing is doing or being.

Examples of verbs in the infinitive:

>   To destroy
>   To smell
>   To desire
>   To create

A *transitive* verb has an object (a "something"; a noun) to act on.

Example: He *smells* the cat. (smells is *transitive*, the object being the cat.)

There are four types of nouns …

1) A **proper** noun, which refers to a specific person or thing. By convention, the first letter of a proper noun is written as a capital. Examples: John, London, Monday.
2) A **common** noun, which refers to a kind of person or thing, but not a specific one. Examples: boy, car, city.
3) A **collective** noun, which refers to a group or collection of people or things. Examples: army, team, swarm.
4) An **abstract** noun, which refers to non-material things. They cannot be seen, heard, smelt, felt or tasted; they don't have mass. Examples: honesty, freedom, boredom.

The abstract nouns we are looking are often derived from adjectives …

>   *Fat* is an adjective, whereas *fatness* is an abstract noun.
>   *Ugly* is an adjective, whereas *ugliness* is an abstract noun.
>   *Gentle* is an adjective, whereas *gentleness* is an abstract noun.

Typically the abstract noun ending we are looking for is …

> **–NESS** (added to adjectives to form abstract nouns)

Or, less frequently …

> **–INGNESS**   **–FULLNESS**   **–IOUSNESS**
>
> **–LESSNESS**   **–LINESS**

If the possible End-Word does not have any of these endings, but reads well, then take it. Don't be too fussy, but also don't accept a phrase. It must be a single abstract noun. Don't worry about the exact spelling. Don't look the words up in a dictionary just to make sure!

A GPM is an structured group of goals which all have the theme of the abstract noun in common. This abstract noun is called an ***End-Word*** because it is the last word of the goals.

In R6EW ***only*** End-Words are looked for. It is extremely unwise to mentally grope around, wondering what the complete goal phrases are that go with the End-Word found. It is also unwise to think about End-Words between sessions, since there is no meter, no worksheets and no session. This is an additional reason why mental discipline is required in the solo-auditor. One has to only look for End-Words during session, and not engage in other activities during or after session.

Finding End-Words

In running R6EW the point is not to find just any End-Words. If that were the case, one could simply be given a list of them. What is needed is to locate the *specific* End-Words that are currently active on your case. These keyed-in End-Words are pulling and holding their respective GPMs out of line. Hence R6EW is a ***de***-stimulation process, keying-out whole GPMs. This activity is more powerful than the earlier Grade processes, which merely key out locks.

One of the commands for R6EW is **"What am I dramatizing?"**

Aberrated behavior is entirely dramatization. To dramatize something means to be the effect of the bank. This will be an undesirable existing condition, behavior, emotion, feeling, trouble, sensation, inability or lack of emotion, feeling or sensation. Dramatization is the aberrated repetition of something that happened in the past.

The initial question, "What am I dramatizing?" (or any of the flow questions) is **not** checked for a read. The first answer to this question is taken up, **regardless of whether or not it reads**. Do not make an additional check of the answer for a read, although if it reads on origination then note this on the worksheet.

Now find an End-Word which is responsible for, or related to, that condition or behavior. This is **not** done by Listing and Nulling. Get a concept or theme for the relevant word and write down a possible End-Word. Ideally a correct End-Word should read at least 2 inches. This instant read could occur when first thinking it, when writing it down, or when repeating it silently to yourself. If you are happy with the possible End-Word but it has not yet read, the buttons *suppressed*, *challenged* and *invalidated* must be used.

> **Have I suppressed [*possible End-Word*] ?**
>
> **Have I challenged [*possible End-Word*] ?**

Have I invalidated [*possible End-Word*] ?

In other words, if the possible End-Word being tested is ***blueness***,
the suppressed question is …   ***"Have I suppressed blueness?"***

If any of these questions read then the word is considered to have read. The read transferred from the End-Word to the button.

If the possible End-Word doesn't seem quite right, or doesn't read on the buttons, then try a few words relating to the same concept. Maybe it is ***bluishness***, ***bluefullness***, ***enblueingness***. You should be able to get one variant to read having tried not more than 4 to 6 items on this same concept. If you switch to a new concept, such as ***redness***, you are likely to bypass the original End-Word and then nothing will read.

If a word reads as a tick then immediately use the buttons, given above, on it. If nothing reads, even after buttons have been used, say the possible end-word out aloud, and recheck the buttons aloud. Take the first instant read (SF or bigger).

Having found a reading End-Word, it's opposite must then be found and made to read. The opposite word is often formed using the prefixes **UN–**, **IN–** or **IM–**; whichever sounds correct. Thus if the reading End-Word chosen is *blueness*, the opposite could be *unblueness* or *imblueness*. If the prefix method fails to give a reading End-Word, or doesn't seem quite right, try the suffix **–LESS** if it makes sense. Thus the opposite to *blueness* might be *bluenessless*. Sometimes **–NESSLESS** is not as suitable as **–LESSNESS**, such as *bluelessness*. Sometimes the opposite of a **–LESSNESS** can be a **–FULLNESS**, or vice versa. If the prefixes and suffixes don't deliver a reading opposite End-Word, even after the buttons have been used, find an *opposite* End-Word instead. In the case of *boyishness* the opposite might be something like *girlishness*.

