TBMC

TBMC (Trauma Based Mind Control/Torture Based Mind Control) consists of the intentional creation of parts/alters hidden from one another. These parts will perceive themselves, as an individual person with their own history, personality and worldview. The child, in a dissociated or modified mind state, has been systematically and deliberately taught lessons, attitudes, beliefs, behaviours and responses to specific cues ('triggers') so as to respond on command in ways that benefit the person/groups completing the programming.

Torture involving states of extreme pain and terror, to the point of near-death, is required to install programming. The trauma is systematic and designed to bond the child to the handler. The rules of programming are concerned with inducing controlled behaviour, using methods to get the individual to emit responses with a minimum of errors.

Programming must begin before the age of six to be successful. Ideally programming would begin before birth. TBMC is interwoven with spiritual, emotional, physical and sexual abuse. All the programming of individuals is anchored in trauma. Whatever fundamental trauma is decided upon, all the rest of the programming will be built upon that anchor in the individual's mind. The first extreme trauma will be filmed, watched by the individual, coded and used as an anchor. The filmed trauma will be programming specific. For example rape for Beta programming, animal torture for Epsilon.

The child must be completely dependent on the adults around them. After the age of six children start to become more independent.

Adjustments to the original programming can be done after the development of DID within the child.

Alters maybe attached to, or be trapped within areas such as gardens, castles, caves, rooms, or the method of torture used on them. These would depend on the script used for programming and the decisions of the handler and programmer who are completing the programming.

These places hold the programmed commands, codes, and information. The directives and structures installed during programming, as well as the memories of torture will remain stable and fixed for alters within the system.

Programming reinforces the lessons individuals are taught, namely, that he/she cannot escape from the perpetrating group. The programming is completed in very complex ways so as to maximise the use of amnestic barriers between personalities, thereby preventing any one personality from having all of the information about how they are being controlled. The three main purposes of mind control are Censorship, Memory management, and Direct Behavioral Control.

By compartmentalising knowledge throughout the system (the mind), the programmer or programming group has power over the individual.

Within a complete system, there are usually many levels and combinations of programs. TBMC are conditioned stimulus-response sequences. The programs can be triggered by auditory, visual, tactile, olfactory and/or gustatory (taste) modalities. The trigger is meant to cause the individual to respond to the desire of the handler/programmer. Programs are layered throughout the system and destructive backup programs are placed in the systems.

The individual may not have knowledge of their internal programmer because as programming commences, erasure codes, block codes, stop codes, and switching commands have been put in to prohibit disclosure of deeply buried information.

Should something go wrong the individuals are programmed to do things such as stop eating, have an accident, ingest poison, not sleep, not take medicine, break their own bones, etc.

Symbols for the programming script will also be used to hold programming.

The longer the torture continues, the more bonded to the programmer the child will feel and the more removed they become from other potential connections. The longer the torture continues with no intervention, the more certain children become that they are not worth saving.

It is important for the programmer/handler to develop procedures that maintain the programming. If the programme and subsequent attitudes and behaviour are fixed it may only be necessary to reinforce with minor reminders and suggestions. Programming is updated periodically and reinforced through visual, auditory and written mediums.

However, if a child, mental health professional, or another individual attempts to react against the programming, the maintenance aspect may have to take on a stronger and more direct form.

The use of repetition is basic to all programming. Repeating the same themes over and over again creates a mind-set conducive to the goals and objectives of the programmer

There will be a structure "map" which takes the system down through its progressive levels down to its fundamental or primal level. There will also be internal world maps, maze maps, these are programming maps.

Two-way amnesia, where neither alter knows about the other's existence. This is what the programmers want for most alters.

One-way amnesia, where alter A knows alter B, but B doesn't know A. This can be accomplished by setting in one-way mirrors.

Co-conscious, more than one part is aware of what is occurring. Switching without amnesia between parts to allow parts of life to be cohesive.

Programming triggers, cues, and access codes allow the programmer/handler to gain access to the parts and areas of the system. This allows the programmer to install or change codes, and to retrieve information.

One of the central functions of TBMC is to cause the individual to physically and psychologically re-experience the torture used to install the programming should they act in violation of the programmed commands. The re-experience of the original torture often includes somatic responses of the original injuries. The re-experiencing of the trauma will cease once the alter(s) begins to follow programming.

Attempting to remove or disable programming can trigger programmed responses that vary in their degree of intensity. These programs will have negative physical health and mental health consequences.

Programming falls into four categories:
1. **Successful Programming-** The individual has a complete system with a script, map, triggers, and programs. All programs are in place, as well as scripts, and anchored.
2. **Incomplete Programming-** The individual's programming was interrupted. For example: extended illness, absence of a programmer, an incident that led to a space of time where programming could not take place. The individual can still be programmed. This gap must occur between the ages of 0-8.5 years of age.
Some indicators of incomplete programming are; Alters did not develop to their full capabilities due to the absence of a programmer/handler or illness of the child. Parts of the system aren't built to full script, therefore some symbols may be absent.
3. **Unsuccessful Programming-** The individual has an almost complete system but there are flaws. the individual would have a script, map, a majority of programs, and triggers. The system would be able to function but there would be 'gaps' in the programming. This could be a result of incomplete programming.
Some of the indicators of unsuccessful programming are; system parts being able to travel to different levels unimpeded, different colour sections blending, one program not linking to another program ending a chain response that was supposed to continue, programming breaking down earlier than the typical age (30), triggers for programming are absent leading to instability within the system, and alters as well as those on the outside being able to 'override' programming without issue.
4. **Failed Programming-** The individual did not survive programming, or could not psychologically accept the programming and was terminated.

The key factors that lay the foundation for effective programming implantation are known as the three Ds: Dread, Dependency, and Debility.

There are three stages for preparing the individual for programming using electroshock:

1. **First Stage:** Electroshock amnesia, the alter loses much of their recent memory, That is called keeping their "space-time image." The alter knows where they are, why they are there, and recognises familiar faces. Names are harder to remember.
2. **Second Stage:** in the second electroshock amnesia stage , the alter loses the space-time image and is aware of the loss. That awareness causes extreme anxiety. The alter wants to remember. At this stage the alter asks repeatedly, 'Where am I?', 'How did I get here?', 'What am I here for?'
3. **Third Stage:** In this final stage, the alter becomes strangely calm. The previous anxiety is gone. At this point the individual is moved back to their room where a recorder with a continuous loop repeating the same command over and over again.

Psychotropics Use In Programming

Psychotropics are used during programming to assist the programmers with inducing trauma and dissociation. Every medication used has a specific purpose within a specified category of programming. The alters within a system do not respond uniformly to the same dose of the same psychotropic. Understanding how a medication will affect particular alters is a science in itself. If an alter is holding the body, it will receive more of the effect of the medication.

Most alters will be programmed not to accept medications except from their programmer or handler.

Some specific uses for psychotropics during programming include:
- Enhancing the effects of trauma.
- Assist with dissociation by creating extreme pain.
- Teaching alters to go deeper into dissociation to escape the effects of the drug.
- Assist with creating a sensation of no hands, no feet, no face, no head etc.
- Teaching alters to stay in their assigned area.
- To enhance or reduce memory of the trauma.
- To build the image of the programmer's power.
- Assist with building internal landscapes.

Some substances used are: Alcohol, sleeping pills, stimulants such as caffeine, and psychotropic medications that inhibit REM Stage sleep. If the individual seeks out illegal drugs to use this will benefit the programmer in the future. The handler/programmer has been known to assist individuals avoid prosecution to gain loyalty or create an adversarial relationship between the acting agency and the individual (another intimidation factor) even though the handler/programmer was responsible for creating the behavioural problem in the individual's life.

List Of Some Psychotropics/Drugs Used

Barbiturates	Benzodiazepines	Beta-blockers
Amobarbital (Amytal) Butabarbital (Butisol) Pentobarbital (Nembutal) Secobarbital (Seconal) Belladonna And Phenobarbital (Donnatal) Butalbital/Acetaminophen/Caffeine (Esgic, Fioricet) Butalbital/Aspirin/Caffeine (Fiorinal Ascomp, Fortabs)	Alprazolam (Xanax) Clonazepam (Klonopin) Diazepam (Valium) Lorazepam (Ativan) Midazolam (Versed)	Atenolol Coreg Lopressor Timoptic
Classic Hallucinogens	Dissociative Anaesthetics	Dopamine Agonists
251-NBOMe Psilocybin BZ	Phencyclidine Nitrous Oxide Dextromethorphan	Ropinirole Pramipexole Rotigotine
Racetams	Paralytic Drugs	Stimulants
Piracetam Oxiracetam Aniracetam Enhance memory through interaction with glutamate receptors in the central nervous system.	Succinylcholine Rocuronium Vecuronium Mivacurium Atracurium Cisatracurium	Eugeroics Modafinil Methylphenidate Pseudoephedrine Ritalin Concerta Biphetamine

When the programming session is completed the following drugs are used to reverse the Paralytic drug: acetylcholinesterase inhibitors, neostigmine, and edrophonium. As with paralytic drugs, the dosage must be carefully selected to avoid negative side effects.

Drugs And Brainwave Interactions
The programmers and handlers must be aware of substances and their interactions on brainwaves. The state of the subject's mind is imperative to programming.

Some interactions of substances and brainwaves to be aware of are:
- **Caffeine and Nicotine-** Ingestion of caffeine and nicotine suppresses alpha and theta amplitude. It is also noted to increase beta and decrease slow wave, hence reducing sleepiness and increasing focus.

- **Marijuana-** Marijuana, hashish, and THC increase frontal alpha amplitude, phase synchrony, and interhemispheric hyper coherence. Marijuana affects EEG for approximately 3 days by increasing global alpha levels (ie. states of relaxation). As a result, these substances are contraindicated for programming.
- **Alcohol-** Increased beta; and decreased the alpha (6-10 Hz) and alpha are associated with alcoholism or risk for alcoholism. Alcohol produces EEG activation in the short term and EEG slowing in the long term. Immediately after consuming an alcoholic beverage, theta and low-frequency alpha amplitudes increase.
- **Lithium-** Lithium can increase theta and beta amplitudes, and slow the peak frequency of alpha.
- **Glue Solvents-** The abuse of solvents like aeroplane glue markedly slows the alpha peak frequency as does brain trauma that produces coma.
- **Barbiturates-** Barbiturates increase beta and sleep spindles, and slightly decrease alpha.
- **Antibiotics-** Antibiotics can markedly increase theta amplitude.
- **Benzodiazepines (Anxiolytics)-** Benzodiazepines are depressant drugs that are used to slow down the central nervous system. They are mild tranquilisers and help people deal with stress, anxiety and sleep issues. Commonly used benzos are Xanax and Valium. Bezos are thought to increase both beta and theta in the brain. Benzodiazepines like Valium increase beta and sleep spindles, and slightly decrease alpha.
- **Antidepressants-** Tricyclic antidepressants like amitriptyline and imipramine increase theta amplitude, decrease alpha amplitude, and increase fast-beta amplitude.
- **ADHD Amphetamines-** CNS stimulants like methylphenidate (Ritalin, Concerta) increase beta, decrease theta, and increase posterior alpha.
- **Antipsychotics-** Antipsychotics like chlorpromazine decrease beta amplitude, increase EEG coherence, and diminish alpha blocking.
- **Antihistamines-** Both sedating and nonsedating antihistamines can increase theta amplitude and the theta/beta ratio.
- **Cocaine-** Cocaine increases beta amplitude.
- **Narcotics-** Narcotics like heroin and morphine increase alpha amplitude.

Brainwaves

Some of the benefits and functions associated with key brainwave frequencies:
- Gamma: learning, concentration, and self-control
- Beta: increased energy levels, focus, alertness and clear thinking
- Alpha: help with tension headaches, memory, mild-anxiety and creative flow states

- Theta: may assist emotional processing, deep relaxation, intuition, memory consolidation
- Delta/sub-delta: may assist pain relief, immune function, healing and deep sleep

At each frequency corresponds a given state of attention, concentration, processing, and critical thinking skills to external stimuli:
- Epsilon waves (0 to 0.5 Hz), death or apparent death
- Delta waves (0.5 to 3.9 Hz), deep sleep
- Theta waves (from 4 to 7.9 Hz), stages 1 and 2 of REM sleep (eg. dream)
- Alpha waves (8 to 13.9 Hz), wakefulness with eyes closed (eg. before falling asleep)
- Beta waves (14 to 30 Hz), the normal state of consciousness (eg. normal talking)
- Gamma waves (30 to 42 Hz), high and elaborative attention (eg. reading)
- Hyper gamma waves (42 to 100 Hz), extreme brain activity (eg. mental imbalances)
- Lambda waves (100 to 200 Hz), cerebral hyperactivity (eg. stimulation limit)

Roles of the Programmers

The programmers tasks are to traumatise the individual, monitor the the structuring of the internal world, linking programs, codes, placing alters into their assigned areas in the system, ensuring the script is known by parts, the quotes for the script are known, coding, measure the trauma, recovery time allowed for the trauma, balancing the system, the building and layering of a system.

Programmers will program several individuals. As programming sessions are staggered. Programming sessions for a specific programmed level will occur over several months.

There should be three programmers on the team involved in programming with a minimum of two present during a programming session. The two present must be the lead programmer and the medical programmer. The third programmer will be based on what will occur during the programming session.

The programmers will flash a cue or symbol correlating with the brainwave state overhead, and mark the state into the system. The programmers will wear clothing with the symbols on it.   The parts will be taught what to do, how to act, and how to view the world. They will reward them when they comply, and shock or otherwise traumatise them if they do not act as directed.

As the topic of the session is defined, the programmer gathers the necessary terms, facts, rules, or beliefs, and illustrative examples. The use of several

illustrative examples are important. One of the essentials of programming is to provide the child with a number of images.

Traits Of A programmer:

Programming is a science and an art. Although many programming skills may be taught, the development of a skilled programmer requires experience in dealing with people in all conditions and under all circumstances. Although there are many intangibles in the definition of a "good" programmer, certain character traits are invaluable:

Alertness: The programmer must be alert on several levels while conducting programming. He must concentrate on the information being provided by the child and be constantly evaluating the information for both value and veracity based on programming requirements, current intelligence, and other information obtained from the child. Simultaneously, he must be alert not only to what the child says but also to how it is said and the accompanying body language to assess the individual's truthfulness, degree of cooperation, and current mood. He needs to know when to give the child a break and when to press the child harder. In addition, the programmer constantly must be alert to his environment to ensure his personal security and that of his child.

Patience and Tact: The programmer must have patience and tact in creating and maintaining rapport between himself and the child, thereby enhancing the success of the programming Displaying impatience may encourage a difficult child to think that if they remain unresponsive
for a little longer, the programmer will stop programming, causing the child to lose respect for the programmer, thereby reducing the programmer's effectiveness.

Credibility: The programmer must provide a clear, accurate, and professional product and an accurate assessment of his capabilities. He must be able to clearly articulate complex situations
and concepts. The programmer must also maintain credibility with the child. He must present himself in a believable and consistent manner, and follow through on any promises made as well as never to promise what cannot be delivered.

Objectivity and Self-control: The programmer must also be totally objective in evaluating the child. The programmer must maintain an objective and dispassionate attitude regardless of the emotional reactions they may actually experience or simulate during a programming session. Without objectivity, they may unconsciously distort the script, trigger or program. The programmer may also be unable to vary their programming and approach techniques effectively. They must have exceptional self-control to avoid displays of genuine anger, irritation, sympathy, or weariness that may cause them to lose the initiative during programming but be able to fake any of these emotions as necessary. They must not become emotionally involved with the child.

Adaptability: A programmer must adapt to the many and varied personalities which they will encounter. They must also adapt to all types of locations, operational tempos, and operational environments. By being adaptable, a programmer can smoothly shift their programming and approach techniques according to the operational environment and the personality created.

Perseverance: A tenacity of purpose can be the difference between a programmer who is merely good and one who is superior. A programmer who becomes easily discouraged by opposition, noncooperation, or other difficulties will not aggressively pursue the objective to a successful conclusion.

Appearance and Demeanour: The programmer's personal appearance may greatly influence the conduct of any programming operation and attitude of the child toward the programmer. Usually an organised and professional appearance will favourably influence the child. If the programmer's manner reflects fairness, strength, and efficiency, the child may prove more cooperative and more receptive to programming.

Initiative: Achieving and maintaining the initiative are essential to a successful programming session. The programmer must grasp the initiative and maintain it throughout all programming phases.

Programmer Colours:

Doctors are coded in colours. This coding assists the individual in not becoming attached to their programmer as a person. As well as prevent the child from learning a doctor's given name. The colour coding of doctors assists in coding in the inner world. The programmers will use their colour coded doctor's name throughout the programming session.

Programmer Note: Dr.s must be programmed internally in the Warehouse/programming centre.

- **Dr. Black** -Spiritual programming.
- **Dr. Blue-** Trauma/dissociation.
- **2 Dr. Blue-** Epsilon programmer.
- **Fat Dr. Blue-** Sensory information programming (Australia).
- **Dr. Brown-** Convinces the individual their heart rate, breathing, muscle tension, glandular responses are all subject to the person's will.
- **Doctor Death-** Near death programming.
- **Dr. Delirium-** Hallucinogens.
- **Dr. Fingers-** Hypnotism.
- **Dr. Green-** W ill be the lead programmer. They will be over scripts, trauma duration, psychotropics administered, type of trauma used, and part selection for the session.

- **Dr. Grey-** Augmented reality.
- **Dr. Pink-** Colour programming/jewel/flower.
- **Dr. Red-** Sexual Trauma.
- **2 Dr Red** - Oversees the psychological programming parts. These are personality traits, phobias, and attachment methods to others. (U.K.)
- **Dr. Star-** Medical programmer. Must be present at all programming sessions.
- **Dr. White-** E lectroshock, and sensory deprivation. Including methods to induce fear psychologically and physically without significant damage to the body.
- **2 Dr. White-** psychiatry/psychology/Psychotropics.

Expectations of programmers:

Programmers do not follow a set pattern or routine. Each programming session varies in
some ways but all approaches have the following in common:
- They establish and maintain control over the child and programming.
- Establish and maintain rapport between the third programmer and child.
- Programmers must maintain a level, calm voice at all times. Their speech must not be hurried, raised or lowered. The pace of speech must be the same throughout the session.
- Manipulate the child's emotions and weaknesses to gain their cooperation.

Perform liaison functions (as applicable):
- Monitor.
- Advise .
- Coordinate.
- Assist.

There are other areas of knowledge that help to develop more effective Programming:
- Proficiency of the script used. Script proficiency is a benefit to the programmer in a number of ways: He can save time in programming, be more aware of nuances in the script and better control and evaluate outcomes.
- Understanding basic human behaviour. A programmer can best adapt themselves to the individual's personality and control of the individual's reactions when the programmer understands basic behavioural factors, traits, attitudes, drives, motivations, and inhibitions. The programmer must not only understand basic behavioural principles but also know how

these principles are manifested in the area and culture in which he is operating.

- Neurolinguistics. Neurolinguistics is a behavioural communication model and a set of procedures that improve communication skills. The programmer should read and react to nonverbal communications. He must be aware of the specific neuro-linguistic clues of the cultural framework in which he is operating.

The goals of programming are to instil a system based on:
1. The handler decides what is right and what is wrong.
2. Notions of an ideal individual, society, or world.
3. Planned actions that are believed to be right or moral.
4. Ideas regarding seeking the purpose of life.
5. Identify any physical or mental weaknesses and implement a support strategy

These are completed using four methods:
1. Behaviour manipulation, torture.
2. Information-processing manipulation.
3. Group-processing manipulation, and
4. Physiological-stress manipulation.

Beliefs Instilled In Parts During Programming:
1. Child believes he or she is evil or causes others to be evil.
2. Confusing concepts of good and evil.
3. Obsession with sexuality, sexuality is seen as an overwhelming, untamable, demonic, powerful force.
4. Child believes their heart has been removed and replaced with a stone/animal heart/ or another object.
5. Mistrust of others outside the group/family.
6. Do not need the help of others and can rely on the internal system to meet needs.
7. Overly obedient or perfectionistic.
8. Strong feelings of shame or guilt.

Tasks of Programmers:
1. The task of the programmers is to program the child. They are to remain clinically indifferent at all times. No programmer must show affection for a child.
2. Remove "weak" traits and train "strength" to parts in the system.
3. A programmer has memorised the script that is going to be used for internal structuring of the system.

4. During programming sessions there are two to three programmers present.
5. The roles of the programmers are clear. One programmer manages the psychological

    programming, the other the physical, the third medical etc.
6. The programmers establish absolute, destructive control over the child's consciousness, and convince the child that the programmer is in charge.
7. The programmer must instil the 'Three Ds' in the system if the system or parts attempt to break programming these things must be activated. They are: Depression. Disillusionment, and Disappointment. These things are established through the "Two D's"; Dependence and Dread.
8. A programmer must not consider what a child feels; they only need to correct what the child does.
9. Programmed statements or behaviours.
10. Maintain the "Two Ps" Pain and powerlessness.
11. The programmer must outline precisely the behaviour they want the child/part to perform at the end of the programming session.

The children who are being programmed are taught 4 Important Hypnotic Abilities:
1. Relaxation
2. Visualisation
3. Concentration
4. Projection

The Programmer Roles are as follows:

The Lead Programmer:
1. The lead programmer ensures that the programming process is started correctly and carried through.
2. The lead programmer will advise the child exactly what is going to occur to induce a

    fear state, and what the programmers expect to happen during the session. This is designed to maximise a child's feelings of vulnerability and helplessness.
3. They ensure the script for programming is followed and not deviated from.
4. Watch the time, mark the time, and duration of each method used in programming.
5. The lead programmer will administer the torture during the programming. The pain. administered and methods are decided upon before the

programming session. This will include method, duration (maximum), and place on the child's body where the pain will be administered.

6. This process is continuous and can become confusing if the lead programmer does not closely supervise the timely and orderly application of each frame in the process.
7. The lead programmer ensures that all reports are prepared and submitted in an accurate and in a timely manner.
8. Debrief the other programmers present after a session and document their insights.

The Second Programmer (Medical):
1. This programmer will monitor the psychotropics, brainwave patterns, breathing, heart, and medical aspect of the programming session.
2. They will perform physical assessments to determine the need for and to provide the needed medical care.
3. They will check the child to ensure that they are capable of surviving additional abuse.
4. Make recommendations that lead to the child being harmed as much as possible, intervening only to prevent death. (Established threshold exposure limits)
5. The programming session cannot proceed without medical supervision if psychotropics, Electric shock, near drowning, or other near death methods are to be implemented.
6. They do not speak to the child during the programming session.
7. They are aware of the cumulative effects of the medical impact of programming.

The Third Programmer (Psychological):
1. The third programmer is the one who will teach the parts the script, monitor the internal
   landscape and trigger quotes from the script. They will verbally encourage the parts and child throughout the session.
2. This programmer will touch the child reassuringly to maintain balance in the system, keep the child connected to the programmer and build rapport.
3. They will perform psychological assessments of the individual/parts to determine the needed intervention if necessary.
4. If the child moves/switches out of the desired state, the programmer will respond by becoming harsh, and will physically harm the child as punishment. Verbal triggers will be given to ensure dissociation on command.

5. The programmer must guide the programming smoothly and logically, especially if it's necessary to move from one approach method to another. Tie-ins to another approach can be made logically and smoothly by using transitional phrases. Logical tie-ins can be made by including simple sentences which connect the previously used approach with the basis for the next one.
6. They ensure that the internal map is kept updated with the parts they have created.
7. Advise other programmers on methods of abuse that would exploit the child's vulnerabilities
8. Be aware of the cumulative effects of the mental health aspects of the programming.

The Third Programmer (Sexual):
1. The third programmer will use sexual torture to create internal parts and roles.
2. This programmer will sexually touch the child and as programming progresses increase to sexual assualt/rape.
3. They will train parts to respond to the script role designated for them. Verbal triggers will be given to ensure dissociation on command.
4. If the child moves/switches out of the desired state, the programmer will respond by
becoming harsh, and will physically harm the child as punishment. (sexually)
5. The programmer must guide the programming smoothly and logically.
6. They ensure that the internal map is kept updated with the parts they have created.
7. Code the parts and their roles for the handler. (Colour, gem, flower programing)
8. Advised programmers on methods of abuse that would exploit the child's vulnerabilities

The Third Programmer (Spiritual):
1. The third programmer will teach the parts spiritual/group beliefs that are to be followed.
2. This programmer will create the ritual parts, day parts, and other spiritual parts.
3. They will ensure parts front during the required dates, times, seasons of the belief instilled.
4. If the child moves/switches out of the desired state, the second programmer will respond by becoming harsh, and will physically harm

the child as punishment. Verbal triggers will be given to ensure dissociation on command.

5. The programmer must guide the programming as to ensure parts know the beliefs and symbols associated with the belief system.
6. Ensure spiritual abuse methods are implemented and maintained.
7. They ensure that the internal map is kept updated.
8. Advised programmers on methods of abuse that would exploit the child's vulnerabilities.

Steps of Programming:

1. Increase suggestibility and "soften up" the individual through specific hypnotic or other suggestibility-increasing techniques such as: Extended audio, visual, verbal, or tactile fixation, drills, excessive exact repetition of routine activities, sleep and nutritional restriction.
2. Establish control over the child's social environment, and time to be completed by a system of rewards and punishments.
3. Create a sense of powerlessness by subjecting the child to intense and frequent actions and situations which undermine their confidence in themselves and their judgement.
4. The disallowance of any balance point between the needs of the group and the needs of the child. The self doesn't exist, a loss of autonomy.
5. Gaslight the child into thinking they are crazy, and others will believe this if they talk about the torture.
6. Create strong aversive emotional arousals in the child by use of nonphysical punishments such as intense humiliation, loss of privilege, social isolation, social status changes, intense guilt, anxiety, manipulation and other methods.
7. Lie to the child about how they are regarded by the community, isolating them from possible sources of support.
8. Establish blind obedience. Doing whatever the handler/programmer asks is either held as the highest virtue, or the strongest sign of worthiness. It is not loyalty to a principle or a cause but to a person. It is easier for a child to be loyal to a person than to an idea, this is attachment behaviour.
9. Obedience is a powerful tool, even harmful acts, or acts contrary to accepted beliefs, can be made 'good' by making the handler the person to obey.
10. The use of inferior status. Making a child feel like a second-class citizen by giving them less attention than others who comply with the programme.

Role of A Handler

The handler 'controls' the person, and has the access codes to the system, alters, maps of the system, but has limited involvement in the programming session process as a whole compared to the programmers. The handler will 'bond' with the individual they do not inlay the scripts, levels, administer psychotropics (for the programming session)

A handler will set strict and excessive amounts of rules that will become impossible for the child to follow. A handler allows no leeway to a child when they set the rules. Little to no reason is provided as to the reason these rules are in place. If a child asks the reason the handler replies, "because I said so." A handler expects the child to follow their rules without question. If a child is to disobey these rules, they will receive physical punishment or be verbally belittled, scorned, and isolated.

Rules are used to evoke fear. A handler must establish dread in the child. Fear is used to make a child behave correctly. Using this fear, the handler will exert control over the child and demand obedience. The child will follow the rules because they are terrified of receiving physical punishment or being yelled at.

A handler will use the following tactics with their daily interactions with the child:

- Handler gets the child to cooperate using fear and threats.
- Handler resorts to physical punishment when the child disobeys.
- Handler will often yell at the child and name-calling .
- Handler has high expectations and enforces strict rules.
- Child receives little to no love, affection, nurturing by the handler.
- Handler lacks empathy for the child.
- Insist the child said or did things they didn't do.
- Spreading rumours and gossip about the child, or telling them that other people are gossiping about them.
- Distrust ALL except handler's omnipotence
- Express doubts to others about the child's feelings, behaviour, and state of mind.
- The use of threats of homicide or suicide: The handler may threaten to kill himself, the child, relatives, friends, or someone else.
- Weapons: The handler possesses weapons, and will threaten to use them against the child. (fire should be considered a weapon)
- The handler will establish ownership of the child.
- The handler will use the silent treatment.
- Denial will be used by the handler which includes lying about actions, motives, thoughts,
- events, and feelings or pretending they don't remember something that happened when the child witnessed the event.

- Demanding an answer to questions the way the handler requires and not allowing the child to answer with their own words.
- Purposefully ignoring the child's requests and needs.

The use of non-verbal body language:
- Sneers, stares, and contemptuous looks and gestures that register disapproval, disdain, or threats.
- Pacing the floor
- Clenching/unclenching fists
- Clenched jaw
- Intense eye contact
- Furrowed brows

Minimising hurtful behaviours by saying:
- "It was just a joke."
- "You're too sensitive."
- "You seem confused. I'm getting worried."
- "You know I wouldn't say these things if I didn't care, right?"
- "If you acted differently, I wouldn't------."
- "It's your fault."
- Call the child "crazy" when they express needs or concerns.

The handler's task is to bond with the child being programmed using the following methods:
- Pretend to be god-like, never admit mistakes, never give in.
- Withdrawal of primary attachment figure.
- Obedience is strength.
- Children must be humiliated so they become eager to please.
- Inflict fear by telling scary stories.
- Teach the child to learn to enjoy pain.
- A sense of duty turns into love.
- Harshness and emotional coldness are preparation for life.
- The handler's beliefs and practices are truth and law.
- Constantly force children to follow orders and rituals in every aspect of their life so that following orders becomes habitual.
- Questioning, doubt, and dissent are discouraged and punished.
- Enforced silence, only talk when asked, no back-talk.
- The handler dictates how the child should think, act, and feel.
- Teach the child to suppress feelings.
- The handler uses public humiliation or punishment, and sleep deprivation, to suppress individualism.

- Teach children self-betrayal, i.e. show gratitude and humility for punishments and insults.
- Obsession with orderliness, discipline, obedience, docility and cleanliness.
- Criticise, devalue, insult, humiliate the child.
- Criticism or jokes about the handler are not acceptable and the child is punished.
- Insist that their own thoughts and feelings be respected, but are not respectful of the child's thoughts and feelings.
- Blame the child for inciting abuse: "You made me do it."
- Control access to finances, telephones, television, computer, cars, and other resources.
- Destroy or threaten to destroy things the child values.
- Act distrustfully; intrude on privacy (e.g., barging into room/bathroom)
- Withhold conversation or affection to control or punish.
- Exhibit jealousy; make unfounded accusations.
- Have unpredictable outbursts of anger or rage.

Costumes in Programming

A costume may be worn by a programmer or another individual involved in the programming to play a role. The costumes worn provide a disguise, and are intentionally chosen to generate additional trauma to the child.

An important function of costumes is to make a child's report of what occurred sound unconvincing. Costumes will also instil the belief in the child they cannot report their abuse to anyone.

Some costumes used are:

Spiritual abuse/programming:
- Someone dressed as Jesus. They will sexually assault the child using biblical references.
- Someone dressed as an angel for near death programming.
- Someone dressed as Lucifer/Satan and will be kind to the child.
- Other demonic costumes.
- Dressed as clergy/religious figures.

Other Costumes
Authority figures who will traumatise the child such as:
- Police Officers
- Firefighters
- President/Political figures
- Therapist
- Teacher

Masks (Spiritual Programming)

Masks hold the power to hide and change one's identity. They represent a character which the person can put on and become.

Masks used in ritual abuse can be personalised. The other members of the group will be able to identify one another by the designs on their masks.

Each member of the group will have designated roles and ranks within the group. The masks to be worn on specified high nights will be worn by those who have earned a colour and station in the group. Acolytes will typically wear blank white masks until they are able to go through the steps of initiation in the group.

Red- The colour of blood and connected to sacrifice. It is also associated with the flames of hell and the appearance of demons. Red is also the colour of fire and the symbol of regeneration and the purification of souls. Also used in sex rituals.

Black- Traditionally black is the colour of darkness, death and the underworld. Black can also symbolise being born into darkness. Black conceals and creates confusion and chaos. It also represents knowledge of hidden things.

Purple- Psychic ability, secret dealings and hidden forces.

Green- Monetary or situational benefit. Growth.

White- Is a balancing colour, and a protective colour.

Checker board is used for duality and the base of consciousness. Duality patterns.

Some types of Masks:

- *Clown Masks/Costumes,* Induce fear in the child.
- *Melting Face Masks,* for distortion programming.
- *Porcelain Masks, for* porcelain face programming.
- *Animal Masks,* for animal programming.
- *Blank Masks,* for no emotion expression.
- *Coloured Masks ,* Used for colour programming.
- *Alien Masks,* Used for alien/MILAB programming.

Anchors

A stimulus is linked and triggers a physiological or emotional state in the individual. The skilled programmer will anchor an emotion with several sensory cues-- auditory, visual, and touch. The subject visualises an emotional state from the past, or is placed in an emotional state by the programmer. When the state is reaching its peak, the anchor is placed in. The anchor needs to be unique, distinctive, and easy to repeat in the exact form that it was done. The law of strength applies to the strength of the trauma and the strength of the anchor. A

stronger smell may be easier to associate with a strong trauma, which makes the anchoring stronger.

Much of TBMC is setting anchors into parts. When the anchors are triggered, and the part is
pulled up, then the anchors have worked. Two separate states can be fired at once.

These types of post hypnotic commands are the ones commonly used by hypno-programmers to change behaviour (behavioural modification).

Triggering Techniques: Real- Time Subconscious Implant Delivery: the Programmers are transmitting the posthypnotic command script to the individual and observing the subject's response. This technique is required for subliminal programming. All programming standard posthypnotic command scripts can be delivered in real-time. This form of delivery can cause the perception of a voice heard in the mind of a subject to give them information or orders depending on the purpose of the handler/programmer.

Prescheduled Subconscious Implant Delivery: The internal central switching computer can transmit a script to a specified part/alter at a pre-specified time. The transmitted script's transmission range can be limited to a single building, a city, or a large geographical area. By having prescheduled scripts, the individual has seemingly randomly occurring thoughts and feelings that can't be associated with a commonly recurring situation like event-triggered scripts precipitate.

Event-Triggered Implant Delivery: Posthypnotic subconscious implants that are triggered with an event, thought, or code word. These are strongly experienced by the individual and are powerful tools for reinforcing a predetermined desired behaviour and inflicting delusions.

The handler can reinforce a predetermined desired behaviour by associating a subconscious implant (negative or positive reinforcement) with an event. An example is when the programmer desires to isolate the subject from a specific individual, place or thing; the subject will be implanted with a feeling of increased anxiety, hostility, tension, and discomfort. When the subject leaves the individual, place, or thing, another posthypnotic implant is triggered rewarding the individual's behaviour with a feeling of relief from the anxiety, hostility, tension, discomfort, and calm is restored in the subject's mind.

The handler/programmer precisely tailors the type of negative and/or positive reinforcement, the degree of the reinforcement, the duration of the reinforcing effect and the conditions of the trigger. This posthypnotic event-triggered reinforcement can be decreased gradually and can remain so subtle that the subject believes the discomfort is naturally occurring. The individual will believe it is their decision uninfluenced by anyone else that the subject should avoid the individual, place or thing.

Subconscious implants can be combined with other implants like posthypnotic-triggered thoughts to enhance the individual's decision concerning

a specific situation. For example the subject can be implanted with a command to be sensitive to the changes in their emotions when around a therapist. The situation will elicit a strong negative emotion. This can be reinforced with another posthypnotic suggestion to avoid every situation that causes the individual discomfort and each time the subject commits themselves to removing themselves from a situation of this kind, they will feel increasing control over their lives.

Types of Anchors:
- *Visual Anchors:* Visual anchors are among the most common. There are positive and negative visual anchors.
- *Auditory Anchors:* An auditory anchor is a stimulus that is a sound or sounds neurologically linked to a state of mind.
- *Kinaesthetic Anchors:* A kinaesthetic anchor is one that is a movement, touch or physical action that is associated with a particular state.

Steps to Anchoring:
1. The anchor (or anchors) should be fired in exactly the same way every time to link them to the resource experience.
2. The programmer chooses an anchor (or anchors) that will trigger the resourceful state.
3. The programmers create a situation the individual will have an emotional response to (hate, fear, love, disgust, embarrassment, etc.). They will find an anchor that is unique to the experience. Individuals have the ability to use any three of the types of anchors independently or all together. It is important to ensure the anchors that are used together are at the same time.
4. The programmers ensure it is something that happens associated with that experience and is not common to other experiences.
5. A memory is induced, an image or a situation where the individual can experience the state.
6. The programmer then attaches a trigger.
7. The programmer will activate the anchor or anchors when the experience is vivid and the subject is in the desired state. The most effective time for the association of the anchor is at the peak of the experience. As the intensity of the experience lessens, so does the association. If the state is maintained at the intensity for a longer period of time it is more likely the an anchor will be established. Depending on the intensity of the experience can control how fast the individual makes the associations. If the experience is extremely intense the association may be strong after only one occurrence.

8. The programmer will break the state by having the subject participate in another activity briefly. The anchor will be tested by repeating the action that placed the anchor. It should be noted if the original response returns.

The steps should be repeated several times, each time making the memory more vivid. Replicating the experience will achieve the anchor permanently. This is not required when the anchor is established at the high point of the experience. It is recommended the anchor be strengthened by establishing it at the high point of several experiences.

Future pace the situation where the desired state is to be experienced. Trigger the anchor to check that it creates a sufficiently resourced state.

The programmer will use the trigger to elicit the emotional response.

After twenty-four hours the programmer will check the anchor to ensure it is permanent.

Tips:

If the individual does not experience the state when future pacing and experiences another state stop applying the anchor. The subject will experience the wrong state.

There is a knowingness which makes anchoring work that is established by the unconscious mind.

If the individual is in a situation where they experience the desired state in reality by another trigger, the programmer must re-establish the anchor to that situation.

Programmers can stack anchors together.

Collapsing Anchors

When states oppose one another and cause too much difficulty in a subject the anchors can be collapsed.

The programmer must identify the preferred response and the state they wish to change. It is essential, first, to identify the response preferred to replace the unwanted response. The programmer must create an occasion where the individual strongly experienced the preferred state.

The individual is moved into the memory and it is intensified before anchoring it. The programmer then triggers the anchor to make sure that the state is powerful and the anchor is properly set.

Once the programmer is satisfied that anchor is firmly in place, the subject is taken to the state that is to be changed. As the individual re-experiences the response, it is anchored to a blank part. The programmer then triggers the anchor and breaks the state.

The individual is tested to ensure each anchor is properly set, and then triggers both anchors simultaneously. The effect is usually one of mild

confusion. At this stage, the programmer holds the anchors until the confusion dissipates.

The programmer gradually lifts the anchor of the unwanted state, and a few seconds later lift the anchor for the resource state.

The programmer will test by trying to trigger the unwanted response. The subject's dominant response should be more neutral or the resource state should dominate. This is repeated as necessary until the resource state dominates.

Creating Internal Parts

The first thing to occur in TBMC is the creation of alters/parts. Alters, insiders, and parts are names used for the created personalities in the programmed individual. The creation of alternate personalities divides responsibility within a person. A programmer and handler will form widely differing relationships with the different parts.

Names and functions of alters vary from system to system. (Note: depending upon the system's trauma, and programming determines some of the types of alters created.) For example if a programmer builds a system using the planets of the solar system there will be alters with planet names, and space terminology used. The programming script for a system may use movies that correspond with the mapping of the internal world. As a result names of characters in those movies will be given to alters in the system.

If the programmers choose, the part can be given a history, a name, a job, and developed into a full personality.

The programmer, handler, and the child's creativity work together with the dissociation to create alters. Alter personalities are created according to the programmers and handlers desire, while the host personality is unaware of the traumatic memories and alters who hold the memories.

In spiritual based programming alters will be created and given negative spiritual roles with names to match. An alter may be named Unforgiveness, or Hatred. For such an alter to trust someone, makes the alter feel like it is giving up its name, and therefore its identity. By combining the name with an identity that the alter doesn't want to lose, the programming intends to double bind the alter . The programmers will give an alter a history, and ensure that shadow alters will provide a full range of accessible emotions.

Sometimes the distinction between alters, splits and alter fragments is vague. A coded alter, on some levels is actually 3 alters spinning together, which must be locked in place in order for one to communicate with them, and then rotated to communicate with the other two.

After the programmer has instructed the individual what parts they want made the individual is traumatised. The programmer will administer a psychotropic to determine whether the correct parts were created and the correct number.

Each dissociated fragment of the mind must be moulded into something. For example they can be made an animal, angel, demon, or other figure. Some fragments are formed into full personalities, others are moulded into single-purpose fragments, and some must be discarded. A part of the mind can be developed into a full-blown independent personality with all the idiosyncrasies that any individual has.

Generally the programmer considers colour identification and the coded numbers to be more critical for identifying a part than a name. A name humanises the part. Names are sometimes attached later if needed by a handler. Some handlers simply refer to their sexual parts by their generic name kitten, dog, animal or spy. Others may have a specific cat name such as Shadow, FFF, Hunter or the name of an angel or demon.

The new part will have the characteristics of who they split from. The programmer will ask the part being tortured to create something in the mind when the split is created. They are separated from one another by dissociation and they will be given their own script and own separate identity by the programmer. The dissociation between some parts is not full blown amnesia.

To dissociate a memory and to take on a particular role and identity involves a constant re-interpretation of past events. It may also mean that the part must manufacture an interpretation of present events. This is in part dictated by the necessity of obscuring the pain of the trauma that separates the part from the rest.

Some zones of the mind, such as the space that holds skills and talents, are available to all the parts who want to access that aptitude. The aptitude doesn't belong to a specific part but to the system. Many programmed alters cannot read or write this allows some protection to the system.

The programmers build chains of command within the groups of parts that are created. In the individual's hierarchy of command, adult parts are assigned to insure that child parts don't come out, unless the child part is wanted out. Commander parts are needed to keep the switching smooth, and to keep things orderly. Subordinate parts are taught to submit to their higher ranking part. Immense power and indoctrination is given to the vital parts ruling a system.

Par ts must learn to function as designed by the programmer. If they can't work together, the programmer will try to get them to work together. If the parts can't be repaired, they and their system will have to be discarded. Alter functions and abilities overlap with other parts. No alter is entirely separate from several common pools of intellect and dispositions that are attributable to the entire alter system.

Allow the alter-state to form a place of safety within, encouraging the part to describe internal surroundings. (mapping)

Non-human Parts

Programmers treat the child as if they were not human and parts will take on this identity.

The three types of nonhuman alters commonly used in programming are animal alters, demonic and mythological alters.

Some non-human alters are wolf-hybrids, tigers, and dragons. Other non-human parts will be programming and script specific. These may be protectors who are formed to take on an identity that reinforces strength and willingness to protect the system and group. Furthermore, a part might be programmed to believe they are a robot, an alien, an animal, a good ghost or spirit, demon (Spiritual programming),monster,stuffed toy,cartoon character, etc.

Demonic alter personalities are created for spiritual beliefs, while mythological god parts are used for other scripts and religious backgrounds. These alters are often all-powerful and all-knowing, and may have either good or nefarious qualities. The role of these parts is to protect the body.

Some alters are programmed to believe they are non-human to believe they are less vulnerable to human emotions and pain.

Animal Programming

Instilled belief in individuals, they're animals. Children will develop animal parts due to either being treated as an animal or they consider animals to be friends.

Epsilon programming is used to create animal alters. The intent of this programming is to give alters attributes their handler will want/need.

If a child experiences torture as well as being unable to fight back, the child should develop an animal the programmer decides such as lion, tiger, wolf, bear or any animal considered the alter.

If a child resists believing they are an animal, the child is given animal food to eat (specific to desired animal), while animals are fed human food in front of the child. They must be treated as an animal. They are kept outside, locked in a cage, fed on the floor, fed out of a bowl, and food scraps.

At times the creation of an animal part is completed using the death of an animal. The animal should be disposed of in front or the child takes part in the killing of the animal. The animal may also have been cared for by the child.

Some tell themselves they are a vicious animal or monster that could attack or scare off abusers. The more they believe this fantasy, the safer they feel.

Other methods used can be:
- Fake transfusions of feline/animal blood may be 'given' to the child.
- Films of cats playing/having fun.
- This can also happen because the host was compared to an animal during the traumatic events they experienced.

- Seeing animals treated better than they are convincing the part if they become an animal they will be treated well.
- Teaching the alter to bark like a dog whenever they feel threatened, greeting the programmer/handler and to be let out to urinate when kept in a cage.

Programmers must be aware of internal fighting between human and animal alters and take appropriate measures during programming to ensure parts cannot interact.

Other methods for non-human parts can include:
- Raping children with legs in 'butterfly' position creates 'butterfly' alters. (Monarch Programming).
- Puppet alters created by a paralytic drug followed by electroshock to certain muscles. (Marionette Programming).

The programmers test for four things when an part is created:
1. How well can this part/alter take a hypnotic suggestion?
2. How creative is this part/alter?
3. Can this part/alter hold the memory?
4. Can this part/alter hold the structuring that will be given it?

Trigger Words and Phrases

Trigger words and phrases are used to cause the part/alter to feel strong emotions because of previous experiences. Trigger words are meant to prompt a certain action or reaction. The phrase can be used in a number of different ways. In TBMC words and phrases are used to trigger memories and emotions from traumatic events linked to a created part to elicit a desired response.

A trigger can be any stimulus, sounds, smells, sights, and written words/symbols that lead to a predetermined reaction and cause a psychological impact.

Trigger words are often targeted to the part so that other people can't be expected to foresee that their use of the word or phrase will be a trigger.

Each part will have an access code which will often include the following components:
- Colour+an Alphanumeric code+ a personalised name.
- Date of birth+colour+name
- Name+date of birth of programmer+Gem name
- Date of birth+number of part+symbol
- Date of birth of programmer+animal name+date of programming

Personality Categories for Parts

The programmer knows understanding the personality of the part is worth far more than a thorough knowledge of the category they have been assigned. For programming purposes a part must be created with a personality template. There are psychological emotional templates that are used for each part that will be created with a full personality.

In the opening phases of programming, the programmer must choose the template they would like to apply to the part. The categories are based upon the individual's past and are always reflected, however dimly, in an alter's present ethics and behaviour. Parts do change, but what appears to be new behaviour or a new psychological pattern is usually just a variant on the old theme. Some created parts will not fit into any one of the nine categories. Like all other typologies, the system has overlap, so that some parts will show characteristics of more than one category.

Those who find these psychological-emotional categories valuable should use them and those who do not should let them alone.

The nine major groups within the psychological-emotional category are:

The Orderly-Obstinate Personality: Created parts in this category are characteristically frugal, orderly, and cold; frequently they are quite intellectual. They are not impulsive in behaviour. They tend to think things through logically and to act deliberately. They often reach decisions very slowly. They are far less likely to make real personal sacrifices for a cause than to use them as a temporary means of obtaining a permanent personal gain. They are secretive and disinclined to confide in anyone else their plans and plots, which frequently concern the overthrow of some form of authority. They are also stubborn, although they may pretend to cooperate or even believe that they are cooperating. They nurse grudges.

The orderly-obstinate personality considers themselves superior to other individuals. Sometimes their sense of superiority is interwoven with a kind of magical thinking that includes all sorts of superstitions and fantasies about controlling their environment. They may even have a code of morality that is all their own. They sometimes gratify their feeling of secret superiority by provoking unjust treatment. They also try, characteristically, to keep open a line of escape by avoiding any real commitment to anything. They are -- and always have been -- intensely concerned about their personal possessions. They are usually a tightwad who saves everything, has a strong sense of propriety, and is punctual and tidy. Their money and other possessions have for them a personalised quality; they are parts of themselves. He often carries around shiny coins, keepsakes, a bunch of keys, and other objects having an actual or symbolic value.

Usually the orderly-obstinate character has a history of active rebellion in childhood, of persistently doing the exact opposite of what they are told to do. As an adult they may have learned to cloak their resistance and become passive-aggressive, but their determination to get their own way is unaltered. They have merely learned how to proceed indirectly if necessary. The profound fear and hatred of authority, persisting since childhood, is often well-concealed in adulthood, For example, such a individual may confess easily and quickly under accusation, even to acts that they did not commit, in order to throw the programmer off the trail of a significant discovery (or, more rarely, because of feelings of guilt).

Government Programming: The programmer who is dealing with an orderly-obstinate character should avoid the role of hostile authority. Threats and threatening gestures, table-pounding, pouncing on evasions or lies, and any similarly authoritative tactics will only awaken in such an individual their old anxieties and habitual defence mechanisms. To attain rapport, the programmer should be friendly. It will probably prove rewarding if the room and the programmer look exceptionally neat. Establishing rapport is extremely important when dealing with this type.

The Optimistic Personality: This kind of alter is almost constantly happy-go-lucky, impulsive, inconsistent, and undependable. They seem to enjoy a continuing state of well-being. They may be generous to a fault, giving to others as they want to be given to. They may become an alcoholic or drug addict. They are not able to withstand very much pressure; they react to a challenge not by increasing their efforts but rather by running away to avoid conflict. Their convictions that "something will turn up", that "everything will work out all right", is based on their need to avoid their own responsibility for events and depend upon a kindly fate.