Having completed a pair of End-Words, a new pair is looked for until either the initial undesirable condition is obviously blown, complete with F/N and VGIs, or there is an F/N with VGIs when asking for End-Words relating to that condition. Only then does one go back to the original question "What am I dramatizing?"

Don't be too bothered about the "accuracy" or "quality" of the End-Words found. Just get lots. Go fast! There could be *many* End-Word pairs (30+) relating to each dramatized condition. Remember that these End-Words were not originally in English. Therefore you are only getting an approximation to the original concept. The English wording may end up being clumsy and quite difficult to pronounce! If you get close enough, the word will read and you can move on.

It may happen that you hit an automaticity of reading End-Words coming up. In this case, write them down, complete with their reads, and then get their opposites when the automaticity has cooled off.

Having studied the R6EW bulletins and this summary, you should not start the session with ruds. And subsequent sessions should not be started with ruds either. Just find the next End-Word. Likewise don't worry too much about a high TA (above 3.0 on two cans) at the start of session. ***All difficulties during R6EW are attributed to End-Words***. Just find more, and if you bog badly, pull out List 6EW.

It is expected that there will be *hundreds* of End-Words to be found. Just keep at it and do not give life too much chance to intervene. Don't quickie R6EW by getting a few End-Words per flow, getting an F/N and then leaving the whole process.

Do not end a session with only one of the pair of End-Words found.

If the needle floats widely on a big win, having completed a pair of End-Words, indicate the F/N and end the session. Have your win.
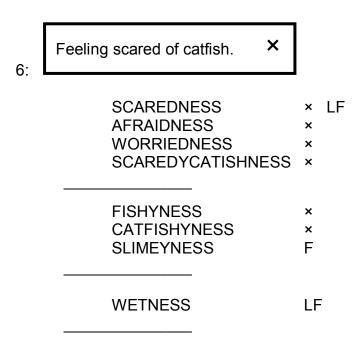
Worksheets

A blank list for dramatized conditions has been provided for each of the R6EW flow commands. Print more of the relevant page(s) as necessary.

When you get an answer to the "*What are you dramatizing?*" (or similar) question, write the dramatized condition on the worksheet, then copy that condition onto the dramatized condition list as well. Draw a box around the dramatized condition on the worksheet to help you spot it.

The worksheet will consist of possible End-Words, marked null or with a read. Use CAPITAL letters for total duplication. As soon as you get a read, that is it on that block of possible End-Words. Draw a line on the worksheet after the last word on the worksheet at that time then transfer the actual End-Word to the End-Word summary list. The opposing End-Word need not be written on the worksheet. There are so few choices that you should get it very quickly and you can write it straight onto the End-Word summary list.

Example:

6:   ┌─────────────────────────────────┐
     │ Feeling scared of catfish.   ✕ │
     └─────────────────────────────────┘

SCAREDNESS	✕	LF
AFRAIDNESS	✕	
WORRIEDNESS	✕	
SCAREDYCATISHNESS	✕	

───────────────

FISHYNESS	✕
CATFISHYNESS	✕
SLIMEYNESS	F

───────────────

WETNESS	LF

───────────────

Note that in the above example we have three reading End-Words related to the dramatized condition. There could be a **lot** more, and several could relate to the same sort of concept.

Each block of possible End-Words typically refers to a concept relating to the dramatized condition. Each time a reading End-Word is found, transfer it to the End-Word summary list, finish with all words found to that point, and start afresh. The reason to keep each block small is that there could be more than one End-Word in a longer block.

If there are several words in a block, it is always ok to recheck those that didn't at first read. You can very quickly recheck them with buttons to make sure. Typically when you have run R6EW for many sessions, a higher proportion of words written down can be made to read, although they may need to be checked with buttons several times.

It is important to realize that passing an earlier End-Word can stop the meter reading. Hence back-track over earlier unreading words several times if necessary to get something to read. If you get really stuck, pull out the L6EW and handle the blockage.

If, on the first couple of tries, no words have read, even when the buttons have been checked, you can also vary the button questions. Continuing the previous example where the possible End-Word was *blueness*, you could check …

> **On [*blueness*] has anything been suppressed?**
>
> **On [*blueness*] has anything been challenged?**
>
> **On [*blueness*] has anything been invalidated?**

Don't use a Thesaurus to locate similar words. It will slow you down and possibly give you misunderstoods as well.

The # column in the tables that follow is to number the dramatizations. The End-Word(s) can then be associated with the dramatized condition for future reference. In the example above, the dramatization is numbered "6". (**#** is a symbol sometimes used to mean "number".) It is convenient to thicken the bottom line of the last filled box in the # column at the end of each session, thereby showing how many End-Words were found in that session.