Such a part has usually had a great deal of over-indulgence in early life. They are sometimes the youngest member of a large family, and are the child of a middle-aged woman (a so-called "change-of-life baby"). If they have met severe frustrations in later childhood, they may be petulant, vengeful, and constantly demanding.

When programming these parts, optimistic characters respond best to a kindly, parental approach. If withholding, they can often be handled effectively by the Mutt-and-Jeff technique. Pressure tactics or hostility will make them retreat inside themselves, whereas reassurance will bring them out. They tend to seek promises, to cast the programmer in the role of protector and problem-solver; and it is important that the programmer avoid making any specific promises that cannot be fulfilled, because the optimist turned vengeful is likely to prove troublesome.

The Greedy, Demanding Personality: This kind of part affixes themselves to others and clings obsessively. Although extremely dependent and passive, they

constantly demand that others take care of them and gratify their wishes. If they consider themselves wronged, they do not seek compensation through their own efforts but try to persuade another to defend them on their behalf -- "let's you and him/her fight." Their loyalties are likely to shift whenever they feel that the person whom they have chosen has let them down.

The greedy, demanding part often suffered from very early deprivation of affection or security. As an adult they continue to seek substitute parents who will care for them as their own.

The programmer working with this part must be careful not to rebuff them; otherwise rapport will be destroyed. On the other hand, the programmer must not accede to demands which cannot or should not be met. Adopting the tone of an understanding father or big brother is likely to make the part responsive. If they make exorbitant requests, an unimportant favour may provide a satisfactory substitute because the demand arises not from a specific need but as an expression of the individual's need for security. They are likely to find reassuring any manifestation of concern for their well-being.

In dealing with this alter type, and to a considerable extent in dealing with any of the types listed, the programmer must be aware of the limits and pitfalls of rational persuasion. If the programmer seeks to induce cooperation by an appeal to logic, they should first determine whether the part's resistance is based on logic. The appeal will glance off ineffectually if the resistance is totally or chiefly emotional rather than rational. Emotional resistance can be dissipated only by emotional manipulation.

Government Programming: Defectors of this type feel aggrieved because their desires were not satisfied in their countries of origin, but they soon feel equally deprived in a second land and turn against its government or representatives in the same way. The greedy and demanding character is individual to rather frequent depressions. He may direct a desire for revenge inward, upon themself; in extreme cases suicide may result. The true defector (as distinguished from the hostile agent in defector's guise) is likely to have a history of opposition to authority. The defectors who left their homelands because they could not get along with their immediate or ultimate superiors are also likely to rebel against authorities in the new environment Therefore defectors are likely to be found in the ranks of the orderly-obstinate, the greedy and deriding, the schizoids, and the exceptions.

The Anxious, Self-Centred Personality: Although this part is fearful, they are engaged in a constant struggle to conceal their fears. They are frequently a daredevil who compensates for their anxiety by pretending that there is no such thing as danger. They may be Don Juan. They tend to brag and often lie through hunger for approval or praise. As a soldier or officer he may have been decorated for bravery; but if so, their comrades may suspect that their exploits resulted from a pleasure in exposing themselves to danger and the anticipated delights of

rewards, approval, and applause. The anxious, self-centred personality is usually intensely vain and equally sensitive.

Parts that show these characteristics are unusually fearful.

Of great importance to the programmer is the opportunity provided by concealed anxiety for successful manipulation of the individual. Their desire to impress will usually be quickly evident. They are likely to be talkative. Ignoring or ridiculing their bragging, or cutting them short with a demand is likely to make them resentful and to stop the flow. Playing upon their vanity, especially by praising their courage, will usually be a successful tactic if employed skilfully.

Government Programming: Anxious, self-centred parts who are withholding significant facts, such as contact with a hostile service, are likelier to divulge if made to feel that the truth will not be used to harm them and if the programmer also stresses the callousness and stupidity of the adversary in sending so valiant a individual upon so ill-prepared a mission. There is little to be gained and much to be lost by exposing the nonrelevant lies of this kind of individual. Gross lies about deeds of daring, sexual prowess or other "proofs" of courage and toughness are best met with silence or with friendly but noncommittal replies unless they consume an inordinate amount of time. If operational use is contemplated, recruitment may sometimes be effected through such queries as, "I wonder if you would be willing to undertake a dangerous mission."

The Guilt-Ridden Personality: This kind of part has a strong, cruel, unrealistic conscience. Their whole life is devoted to reliving their feelings of guilt. Sometimes they seem determined to atone; at other times they insist that whatever went wrong is the fault of somebody else. In either event they constantly seek some proof or external indication that the guilt of others is greater than their own. They are often caught up completely in efforts to prove that they have been treated unjustly. In fact, they may provoke unjust treatment in order to assuage their conscience through punishment.

The causes of most guilt complexes are real or fancied wrongs done to parents or others whom the individual felt they should love and honour. As children these parts have been frequently scolded or punished. Or they may have been "model" children who repressed natural hostilities.

Government programming: They may "confess" to hostile clandestine activity, or other acts of interest to the government, in which they were not involved. Accusations levelled at them by the programmer are likely to trigger such false confessions. Or they may remain silent when accused, enjoying the "punishment." The complexities of dealing with conscience-ridden individuals vary so widely from case to case that it is almost impossible to list sound general principles. The best advice is that the Programmer, once alerted by information from the screening process or by the individual's excessive preoccupation with moral judgements, should treat as suspect any information provided by the

individual about any matter that is of moral concern to them. Individuals with intense guilt feelings may cease resistance and cooperate if punished in some way, because of the gratification induced by punishment.

The Personality Wrecked By Success: Is closely related to the guilt-ridden personality. This part cannot tolerate success and goes through life failing at critical points. They are often accident-prone. Typically they have a long history of being promising and of almost completing a significant assignment or achievement but not completing it. The personality who cannot stand success enjoys their ambitions as long as they remain fantasies but somehow ensures that they will not be fulfilled in reality.

Acquaintances often feel that the parts success is just around the corner, but something always intervenes. In actuality this something is a sense of guilt, of the kind described above. The part who avoids success has a conscience which forbids the pleasures of accomplishment and recognition. They frequently project their guilt feelings and feel that all of their failures were someone else's fault. They may have a strong need to suffer and may seek danger or injury.

These are parts who "cannot stand prosperity" and pose no problem unless the programming impinges upon their feelings of guilt or the reasons for their past failures. Then subjective distortions, not facts, will result. The successful programmer will isolate this area of unreliability.

The Schizoid Or Strange Personality: This part lives in a world of fantasy much of the time. Sometimes they seem unable to distinguish reality from the land of their own creation. The real world seems to be empty and meaningless, in contrast with the mysteriously significant world that they have made. They are tremendously intolerant of any frustration that occurs in the outer world and deals with it by withdrawing into the interior realm.

They have no real attachments to other individuals, although they may attach symbolic and private meanings or values to other individuals.

Children reared in homes lacking in ordinary affection and attention or in state-run communes may become adults who belong to this category. Rebuffed in early efforts to attach themselves to another, they become distrustful of attachments and turn inward. Any link to a group or country will be undependable and, as a rule, transitory. At the same time the schizoid personality needs external approval. Though they retreat from reality, they do not want to feel abandoned.

As a created part the schizoid personality is likely to lie readily to win approval. They will tell the programmer what he thinks the programmer wants to hear in order to win the award of seeing a smile on the Programmer's face. Because they are not always capable of distinguishing between fact and fantasy, they may be unaware of lying. The desire for approval provides the programmer with a handle. Whereas accusations of lying or other indications of disrespect will provoke withdrawal from the situation, teasing the truth out of the schizoid

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part may not prove difficult if they are convinced that they will not incur favour through misstatements or disfavour through telling the truth.

Government Programming: Like the guilt-ridden personality, the schizoid personality may be an unreliable individual for testing because their internal needs lead them to confuse fact with fancy. This personality is also likely to make an unreliable source because of their incapacity to deal with facts and to form real relationships.

The Exceptional Personality: Believes that the world owes them a great deal. They feel that they suffered a gross injustice, usually early in life, and should be repaid. Sometimes the injustice was meted out impersonally, by fate, as a physical deformity, an extremely painful illness or operation in childhood, or the early loss of one parent or both. Feeling that these misfortunes were undeserved, the exceptions regard them as injustices that someone or something must rectify. Therefore they claim as their right privileges not permitted others . When the claim is ignored or denied, the exceptions become rebellious, as adolescents often do. They are convinced that the justice of the claim is plain for all to see and that any refusal to grant it is wilfully malignant.

Government Programming: When programmed by an outsider, the parts are likely to make demands for money, resettlement aid, and other favours -- demands that are completely out of proportion to the value of their contributions. Any ambiguous replies to such demands will be interpreted as acquiescence. Of all the types considered here, the exception is likely to carry an alleged injustice dealt them by the government to the newspapers or the courts.

The best general line to follow in handling those who believe that they are exceptions is to listen attentively (within reasonable time limits) to their grievances and to make no commitments that cannot be discharged fully. Defectors from hostile intelligence services, doubles, provocateurs, and others who have had more than passing contact with a if they belong to this category, prove unusually responsive to suggestions from the programmer that they have been treated unfairly by the other service. Any planned operational use of such individuals should take into account the fact that they have no sense of loyalty to a common cause and are likely to turn aggrieved against superiors.

The Average Or Normal Personality: This is not a part wholly lacking in the characteristics of the other types. They may, in fact, exhibit most or all of them from time to time. But no one of them is persistently dominant; the average individual's qualities of obstinacy, unrealistic optimism, anxiety, and the rest are not overriding or imperious except for relatively short intervals. Moreover, their reactions to the world around them are more dependent upon events in that world and less the product of rigid, subjective patterns than is true of the other types discussed.

Spiritual Programming

Methods Used in Spiritual Programming

The handler will use an individual's moral sensibilities against them to make them feel like the problems or doubts they are experiencing result from their sin or not having enough faith.

During spiritual/ritual programming religious/spiritual symbols are used. The symbols will be a reflection of the belief system used. The use of the symbols can result in parts of the system embracing the belief, and others being fearful of the belief system.

The confusion of religious symbols will hold an alter in their place. This is due to extreme fear of religious figures. (Rape by priests, Man dressed as Jesus, angels, and other symbolic beings) The symbols of the religion will also be perverted in these rituals.

Subject to rituals like magickal surgery, birthing rituals, and marriage rituals which emphasise the individual's belonging to, and subjugation to, the group.

Children are forced into the belief and worship system of the group.

Rituals or ceremonies are given special meaning that reinforces inclusion in the group.

Parts of the system are sworn to secrecy regarding cult/group activities, including the abusive activities, under penalty of death. Programming for self-destructive methods (self-harm/suicide) if they consider leaving the group.

Scripts for spiritual programming:

- Occult/cult teachings.
- Secondary script: Biblical teachings.

The spiritual abuse may include:

- Manipulation and exploitation, enforced accountability, censorship of decision making.
- Requirements for secrecy and silence.
- Parents and God cannot endure insults.
- The body represents something dirty and disgusting.
- Use of repetitive prayers, myths and storytelling to program the unconscious mind.
- Pressure to conform to the spiritual norm of the group.
- Requirement of obedience to the programmer/handler.
- The programmer/handler is in a 'divine' position.
- Misuse of scripture to control behaviour.
- Using the Bible to justify torture.
- The child can please God by pleasing the handler/programmer.

- Passages about faithfulness are used to keep the child in violent, dysfunctional, and abusive relationships.
- Tell the child that God hates them.
- Demand their way over the child's free will. Torture them if they don't comply.
- Shame the child by bringing up their past spiritual failures.
- Exploit the doctrines of forgiveness and reconciliation to demand the child forgive the abuse and abusers.
- Use the Bible passages about sexuality to justify rape and sexual assault.
- Blame problems on the child's inferior spirituality.
- A belief in demon possession resulting in the labelling and naming of a child as 'evil' or a 'possessed'.
- Appeal to the work of evil spirits as explanations for the child's behaviour.
- Placing pressure on children to make decisions that are not appropriate to their age or developmental stage.
- Follow rigid rules or doctrine to prove that one is purified and clean.
- Purification through sexual assault /abuse.
- Strong fear of God.

Bonding With the System

Individuals are bonded to other people--the cult leader, handler, twin or programmer. Trauma bonding is a necessity for programming with the individual.

The use of fear, excitement, sexual feelings, and other methods are used to bond to parts/alters in the system. All bonding must be ongoing. The bond created is not something that can be lost. It is cumulative and will become stronger and lead to numbing around many aspects of attachment.

Abandonment and trauma are at the core of programming. Abandonment causes deep shame and fear that it will occur again. Abandonment by betrayal is worse than neglect. Betrayal is purposeful and self-serving. If severe enough, it is traumatic. What moves betrayal into the realm of trauma is fear and terror. If the trauma wound is deep enough and the terror immense enough, the system will shut out healthy attempts to engage it. The system elevates into a distress state, never safe, waiting to be damaged again.

What should occur during trauma bonding is a highly addictive attachment to the individuals who have traumatised the child/parts. The system should blame themselves, their defects, their failed efforts on themselves. This bonding should cause the system to distrust their own judgement, to distort their own realities to the point they place themselves at more risk.

In order for a bond to be created the follow things must be in place:

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- The presence of a perceived threat to the system's physical or psychological survival and the belief that the handler would carry out the threat.
- The parts/alters experience violence from the handler.
- The presence of a perceived small kindness from the handler to the child.
- Isolation from perspectives other than those of the handler/programmer.
- The perceived inability to escape the situation means the system must make the best of a bad situation. Inability to engage in behaviours that will assist release/detachment from handler
- Negative feelings for potential rescuers.

The programmer's relationship with the individual should create trauma bonds. The bonds should initially be created physically. Forced sex should be used with the individual. The programmer should ask the following questions of the individual during intercourse:

- "Do you like it?"
- "Can I cum inside of you?"
- "What do you like?"
- "How does it feel?"

The programmer/handler should point out to the child/part how their body is responding positively to sex. Creating a conflict within the system regarding contrary thoughts to what their body is feeling.

The programmer should not be concerned if the part does not respond, or responds with a negative answer. If the response is silence or in the negative the programmer should respect the parts request.

The part will eventually respond in the positive. The programmer is encouraged to give the alter power positions during forced sex. The programmer is not to kiss the part on their lips during this time. Kissing should be limited to, neck, ears, shoulders and chest area.

Once an individual responds in the positive to all of the above questions the individual can begin bonding with other individuals. (if Beta programming is occurring part/alter should be versed in the first 45 sexual positions after this bond)

Seven Stages Of Trauma Bonding

1. *Love Bombing:* Love bombing is the extreme showing of affection with the intention of manipulation and deceit.
2. *Trust and Dependency:* The handler will do nearly everything right to gain trust while slowly making the alter dependent on them for validation and other needs.
3. *Criticism:* After having made the part dependent on them, the handler will start criticising the part, their abilities, appearance, attitudes, beliefs, etc...

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4. *Gaslighting and Manipulation:*   The handler begins to make the system doubt their own perceptions and manipulate the parts into believing their narratives about situations.
5. *Resigning to Control:* To maintain any form of normalcy in the relationship, the system will begin to succumb to the negativity and resign to the dynamics of the relationship.
6. *Loss of Self* : If the parts try to fight back, things get worse. They begin to settle for whatever the handler wants to have peace and make the negative aspects of the relationship stop.
7. *Addiction:*   The cycle of abuse begins. The child's body has high levels of cortisol from stress and the dopamine triggers when the handler exhibits positive feelings forms the bond.

Nine ways trauma continues to impact the system over time:
1. **Trauma Reaction-** Physiological and/or psychological alarm reactions from unresolved trauma experience.

Signs of its presence are:
- Flashbacks
- Intrusive thoughts
- Insomnia
- Triggered associations
- Troubling dreams

2. **Trauma Arousal-** Seeking/finding pleasure in the presence of extreme danger, violence, risk or shame.

Signs of its presence are:
- Sado-masochism
- Sex offending
- Prostitution
- High risk experiences
- Arousal addiction.

3. **Trauma Pleasure** - Seeking or finding pleasure and stimulation in the presence of extreme danger, violence, risk, or shame.

Signs of its presence are:
- Engaging in high risk, thrill seeking behaviours
- Difficulty in being alone, calm, or in low stress environments
- Use of drugs like cocaine or amphetamines to speed things up or to heighten "high risk" activities
- Feeling sexual when frightened or when violence occurs
- Seeking high risk sex
- Seeking danger
- Constant search for all or nothing situations

4. **Trauma Blocking-** Efforts to numb, block out, and overwhelm residual feelings due to trauma.

Signs of its presence are:
- Relaxing. Anaesthetising. Anything to escape the uncomfortable feelings.
- Difficulty staying awake
- Drinking to excess when like is too hard
- Always looking for something to do uncomfortable being at rest
- Preoccupied with food and eating
- Feeling anxious and "behaving" to make feelings go away
- Using drugs to escape
- Getting "lost" in work
- Eating excessively to avoid problems
- Using depressant drugs as a way to cope
- Using TV, reading, and hobbies as a way to numb out
- Sleeping as a way to avoid
- "Bingeing" when things are difficult
- Working so won't have to feel
- Wish to "slow down" one's mind.

5. **Trauma Splitting** - Ignoring traumatic realities by "splitting off" experience and not integrating into personality or daily life.

Signs of its presence are:
- Dissociative episodes – feeling separate from body as a reaction to a flashback
- Avoiding stories, parts of movies or reminders of experiences
- Withdrawal or lack of interest in important activities because of experience
- Experiencing confusion often
- Tendency to be preoccupied with something other than what is needed
- Lost in fantasies often rather that deal with real life
- Having a life of "compartments" that others do not know about
- Difficulty concentrating
- Avoiding thoughts or feelings associated with trauma experiences
- Inability to recall important details of experiences
- Procrastinating, interfering with life activities
- Tendency to be accident prone
- Living a "double life"

6. **Trauma Abstinence-** Compulsive deprivation which occurs especially around moments of success, high stress, shame or anxiety.

Signs of its presence are:
- D eny self basic needs at times like groceries, shoes, books, medical care, rent, heat
- Avoid sexual pleasure

- Hoard money and not spend money on legitimate needs
- Perform in "underachieving" jobs
- Feel guilty about any sexual activity
- Spoil success opportunities
- Have no interest in eating for periods of time, other eating disorder behaviours
- See comfort, luxuries and play activities as frivolous
- Avoid doing "normal" activities because of fears
- Have low interest in sexual activity
- Have difficulty with play

7. **Trauma Shame-** Profound sense of unworthiness and self hatred rooted in traumatic experience.

Signs of its presence are:

- Feeling bad about oneself because individual felt experiences were his/her fault
- Feeling lonely and estranged from others because of experiences
- Engaging in self-mutilating behaviours (cutting oneself, burning self, etc.)
- Engaging in self-destructive behaviours
- Enduring physical or emotional pain most people would not accept
- Avoiding mistakes at "any cost"
- Avoiding experiences that feel good
- Feeling bad when something good happens
- Suicidal thought; suicidal threats; attempted suicide
- Inability to experience certain emotions (love, happiness, sadness, etc.)
- Feeling as if they must avoid depending on people
- Dim outlook on future
- Trying to be perfect
- Feeling unworthy, unlovable, immoral or sinful because of experiences
- A sense that others are always better than they are

8. **Trauma Repetition:** Repeating behaviours and/or seeking situations or persons who recreate the trauma experience.

Signs of its presence are:

- Inability to stop a childhood pattern
- Doing something destructive over and over from early life
- Reliving over and over a "story" out of individual's past
- Engaging in abusive relationships repeatedly
- A desire to redo an early trauma experience
- Reverting to things done as a child
- Repeating painful experiences Doing compulsively something to others that was done to individual as a young person
- Doing things to others that were done to individual in his or her family

- Having thoughts and behaviours that do not feel good repeatedly
- Preoccupation with children of a certain age

9. **Trauma Bonds:**
- Dysfunctional attachments that occur in the presence of danger, shame or exploitation.

A number of signs exist to note that a bond has been created. Programmers must note the presence of these bonds, date they were observed, how they believed they were formed and the child's response to the bond.

Betrayal Bond

Fear and abandonment increase feelings of attachment.

Betrayal bonds are a form of trauma bonds and the foundation of keeping the system attached to the handler. The betrayal bond thrives on the trauma of breaking trust. Spoken or unspoken 'contracts' within intimate relationships where trust is required.

The handler will go to great lengths to make sure that the system/parts believe the initial promise. The handler will lie, deceive, mislead and con their way to gain the trust of the system. As a result the system will become loyal to the handler who has betrayed them.

Trauma Bonding Methods:
- Intermittent Reinforcement
- Violence
- Blaming
- Silent Treatment
- Sexual Assault
- Positive Reinforcement
- Incest

Some programmed responses may be:
- "They are only like that because they love me."
- "You wouldn't understand."
- "They will make it up to me later."
- "It's my fault, I make them angry."
- "They said other people wouldn't understand."
- "They did their best."
- "I should have done better."

The use of gaslighting:

This method is used to gain power and control over the system by distorting reality and forcing alters to question their own judgement and intuition.

The purpose is to gradually undermine the system's confidence in their ability to distinguish truth from falsehood, right from wrong, or reality from appearance. The child's self-esteem is severely damaged, and they become more dependent on the handler for emotional support and validation.

- Exploits existing self-doubt about a parts capabilities as well as any past traumas that may cause the part/alter to feel too "damaged" to see reality clearly.
- Exhausts a system's internal resources so they are unable to self-validate and eventually give into a sense of learned helplessness.
- Depletes a stable sense of self-worth and certainty about how to interpret the world.
- Manufactures insecurities and fears that never existed, causing the part/alter to focus on their perceived flaws rather than the abuser's wrongdoings
- Causes the part/alter to investigate whether they have done something wrong, instead of looking at the handler's behaviour as the cause of concern.
- Sets up the system to fail no matter what they do; abusers will demonstrate disapproval regardless of how hard the parts try to please the abuser. Whether the part/alters stay silent and compliant or aggressive and assertive, they will be punished. By changing the outcome, the handler is able to shift their expectations and their claims on a whim
- Diverts from, denies, rationalises and minimises acts of psychological and physical violence.
- Creates an insidious form of retaliation for part/alters speaking out, because each time they do, they are met with psychological or physical abuse that causes them to feel increasingly cut down.

Signs of successful bonding:
- The parts/alters are obsesses about showing someone they are wrong about the relationship, or their treatment by the handler. (Loyalty to programmer)
- The child lies to friends or others about the abuse.
- The system obsesses about individuals who have hurt them after they are gone. (Silence programming must be engaged)
- Others are shocked by something that has happened to the child and the child isn't. (Denial programming must be engaged)
- The part/alter feels loyal to the programmer/handler even though they conceal secrets that are damaging to the programmer/handler. (Silence programming must be engaged)
- They continue to seek contact with individuals that will cause further pain. (Call back programming)

- The person moves closer to an individual who is destructive.
- An alter cannot detach from the handler even though they do not trust, like or care for the handler.
- The system is covering up, defending, or explaining the relationship. (Test for loyalty to programmer)
- The part/alter misses a relationship to the point of nostalgia and longing and the relationship was detrimental, almost destroying the individual.
- The part/alter keeps the individual's destructive behaviour secret because of all of the good they have done or the importance of their position or career.
- The system continues to work to get the handler to like them.
- The system continues contact with the handler who acknowledges no responsibility.
- The parts agreeing with the handler's reasons for abusing them.
- The system will feel like the handler is the only person who can meet their needs.
- System will develop a dependence on the handler's nice side.

Memory and mental training methods

It is possible to attain high memory implementation using memory methods. In order for a method to have benefit it would have to be effectively integrated into the system's daily activities.

Memory has three basic functions: encoding, storing, and retrieving information.
- Encoding is the act of getting information into the memory system through automatic or rigorous processing.
- Storage is retention of the information.
- Retrieval is the act of getting information out of storage and into conscious awareness through recall, recognition, and relearning.

Skilled memory involves three steps: meaningful encoding, retrieval structure, and speed-up.
- Meaningful encoding principle, exploit prior knowledge to durably encode information needed to perform a familiar task successfully.Programmers train parts to form more elaborate and accessible memory representations. The elaborate semantic memory network creates meaningful memory codes that create multiple potential cues and avenues for retrieval.
- Retrieval structure, develop memory mechanisms called retrieval structures to facilitate the retrieval of information stored in long-term memory. These mechanisms operate in a fashion consistent with the

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meaningful encoding principle to provide cues that can later be regenerated to retrieve the stored information efficiently without a lengthy search.

- The speed-up is long-term memory encoding and retrieval operations speed up with practice, so that their speed and accuracy approach the speed and accuracy of short-term memory storage and retrieval.

Sensory memory receives information from all of the senses. (sight, sound, smell, taste, and touch) Sensory experiences often remain stable over time.

- Iconic memory stores interpretations of visual experiences
- Echoic memory stores the interpretations of sounds
- Haptic memory stores the interpretations related to tactile experiences
- Olfactory memory stores information related to the sense of smell
- Gustatory memory stores information related to the sense of taste

There are three ways to retrieve information out of the long-term memory: recall, recognition, and relearning.

When assessing memory, ask the child to consciously remember things. Explicit memory refers to knowledge or experiences that can be consciously remembered.

There are two types of explicit memory: episodic and semantic.

- Episodic memory refers to the firsthand experiences that someone has had.
- Semantic memory refers to one knowledge of facts and concepts about the world.

Methods for memorisation:

Method Of Loci

The method of loci is a strategy for memory enhancement, which uses visualisations of familiar spatial environments in order to enhance the recall of information.These locations will be placed internally using the script.

The technique involves envisioning a location or physical space that the child is acutely familiar with. In this location the programmer will assist with attaching the terms and information the child is memorising to various locations/spots within that area. As the child's memories are based on that space that is familiar to them, their brain, which has already remembered the specific space, enables the terms and programmes associated with the space to be recalled.

Mental training methods, visualisation may have the greatest potential for future development. Methods of taking advantage of brain reorganisation, possibly enhanced through nootropics and/or virtual reality training, appear to have general utility.

Linking

Good encoding strategies are to form distinctive memories (ones that stand out), and to form links or associations among memories to help later retrieval. This is completed by linking newly acquired information to details already present in the child's existing knowledge base.

Linking the memories together using vivid mental images, stories, or emotions, individuals can more easily remember and recall the information when needed.

The link method relies on the principles of associative learning and elaborative encoding to improve memory recall.

Successful linking leads to:

Improved Memory: By forming visual links between items, facts, or sequences, it becomes much easier for a child to recall what they have learned, which leads to greater memory retention.

Increased Creativity: Connecting two items together through an image or story can assist with creative thinking and be more imaginative when addressing difficult tasks or concepts.

Enhanced Concentration and Focus: Memory linking encourages visualisation and creates vivid images that help connect different pieces of information together. It assists with increasing concentration levels and mental focus when memorising number sequence codes.

Better Memory Organisation: Using linking assists with organising memories by reducing large amounts of information into smaller pieces associated with visual elements such as colours and shapes.

Chess
- Playing chess can improve cognitive skills like memory, planning, and problem-solving.
- Chess develops the ability to see from someone else's perspective.
- Assists with auditory memory.
- Better ability to remember and quickly recognize visual patterns.
- Increase of theta waves during increasingly difficult chess matches.
- increases the child's ability to exercise divergent and creative thinking.

Kim's Game
Individuals will have one minute to look at and memorise a set of words or objects. They can't write anything during this time.

At this time they'll have two minutes to write down all of the items they can remember.

As time goes by, students are given more objects to look at and less time to look at them. To add to the challenge, the time between seeing the objects and reporting what they saw gets longer as programming continues. By the end, they

may see 25 objects in the morning, train all day, and then at night be asked to write down descriptions of all the things they saw.

The handler will make noises, play porn and other distractions in the background to distract the child when they are trying to recall what they have seen.

Visualisation

The technique involves creating a mental image of a familiar location from the script, such as a room or building, and then associating each piece of information with a specific location or object within that space. This creates a visual map in the mind that can be easily recalled and used to retrieve the information later.

*No punishment. Rewards only.

Trauma Impairs Memory. Trauma can shut down episodic memory and fragment the sequence of events. Trauma can prevent information (like words, images, sounds, etc.) from different parts of the brain from combining to make a semantic memory.

Techniques Used In Programming

The first stage in changing behaviour is making the person aware of the control. A child is made aware of the physical and psychological control of the programmer/handler and will swiftly recognise they are overpowered.

The methods used in TBMC are applied in escalating fashion, from the removal of clothes and limitation of food and sleep, on to facial and abdominal slaps, dousing with cold water, wall standing, and confinement in a box. The final step is implementation of torture methods.

By differentially applying reinforcement to relatively small behavioural changes, it is possible to progress from the initial behaviour of the child in small steps through the development of more complex behaviours. This progression can take place by small steps so that the child's progress and motivation is not jeopardised by frequent failures.

A child will recognise the overwhelming power of the individuals around them and the corresponding responses when the expectations aren't followed. The child will recognise the definite limits that have been placed upon the ways they can respond.

Realisation of their complete dependence upon the controlling system is a major factor in controlling the individual's behaviour. The child is required to recognise and accept the fact that food, praise, and the only social contact that they receive will come from the programmers who exercises control over them

Three methods of Behaviour Modification:

1. Behaviour can be modified by changing the conditions or situations that lead up to the individual's current behaviour. Behaviour can also be modified by the manipulation of the consequences of the individual's current behaviour or by introducing new consequences (rewards and punishments) the individual receives for engaging in a behaviour.
2. Decreasing a behaviour involves devaluing or reducing the positive consequences and increasing the value of the negative consequences a individual receives. Removing something desirable or pleasant to an individual that is currently reinforcing a behaviour, or introducing something into the individual's environment that they find unpleasant, are ways of decreasing a behaviour.
3. Increasing a behaviour involves increasing the value of the positive consequences and decreasing the value of the negative consequences the individual receives. Introducing or emphasising things in the individual's environment that are desirable or pleasant when they engage in the desired behaviour, or removing things that are unpleasant when they engage in the desired behaviour, are ways of increasing a behaviour.

There are various types of fear conditioning :
- **Contextual fear conditioning** -The environment where an unconditioned stimulus is encountered comes to elicit a fear response.
- **Cued fear conditioning**- A conditioned stimulus, such as a sound, comes to elicit a fear response after it is repeatedly paired with an aversive unconditioned stimulus, such as an electric shock.
- **Trace conditioning**- A type of classical conditioning in which after a neutral stimulus is presented, a temporal gap follows before an unconditioned stimulus appears to evoke a response. When the sequence is done repeatedly, it becomes associative learning.
- **Delay conditioning**- In delay conditioning, an unconditioned stimulus (for example, an electric shock) is introduced in the final moments of a conditioned stimulus (for example, a tone), with both ending at the same time.

Psychographics:

Psychographics are psychological characteristics of an individual. These are internal psychological factors, attitudes, values, lifestyles, motivations, and opinions. Psychographics might include characteristics such as fears, loves, hates, cultural norms, and values.

Psychographics are vulnerabilities because they provoke an emotional response from the individual that can be used to increase the effectiveness of programming. Although often difficult to derive from standard intelligence and open sources, they can prove to be very effective in persuasion.

Psychographics include the following:
- Fears: What does the person fear?
- Hates: What does the person hate?
- Anger: What angers the person?
- Love: What does the person love?
- Shame or embarrassment: What does the person consider shameful or embarrassing?
- What is the person dissatisfied with?
- What are the cultural norms? (How is the person expected to act?)
- What does the person value?
- What are the frustrations? (What does the person want that it cannot get?)

Aspects Of Child Training:
- Discipline of secrecy: Absolute obedience of every command.
- Deprivation training: Training away the individuals bodily requirements such as sleep, hunger, toilet needs, urge to move.
- Overcoming disgust and gagging.
- The body is taught about sex in all its various ways from a young age.
- Trust nobody, nothing feels safe.
- Child identifies only with, and protects, the handler, no healthy ties to other people outside of the group.

Coercive Techniques in Programming:
The application of pain is a basic method of torture programming, whether through creating general discomfort, physical beating or using instruments of torture.
1. The principal coercive methods are arrest, detention, the deprivation of sensory stimuli, threats and fear, debility, pain, heightened suggestibility and hypnosis, and psychotropics.
2. If a coercive method is to be used, or if two or more are to be employed jointly, they should be chosen for their effect upon the individual and carefully selected to match their personality.
3. The usual effect of coercion is regression. The individual's mature defences crumble as they become more childlike. During the process of regression the individual may experience feelings of guilt, and it is usually useful to intensify these.
4. When regression has proceeded far enough so that the individual's desire to yield begins to overbalance their resistance, the programmer should supply a face-saving rationalisation. Like the coercive method, the rationalisation must be carefully chosen to fit the individual's personality.

5. The pressures of duress should be slackened or lifted after compliance has been obtained, so that the individual's voluntary cooperation will not be impeded.

Once the goal of the coercive session is met to permit the programmer access to the part/alter they are not ordinarily concerned with the attitude of the individual. Under some circumstances, however, this practical indifference can be short-sighted. If the individual remains semi-hostile or remorseful after a successful session has ended, less time may be required to complete their conversion than might be needed to deal with their antagonism.

Stress Positions: This is posing an individual in an erect standing position for a period of several hours. No restraints or external devices are used. Variations of this method include the extension of one's arms outward to the side.

Harsher variations of the stress technique a "short shackle," individuals are bound at the wrist and ankle with metal or plastic handcuffs and then doubled over with their wrists bound to their ankles, either while lying on the ground or sitting or front leaning rest, which is the push up position.

Sensory Bombardment: Individual is made to stand or kneel facing a wall for a determined amount of time. They are hooded and handcuffed tightly. At the same time a bright light is placed next to the individual's hood while distorted music is played.

Forced Nudity: Forced nudity is the most common method used by programmers when training an individual. It involves stripping individuals in front of other individuals who are being programmed and forcing them to remain naked for long periods of time. The technique can also be used as a form of punishment in group programming. The effect of this act is to cause great shame.

Sexual Humiliation: Sexual humiliation comes in a variety of forms and it takes into account the beliefs and views of the individual or part. For example, a part whose religious beliefs are strongly opposed to homosexuality may be forced to participate in acts of this nature with other individuals or parts of individuals who are being trained. This may be extreme, or mild. This can also include being forced to watch displays of sexuality.

Extreme Cold: Individuals are routinely doused with cold water and left outside or in an unheated room/cage to freeze. They may be forced to stand in or run through snow wearing only a thin layer of clothing, left to sleep on the concrete floors of an unheated room/cage in the winter. To make the cold even more unbearable, programmers may leave the windows open in the individual's room/cage during the night.

On occasion, extreme heat is also used. In this case the individual is locked in a hot box.

Phobias: Phobias are able to incite extreme amounts of panic in individuals. For this reason, an individual who has a fear of spiders will be forced to remain

in a room filled with spiders. Once the useful state of anxiety or panic is achieved, they are programmed.

Waterboarding: Waterboarding consists of immobilising a part/alter and pouring water over their face to simulate drowning. It elicits the gag reflex, making the part/alter believe his or her death is imminent while ideally not causing permanent physical damage.

Waterboarding is used to punish, intimidate, induce phobias, and dissociation.

Debilitation: Debilitation is the systematic weakening of the individual. Physically this may be through means such as corporal punishment, pain and deprivation.

Psychological weakening may take place through humiliation and other actions, such as making them stand naked, forced religious sacrilege, triggering of phobias and mock executions.

Retention Techniques: When an individual is converted to a particular set of beliefs, then it has been found that, particularly if coercive or authoritarian methods were used, then most people will, if there is no effort to sustain the change, will drift back to their original beliefs. The following things must be in place to ensure retention continues until training/programming is complete.

Absolute Authority : That cannot be challenged.

Asset-Stripping : Taking the individual's belongings

Confession : To keep the person in a position of inferiority.

Entrancement : To keep the individual in a controllable state.

Illogic : Emotion and fallacy that persuades.

Isolation : Separating individuals from dissuasive messages.

Keeping Busy : So there is no time to think about leaving.

Obedience : Without questioning authority.

Polarisation : Creating black-and-white choices.

Special Language : Leads individual on to inner circles of power.

Striving : So there is always something more the individual needs.

Thought-stopping : Blocking out distracting or dissuading thoughts.

Burning Bridges : Ensure there is no way back.

Evidenc e Stream : Show individuals time and again that their change is real.

Golden Handcuffs : Put rewards in their middle-term future.

Institutionalisation: Building change into the formal systems and structures.

New Challenge : Get the individual looking to the future.

Rationalisation Trap : Get individual to complete adverse actions then help them explain their actions.

Reward Alignment : Align rewards with desired behaviours.

Rites of Passage : Use formal rituals to confirm change.

Socialising : Build behaviours into the social fabric.

Note: *Anger:* The way that the part/alter experiences anger is of profound importance. If the part/alter allows the handler/Programmer to redirect the

increasing anger and hostilities toward the handler/Programmer to another part/alter in the form of violence (misplaced aggression), the handler/Programmer will reinforce the violent behaviour with post hypnotic commands. Typically, the person is encouraged to commit acts of violence with spouses, friends, or employers resulting in further social isolation and increased shame.

Conversion As Revelation: Conversion may take place suddenly as a revelation, for example when a higher purpose is realised and all values that are associated with that are adopted. This is more likely to happen with individuals who have a strong need for certainty and who therefore tend to adopt extreme views.

Control Over Time : The programmer must control the individual's time. A strict schedule must be complete and followed. The schedule must encompass the entire 24 hours of the day and the individual must adhere to the schedule.

Start Easy: Agreement over rules typically starts with generalised rules with which it is hard to disagree, for example; "No talking while eating".

Tighten The Rules: These rules will be gradually tightened over time. As the individual grows the basic premise, additional judgement criteria are added. For example, "No talking while eating' becomes "Talking while eating means you eat less food' to "The more you talk the less time you get to eat' to 'you are no longer hungry'.

Align with an individual's values: A conversation that may start with ideas will eventually turn to thoughts about what is right and wrong, good and bad, important and less important. In other words, it focuses on values . If one can change these rules in an individual's head, then the programmer has no need to police them - the values will do that.

An effective start is to seek out the values of the person and play to these. If the individual puts themselves first, then be admiring them. A further values platform is generic human values, which are very difficult to deny, Love, peace, and helping one another. Values can also be negative. Selfishness and hedonism can be elevated as worthwhile reasons. Racism and elitism may be accepted as true.

Progressive conversion :   If the programming values are different from those of the individual, then the transition process is a progression, rather than a sudden conversion.

Control of values : The programmer must be clear to the individual as the one who sets values. This is made possible by having one of the basic values of the group: the leader must be obeyed without question. When the leader is showing wisdom and concern, this may seem logical.

Changing values: When converting a person, one of the key things a programmer does, no matter where the individual started from, is to move into the realm of ideas and values. This includes anything that is not tangibly physical, and can include social and political ideas as well as religious and quasi-

religious ideas. By doing this the person is removed from the real world and into the ideological world of the programmer.

Align them with programming values : Show alignment towards the individual, the exchange principle dictates they should alignment towards the programmer/handler. When the individual is shown appreciation, they will show appreciation in return and will bond with the programmer connecting their sense of identity .

Embodiment of values: The programmer is to appear as a decisive embodiment of values. The programmer is elevated to a state of godhood. They may not claim it themselves, but through their manipulation of values they effectively reach this very powerful position.

Programmers take charge of values: More control of the person occurs when the programmer (or handler) is able to take full control of values. When a programmer can dictate what is right and wrong, they have the basis for total control.

Black and white thinking is created by the programming : There must be a tightly controlled system of logic. There must be totalitarian leaders, who inspire confidence and discipline questioning behaviour. Subjects are trained to believe seeking to leave, or questioning the philosophy, would mean isolation, torture, and the possibility of death. A hierarchy of leadership is given the authority to discipline those who do not comply with the training and teachings. This hierarchy will be planned internally into the individual.

Create a sense of powerlessness : This is administered through pain, degradation, tying up individuals, and control over the individual's time. This is completed from infancy on.

Needs Of Individuals Are Promised To Be Met, But Are Ignored For Group Goals. The Programmers/handler will promise to meet the needs of alters. These things may be food, clothing, and shelter. These needs are ignored for group goals. If there isn't enough food for everyone, no one will eat.

Isolation from the World : The only reality is the programmers. The programmer isolates the individual so no new ideas are available or allowed except their ideas. Whatever the Papa Bear (handler/programmer) dictates is reality. Each alter will only communicate with a few other alters. What this does is divide an individual from their own parts and total awareness. The will and mind is broken so that there is no organised resistance, or access to other parts that may be aware of internal workings.

Isolation typically creates anxiety, that anxiety intensifies the desire to be with others who share the same fear. First-born children are more anxious and less willing or able to withstand pain than later-born children. Other applicable hypotheses are that fear increases the affiliative needs of first-born and only children much more than those of the later-born. These differences are more pronounced in individuals from small families than in those who grew up in

large families. Only children are much likelier to hold themselves together and persist in anxiety-producing situations than are the first-born, who more frequently try to retreat

The person will often be denied friends, and contacts outside the controlled environment. They will be deprived of all naturally occurring relationships by programming. This is done by switching, flooding, and system protection programming. Isolation is imperative and parts are made to feel like animals rather than human to isolate them outside individuals. Subjects will be programmed to hate Jesus and the God of the Bible, so they are isolated from spirituality and seeking spiritual assistance.

The person starts to experience severe insecurity in this stage. The programmer uses this insecurity against the individual in several ways. Because of the impaired reasoning ability and emotional isolation, the person is susceptible to the approaches of insincere individuals, which are used by the programmer to emotionally hurt the individual more. This allows the programmer to convince the individual that individuals can't be trusted and only the programmer/handler can be trusted. This serves to isolate the individual from supportive peer groups and makes the individual emotionally dependent on the handler and programmer resulting in the programmer and handler gaining more power in the individual's life.

Sensory Bombardment and Fatigue : This includes being bombarded with loud noises or music and flashing or bright lights, prolonged sleep deprivation, environmental control, cages, loud continuous noises, love bombing of specific parts and a sterile environment. These methods are designed to overload the senses, interfering with sleep, cognition, and concentration.

Breaking Down The Self

Assault on identity : The individual is not who they think they are. This is a systematic attack on an individual's sense of self (their identity or ego) and their core belief system. The programmer denies everything that makes the individual who they are: "You are not a boy/girl." "You are not intelligent." "You are not athletic." The individual is under constant attack for days, weeks or months, to the point that they become exhausted, confused and disoriented. In this state, their beliefs seem less solid.

Bombard them with accusations: The individual is isolated and accusing them of various transgressions begins. Accusations may start with diminutive things that are easy for them to admit then steadily escalate with admonishments of breaking important values and even being basically bad and shameful.

This process should be completed by a number of Programmers. The more individuals and the higher in standing they are, the more effective this method becomes. Few individuals can ignore accusations from individuals they live with and will have authority over them.

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The Subject's Sense Of Identity Is Lost : The individual loses their sense of self and surrenders it to the handler/programmer. There will be no sense of where they begin and end, and where the handler/programmer begins and ends. Subjects will demonstrate new behaviour by Conformity: dress, language, behaviour using group language will eventually stop the thinking mind.

The awareness of control and recognition of dependence result in causing internal conflict and breakdown of previous patterns of behaviour. Although this transition can be relatively mild in the case of a young individual, it is almost consistently severe for the adult individual undergoing programming. Only an individual who holds their values lightly can change them effortlessly. Since the programmers aim to have the individuals undergo profound emotional change, they force their individuals to seek out painfully what is desired by the controlling individual. During this period the individual is likely to have a mental breakdown characterised by delusions and hallucinations

Continue until individual breaks: The point of this session is to push them past a breaking point; similar to when an individual has a nervous breakdown the session may continue well past the point where the individual is huddled in a foetal position, rocking back and forth and weeping uncontrollably. With this action the programmer wears down the individual's sense of identity , in order to effectively destroy their personality and makes them flee from who they are.

Watch for apathy. After the individual's self-esteem is broken down and continuing failure and persistent suffering start to dominate every day, the individual becomes apathetic as a defence mechanism. Apathy can lead to the individual not responding to and a mental and physical surrender that cannot be corrected.

Critical Thinking And Disagreeing With The Programmer Is Forbidden: The individual must suspend the ability to think critically or disagree with the programmer. The individual must never question the handler/programmer. They must never get angry at the handler, if they do the individual is advised they want to be punished. The individual must always comply or be punished.

The assumptions of guilt and atonement: A basic assumption and rule is the individual in question is already guilty. Guilt is an effective lever that casts the individual as imperfect and inferior. The associated assumption is that guilt may be relieved by atonement of some variety, whereby the individual may be forgiven for the bad things they have done. This creates a two-sided force by which hurt and rescue may be applied.

Guilt: The individual is appalling. While the identity crisis is setting in, the programmer is simultaneously creating an overwhelming sense of guilt in the individual. The individual will be repeatedly and mercilessly attacked for any "sin" the individual has committed. The programmer will criticise the individual for everything from the "evilness" of their beliefs to the way they eat. The

individual begins to feel a general sense of shame, that everything they do is wrong.

Self-betrayal: The individual will agree with the programmer that they are appalling. Once the individual is disoriented and is overwhelmed with guilt, the programmer forces them to denounce any person in their life who shares the same "erroneous" belief system that they hold. This betrayal of individuals' own beliefs and of people they feel a sense of loyalty to increases the shame and loss of identity the individual is already experiencing.

Breaking Point: With their identity in crisis, experiencing deep shame and having betrayed what the individual has always believed in, they may undergo a "nervous breakdown." In psychology, a "nervous breakdown" is a collection of severe symptoms that can indicate any number of psychological disturbances. The breaking point may involve uncontrollable sobbing, deep depression and general disorientation. The individual may have the feelings of being totally lost and alone. When the individual reaches their breaking point, their sense of self can be remade. The individual has no clear understanding of who they are or what is happening. At this point, the programmer sets up the temptation to convert to another belief system that will save the individual from their desolation.

Discovery that there is an acceptable solution to their predicament is the first stage of reducing the individual's conflict. Subjects of programming realising this will lead to feelings of relief of internal conflict. It is at this point they are prepared to make major changes in their value-system. This is an automatic rather than voluntary choice. They have lost their ability to be critical.

Altered States and Hypnosis Are Used : The handlers/programmers use hypnotic techniques to change the mind's states. Programmers induce dissociation by songs, chanting, guilt inducing sessions, torture, isolation, repeating triggers 3X, starvation, inadequate sleep, and strenuous physical activity. This combination will lead to a reduction of alertness.

The reduction of alertness will create confusion in the mind. Programmers will also cause confusion using a series of alters. The individual may go into revolving from one alter to another, or may have alters coming and going with conflicting messages so that the individual remains in a programmed confused state. Programmers will give the mind something simple to focus on so that it goes into a flat state.

The mind feels good to shift into this simple flat state. The brain quits thinking and shifts to a lower level of consciousness so the controllers can advise the individual what to think. Programmers can induce a mood or state of mind hypnotically which will make retrieval of something learned dependent upon going into that particular mood or state.

Out of Body Experiences : (O-B-E's) are induced by the torture and psychotropics. This training will lead to astral projection.

The Mind's Natural Alarm Clock: The programmer's use the mind's natural ability to wake up at specific times to inlay clocks for scheduled tasks. Subjects may be given the coded messages that will occur at specific timed intervals. Sleeping patterns are also related to personality. By programming different alters to have certain sleep patterns, their personality can be adjusted.

Behaviour modification: A version of behaviour modification is tailored to the individual. It is determined what the individual does well, and praise and reinforce that behaviour. The programmer states the desired goal. Then continue to reinforce promptly the things the individual is doing well. The goal in mind must be measurable. An example of this might be for a handler to praise a hunting part that is being programmed and give the individual a reward after a successful hunt. The reinforcement needs to be quick, and appropriate.

Manipulate rewards, punishments , experiences to elicit new behaviour : Manipulate rewards, punishments, and experiences. This must be done to suppress previous social behaviour. Reward: Participation, conformity to ideas/behaviour, zeal, personality changes, the appropriate verbal response.

Behaviours punished: criticalness, independent thinking, non-conformity to ideas/behaviour, wrong response to questions.

Aversive conditioning: The use of something unpleasant, or a punishment, to stop an unwanted behaviour. As with all forms of punishment, it may work but is generally less effective than the use of reinforcement.

Split brain programming : The Programmers are also aware that right-handed people use their left brain hemisphere for highly conscious processes which require good attention, focus and intentional decisions; while their right brain will tend to work on the unconscious and automatic chores. Split brain programming takes this contrast into account.

Individual sees locus of control with the handler/programmer : Programming overrules self . The internal and external handler/programmer is in control of the individual's life view, navigation, and emotions.

Creativity can be controllable : When an individual creates a new alter/animal/internal structure he is rewarded and praised. The individual learns to create what they believe the Programmers' desire to continue to be rewarded.

Future Pacing: Future pacing can be used to help program an individual toward their occupational objective which is created for the individual when they are young. Future pacing is a mental rehearsal that is practised in the imagination. This is done so the individual can deal with future challenges. Expectations can often become self-fulfilling prophecies. NLP also is used to teach people how to learn. It teaches people to learn a variety of methods for a single skill.