Rudiments and C/Sing

Never use the standard three rudiments (ARCX? PTP? MWH?) once started on R6EW. It is not necessary to get an F/N at the start of session before getting onto R6EW. It is not necessary to get an F/N at the end of session. R6EW is a powerful process and these rudiment questions just have no part in an R6EW session.

If you feel out-ruds at the start of session, check the following question …

> **"*Recently, has an End-Word been restimulated?*"**

If it reads, find a reading End-Word related to how you feel and gets its opposite. Do not take it E/S to F/N. Regardless of any F/N that may or may not now be present, if you are ready to carry on where you left off from the previous session then do so. Otherwise check for another End-Word related to how you currently feel.

There is no need to get C/S approval to check the "*End-Word been restimulated*" question above. Likewise there is no need for C/S approval to pull out an L6EW correction list if you bog in session.

R6-EW: summary

1) Give the command from the list below (*do not check it for a read..*)

2) Take the first dramatized condition or behavior that comes up, regardless of how it is worded, and regardless of whether or not it reads. Write this dramatized condition or behavior down on the blank list provided and number it.

3) Find a *reading* End-Word that explains or relates to that dramatized condition and write it down on the blank End-Word summary list provided. Fill in the dramatization reference number in the column provided.

4) Find the opposite reading End-Word to form the pair and write it down on the same row as the End-Word found in step 3 above.

5) Return to step 3 until the dramatized condition is obviously blown, complete with F/N and VGIs, or until there is an F/N with VGIs on looking for End-Words related to that condition.

6) Return to step 1 until it is difficult to find any more dramatized conditions from that command.

7) Select the next command from the list below and return to step 1.

8) When all the questions below have been asked, and all dramatizations have been handled, end-off. [One could also do another run through all five questions to spot any more dramatizations if nothing much occurred on the first run through.]

9) [*Optional*] Wait for a one week stabilization period and then check over the list of dramatized conditions to see if they are still handled. If not, get more End-Words for those dramatized conditions which were not handled.

Command List:

Q: WHAT AM I DRAMATIZING?

F1:   WHAT HAS ANOTHER CAUSED ME TO DRAMATIZE?

F2:   WHAT HAVE I CAUSED ANOTHER TO DRAMATIZE?

F3:   WHAT ARE OTHERS DRAMATIZING TO OTHERS?

F0:   WHAT HAVE I CAUSED MYSELF TO DRAMATIZE?

NOTE:

Do not end the session, even on a big win, wide F/N, if the opposite End-Word has not been found and written down. Just write the opposite End-Word down on the blank End-Word summary sheet and the F/N should continue or increase.

It is not necessary to flog this process to death by running all flows past a major win. If the pc has a *life-changing* win, even on the first command, it is acceptable (under C/S directions) to call the process complete to step 8 above.

Q: WHAT AM I DRAMATIZING?

Handle each item in the *existing condition* column, as soon as it appears, by finding related End-Words. There is no need to check the above question or the *existing condition* for a read.

#	DATE started	DATE completed	Existing condition / behavior / emotion / feeling / sensation inability / lack of emotion/ lack of feeling / lack of sensation

F1: WHAT HAS ANOTHER CAUSED ME TO DRAMATIZE?

Handle each item in the *existing condition* column, as soon as it appears, by finding related End-Words. There is no need to check the above question or the *existing condition* for a read.

#	DATE started	DATE completed	Existing condition / behavior / emotion / feeling / sensation inability / lack of emotion/ lack of feeling / lack of sensation

F1: WHAT HAS ANOTHER CAUSED ME TO DRAMATIZE?

F2: WHAT HAVE I CAUSED ANOTHER TO DRAMATIZE?

Handle each item in the *existing condition* column, as soon as it appears, by finding related End-Words. There is no need to check the above question or the *existing condition* for a read.

#	DATE started	DATE completed	Existing condition / behavior / emotion / feeling / sensation inability / lack of emotion/ lack of feeling / lack of sensation

F3: WHAT ARE OTHERS DRAMATIZING TO OTHERS?

Handle each item in the *existing condition* column, as soon as it appears, by finding related End-Words. There is no need to check the above question or the *existing condition* for a read.

#	DATE started	DATE completed	Existing condition / behavior / emotion / feeling / sensation inability / lack of emotion/ lack of feeling / lack of sensation

F0: WHAT HAVE I CAUSED MYSELF TO DRAMATIZE?

Handle each item in the *existing condition* column, as soon as it appears, by finding related End-Words. There is no need to check the above question or the *existing condition* for a read.

#	DATE started	DATE completed	Existing condition / behavior / emotion / feeling / sensation inability / lack of emotion/ lack of feeling / lack of sensation

F0: WHAT HAVE I CAUSED MYSELF TO DRAMATIZE?

END-WORD SUMMARY

← **flow**

#	DATE	END-WORD	READ	OPPOSING END-WORD	READ