Power Words : These are words which have specific meaning for the individual. Some power words used in programming are; Imagine, you, and because.

The Possibility of Salvation:

Leniency : The programmer can help the individual. With the individual in a state of crisis, the programmer offers some small kindness or reprieve from the abuse. He may offer the individual a drink of water, or take a moment to ask the individual about relationships they have made. In a state of breakdown resulting from an endless psychological attack, the small kindness seems enormous, and the individual may experience a sense of relief and gratitude completely out of proportion to the offering, as if the programmer has saved their life.

Compulsion to confession : Programmers advised the individual they can help themselves. For the first time in the programming process, the individual is faced with the contrast between the guilt and pain of identity assault and the sudden relief of leniency. The individual may feel a desire to reciprocate the kindness offered to them, and at this point, the programmer may present the possibility of confession as a means to relieving guilt and pain.

The tension of guilt: This creates a tension between the individual's actions and their stated belief that the action is bad. The consistency principle leads the individual to fully adopt the belief their resistance is bad and to distance themselves from repeating it. The situation is also encouraged by making non-confession to be an offence itself.

Channelling of guilt : The programmer will advise the individual this is why they are in pain. After weeks or months of assault, confusion, breakdown and moments of leniency, the individual's guilt has lost all meaning. They are not sure what they have done wrong, the individual just knows they are wrong. This creates something of a blank slate that lets the programmer fill in the blanks: He can attach that guilt, that sense of "wrongness," to whatever they desire. The programmer attaches the individual's guilt to the belief system the programmer is trying to replace. The individual comes to believe it is their belief system that is the cause of their shame. The contrast between old and new has been established: The old belief system is associated with psychological and physical agony; and the new belief system is associated with the possibility of escaping that agony .

Releasing of guilt : It's not me (individual) ; it's my (individual's) beliefs. The beleaguered individual is relieved to learn there is an external cause of their wrongness, that it is not themselves that is inescapably bad. This means they can escape their wrongness by escaping the wrong belief system. All they have to do is denounce the people and institutions associated with that belief system, and they won't be in pain anymore. The individual has the power to release themselves from wrongness by confessing to acts associated with their old belief system. With their full confessions, the individual has completed their psychological rejection of their former identity. It is now up to the programmer to offer the individual a new one.

Public confessions: The effect of confession may be intensified by making the confession public. It both increases the hurt and discomfort and also enables a

greater rescue effect and relief. The higher levels of emotion involved have a much greater effect in creating bonds with the listening group.

Confession: Confession is predominantly effective at enabling people to put an undesirable past behind them. As well as a conversion method, it is also useful for retention.

Confessing sins: Once the individual has agreed to the rules/values, individuals are encouraged to confess past mistakes. This may start easily with trivial errors and then progress to more significant 'failures'.

Release and atonement: Confessing leads to a relief, especially when the tension has been exacerbated by declarations of how appalling the errors are and how the individual is understood to be basically good.

Confession under pressure can appear as a sudden breakdown, when a previous resistance suddenly collapses. This can lead to a sudden outpouring of information.

Confession provides an initial release, but further atonement may be demanded. This may start with simple chores or repeating of meaningful scripts, but may also be escalated. Punishments may be meted out or may even be applied by the individual themselves.

Agreeing the rules: The motive of confession is there are some things which are bad, and which disregard defined rules and values. Before actual confession an agreement is reached about what is good and what is bad.

Subtle force of authority: The subtle implication is to position the individual as inferior and the programmer to whom they are confessing as superior. This provides a level of authority that the individual cedes to the programmer receiving the confession. This allows the handler to control the individual further. This control may range from defining new values to giving direct commands outside of the confessional milieu.

A Sense Of Peace Is Induced . When the individual merges with the handler the programmer will accept credit for what the individual has become. A sense of peace is induced leading to the imagery of merging with the handler. The time is suggested by the programmer. The individual has the handler placed internally to assist in maintaining the integrity of the system. The individual must reorganise reality through identification with the handler. Strong identification is created with the handler through trauma bonding. The individual will be programmed to protect the handler both internally and externally.

Rebuilding The Self

Remake the individual: When the individual is broken, the programmer/handler is to approach them with kindness. This is to show the individual they are forgiven and accepted again. They may be hugged and patted. This places the programmer/handler back into a kind and loving frame and offers

a lifeline to the broken individual. The individual will listen and accept what the handler/programmer has to say.

The building of trust: Confessing sins is to expose vulnerability, which requires trust . Confession acts to increase the bonding of the individual to those hearing the confession, as consistency principle provides the argument that if the individual is confessing, then those listening must be trustworthy. When an individual bonds with an individual, they will be apt to adopt beliefs more easily.

Progress and harmony : If the individual wants, they can choose good. The programmer introduces a new belief system as the path to "good." At this stage, the programmer stops the abuse, offering the individual physical comfort and mental calm in conjunction with the new belief system. The individual is made to feel that it is they who must choose between old and new, giving the individual the sense that their fate is in their own hands. The individual has already denounced their old belief system in response to leniency and torment, and making a conscious choice in favour of the contrasting belief system helps to further relieve their guilt. If they truly believe, then they really didn't betray anyone. The new identity is safe and desirable because it is nothing like the one that led to their breakdown.

Final confession and rebirth : The individual chooses what is good. Contrasting the agony of the old with the peacefulness of the new, the individual chooses the new identity. They reject their old belief system and pledge allegiance to the new one that is going to make their life better. At this stage, there are often rituals or ceremonies to induct the individual into the community.

Reintegration of values and identification with the controlling system is the final stage in changing the behaviour of the controlled individual. An individual who has learned a new, socially desirable behaviour demonstrates its importance by attempting to adapt the new behaviour to a variety of other situations.

Other Non Coercive Conversion Methods

Coincidence: Coincidence is used to create the perception in the individual that supernatural events are beginning in the individual's life. A combination of posthypnotic commands and pre-information awarded to the individual prior to an upcoming experience that the handler/programmer intelligence system has discovered gives the individual a feeling that "God" or some other supernatural being is taking interest in their life.

Graphology: The validity of graphological methods for the analysis of the personalities of individuals has not been established. If the programmer or their handler decides to have the individual's handwriting analysed, the samples should be submitted as soon as possible, because the analysis is more useful in the preliminary assessment of the individual than in the later programming. Graphology does have the advantage of being one of the very few methods not requiring the assistance or even the awareness of the individual. As with any other aid, the programmer is free to determine for themselves whether the

analysis provides them with new and valid insights, confirms other observations, is not helpful, or is misleading.

Joint Programmers: The commonest of the joint programmer methods is the Mutt-and-Jeff routine: the brutal, angry, domineering type contrasted with the friendly, quiet type. This routine works best with women, teenagers, and timid men. If the programmer who has done the bulk of the programming up to this point has established a measure of rapport, he should play the friendly role. If rapport is absent, and especially if antagonism has developed, the principal programmer may take the other part. The angry programmer speaks loudly from the beginning; and unless the individual clearly indicates that they are breaking down. He thumps the table. The quiet programmer should not watch the show unmoved but give subtle indications that he too is somewhat afraid of their colleague. The angry programmer accuses the individual of other offences, any offences, especially those that are heinous or demeaning. He makes it plain that he personally considers the individual the vilest person on earth. During the harangue the friendly, quiet programmer breaks in to say, "Wait a minute. Take it easy." The angry programmer shouts back, "Shut up! I'm handling this. I'll break this one, wide open." The programmer expresses their disgust by spitting on the floor. Finally, red-faced and furious, he says, "I'm going to take a break. But I'll be back at two, you better be ready to talk." When the door slams behind them, the second programmer tells the individual how sorry they are, how he hates to work with an individual like that but has no choice.

A programmer working alone can also use the Mutt-and-Jeff technique. (Not advised) After a number of tense and hostile sessions the individual is ushered into a different or refurbished room with comfortable furniture, cigarettes, etc. The programmer invites them to sit down and explains their regret that the person's former stubbornness forced the programmer to use such tactics. Now everything will be different. The programmer talks programmer-to-individual.

Another joint method casts both programmers in friendly roles. But whereas the programmer in charge is sincere, the second programmer's demeanour and voice convey the impression that he is merely pretending sympathy in order to hurt the individual. He slips in a few aggressive actions such as punching the wall, knocking over glasses. The programmer in charge warns their colleague to stop. When he repeats the tactics, the programmer in charge says, with a slight show of anger. "I suggest that you leave now. I'll handle this."

Programming Note: It is usually unproductive to cast both programmers in hostile roles.

Paranoia: Paranoia is a powerful tool used by the programmer. It provides a means to develop the individual's distrust of other people including the individual's primary group that could provide positive support during this time of

distress in the person's life. Paranoia is often recognised and discounted as a character fault by most peoples in American society and therefore discredits the individual's testimony even further. Uninformed, but well wishing people including friends, may recommend the individual to pursue counselling. This negative feedback can make the person fear that people will believe the individual is crazy.

The individual is led to believe that their neighbours, work associates and/or family are conspiring against them through a number of implanted programs.

REM Sleep Deprivation : The Rapid Eye Movement (REM) stage of sleep is controlled and usually limited to one to two cycles per night resulting in micro-sleeps during the day. REM deprivation inhibits short-term memory, concentration, tactile abilities, verbal articulation, reasoning, and self will. Protein synthesis is inhibited and thereby reduces the individual's ability to heal after physical damage or after periods of extensive exercise. The result is that the individual's general health degrades as does social bonds and work/school performance.

Control of REM Sleep is completed through various methods. Posthypnotic implants can be implanted that place an individual in a light with various combinations of muscular tension and computer cycling implant deliveries.

When the REM deprivation is introduced gradually and accompanied by a posthypnotic command the individual will feel energetic and rested the individual will not recognise the REM Deprivation.

The most common method of sleep deprivation is to keep the individual awake for several days. When they are finally allowed to fall asleep, they are awakened and programmed. As well as leading to hallucinations, sleep deprivation for periods longer than 24 hours can lead to a state of temporary insanity

Individuals typically complain of no sleep, restless sleep, waking up every hour on the hour, staying awake until the hour they have to get up, waking up an hour after they retire and not returning to sleep, and typically cannot recall any dreams. Additionally, they will complain of repeating torturing thoughts, racing thoughts, and facial itching and numbness. Daily fatigue, poor recall of names, and caffeine consumption is typical. Individuals in these prolonged stages of REM deprivation exhibit confusion, and emotional distress, have very poor grammar, spelling, and short attention spans

Subjects experience slower speech and have a hard time articulating concise points as a result of the REM Deprivation and other performance degrading posthypnotic commands. A small amount of alcohol consumption can exacerbate the damage of REM Deprivation and precipitate slurred speech.

Confusion results from three primary sources; REM Deprivation, specific post hypnotic commands to reinforce the confusion, and the emotional damage and stress that is being inflicted. The confusion allows the programmer to

continuously inflict damage to the individual's life without real-time observation. A confused individual generally is not as productive as an organised clear thinker is and has a greater potential to offend people by what they say or do and is less likely to recognise when they have made mistakes. All of these symptoms assist the programmer's objectives. In addition, the confusion restricts the individual from analysing the source of their suffering and taking corrective actions, and therefore reduces the programmer's security risk.

Difficulty concentrating impairs the individual's productivity and prevents the individual from making self-improvements and corrections in behaviour. It makes it very difficult for the individual to do any evaluation of their condition. This allows the programmer to demonstrate that the individual cannot do anything on their own without "God", thereby increasing the frustration and anxiety of the individual (inducing emotional breakdown) and ultimately making the individual totally dependent on the will of God.

The Placebo Technique: is also used to induce regression. The individual is given a placebo. Later they are told that they have ingested a drug, which will make them feel sick/sleepy/etc. The individual's desire to find an excuse for the compliance that represents their sole avenue of escape from their distressing predicament may make them want to believe that they have been drugged and no one could blame them for what occurs. Individuals under increased stress are more likely to respond to placebos.

Increasing Dependence on Drugs and Alcohol: As REM Deprivation increases the individual must depend on Central Nervous System (CNS) Stimulants to cope and continue to function. The goal is to get the individual to self medicate and seek out drugs of their own volition. The use of drugs leads to loss of productivity at work, school, and in interpersonal relationships. This serves the programmer in several ways. The use of drugs, especially stimulants increases the individual's index of suggestibility. The post hypnotic commands are more effective and the individual has greater difficulty resisting the impulses generated by the commands. In addition, the increased stress of coping with the drugs in conjunction with the newly introduced posthypnotic commands serves to push the individual closer to an emotional breakdown. The use of drugs, especially illegal, allows the programmer to document something that the individual will be ashamed of when the program reaches the exaggerated conscience stage.

Regression: There are a number of non-coercive methods for inducing regression, All depend upon the programmer's control of the environment and, as always, a proper matching of method to individual. Some individuals can be repressed by persistent manipulation of time, by retarding and advancing clocks and serving meals at odd times -- ten minutes or ten hours after the last food was given. Day and night are jumbled. Programming sessions are similarly unpatterned; the individual may be brought back for more programming just a few minutes after being dismissed for the night. Half-hearted efforts to cooperate

can be ignored, and conversely the individual can be rewarded for non-cooperation. (For example, a successfully resisting individual may become distraught if given some reward for the "valuable contribution" that he has made.)

The Alice In Wonderland Technique: Can reinforce the effect. Two or more programmers, programming as a team and in relays (and thoroughly jumbling the timing of both methods) A individual who is cut off from the world they know seeks to recreate it, in some measure, in the new and strange environment. The individual may try to keep track of time, to live in the familiar past, to cling to old concepts of loyalty, to establish -- with one or more programmers -- interpersonal relations resembling those that they had earlier with other individuals, and to build other bridges back to the known. Thwarting their attempts to do so is likely to drive them deeper and deeper into themselves, until they are no longer able to control their responses.

Whether regression occurs spontaneously under detention or programming, and whether it is induced by a coercive or non-coercive method, it should not be allowed to continue past the point necessary to obtain compliance. Severe techniques of regression are best employed in the presence of a psychiatrist, and medical doctor. As soon as they can, the programmer presents the individual with the way out, the face-saving reason for escaping from their painful dilemma by yielding. Now the programmer becomes fatherly. Whether the excuse is that others have already confessed "all the other boys are doing it", that the individual had a chance to redeem themselves or that he can't help themselves "they made you do it", the effective rationalisation, the one the individual will jump at, is likely to be elementary. It is an individual's version of the excuses of childhood.

The Informer: A controlled environment can make tricking the individual easier. One of these tricks is planting an informant as the individual's roommate. As the individual is taught not to trust anyone, two informants in the room will work better. One of them, A, tries now and then to pry a little information from the source; B remains quiet. At the proper time, and during A's absence, B warns the individual not to tell A anything because B suspects them of being an informant planted by the authorities.

Suspicion against a single cellmate may sometimes be broken down if B shows the individual a hidden microphone that they have "found" and suggests that they talk only in whispers at the other end of the room.

Ivan Is a Dope: It may be useful to point out to a hostile individual their friends, family, and any outside influence against programming have left them. The programmer may personalise this pitch by explaining that he has been impressed by the individual's courage and intelligence. The programmer sells the individual the idea that the programmer, not their old service, represents a true friend, who understands them and will look after their welfare.

Shame Factor Enhancement : Various posthypnotic suggestions are implanted

in the individual after four to five days of REM deprivation. The content of the posthypnotic scripts is constructed to cause the individual to perform embarrassing and shameful acts. These behaviours are typically sexual, or abusive to another individual. These behaviours are used by the handler/programmer to later shame the individual into a lower self esteem, reduced confidence in their own self discipline, or the need for forgiveness from God. These embarrassments provide a means to Blackmail or discredit the individual if the handler/programmer is detected and otherwise threatened by the individual.

Tragic events: Another method is to use tragic events occurring to loved ones. The programmer receives information that an individual's family member has been injured or killed. The individual is given a posthypnotic suggestion that a feeling of dread or loss is welling up inside them and they are directed to think of that particular loved one. When they are notified about the family member, the individual believes that they have special powers, insights, or communications from God, aliens, or other entities.

Disorientation: The basic principle of disorientation is to reduce the individual's sense of judgement and their ability to make rational decisions. Programmers can use many methods to disorient their individuals, including: Language that causes confusion , rapid barrages of questions, use of hypnosis and hypnotic language, time distortion, such as through changing meal times, turning lights on and off at different times and the use of narcotics.

Deprivation: Depriving an individual of basic needs can lead both to disorientation, causing poor judgement as above, or desperation.

Deprivation can include:
Food and drink: Extreme hunger or thirst can persuade.
Sleep: Lack of sleep disorientates.
Company: Solitary confinement leads to craving attention.
Sensation: Sensory deprivation disorientates.
Access: To information or significant others.

Torture Used in Programming

Torture involving states of extreme pain and terror, to the point of near-death, is required to install programming. These states are induced through electroshock, toxins that cause pain or temporary paralysis, assault, painful bondage or pressure, rape, extreme cold/heat, burning, suffocation, near-drowning, spinning, hanging, inversion, exposure to torture, mutilation, or murder of others, and/or prolonged isolation, starvation, dehydration, or sensory deprivation. Starvation and sleep deprivation typically take place over several days. Dehydration, stress positions and temperature tortures become painful over several hours. Beatings and forced exercise are more immediate.

Things for a programmer to be aware of that can lead to a disruption in the process.
- The individual dies
- The individual passes out
- The individual is mutilated or injured and requires emergency medical care to live
- The programmer becomes tired
- The programmer is hungry
- The programmer becomes bored
- The programmer needs to use the restroom
- The programmer maybe called away by an issue they can't ignore

Programmer Note: Be aware the type of torture implemented can be an indicator of the country of origin of the programmer. E.G. electrical torture is rarely used in Great Britain.

When the torture programming with another person is initiated there is a outline that is followed. The outline will be something like this:
1. Subject A to be tortured, Individual B to be programmed for_____
2. The part/alter will be offered choices: have A electrocuted or be electrocuted themselves.
3. Offer the same choice until B chooses for A to be electrocuted.
4. The Part/alter will be offered choices for A to be electrocuted on genitals or receive the
   treatment themselves.
5. Offer the same choice until B chooses for A to be electrocuted.

This system of programming is followed throughout the torture session. If at any time B refuses to respond they are electrocuted. If B continues to choose themselves, they are advised of some heinous activity A reportedly participated in.

Over time, with the implementation of other programming techniquespart/alter B will choose any form of torture over being harmed themselves.

Forced-participation in abuse is the central means by which abusers can ensure the child's silence.

All the senses are employed when torture is used in programming. The senses are;

The five senses:
1. Sight (Vision)
2. Hearing (Auditory)
3. Smell (Olfactory)
4. Taste (Gustatory)

5. Touch (Tactile)

The other senses:
- *Vestibular (Movement):* The movement and balance sense, which gives us information about where our head and body are in space. Helps us stay upright when we sit, stand, and walk.
- *Nociception:* The perception of pain
- *Proprioception (Body Position):* The body awareness sense, which tells us where our body parts are relative to each other. It also gives us information about how much force to use, allowing us to do something like crack an egg while not crushing the egg in our hands.
- *Thermoception:* The sense of heat (there is some debate that the sense of cold may be a separate sense)

The more sadistic the abuse is:
- The lesser the chance the child will remember.
- The higher the chance that the child will misremember.
- The easier the child may be controlled and manipulated.
- The higher the chance that the child clings and returns to the group.

There are four areas of pain:
1. Physical pain.
2. Identity pain.
3. Mental pain.
4. Spiritual pain.

There are four types of coercion:
1. Environmental
2. Emotional
3. Cognitive
4. Induction of dissociative states

Techniques Emotional Control:
1. Activation of positive emotions
2. Activation of negative emotions
3. Application of fears and punishments

Some of the methods of torture are:

Electricity Methods:
- Electric baton (abdomen/genitals)
- Wires connected to a battery (legs/hands/genitals)

- Child is forced to sit in a metal chair and is restrained. The electric current is delivered to the chair to shock the entire body.

Fire Methods:

- Lighting nylon bags and allowing them to drop/melt onto the child's body
- Heating a metal skewer and putting it on the child's body
- Burning with cigarette butts and lighters
- Burning with flames

Burning Of:
- The eye and lip area with a cigarette
- Genitals
- Legs/thighs
- Bottom of feet
- Breasts/Chest
- Of each hand's fingers with a burning torch

Food Methods:

- Giving the child a lot of water or watery fruits, after denying them food and water. After they drink or eat, they will not be allowed to urinate.
- Hunger and thirst
- Fed rotten food
- Ingestion of toxic chemicals to create pain or illness.
- Placing drugs and narcotics in the child's food to weaken their will power.
- Offering food to a hungry child and then removing it before they can eat it.
- Making the child wait for food, or starving while seeing others eat.
- *The box:* A box made of wood, hard plastic or metal too small for the child to lie in. The child is forced to lie in uncomfortable positions for long periods, with their hands and feet bound. The box is tilted on its side and also elevated, so every time food, usually a hard-boiled egg, is dropped into the box, it rolls to the bottom, where it is out of reach of the child.

Prevention Of Movement:
- The child is forced to squat on their toes, with their hands behind their head. They are prevented from standing.
- The child is forced to stand on one foot with their hands behind their head.

- The child's hands are bound and their feet are also bound at the ankles and they must stand erect without moving.

Psychological Methods (White):
- Application of snakes, spiders, maggots, rats, and other animals to induce fear and disgust.
- A false statement - read by a programmer stating as fact an accusation of theft, lying, or cheating
- Assailants using masks or wearing surgical dress
- A sound machine used to produce a constant hiss of 'white noise'.
- Alternation of harshness and leniency in a context of discipline
- Beating in darkness
- Confiscate their possessions
- Controlling everything the individual does
- Hearing and watching others be tortured
- Firing blanks
- Forcing child/part to imitate animals
- Forcing child to kiss programmers shoes
- Forcing child to lick toilet bowl
- Force them to bow their head and look down while talking with the handler/programmer.
- Giving the child/part a number and not using a name
- Made to believe that disclosure, or failure to perpetrate evil when expected by the group to do so, will result in punishment or even death.
- Moral dilemmas
- Russian roulette
- Solitary confinement
- Staring at white perforated wall in small cubicle
- Sensory deprivation
- States of despair
- Tied up or confined to a cage, closet, or basement
- Write a degrading word in bold on the forehead such as Whore, Traitor, Dog, etc. The child cannot remove the label and must have it showing at all times.
- White torture: A form of emotional and physiological torture. This is a form of sensory deprivation and isolation. The child is kept in a white room, with white chairs, table, bedding, and the meal is white rice on a white paper plate. If the child wanted to use the bathroom, they have to put a white slip of paper under the door

Sexual Methods:
- Blindfolding and stripping of clothes

- Cutting of genitals
- Forced participation in child pornography and prostitution
- Forced nudity in front of the group.
- Forcing the child to stand naked for long periods of time, making fun of their body
- Forced sexual contact with animals
- Forced to sexually perpetrate against other children
- Gang raped
- Hanging weights on reproductive organs
- Hitting the individual's genitals with a stick or squeezing them by hand.
- Inserting tools or other objects including symbolic objects (e.g., crucifix or wand)
- Photographed while being physically or sexually assaulted
- Photographed in sexually provocative poses
- Physically and sexually abused by perpetrators disguised as heroes or authority figures
- Raped to become pregnant, then forced abortion
- Threatening to summon their sister, mother, and rape her.
- Threatening to rape the individual.
- Tying to a bed, post, table or other surface and raping them
- Talk about previous rapes in detail

Spiritual Methods:

- Desecration of Judeo-Christian beliefs and forms of worship
- Convince the child that God is evil
- Convincing a child that God has raped them.
- Child believes they are possessed, harassed, and controlled internally by spirits or demons
- Compelled to ingest blood or body parts of animals or human beings in rituals
- Dedication to Satan or other deities
- Made to feel constantly watched and monitored by abusers or their spiritual counterparts (e.g., evil spirits)
- Participation in rituals in which sexual assault is associated with death
- The perception of physical or spiritual bombs or implants.

Suspension Methods:

- Child is suspended by feet
- Child is suspended by wrists
- Child is suspended by one limb
- Child's hands and feet are tied, they are suspended in the air by a pole (Rotisserie)
- Hung in painful positions.

Water Methods:

- Pour hot water on near boiling on the body of the child (naked)
- Spraying freezing water on the child (naked)
- Drowning and suffocation with immediate resuscitation.
- Cold Cell: the child is placed in front of an air conditioner unit for hours, or days. The child may be soaked in water first to enhance the tactic.

Beating of the whole body ("any possible spot") with:

- A rubber truncheon
- A brass rod
- A bar
- A wooden rule with metal fittings
- A stick
- A whip

Beating of particularly sensitive areas of the body:

- Bridge of the nose with a rubber truncheon

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- Protruding shoulder blades with a rubber truncheon
- Gland area of the chin - which resemble mumps when swollen - with a rubber truncheon and ruler

Shoulder joints with a rubber truncheon,

- The outside of bare feet and in the toe area with a rubber covered bar
- Bare toe tips with a rubber truncheon
- Bare heels (series of 10 blows for an adult, 5 blows for a child - with a rubber truncheon - to a heel, several times a day) -

Pulling hair:

- Off the top of head
- Off temples, above the ear and neck area - so called goose plucking
- Off beard and moustache
- Off chest
- Off crotch and scrotum

Animal Torture for Programming:

- Beheading
- Buried alive
- Crushing
- Drowning
- Electric shock collars
- Freezing
- Neglect
- Gouging eyes out
- Hanging
- Dog fighting.
- Ritual sacrifice and mutilations
- Sexual abuse.
- Wedge sticks in the dogs' mouths so they cannot eat or drink and die a slow, painful death.
- Skinning

Internal System

Scripts

Scripts are often movies with corresponding books. A script is used to map, place alters in the inner world, place symbols, quotes from the movies and books are taught to parts as triggers, and roles for parts in the system internally.

Scripts are the base for internal structuring in programming. For example the Wizard of Oz is a common script. The internal structure of the person being programmed will be mapped like the Land of Oz.

There are fourteen books in the Oz series. Each book will be made into a level. On each level, places, characters, quotes and symbols from that book will be placed internally.

Quotes from the books will be used as trigger phrases as well as symbols. Depending on the desired task for the system a doctrine of beliefs will be applied. This doctrine of beliefs will also have symbols, quotes, and roles assigned to the alters.

The lead programmer will play the movie for the child. The child is told that they will be questioned about the movie; this cues the child to use photographic recall about what they are viewing. The programmer may show the child an edited shorter version of the movie, with only parts of the whole, or may show the child a short scene from the movie. This is to ensure the script can be repeated verbatim.

After watching the movie, or scene, the child is drugged, then asked what they remember. The child will be shocked if they cannot recall items the programmer questions them about and will be forced to watch the scenes again.

When the child has total recall of the segments, the programmer will tell the child that they are one of the characters. The child will be heavily traumatised and a 'blank slate' part created to be the desired character. The first thing the part will see is footage of the movie, or scene. This is its "first memory". The programmer will link the scene with programs. The child will be taught concealed meanings in the movie. The child will be praised for being one of the few children who understand what the movie really means.

Music from the movie, or scene, will be used as a trigger to access the programming inside or bring forward parts.

Scripted programming will often involve a great deal of traumatisation, to create the "blank slate" alters desired. The programming will be ground in with repetition, electroshock, torture, drugging and hypnosis. The parts inside who have gone through this programming will often be highly disconnected from external reality and may believe that they are part of a "script".

The script will generally consist of four separate parts:
1. An identifier (individual's name, description, or other identifying factor),
2. Trigger activation condition or conditions (when, what or how the suggestion will trigger),
3. The content (what the trigger will precipitate in the perception of the individual), and a duration (when or under what conditions it will stop or finish).

4. Additional reinforcing scripts are usually added to "strengthen" or reinforce command.

Internal Structures and Symbols are important for the following reasons:

- Mapping the system
- Keeping parts in their assigned areas.
- Giving parts a 'world' they can navigate and feel "natural' in.
- Triggering specific events or actions in a timed manner.
- Cause confusion if the system is breached.
- Re-enforce programmed behaviours
- Re-create programming sites for internal programmers.
- Give the programmer means to access the system.
- Give places to set traps.
- Differentiate levels.
- Build system hierarchy.
- Allow for specific parts to quickly travel to another area of the system
- Assist in maintaining script compliance.

System Map

Mapping is completed through using scripts. The scripts are usually movies so quotes can be placed as triggers for alters and programs.

System maps cover the entire system. The map will show what alters are in what area, their names, task/job etc. The map will show landscapes, landmarks, buildings and other areas of importance.

If a system has five levels with four quadrants on each level the map may be set up like an atlas. With a map showing the level (state) then smaller maps of each quadrant (counties) then maps of each area in the quadrant (city).

Mapping a system will be completed using the script used. For example if the script is Wizard of Oz the internal map will be from the map of Oz.

Map Tracking

The programmer obtains information concerning the location of other parts, their activities, and internal structure through the use of map tracking. By following the sequence below, a programmer ensures that all required details are obtained for each location   known to the part/alter:

- Establish an Initial Common Point Of Reference (ICPR) from the script being used.
- The first location the programmer should try to establish as the ICPR is the part/alter's Point Of Creation within the system (POC), because it is the most recent in their memory.
- Establish a Destination Common Point Of Reference (DCPR). The DCPR can be the reference point furthest in distance. This could be forward or to the rear of the ICPR.

Establishing The Route

The programmer must establish a map using the procedures, in the sequence shown, in the following steps:

- Establish the direction in which the part/alter will travel when leaving the ICPR.
- Obtain a description of the surface on which the part/alter would be travelling.
- Establish the distance the part/alter will travel in this direction.
- Obtain a description of the prominent terrain features the part/alter remembers while travelling in this direction.
- Repeat the questions and plot the responses until the entire route between the ICPR and the DCPR has been plotted.

The programmer can follow the same sequence when establishing the route travelled by the part/alter by beginning with the DCPR. Each sequence establishes a Common Point Of Reference (CPR).

Upon determining the DCPR, the programmer must obtain the exact location and description of each other alter/part location the part/alter knew about at the DCPR.

Until the programmer obtains all locations known by the part/alter in the vicinity of the DCPR, the programmer must repeat these questions and plot or record the information as it is provided by the part/alter.

Quadrant and explore the route segments. The programmer begins exploring the part/alter's route with the quadrant closest to either the ICPR or the DCPR. The preferred quadrant is the one closest to the DCPR, but either can be used. The programmer will explore each segment of the route by asking the question "From (description of common point of reference (CPR)) to (description of next CPR) back along your route of travel, what program traps/alters/structures/symbols etc have you seen?"

The programmer will continue from quadrant to quadrant fully exploring each, until they have explored the entire route travelled.

If the programmer obtains a location which is not indicated on the map, the programmer must establish the route the part/alter would have taken to that area. The programmer then treats this new route the same way he does any other route quadrant; exploring it fully before moving on to the next portion of the original route.

The sequence, above, organises map tracking so that information obtained from the part/alter can be plotted and recorded accurately. Correct performance of this task results in the map used by the programmer and handler. The description of each location must be recorded preferably near the site of the location on the map.

Internal System Format

Systems are created through controlled torture with the intention to purposely create DID in the individual. Programming is anchored with a specific trauma. When programming begins, it must be simple enough that a child can understand. The child's creativity must be guided by torture and the programmer. The programmer and the child's creativity work together with the dissociation to create parts.The parts are placed into a structured system. The child's creativity is being guided as they are being tortured. Each section of the system is walled off from another section by amnesia. Each trauma has an amnesia wall built around it.

Systems must be customised to the individual, and the group the individual will belong to, the programmers, the abilities of the individual, and tasks involved the individual must do.

The parts/alters that are created are given a task/job within the system. They are placed in a specified area within the system through mapping using a script. The alter is programmed through triggers such as numbers, phrases, and symbols.

Systems are set up in grids for easier mapping. The numbers, letters, symbols are up to the programmer to place in. This will assist in keeping the codes undetectable.

Each system has an internal programmers who will monitor the alters (parts), programmes, levels, and quadrants of the system.

If a part leaves their area within the system, or does not comply with their task a program is triggered and runs. The alter complies to stop the program. This keeps the system intact and running smoothly. This can assist with limited contact with the handler in the future to protect them and the agency.

During programming an average system will have hundreds of parts, but not all of these will be personalities designed to hold the body. A system will have approximately half a dozen parts which frequently take the body and hundreds of parts which only occasionally take the body.

Each piece of the system is separated by some degree of dissociation to make it a separate piece. By dividing the mind so much, it is incapable of fighting what has been done to it.

When the mind is divided this natural personality is not erased but rather is a collected pool upon which various responses are attached to various personalities. In order to teach a part to come to the front of the mind, triggers must be layered in. A visual aid to teach a part how to leave the area they are in the mind and come forward to take the body may be necessary.

Parts are real and separate persons. But the common traits that run through a system are also real. One system may have a vein of kindness and gentleness that runs through it. There may be a few parts which have been tortured enough

to not display the trait, but the trait is so pervasive that it characterises the system.

The programmers are also skilled at building in parts who can serve as balancing points.

The system must have a balancing point. This point is made of parts that are calm, cheerful, and emotionally stable. A system could easily self-destruct with all the pain and confusion that has been intentionally built into the system. When the system is being charted during the early programming process, a handler and the programmer will make a decision on how to balance the system and label the graph.

If the programmer desires, they can shatter a front level and create a new level of a different belief system to replace the original front. The abuse can be done by the individual themselves , because programming parts are given the ability to pull up torture memories via codes. Those traumatic memories, which shattered the mind the first time, are still capable of doing it again when they are released.

The programmer can call up the Hidden Observer and ask it what has happened internally in the mind of the individual.

Mirror image parts should be created to confuse both individual and outside individuals who are attempting to breach the system.

A triangle mirror image is formed in occult programming by taking the part, its mirror images and adding "demonic" mirror images.

Many splits in the mind are not developed into full blown personalities. The programmers don't chart all the family or shadow fragments of an individual. The fragments will hold all the memories of abuse, so the task specific part can function. The fragments will also give the part the appearance of the full range of emotions. If a main part gets angry or feels guilty, they have accessed its shadows to express the full range of emotions.

During a predetermined trauma, the programmer will fragment the part that is present and create mirror images of that part. This fracturing means that no part has the full memory of the trauma. A part doesn't know if the mirror image is itself or something else.

When a part tries to recover a memory they go through a trauma cycle and finally concludes the memory is false. If one part holds a memory, a part close to it will have no feelings attached to the memory and will find it difficult to accept the memory as its own.

No two systems are alike but these parts should be placed in systems:
- Protectors
- Intellectuals
- Denial parts
- Controllers
- Child parts

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- Punishers
- Feeling parts
- Internal councils
- Sexual parts
- Amnesic parts
- The workers
- Hosts
- The core (dated)
- Function code fragments
- Spiritual parts

Each level of the system should have 15 groups of parts placed in. These groups will work together to maintain the structure of that level. Once these groups are placed in, the programmer can create parts for outside world purposes.

Group 1 --Theta Structure
Group 2 --Theta Blockage
Group 3 --Mind Structure
Group 4 --Mind Blockage
Group 5 --Body Structure
Group 6 --Body Blockage
Group 7 --Social Life Structure
Group 8 --Social/Life Blockage
Group 9 --Physical System Structure
   Note: in general terms this group tries to keep the system interested in existing and not attempting suicide.
Group 10 --Physical Blockage
Group 11 --Existence Structure
Group 12 --Existence Blockage
Group 13 --Spiritual Structure
Group 14 --Spiritual Blockage
Group 15 --Final Structure (Parts maintaining the structure of the program)

System Protectors
As a protective and corrective measure all levels should have the following alters in place:
- Guardian
- Oversoul (Spiritual programming)
- Holder
- Suppressor
- Denier
- Misdirector

- Invalidator
- Resimilator

Systems built upon triads are extremely strong, mostly unbreakable, and will often be programmed in threes: three backups, three system controllers, etc.

Levels

Layering is completed by how the alters are programmed (what their tasks are) and how the system is mapped.

Each level in the system will have a function that is applied to the parts. For example the top level traditionally leads day to day life and has limited (specific parts may know) knowledge of the other levels.

The second level may be the level that holds the spiritual programming. The third level political, the fourth military.

Travelling between levels is typically limited to a few parts in the system. These parts are usually parts created to enforce programming, reporting parts, and persecutor parts.

Depending on the system they can travel by stairwell, tunnels, elevator, slides, wells, secret passages, tree limbs, portals, etc.

For example if the programmer has the top layer of a system they (programmer) may mark it into four quadrants. Each alter will be assigned to their quadrant and given a task. If that alter attempts to leave their area their programming is triggered. Specific alters i.e. mayors, governors etc will be able to leave their area to communicate with others of their same status while the governors speak to other governors and mayors establishing a hierarchy.

So, there will be top layer alters. These alters typically manage day to day life for the system. They work, go to school, maintain relationships, go to church and lead to the appearance of a 'normal' life. They may go to counselling for symptoms of depression, anxiety, or other mental health concerns.

To create the deeper level alters the individual's trauma is adjusted as well as the intent for the next level and script. If those aren't adjusted the alters will be on the first level.

Shadow Parts

Programmers torture a part and get the Shadow alters. Then hypnotically attach a memory code to the main alter so that they can access the memory anytime they want. Then they hypnotically build a one-way mirror between this main alter and the shadow alters they have just created. These one-way mirrors are like one way windows--the reason they are referred to as mirrors is that they are put in the child's mind via mirrors. Next, they ritually/ magickly implant "demons'' to guard the mirror(s) and to guard each memory held by the shadow alters. This separates an alter from knowing itself and its own abuse.

The host part has dissociated the pain, to the shadow alters of itself. Host stands in a small circle with the rays (shadow alters) split off from it. The shadow or family alters of a host part hold the factual history. Programmers use the memory as blackmail to keep the main part in line. The host alter has dissociated the pain, but will recover the memory if either one of three possibilities happen:

1. The programmer or handler says the memory code 3x
2. If an event happens that triggers the host alter to remember,
3. The host alter tries to remember the abuse and the programming, and in doing so they will be stepping outside of the circle assigned to them and will break the circle and break the mirrors.

Internal Council/Leadership:

The ultimate form of internalisation comes with internalising hierarchical councils. The individual, under pain, hypnosis, and drugs, will be taught to incorporate a highly dissociated group inside to lead the others. These will often be created from original splits, because the programmers want them to be extremely strong, stable alters in the system.

Programmers will place a part designed after themselves in the individual, over the internal programmers. They know a system without hierarchy inside to direct things will be a system in disarray. An individual's system must not be leaderless. The individual may mimic accents, mannerisms, and even claim the programmer's life history as their own.

These councils will be seen as holding power of life or death, and the system will do anything to gain their favour. The programmer will help with the internalisation, using photographs or other images of the people to ensure they are placed in the system. Each member of the group will be given different leadership tasks.

It is not uncommon for the individual to incorporate a parent, both parents, and grandparents, into their internal leadership hierarchy in a generational individual.

The internal councils will correlate roughly to the outside council. An internal leadership council may be named: System Above, Ascended Masters, Supreme council, Regional council, or World council. The councils found will vary with each individual.

- Triads of three elders may be created.
- Platinum's may have a head council of three.
- Jewels will have a triad, made up of ruby, emerald, diamond to rule over the others.
- High priests and priestesses may sit on ruling councils inside.
- Military systems may have councils based on rank or the colour coding of doctors.

The Steps of Obedience

The purposes of these steps are to create a highly dissociative individual, who cannot connect with their feelings. This will allow programmers to write scripts for parts.

The steps use torture methods and positive reinforcement thoughout their implementation.

Step One: *To Not need* . The part/alter is placed in a room without any sensory stimulus. The room will have grey, white, or beige walls. The programmer leaves the part/alter alone for specified lengths of time: these times may vary from hours (2-3) (3-5), to days as the child grows older. The purpose of this discipline is to teach the child to rely on their own internal resources, and not on outside individuals. The child will learn to self soothe, and retreat internally to rely on internal triggers, structures, and programming to cope.

The goal of this step is hyper-independence for the system from outside individuals not related to programming. The system is unwilling to ask for help and support even when managing things by themselves is detrimental to their mental and physical health.

Step Two: *To Not want.* This step is very similar to step one, and is used to reinforce it. Step two will be done intermittently with step one over the next few years of the individual's life. The child is left alone in the room, without food, water, bathroom, blankets, or a chair for an extended period of time.

The programmer will enter the room with food, or a blanket. If the child requests either, they are punished for being weak and needy. This step is reinforced, until the child learns not to ask for anything unless it is offered first. This step will create a person who is completely dissociated from their own needs. This creates in them a hyper-vigilance as they learn to look to outside individuals for cues on when it is acceptable to fulfil needs, and not to trust their own body signals.

The child is learning to look outside themselves to learn how they should think and feel, instead of trusting their own judgement.

The system will do all they can to avoid asking for what they need.

Step Three: *Don't hope/desire.* This step is to create a child who won't fantasise. The person is to be more outwardly focused, and less inwardly engaged. The person is to look to programmers for permission in all areas of their life, including internal. This step ensures safe places the person has created internally are found and discarded. The internal safe places must be placed by the programmer. This teaches the child there is no safety unless the handler/programmer says there is safety.

The person is placed in a room with favourite toys, or items. A pleasant programmer enters the room and engages the child in play. The child and programmer engage in fantasy play about the child's secret wishes, dreams, or

wants. This will occur on several occasions, until the child's trust is earned. The programmer will not criticise, mock, or give any negative response to the child, During a future programming session the child is punished for their desires or fantasies shared with the programmer, including the destruction of favourite toys, and undoing attempted secret places the child may have created in their mind, or eliminate any protectors within the system.

This step is repeated, with variations, many times over the years. The individual's siblings, parents, or friends will be used to expose inside fantasies the child has confided in them during trusting moments.

Step Four: *Survival of the fittest.* This step is to create aggressive malefactor alters in the person. This step is begun around age 3 the child will be trained with children younger than themselves. All individuals will have internal parts that will be perpetrators.

Subjects should copy their programmer's actions when it comes to inflicting trauma on their target. Programmers and handlers should role model the torture they wish the child to inflict. The child will be taught this is the acceptable outlet for the aggressive impulses and anger they are experiencing. This anger should be created by the brutality the child is relentlessly being exposed to when they are/were in the role of the younger child.

Step Five: *Code of silence.* Various tactics are employed to ensure this programming is well-built. This begins at the age of two-3 years as the child starts becoming more verbal. Following a programming session the child is asked about what they saw, or did. If they begin to answer the question they are tortured, a new part is created. This part is ordered to keep or guard the memories of what was seen. The child and this new part are put through a rite of swearing to never tell. During this process more parts are formed whose job it is to kill the body if other parts speak.

Sexual trauma, and learning to dissociate will increase during this step.

Step Six: *Don't trust/betrayal.* Will begin in infancy, but will be formalised around ages six to seven, and continue on when the child is a teenager. The child will learn betrayal through set up after set up. The child will be placed in situations where a programmer who is sympathetic, rescues them, and gains their trust. The child will begin to trust the programmer as a rescuer after the programmer intervenes and protects the child numerous times. After months of bonding, the child will turn to the programmer for support. The programmer will back away refusing to help, and begin abusing them. The child will begin to replicate this behaviour to other individuals who are being trained. Betrayal programming will also be built into the system so parts will not trust one another.

This step will create a fear of betrayal or abandonment.

Step Seven: *Not caring.* This step will take the child further into a malefactor role. The age for beginning this step is 4-6 years. The child will be forced to hurt others and prove their ability to not care during the process. This step is repeated

until the child finally complies by inflicting grievous harm on another child without remorse. As the child becomes older, the punishing tasks become more brutal. Programmers will encourage and reward the more perverse behaviour and callus responses by the individual.

Parts in the system may appear unemotional and detached. They also tend to appear cold and reserved. They seldom open up and share emotions. Parts may appear as apathetic.

Step Eight: *Spiritual ideology.* The child will be taught the spiritual ideology of the group to keep the system in balance. The ideology is duelling. This is completed with trauma, rituals, and guided imagery exercises reinforced with hypnotism. The goal will be to reach a blissful state of dissociation reached through trauma and hypnosis.

Step Nine: *Subject specific programming.* The programmer and handler will have determined what the individual's future task/job will be. This step will involve programming which will be tailored to the individual's future function.

Step Ten: *OODA training (observe, orient, decide, and act).* The programmer will place the child in situations where they must decide how to respond. If the response is incorrect the child will be brutally punished. If the response is correct the child will be praised.

Step Eleven: *Display self-discipline.* Demonstrate the ability to think, look, and act like a child with a single mind. The child must respond to triggers, cues, and training without the programmer/handler to reinforce the programming.

Step Twelve: The child must prove their capacity to perform their role/job they have been trained for. This must be completed to the satisfaction of the programmers and handler. The test will be held with other individuals of the same age. This is to ensure the trauma bonding continues. If a child fails the test the programmers and handlers must determine if the child shortcomings can be corrected or the child terminated.

Steps Training Plan

Throughout the steps of obedience programmers apply CWR (Crawl, Walk, Run) to accomplish required individual and collective training. The CWR is an objective, incremental, standards-based approach to training progression, which is repeated, as necessary, to attain, sustain, and enhance proficiency.

- **Crawl:** Events that are simple to perform and require minimal support. It focuses on the basics of the task and proceeds as slowly as needed for the child to understand task requirements.
- **Walk:** Training becomes incrementally more difficult. It requires more resources from the handler and increases the level of realism and the pace, for example, situational training exercise, tactical exercise.

- **Run:** The level of difficulty for training intensifies. Training requires the resources needed to create the conditions expected in the projected operational environment.

System Codes

Codes will be placed into a system to allow the handler to gain access to parts, trigger parts to front, to communicate with the system, and ensure proper responses are provided to outside individuals.

System codes can be linked to programming. The codes will be initiated by an outside handler/programmer.

The codes for systems follow patterns. There are standard and unique codes for each system.

The standard method for coding a program is to use the Date Of Birth, Day Of The Trauma that puts the program into the individual's system, and last is the Access Code.

The internal programming alters have the authority to change codes if they need to protect the programming.

Codes are different from triggers. Codes allow access to the system, system area's and alters.

Triggers will lead an alter to front due to a stressor and don't allow access to the system, as it can be unknown what alter will front. There are specific triggers to pull an alter forward, but don't give access to the system.

Systems can have the following codes that will be linked to programming and a part(s).

Basic codes -All the alters of the system will respond to the command.

System destruct codes (suicide) -A selected low number of alters will have this command.

Shatter codes- If a group of alters is attempting to break programming this code will disperse them.

Erasure codes- Codes that lead to forgetting what has occurred.

Spin codes- Lead parts to feel dizzy or nausea if they don't do as programmed.

Run (flee) codes- Abscond from the area externally as the system is threatened.

Shut down codes- The system will go dormant and cease to engage.

Behavioural Codes

Behavioural codes issued by the handler or programmer are manifested in the form of:

- Temporary pressure to the tip of the right index finger (symbolising Faith or have Faith).

- Temporary pressure to the tip of the left index finger (symbolising no Faith or "deception of Satan").
- Temporary pressure to the centre of the right palm (symbolising Jesus "Sitting at the right-hand of God").
- Temporary pressure to the ball of the right foot (symbolising "Get on the Ball" or "hurry-up").
- Temporary pressure to the tip of the right foot big toe (symbolising "Right Direction").
- Temporary pressure to the tip of the right foot centre toe (symbolising "Fucking-up Direction").
- Temporary pressure to the tip of the left foot big toe (symbolising "Wrong Direction").
- Temporary pressure to the buttocks (symbolising "Bad Attitude" or "individual is acting like an ass").
- Temporary pressure on the tip of penis or clitoris (symbolises immoral thoughts like the part/alter is thinking/acting with their penis or her clitoris).
- Temporary pressure to the left ear drums (symbolising "do not listen").
- Temporary pressure to the right ear drums (symbolising "listen").
- A wink of the right or left eye (symbolising: right eye = God's agreement or left eye = Satan's agreement).
- Temporary tingling in the Testicles (symbolising insufficient male confidence or "Having no balls or strength").
- Temporary tingling on other areas of the body to imply that something invisible and/or supernatural is touching the individual. May be perceived as threatening or reassuring to the individual. Can be used to intimidate and confuse the individual, often combined with additional posthypnotic implants to inflict delusions like "being attacked with microwaves" or being caressed by Angels.
- Temporary pressure near the jugular vein on right side of neck (symbolising Satan having part/alter by Jugular or throat). This is used to inflict fear and doubt.

Hand Codes:
- *Finger to forehead* - The part who is holding the body goes into trance and a deeper one replaces it.
- *One ring finger bent at 90 °* -- access wave Rotated pencil--with certain words--rotates the system *Finger swung the counterclockwise way closes portals* .
- *Right Fist to forehead* – Obey

- *Fist with right hand cupping left hand , the left is like the letter c, and the thumb is outward and the fist inside, the left hand then moves 3 times over the knuckle* -- access signal
- *Left hand of part/alter laid on top of handler's hand* - sign of submission
- *Hands behind back of head* -- I'm master
- *Right Hand with thumb and index finger making an L shape on chin/cheek*
- *Hands on inside of thighs by handler* – sexual service.
- *Hands locked folded interwoven backward* - - you can't break "the circle"
- *Handshake with index and middle finger held straight ou t* – "You are one of us."
- *Grip called the lion's paw* -- access greeting opening and closing the hands or large circles with index finger opens portals. Palms rubbed together counter clockwise
- *Kiss on centre of head* -- kiss of submission of part/alter to handler
- *Palm of hand touched* -- sexual access point for some individuals
- *Thumb twiddle* -- rotating the thumbs around with the two hands clasp – spinning the system
- *Touch of centre of forehead* -- access point
- *Crossed at wrist (X)* — binding or being bound
- *Hand on neck* —sacrifice
- *Both hands raised, palm outward* —weakness, supplication, acknowledgment, adoration, admiration
- *Rotating the hands around each other and then gesturing with the hands toward the person with both hands means* - -"did you get the signal?" Sign of distress.
- *Drawing the right hand across the throat with the thumb of the hand pointing to the throat* . Used in connection with oaths, such as fidelity to death.

3-tap code for access. The three taps can be on the individual's body, or on the handler's body.

3 Taps by Handler:
- 3 taps inner thigh right leg-sex
- 3 taps inner thigh left leg-oral sex
- 3 taps top of thigh-come here
- 3 taps upper arm-danger
- 3 taps left chest-silence
- 3 taps right chest-remember loyalty

3 Taps by Subject:
- 3 taps top of thigh right leg-Threat perceived (to System)
- 3 taps top of thigh left leg- Not a threat (to System)
- 3 taps right side of face- Don't answer
- 3 taps left side of face- Answer

Body Gestures , the following functions are coded. They will be attached to a re-enforcement program.

By Handler:
- *Touch right ear-* Listen and remember
- *Touch left ear* - Forget
- *Touch chest* - Loyal to handler
- *Touch hair* - Leave
- *Touch mouth* – Lie to whoever is speaking to you
- *Touch nose* – Go away
- *Touch back of neck* -Serpent rising

By Subject :
- *Touch right ear* - Internal instructions for response
- *Touch left ear* - Forget what was just said
- *Touch chest* - Remember your loyalty
- *Touch hair* - Call for assistance
- *Touch mouth* – What does the internal controller want communicated
- *Touch nose* – Answer with lie
- *Touch back of neck* -call to serpent
- *Turn head tilt to right-* (often looks like moving head for sore neck)- Erase last act
- *Turn head tilt to right* -Erase last response
- *Circular motion with thumb and forefinger right hand-* Wind clocks forward.
- *Circular motion with thumb and forefinger left hand-* Wind clocks backwards.
- *Left leg crossed over right-* defence against questions.
- *Right leg crossed over left-* System threat.

Colour Codes

There are several colour codes used within a system. The codes are used as short cuts for the programmer and handler. The codes also assist in directing the system in high stress situations and for protection.

Colour programming is used in sections of inside alters.

For example:
The individual will have "blue alters". Under the section of 'Blue Alters' there will be 'Azure', 'Celestial', and 'steel'. These blue coded parts will act as the host and who people typically interact with.
The protectors will be, 'Cadet', 'Military', and 'Soldier'.
Those at the hierarchy of the blue section will be, 'Imperial', 'Queen', and 'Presidential'.
All of those are a shade of blue.
Note for Programmer: If using colours for hierarchy, colour coding can be switched in rank. The internal programmers can reassign colours if needed, in order to protect the programming. Alters, sections, and parts of the computer can be colour coded. The colour coding for alters is not the same simply because the alters are in the same section.
   Be certain to set a reset code so the system can be accessed if internal programming prevents access. It is recommended reset codes are placed for: Each system level, the entire system, computer system, and each hierarchy part.
Occult Colours : Green, Black, Purple, Red, and Silver.
These codes will be paired with a number or letter so the part/alter isn't triggered by accident.
Colour-Number Code as follows:
1 = Red; 2 = Orange; 3= Yellow; 4 = Green; 5=Blue; 6=Indigo; 7=Violet; 8=Rose; 9 = Gold

Colour Codes and their meaning
- **Code Amber-** Internal disaster. System breach, a part is attempting to break out of programming.
- **Code Black--** Subject prepare for ritual
- **Code Blue** --Subject's body freezes in motion and can't move until another code is given. Subject's body freezes in motion and can't move until another code is given. Induces freeze mechanism where an individual is essentially unable to move until another code is induced. Code blue acts like a verbal 'stun gun.'
- **Code Green** -- Suicide programming. Used to induce self-destructive or suicidal behavior. Generally, this program is induced and in place for the event when the survivor begins therapy or therapy has proceeded to such a state that much memory is being recovered. It related directly to the "no talk* code of secrecy. A survivor would rather "die than talk.
- **Code Grey-** Subject flees.
- **Code Red** -Subject gets angry and violent
- **2 Code Red** –System collapse program

- **Code Sapphire** – Call to system protector alters
- **Code Silver-** Close the system
- **Code White-** Subject sleeps
- **2 Code White-** Code to protect the cult members from arrest Protective code indicating untouchability.
- **Code Yellow-** Subject alert level at all times. Ready for danger.
- **Type 2 Code Yellow** -individual gets jealous, angry and wants to violently get even

Door Codes

The following colours appear in the system: Gold, Silver, Purple, Black, Red, Green, Blue, Brown, White, Orange, Yellow, and Pink. These colours are often used to code doors and keys.

Coloured doors must be opened with the correct colour coded key. If the incorrect key is used on the door trap must be in place as a system protection. These codes will be paired with a number or letter so the subject isn't triggered by accident.

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Door Codes :

- **Black-** Computer section
- **Blue-** Dr. Section
- **Brown-** Tunnels
- **Gold-** Training section
- **Green** –Lucifer's section
- **Grey-** Castle doors
- **Orange-** Fire doors
- **Pink-** Gem section
- **Purple** – Prison section
- **Red-** BDSM, sexual section
- **Silver-** Occult section
- **White-** Death
- **Yellow-** Child section

Colour Coded Keys

Part of programming is to layer in doors. The programmer will wear the key to those doors, or have them somewhere visible on his/her persons.

The programmer will inform the part/alter they (programmer) are the only ones with the key capable of unlocking the door. Keys are colour coded. Their colour symbolises their purpose, and door.

Some types of keys are:
Dimple
Double-Sided
Magnetic
Primary
Sidebar
Skeleton
Transponder
Valet

Other types of keys:
Spiritual Keys (Keys to the Kingdom)
Piano keys
Key board
Key Stone
Key Codes
- **Black-** Blue door
- **Blue** - Black doors
- **Brown-** Purple doors
- **Gold-** Opens all internal doors. (Internal programmer only)
- **Green** – Silver door
- **Grey-** Brown doors
- **Orange-** Pink Door
- **Pink** -Blue doors
- **Purple** – Red door
- **Red-** White door
- **Silver-** Green door
- **Turquoise-** Grey doors
- **White-** Yellow doors
- **Yellow** - Gold doors

Number Codes

Universal function codes will affect the entire system. The codes can be coded so the same code means different things to groups of alters. For example group A will go down when code is given, Group B will come up with the same code.

Universal Functioning Codes – to access these codes the individual's computer code must be entered.
Occult computer codes will begin with: 666.
Cult codes will begin with: 777.
Illuminati codes 999.
Master number 555.

Note for Programmer: The master number of 555 must be at the *end* of the access code. Example: (name+D.O.B.+L.S.N.+colour+555) (L.S.N=Log Sequence Number)

Preparing For A Programming Session

Programming Environment
When setting up an area for programming operations, programmers should provide proper lighting, climate control, seating, workspace and materials, monitoring, safety, and security. Not every approach requires special preparation of the programming area, but programmers should have the option to arrange seating, lighting, or other props in the area to create the appropriate atmosphere to support their selected approach strategies. Programmers may want to provide a relaxed atmosphere for a rapport-based approach, a business-like area resembling an office to support a ruse, or perhaps a sterile "prison cell-like" room for a fear-based or futility approach. If time, resources, and space allow, constructing rooms to support each of the scenarios listed above should be considered.

Listed are general guidelines for room construction in order to keep the programming room and the surrounding area free from distractions, such as external stimuli like the view from a window, music sounds, talking, or pictures on the walls of the room. If the room has windows, they should be covered or high enough to provide no view.

When planning for and constructing programming rooms, programmers should consider the following:

Security:
- Designing and locating rooms to prevent others from monitoring who enters and exits programming rooms.

- Designing and locating a temporary holding cell adjacent to programming rooms with accommodations for transferring individuals between personnel.
- Adequate lighting between rooms and in the immediate surrounding area to allow personnel to move at night without difficulty and to allow the guard force easy monitoring of the area.
- Monitoring capabilities such as one-way mirrors, video and audio feeds, recording capabilities, and two-way communications. (does not need to be in each room but can be located in a central location easily accessible from all rooms).
- Panic buttons in each room directly connected medical personnel and the guard force.
- Wall- or floor-mounted eyebolts for securing individuals.

Note: Prohibition of guards conducting programming or taking any actions to set the conditions for programming.

Climate control:
- Air conditioner.
- Heat.
- Ventilation.
- Lighting. (Room is kept low lighting for maximum effect.)

Power and networking:
- Each programming room should have at least one power outlet; more outlets allow the programmers to rearrange the room in order to facilitate and support their planned approach strategy.
- Power may be locally provided; therefore, voltage and frequency may be different from the standard 120 volts and 60 hertz.
- Each room should have at least one network adapter; more adapters allow simultaneous network connections for the programmer, analyst, or any other individual who may be participating in the programming session.
- A network adapter's security level should be the same as the handler to allow for real-time communication between a programmer and handler.

Miscellaneous:
- Designing and locating toilet facilities in easy reach of programming rooms.

- Designing and locating a first aid station in close proximity of programming rooms.
- Ames room

Each Programming plan must include specific safeguards to be followed: limits on duration, interval between applications, and termination criteria. Medical personnel will be available to respond in the event a medical emergency occurs.

Planning and preparation phase

As a result of the planning and preparation phase, the programmer develops a plan for conducting the programming session. They must review this plan with the senior programmer (Dr. Green) and other team members when possible.

Preparation will include a careful review of the files and of available video. The length of the programming session should vary. Having a set, routine block of time allotted for sessions allows a subject to better anticipate events and attempt to manipulate the programmer and the process.

If possible, a strategy of scheduling a programming session across a 24-hour day may be effective in changing an individual's expectations of predictability. When the programming sessions occur at a predictable time, the subject can prepare themselves mentally and physically and rehearse programming resistance strategies.

Sessions are most productive when the programmer and subject can be paired consistently. Consistency allows the programmer to become familiar with the history of the subject and to see how they respond to various approaches.

Whether written or oral, the programming plan must contain at least the following items of information:
- Identity of the individual.
- Programming serial number.
- The individual's mental and physical state.
- Topics, in sequence, that will be covered.
- Reasons why the programmer selected only specific topics from the basic programming sequence.
- Means selected for recording the programming session.
- The script being used.
- The objectives of the session.
- The order of the programs.
- The plan should include the time the session will begin.
- Information on some of the individual's personal traits and peculiarities from the screening sheet.
- Approach strategy selected.

Approach Techniques

The more complicated an approach technique is, the more preparation time is required for it and its successful use.

The number of approaches used is limited only by the programmer's imagination and skill.

With the exception of the direct approach, no other approach is effective by itself. Programmers use different approach techniques or combine them into a cohesive, logical technique. Smooth transitions, logic, sincerity, and conviction can almost always make a strategy work.

Some examples of combinations are:

- Direct/futility/incentive.
- Direct/futility/love of friends.
- Direct/fear up (mild)/incentive.

Great care must be exercised by the programmer in choosing the approach strategy in the planning and preparation phase of programming and in listening carefully to what the individual is saying (verbally or nonverbally) for leads that the strategy chosen will not work. When this occurs, the programmer must adapt themselves to approaches that they now believe will work in gaining the part/alter's cooperation.

Questioning Techniques:

A programmer must know when to use the different types of questions.

- Uses only properly formed, direct questions.
- Properly uses followup questions for complete information.
- Properly uses repeated, controlled, and prepared, questions to control the session and assess the individual
- Avoids confusing, ambiguous, and time consuming questions.
- Uses a proper, logical sequence of topics or questions.

Repeated questions: Ask the part/alter for the same information obtained in response to earlier questions. They may be exact repetitions of the previous question, or the previous question may be rephrased or otherwise disguised. Repeated questions may be used to check the consistency of the part/alter previous responses. They may also be used to ensure the accuracy of important details such as place names, dates, and other system structures.

Control questions: Are developed from information which the programmer believes to be true. Control questions are based on information which has been recently confirmed and which is not likely to have changed. They are used to check the truthfulness of the part/alter responses and should be mixed in with other questions throughout the session.

Prepared questions: Are developed in advance of a programming session to gain precise wording or the most desirable questioning sequence. They are used

primarily for sessions which are technical in nature, and cover a number of specific topics. Programmers must not allow the use of prepared questions to restrict the scope and flexibility of their sessions.

Leading questions: May prompt the part/alter to answer with the response they believe the programmer wishes to hear. As a result, the response may be inaccurate or incomplete. Leading questions are generally avoided during programming but they can be used by experienced programmers to verify information. This is especially true during map tracking.

Avoid vague questions: As they do not have enough information for the part/alter to understand exactly what is being asked by the programmer. They may be incomplete, "blanket" or otherwise nonspecific, and create doubt in the part/alter mind. Vague questions tend to confuse the part/alter waste time, are easily evaded, and result in answers that may confuse or mislead the programmer.

There are two types of questions that a programmer should not use. These are compound and negative questions. Compound questions are questions which ask for at least two different pieces of information. They are, in effect, two or more questions combined as one. They require the part/alter to give a separate answer to each portion of the question. Compound questions should not be used during programming because they allow the part/alter to evade a part of the question or to give an incomplete answer. They may confuse the part/alter or cause the programmer to misunderstand the response.

Negative questions are questions which are constructed with words like "no," "none," or "not." They should be avoided because they may confuse the part/alter and produce misleading or false information. They usually require additional questions to clarify the part/alter's responses.

Before a programming session, the programmer must ensure the following:

1. The programming room is available and free of distractions.
2. If recording equipment is to be used, it is installed and operationally checked.
3. All participants in the programming team are thoroughly briefed on the case and programming plan.
4. Sources or other persons to be used to program the individual are available.
5. Arrangements are made to minimise unplanned interruptions.
6. As appropriate, arrangements are made for the individual to be held .

Throughout the programming session:
- Limited encouragement throughout the session uses such phrases as; – 'well done,' 'very good,' or 'you did well.'
- Avoid hugs. Eye contact is necessary, as it is stabilising.

- When instructions are given to a part, and received, then and only then give a reward of name for identification purposes.
- The child may need a catheter depending on the length of the programming session.
- Yes, one finger; No, raise two; Confused – raise right hand.'

Object language: (also known as Objectics) is communicative use of material things. It comprises the intentional and unintentional displays of tangible things; for instance, art objects, the arrangement of flowers, architectural structures, and finally the human body and what clothes are worn.

Clarify instructions: If there is still confusion, time to stop, take a break. Do not allow any contact between individuals and others until the programming session is completed. Do not, under any circumstances, offer juices, snacks, etc. which could be construed as a 'reward' until the session is completed.

Paralinguistic: These are aspects of spoken communication that do not involve words. Tone of voice, speed and breathing, pronunciation, articulation, pauses, and punctuation are a few examples of paralinguistic communication.

Calibration: Watch for muscular reactions, eye glazing, sweating, involuntary loss of bladder control, bowel control. part/alter want the child to remain alert/aware.

*Watch for ideomotor (IM) signals.

Watch for the following responses:
- **Compliant:** Offers no resistance to instruction. Part/alter complies with both physical and verbal directions.
- **Passively Resistant:** Does not follow orders but offers no physical resistance to
  attempts to gain control (e.g., going limp).
- **Actively Resistant:** Does not follow directions and offers physical resistance but does not attempt to inflict harm (e.g., bracing or pulling away; attempting to flee).
- **Assaultive:** Attempts to attack or inflict injury (e.g., striking with hands or feet, biting).
- **Lethal:** Attempts to kill or inflict serious injury (e.g., using knives, clubs, thrown
  objects, firearms).

Termination Phase
During the termination phase, the programmer completes the session and establishes the necessary conditions for future programming by themselves or other programmers.

A session may be terminated if:

- Either the individual or the programmer becomes physically or mentally unable to continue.
- The programming objective cannot be met in one session.
- The programmer fails to maintain rapport and loses control of the programming session.
- The programming objectives have been satisfied.

There are many ways to conduct a termination, but the following points must be conveyed to the individual:
- The programmer should sincerely and convincingly reinforce successful approaches.
- The approaches used to "break" the individual must be reinforced.
- The individual must be told that the same or another programmer may speak to them again. This sets the stage for future programming.
- The programmer will inform the alters/parts not to discuss the subject of the programming for their own protection.

Programming Session

When starting to program, the programmer must consider the devices and the teaching methods by which they can get the child to the desired behaviour.

A child is assumed to possess some initial related behaviour to the subject matter before programming is started. The behaviour available must be specified and the programmer can, at the beginning, appeal to these available responses.

Programming utilises four methods in the following order:
One of the objectives of programming is to make these methods as explicit as possible.
1. Shaping
2. Chaining
3. Reinforcement
4. Gradual Progression
5. Cueing and Prompting
6. Fading or vanishing

Shaping
Shaping is used when the target behaviour does not exist. Programmers will shape the desired responses.

It is used when an existing behaviour needs to be changed into new behaviour or skill. Shaping is a procedure in which reinforcers are applied in small frames with a child to get them progressively closer to exhibiting the targeted behaviour. Programmers reinforce any movement the child takes closer to the goal.

If a frame is repeated and rewarded three times, the programmer will withhold the reward the next time that behaviour appears.

Reinforce the target behaviour on an intermittent schedule of reinforcement.

Chaining

Chaining refers to putting together multiple behaviours that form one behaviour. The single behaviours are linked together like a chain to form one behaviour as a whole.

With chaining, the programmer takes a multi-step task and breaks it into a sequence of smaller tasks. The child/part is taught only one frame at a time and is not taught any future frames until the current one has been mastered.

Each successful frame is reinforced.

Reinforcement

Before behaviour is reinforced it must be shown, and programming material must be designed to elicit the correct and appropriate behaviour which then can be reinforced.

Reinforcement must follow the occurrence of the behaviour being taught. If this is not completed, different and, perhaps, unwanted behaviour will be learned. In addition, a sufficient number of reinforcements must be given so that the desired behaviour is strengthened and its probability of occurrence for the child/part is high in the appropriate situations.

In programming the reinforcing agent for the individual is knowledge about whether or not the response they have is correct. Failure by the programmer or handler to provide adequate reinforcement to strengthen the behaviour of the child/part with respect to the programming matter often results in the child/part disengaging.

An important aspect of the reinforcing process is contingent upon the occurrence of a desired response implemented immediately.

Differential reinforcement rewards only the appropriate responses and discontinues rewards for all other responses.

Gradual Progression

Gradual progression serves to make the child/part correct as often as possible and is also the fastest way to develop a complex system. Programmers should consider the development of methods of frame (Among programmers a 'step' is called a frame) construction which allows differential responses and appropriate reinforcement for a wide range of personalities.

At the beginning of gradual progression, stories, images or problems are used to evoke behaviour that is already in the system which the child/part brings to the programming session.

At each frame (Among programmers a step is called a frame) the programmer must ask what behaviour must a child/part have before they can take this frame. No frames should be implemented before the individual can take it with a high probability of success. The occurrence of behaviour in programming is made more probable if the methods used are designed so that each frame makes the correct answer in the next frame more likely.

One of the principles of programming is to continuously vary the context of repetition. In doing this the system receives new information and learns to make finer discriminations. The parts in the system learn to apply what is taught to a variety of situations.

In the course of a program progression, the programmer must build in the amount of review and repetition necessary to maintain previous learned concepts which need to be strengthened and utilised in further programming. Sufficient practice and over-learning is necessary so that early programing is thoroughly mastered before or while new programming is introduced. In certain program sequences the frames may become larger and larger as the system learns additional information.

Cueing and Prompting

The difference between a cue and a prompt is related to the degree to which the child is assisted. A cue is a hint and does not lead the child to a direct answer. A prompt takes the individual step-by-step through the task leading to a direct answer. When teaching a new skill programmer will use the most amount of prompting required to ensure learning the frames of the skill.

When working through a program progression, in controlling error, in evoking behaviour, and in bringing this behaviour under the control of new stimuli, is the use of prompting and cueing methods.

A visual cue alerts the child on where to focus or where to respond. A visual prompt is a series of visual directions that guide the child through the task to completion.

The difference between verbal cueing and prompting is determined by the amount of verbal information given and the specificity of the information.

Directions that the programmer provides at the beginning of the session to tell the child what is expected are part of the programming and are not counted as cues or prompts. If repeated more than once, the programmer will need to specify the number of additional repetitions and list them as a support. Repetitions over the specified amount must be counted as cues.

If a child begins to have issues, sufficient wait time should be provided (3-5 seconds) If the child still cannot demonstrate the skill, a cue should be given. If cues prove ineffective, a prompt will need to be given.

The cue does not need to consist of written or spoken language; for example, it could be a certain melody, symbol, or pattern of lights on a device.

Provided the cue or prompt is associated with the behaviour, almost any sensory stimuli that is reliably perceived and interpreted may be used.

If the child's response is incorrect, programmers interrupt the incorrect response and deliver the next prompt in the hierarchy.

The prompt should be withdrawn as soon as possible so the child can perform the task on their own.

1 (strongest) → 5 (weakest)

1. Full Physical
2. Partial Physical
3. Modelling
4. Gestural
5. Positional

Monitoring Outcomes

An important component prompting hierarchy procedure is collecting data to monitor the outcomes. Team members should track all of these responses as their occurrence provides information about the individual's performance and progress. This information will assist team members make decisions regarding when to make changes in the prompting procedure and whether the child/part is beginning to respond at lower levels in the hierarchy.

Team members define the target skill/behaviour in terms that are observable and measurable.

When using the prompting procedure, the child can have five types of responses:

1. **Unprompted correct responses.** Correct response at the independent level of the hierarchy. This is the goal of instruction; thus, these responses should be reinforced and counted.
2. **Prompted correct responses.** Any correct response that occurs after any of the prompt levels of the hierarchy. These responses should be reinforced.
3. **Unprompted errors** . Incorrect responses made at the independent level of the hierarchy (before any prompts are delivered).
4. **Prompted errors.** Incorrect responses made after any of the prompt levels of the hierarchy.
5. **No responses.** Child does not make any response after the delivery of the last level in the hierarchy.

Fading

Fading is decreasing the level of assistance the child/part needs to complete a task. When programming, the overall goal is for the child/part to engage in the programmed response independently.

Thus by the time the child has completed programming, they are responding only to the stimulus material they have available when they perform their task.

Fading then can be defined as the gradual withdrawal of stimulus support. This method ensures that the child does not become overly dependent on a particular prompt when learning a new skill.

With fading and programmes already mastered, a systematic transition can be made from old to new concepts with a sufficient amount of review and repetition.

Programmers use the word "seeding" to review implemented programming at various intervals in order to ensure the maintenance of programming.

There are five steps for prompting and fading:

1. Define target behaviour (action, skill, or partial frames).
2. Identify suitable prompts.
3. Prompt, reinforce, and fade.
4. Monitor results.
5. Return to a stronger prompt when necessary.

Adaptive Programming

This approach is adjusting the difficulty of the material presented to a lower level when the child/part is having difficulty responding to a particular sequence or adjusting to a higher level when the child/part is responding quickly and correctly to the programming.

There are twelve stages in programming:

With the progression through each phase, the degree of programming becomes more effective and complete.

1. Isolating the individual from environmental influences.
2. Generate a deeper emotional and personal alliance, allegiance and trust with the child towards the programmer/handler.
3. Ideational or ideological components (choosing a thematic focus).
4. Begin the immersion into the chosen script.
5. Rationalising the ideas and/or techniques.
6. Using mood-induction techniques to facilitate distorted views.
7. Using sympathy-creating techniques.
8. Gaining compliance with programmers belief system and desires.
9. Testing effectiveness (feedback assessment by programmer).
10. Measuring loyalty.
11. Escalating/intensifying/broadening/generalising.
12. Maintenance (including continuation and/or modification of particular themes).

The immediate effects of programming can roughly be classified into five categories:

1. Mood and affect
2. Interpersonal behaviour
3. Sensory and perceptual effects
4. Intellectual functioning and reality testing
5. Intuitive-intellectual effects

Programming session Outline

A. Programming (The Creation of Alter/Parts)

(1) Ideology (General to specific. Serves as the basis for development of programmes.)

- Programmer chooses an umbrella under which parts will be programmed; Spiritual, Military, Beta etc.
- Torture methods selected for creation of specific part
- Medications/psychotropics/drugs selected

(2) Intentions, Goals, Objectives Desired results:

- Specific Themes/Content identified
- Script immersion
- Triggers from script
- Mapping
- Personal Philosophy-basic beliefs, concepts and attitudes for the part
- Value system-selected for the part

(3) Selection, Intensity, and Modification

- The torture selected is implemented
- Duration of selected torture is implemented
- Helplessness induced
- Define the desired behaviour for the part.
- Modifications completed as necessary decided by lead programmer

(4) Types of personality parts created e.g.

- Attachment
- Hostility
- Leadership
- Fear
- Group behaviour
- Loneliness
- Abandonment
- Prejudice
- Survival
- Installing goals and identity
- Beliefs and worldviews

B. Programming (The Action Component)

(1) Building the internal landscape:
- Memorisation of script by parts
- Implementation of structures
- Continued controlled torture
- Triggers
- Programs inlaid
- Codes inlaid

(2) Process (dynamics of procedures/operations):
- Monitor the progress
- Programmer checks for errors
- Examine the error and determine what action should be taken
- Important variables to be controlled are identified and measurable
- See if the controlled variable is moving toward the desired set point

(3) Methodology/Applications of internal program (general/specific):
- General: Program impacts entire system
- Specific: Program impacts specific parts
- Exposure.
- Understanding.
- Acceptance.

C. Levels of Awareness of the Themes and Processes (by programmer/trainer)

(1) Conscious/Intentional versus Unconscious/Unintentional
- Conscious/Intentional-reprogramming/internal programmers
- Unconscious/Unintentional-dates, symbols, quotes, and colours

(2) Language Usage
- Language Usage-the ways in which words or phrases are used, spoken, or written to ensure programming is maintained
- Participants-programmers and handler

D. Conclusion of programming session (all programmers present)

(1) Check the system
- The system should be stable
- The system should provide the best possible steady-state regulation
- The system should provide the best possible transient regulation
- Review the programming script for accuracy and completeness

(2) Check for amnesia between parts
- Protect alters/parts from being known by the system
- Remembering what other alters/parts have done
- Remembering trauma or events another alters/parts may hold

(3) Rest and recovery for the system
- Physical recovery-Duration decided by programming doctor
- Mental recovery-Duration decided by programming doctor
- Social recovery-System engages with programmer/handler

Programmer Documentation

These are some of the documentation completed by the programmers after a session. Every doctor who participated in the programming session completes the following documentation.

Write a detailed description of the programming session to include:
1. Length of time of the session .
2. Specific programing methods used and duration of methods.
3. Effect (the desired behaviour).
4. Duration of effect of the program.
5. List aspects of execution that have primary or secondary psychological effects on the individual that are detractors or enablers.
6. List potential unintended consequences of programming.
7. What restrictions affect the individual in regards to the desired behaviour?
8. Progress towards the programming goal.
9. Estimate impact of the programming session on the part's behaviour.
10. List relevant spontaneous events from the programming session.
11. Explain how spontaneous events influenced the individual's behaviour.
12. Frames completed during programming.

Identify vulnerabilities
Answer the following questions.
1. What conditions can be modified to achieve behaviour change?
2. Identify primary and secondary motives of the alter/part.
3. Why/how do the conditions influence behaviour?
4. How can programmers use the vulnerability to modify the individual's current behaviour?

Internal Assessment
1. Parts created during the session. (How the part is identified)
2. Access code provided for the part.
3. Where they are mapped internally.
4. Program(s) linked to the part.
5. Programming script linked to the part.
6. Role assigned to the part.
7. Other parts in the system they are in contact with.

Team members record each type of response that occurs.
Team members review data to determine if progress is being made.

Problem solving programming issues

Problem	Solution
Part/alter consistently made errors with the memorisation of script.	A team member selects a memory method to assist with this.

Determine the location and time for the next programming session.
1. Consider the duration.
2. Consider the timing.
3. Refine assessment criteria.
4. Review the current and desired behaviour definitions.
5. Determine what specific, measurable, observable data regarding the individual's behaviour is required.
6. Document behaviour trends for the targeted behaviour.
7. Review impact indicators.
8. Identify change from periodic time sets (week, month, quarter).
9. Identify overall behaviour change during programming period.

Recommendations.

Summarise the results of series post-testing.

Write conclusions:
* *Impact indicators are* the answers to the programming assessment criteria questions. They are specific, measurable, and observable behaviours performed by the individual. These indicate behavioural change. Analysis of the impact indicators over time will show behaviour trends, which determine whether the programming goals are being achieved.

Programming assessment criteria are the objective measures used to monitor and assess changes in individual behaviour over time. These behavioural trends are then analysed in relation to programming series execution. Monitoring an individual's behaviour is essential in determining the overall achievement however, programming is just one of many influences on an individual's behaviour. Friendly, neutral, and hostile actions and other unforeseen events also exert influence on a person's behaviour. Therefore, programmers are not solely responsible for behaviour change.

Assigning effect values

Criteria Scale
Overwhelming positive effects; no significant negative effects. 9–10
Moderately positive effects; few significant negative effects. 7–8
No significant effects; neutral. 5–6
Moderately negative effects; few significant positive effects. 3–4
Overwhelmingly negative effects; no significant positive effects. 1

Assigning criticality values
Criteria Scale
Immediate effect on the system. The system cannot function without the handler. 9–10
Effect within 1 week on the system. 7–8
Effect within 1 month on the system. 5–6
Effect within 2 months on the system. 3–4
No significant effect on the system. 1–2

Block Reports
Block Reports are completed at the end of each 4-week period which will summarise the individuals programming, training, and progression as well as key strengths and weaknesses observed within the block:
Nutrition
Sleep Quality
Stress Levels
Memory

Cognitive Abuse and Thought Control Methods

Apart from the roles of the handler and programmer, the qualities of a high control group must be implemented..
The following methods are also used in high control groups and TBMC.

A

A Place in the World: One never needs to 'find' their place because they don't belong in this world.
Ad Hoc Policy Changes: Rules and practises change suddenly. This allows coercive actions or manipulations to be disguised as actions for the good of the group .
All or None: In order to leave, individuals are forced to reject everything about the group, because friendly or partial differences are not acknowledged. This means that individuals are forced to consider time and resources spent with the group a total mistake, rather than a stage of life.
Ambiguous Passages: The handler hides behind interpretation ambiguous passages in texts. They will be interpreted to fit the handlers desire. but unlike a request from the handler, to refuse is to defy a divine or supernatural power.

An End that Justifies Any Means: The methods used are not torture as the ultimate goal is positive.

Answers for all Problems: Because the handler will not want any critical thinking or internal wrestling with dilemmas, they will assure individuals they have the answer to all problems.

An Alternative to Family: Families, healthy and unhealthy, function according to attraction, attachment, and liking one another. Abusive communities ignore and minimise those aspects of relationships. This can seem a great improvement to people who have been deeply hurt in their families, are reluctant to create any family ties, but who do not want to be alone.

Apocalyptic Beliefs: High control groups often believe in doctrines which are similar to that of mainstream religions, yet the convergence of some of these doctrines expressed through rites helps to shape a violent theological worldview characterised by an inherent volatility.

Attachments: Friendships based on feelings are discouraged within the group.

Attitudinal inoculation: The process of making people immune to attempts to change their attitudes by initially exposing them to small doses of the arguments (opposition) against their position. This process gives explanations to behaviour , arguments, and beliefs of opponents.

Aversive Stimulation: Continuous punishment, and the cessation of punishment, is contingent on compliance.

B

Belief Teasing: Most people have a strong need to believe in something meaningful. Adept cult leaders imply that they have something life-altering to believe in, but remain very vague. This allows individuals to insert their hopes and dreams, perhaps even unconsciously. It also keeps scepticism and the application of critical thinking at bay.

Bizarre Beliefs Doctrines: The belief from other planets is often used. Such beliefs may or may not be the motive for the formation of the group, but they are opportune for cognitive abuse. This is because these beliefs are outside the normal contextual knowledge, and so far outside any usual verification framework, that they short-circuit critical thinking.

Bounded Choice : The choices allowed a member in an abusive group are very limited. There is a natural human desire to make some choices and have a sense of autonomy. The effects of long-term limitations in choices is to instil the choices that are made by a handler.

Emotional investment in the choices, including the choice to stay, increases over time. A self develops around the options taken, even if all the available options are negative. The worse people are treated, the more loyal they are, because they have developed reasons 'of their own' to stay

Bribery: This is often used as a rebellious member is wavering, and it is not seen for what it is, but rather taken or described as healing benevolence.

Call To Action: The message is someone needs to base their self-worth on their membership in the group and demonstrate obedience to the group's ideology. One is told the membership will bring them closer to God.

Change Of Diet : Creating disorientation and increased susceptibility to emotional arousal by depriving the nervous system of necessary nutrients through the use of special diets and/or fasting. The BMI (Body Max Index) is not used in programming. A child's health is measured by physical, psychological, and blood work assessments.

Changing of Group/Church Name: A characteristic of high control groups is changing the name of the group or ministry. Often a name change is a response to unfavourable publicity by the media.

Chanting Or Singing: Eliminating non programming ideas through group repetition of mind-narrowing chants or phrases. Thought occurs in the format of language even when 'silent'. Silent thought activates the larynx in an incipient way. Chanting is a way of tying up the voice box with syllables unrelated to thinking, as a result thinking is blocked. An excessive amount leads to cognitive disablement. Some parts are taught to start chanting whenever an outsider tries to reason with them.

Charismatic Leadership: Millenarian beliefs are associated with volatility when embodied in and disseminated by charismatic leaders who wish to portray themselves as messiahs.

Claiming Unusual Powers or Abilities: An attraction for those who feel powerless, as it speaks to the illusion that someone special can come to set things right. There is often the hint that if an individual is deeply devoted, they will get a little bit of special power. The leader may claim or imply divinity, or the gift of special powers from divinities or aliens.

Collectivism: Carried out in groups, behaviour change is realised much quicker and has lasting effect as a person automatically starts to copy the required behaviour with the help of other individuals. An essential element of indoctrination.

Communal Living : This limits or eliminates non-believing influences, eliminates privacy, and prevents cognitive re-grouping. It is essential for 'milieu control'.

Confession: Sins, as defined by the leader, are confessed either to a personal monitor or publicly to the group. Encouraging the destruction of individual ego through confession of personal weaknesses and innermost feelings of doubt. There is no confidentiality; individuals' sins, attitudes, and shortcomings are discussed and exploited by the leaders. Since the community or handler will define portions of normal human functioning as wrong, individuals are never 'without sin.'

Confusing Doctrine : Encouraging blind acceptance and rejection of logic through complex lectures on an incomprehensible doctrine.

Constant Recruitment: Often pressure is put on individuals to bring in new members. individuals may be assigned to recruitment duties.

Controlled Approval: Maintaining vulnerability and confusion by alternately rewarding and punishing similar actions.

Control-Oriented Leadership: The leader of a high control group is dogmatic, self- confident, arrogant, and the spiritual focal point in the lives of their followers. The leader assumes they are more spiritually in tune with God than anyone else. They claim insight into Scripture that no one else has. Or, they may state that they receive personal revelations from God. Because of such claims, the leader's position and beliefs cannot be questioned; their statements are final.

Control Over Members: Groups monopolise members' daily lives and circumscribe their belief systems within rigid doctrines, insulating them from the influence of broader social constraints. The leader is then positioned to ask their followers to commit acts they would not normally engage in.

Creative History Interpretation: The act of interpreting history in such a way that it is consistent with the belief system, thus adding to the credibility of a belief system.

Creative Personal Situation Interpretation: The process of subtly acquiring enough information to deliver a believable explanation of an individual's personal situation such that it is consistent with a belief system, thus adding to credibility of an individual and swaying others towards their belief system.

Cultish Language: C rafty redefinition of existing words (and the definition of new ones) to powerful euphemisms, secret codes, renamings, buzzwords, chants and mantras, 'speaking in tongues,' forced silence, even hashtags.

D

Demand for Purity: The desire for purity is hidden in most people as a means of being lovable. It is an abstract concept not an actual reality for people. Abusive communities exploit this common desire by

1. Painting the outside world as impure.
2. Promising purity will be obtained through the group.

Moral compasses are confused, for example, when a handler's intrusive or violating behaviour gets designated as good because it is purifying.

Denouncing All Other Churches: High control groups usually denounce all other Christian churches. They see themselves as spiritually elite. They feel that they alone have the truth and all other churches are corrupt. Therefore, they do not associate with other Christian churches.

Determinism: The group devoutly believes it will be the ultimate winner of the final battle, if it believes a catastrophic scenario is being actualized, the group may feel it has no choice but to try to trigger the apocalypse through violence.

Disinhibition: Encouraging child-like obedience by orchestrating child-like behaviour .

Dispensing of Existence: The handler has the prerogative to decide who has the right to exist and who does not.

Doctrine of Depravity: The belief that individuals' instincts, desires, tendencies, feelings, and inclinations, can't be trusted.

Doctrine Over Person: Member's personal experiences are not important. Any contradictory experiences are denied or interpreted as some failing of perception or understanding.

Dress Codes : Removing individuality by demanding conformity to the group dress code.

Dualism: The belief that the world is in two opposing views of Good and Evil, which could precipitate a violent response.

Duplicitous Environment: Saying one thing but doing the opposite. For example telling a child they are loved while harming them.

E

Emotionality: Exploit the emotional needs of the individual. Most traumatised people are emotionally disoriented and seek solutions. This is exploited through love bombing, and unconditional acceptance initially.

Encourages Dependency: This is done by encouraging severing ties to the outside community, discouraging education, forbidding personal property, and moving to remote or different locations.

Experience of Cooperation: Cooperating with others on a joint project gives a sense of community and belonging. The project can have no purpose besides the goal of building community.

F

Fear: Maintaining loyalty and obedience to the handler by threatening soul, life or limb for the slightest 'negative' thought, word or deed. Fear of retaliation and character assassination are common towards those who leave. Leaving is always framed as a profound betrayal.

Fear Inoculation: The process of making people immune to attempts to change their attitudes by initially exposing them to the consequences (often fraudulently created consequences) of rejecting the initial belief system in favour of another.

Financial Commitment: Achieving increased dependence on the handler through the donation of assets.

Finger Pointing: Creating a false sense of righteousness by pointing to the shortcomings of the outside world.

G

Games: Inducing dependence on the handler by introducing games with obscure rules.

God Syndrome: The spiritual leader acts as if they are godlike. They tend to exhibit complex/hard emotions and mask their real feelings with false humility.

Glittering Generalities: These are intense, emotionally appealing words so closely associated with highly valued concepts and beliefs that the appeals are convincing without being supported
by fact or reason. The appeals are directed toward such emotions as love of country and home, and desire for peace, freedom, glory, and honour.

Group Punishment: The group is punished for the perceived mistakes of another member.

Groupthink Error: The tendency to accept or continue to accept a belief system due to the overall credibility of the individuals in a group. This is based on an erroneous faith that an entire group including those who They may trust implicitly can not be deceived or wrong. This is the strongest influence on the credibility of a belief system.

Guilt: Reinforcing the need for 'salvation' by exaggerating the sins of the former lifestyles and actions.

H

High Demands: The longer the time spent in a high demand environment, the more a 'normal' life of fewer demands may seem immoral, meaningless, selfish or wasteful. This can lead to burnout. Handlers watch for this and change the demands.

Horror Stories: If a member wants to leave they will be told about tragedies that occurred to others who left the protection of the handler or the leader. These are untrue stories.

Hypnosis: Inducing a high state of suggestibility, often thinly disguised as relaxation or meditation.

A. Repetitive Music-(most likely with a beat close to the human heart 45 to 72 beats per-minute). Most likely used during "study sessions" as the programmer will state the music helps them relax and concentrate.

B. Voice Roll — A "voice roll" is a patterned, paced style used by hypnotists when inducing a trance. A voice roll can sound as if the speaker is talking to the beat of a metronome or it may sound as though they were emphasising every word in a monotonous, patterned style. The words will usually be delivered at the rate of 45 to 60 beats per minute, maximising the hypnotic effect.

C. Room "Feel" – The way a room feels is essential to hypnotising unknowing individuals. It needs controlled lighting. Room temperature also plays a role as individuals must not be too hot or too cold.

I

Imminence: The group members believe the apocalypse is unfolding before their eyes, the "last days" are experienced as psychologically imminent and the leader pressures followers to take immediate action to ensure their salvation.

Insinuation: Insinuation is used to create or increase the individual's suspicions of ideas, groups, or individuals as a means of dividing the adversary. The leader hints, suggests, and implies, but lets the individual draw their own conclusions.

Intermittent Reinforcement : Warm supportive treatment is provided unpredictably amongst abusive treatment. When the reinforcement doesn't come, the child learns to keep trying because it will come eventually. The abuse becomes a cue to try harder. Handlers are often very skilled in recognising the breaking point of mistreatment and flipping to warm treatment or rewards.

J

K

Keeps Inner Circle: This holds out the possibility of advancement or favour to lower members of the group.

L

Lack Of Restraint: Leaders believe themselves to be free from religious and social laws, and operate in a social vacuum where there is a relative absence of normal institutionalised restraints. Physical segregation further distances the group from society's norms where its own social code is established as the basis of all acceptable behaviour. Here authority can be exercised arbitrarily without restraint, a situation that facilitates violence.

Lack of Validation: If a child isn't following the rules no validation can come from inside the handlers or those around the child. If the individual leaves no validation comes from outside the group, because outsiders see the group as all bad.

Ladders: Individuals are assured by evidence that they are making progress. High control groups provide different positions of status to obtain, and the status is uniformly recognised within the group. Compliance is either covertly or openly the criteria for promotion.

Least Of Evils : This technique acknowledges that the action being taken is perhaps undesirable, but emphasises that any other action would result in a worse outcome.

Loading The Language: The handler interprets or uses words and phrases in new ways so that often the outside world does not understand. This consists of thought-terminating cliches, which serve to change the individuals' thought processes to conform to the handler's way of thinking.

"Love Bombing": Creating a sense of family through physical touch, thought and feeling sharing and emotional bonding.

M

Manipulation of Members: Manipulation is the use of external forces to get others to do what someone else wants them to do. Manipulation is used to get members to submit to the leadership of the group. The tactics of manipulation include the use of guilt, peer pressure, intimidation, and threats of divine

judgement from God for disobedience. Often harsh discipline is carried out publicly to promote ridicule and humiliation.

Another tactic is the "shepherding" philosophy. As practised in many abusive groups this philosophy requires every member to be personally accountable to another more experienced person. To this person, one must reveal all personal thoughts, feelings, and discuss future decisions. This personal information is not used to help the member, but to control them. **Meditation:** For very long hours-Meditation trains brainwaves to change (lower in frequency) from a prevalence of beta waves (problem solving) to alpha (relaxation) and beyond to theta (inhibition) and delta (absorption and sleep). Forced meditation consumes all leisure hours, it is intentionally a practice of suspended reasoning. Together with other manipulations, meditation can support cognitive abuse and thought control.
Metacommunication: Implanting subliminal messages by stressing certain keywords or phrases in long, confusing lectures.
Milieu Control: This involves both restriction and manipulation of information and communication within the group. All contact with the outside is controlled and monitored. What someone reads, television, radio and internet are restricted. Conversations that question or analyse what is going on are obstructed or interrupted. False or distorted information will be given about the outside, with no opportunity for the individual to verify it.
Moral Appeal: Entails finding moral common ground, and then using the moral commitments of a person to obtain compliance.
Mystical Manipulation: False creation stories or selective accounts are given about the leader to demonstrate divine authority, spiritual advancement, or some exceptional talent or insight that sets the leader and/or group apart from humanity.

N

Name-calling: Name-calling seeks to arouse prejudices in an audience by labelling the target as something the individual fears, loathes, or finds undesirable.
New Dawn Leaders: They will say they are doing something new that has never been done before. This defeats any comparison, and is a set-up for flipping good and bad.
No Major Decisions: Everything is decided for the individual.
No Questions: Accomplishing automatic acceptance of beliefs by discouraging questions.

O

Overworked: The person is kept busy with tasks, 'classes' or other activities ten to 20 hours a day. This eliminates time to think or associate.

P

Panders to Dependency: Abusive groups offer the illusion of unconditional parental care by using paternalistic metaphors and protecting individuals from

adult decisions. Dependency that grows in the individuals over time making leaving unimaginable.

Peer Group Pressure: Suppressing doubt and resistance to new ideas by exploiting the need to belong.

Performs As A Mentalist: A basic technique that is used is 'cold reading' in which high probability guesses are made and then misses are minimised or rationalised quickly and 'hits' are emphasised and pursued. The individual ends up volunteering details although the handler/programmer will act like they had the details in mind already. The technique is made stronger by doing it in front of a person where there is a higher probability that they will recognise the guess. Channelling or mediumship is another form of cold reading. 'Hot reading' is where information about the target already obtained from some individual or from observation is presented like it is being suddenly divined on the spot. (Forer effect)

The Persecuted Chosen: Groups view themselves as prophetic vanguards belonging to a chosen elite but feel persecuted by wicked and tyrannical forces, which push the group to make concrete preparations to defend their sacred status.

Plain Folks Or Common Man: This approach attempts to convince the individual that the position of the argument is actually the same as that of the individual. This technique is designed to win the confidence of the person by communicating in the usual manner and style of the individual. Communicators use ordinary or common language, mannerisms, and clothes in face-to-face and other audiovisual communications when they attempt to identify their point of view with that of the average person.

Positive And Negative Altercasting: "Good people do X / Bad people do Y."

Positive And Negative Esteem Of Others: "Other people will think highly/less of you if you do X."

Positive And Negative Self-Feeling: "You will feel better/bad if you do X."

Power Hungry: The group gives a significant amount of money to the leader. Who then spends it to buy advertising or influence to gain secular or practical power. Individuals are encouraged to work in positions where they have access to politically powerful people or organisations.

Pressure-Release: Handlers manipulate a child with negative attention, then suddenly become nice. When the pressure is suddenly released, the individual experiences feelings of relief which are pleasant and lead to feelings of gratitude, even if the very same person was the one being abusive.

Pseudo-Esotericism Leaders: They know a few things that are arcane. They use snippets strategically to suggest deep, thorough, understanding which they do not have. Gaps may be filled in ad hoc by pure invention.

Psychic Driving: Taped messages are played for hours non-stop while the individual is in states of consciousness altered by sleep, electro-shock, sensory

deprivation, inadequate food, water, sleep, oxygen, isolated, confinement or other torture.

Purposelessness: All purpose previously was through the handler. No other purpose was allowed to develop. An individual that has left has a hard time developing a purpose in life because the act of forming a conviction of any sort activates programming.

Reducing Of Resistance: Methods used on the physiological level, which requires the rejection of protein foods (partial or complete starvation), reduction or deprivation of sleep due to the obligatory presence meeting, reading of allowed/group materials, or other spiritual practises, prolonged being in one static pose during the ceremony (standing or sitting), which significantly increases suggestibility.

Rejection Of Old Values: Accelerating acceptance of new lifestyles by constantly denouncing former beliefs and values.

Removal Of Privacy: Achieving loss of ability to evaluate logically by preventing private contemplation.

Repetition: is basic to all programming/ brainwashing. Repeating the same themes over and over again creates a mind-set conducive to the goals and objectives of the programmer.repetition of cult actions cause and then fix in mind certain emotions, feelings, thoughts, ideas, leaving deep and stable systems of excitation and inhibition focuses in the Central nervous system, which form a singular habit. And when such a religious stereotype of behaviour is formed not at one person, but in a group, the laws of collective psychology come into effect. That is why in destructive religious organisations the ritual side is given such attention.

Rewards Informers: Individuals are usually starved for attention from the leader and so informing becomes a means of gaining acceptance and attention. This eliminates trust or discussion of different points of view.

Rewards And Punishments: "If you do X, you will get Y," or "if you do not do X, Y will happen to you."

Rewriting History: Opposition from former individuals disappears, and disguises impulsive changes.

Routinized Interaction: Interactions are not to be based on feelings and spontaneity but on custom, rule, or ritual.

Sacred Science: The group's doctrine or ideology is considered to be the ultimate truth, beyond all questioning or dispute. Individuals will fault themselves for failing to understand, or they will pretend that they understand.

Salvation Through Conflict / Enemy Eradication: The members' salvation depends upon direct participation in the apocalyptic struggle, a group is always

on the verge of anticipating confrontation, which justifies action to eliminate evil and eradicate enemies.

Scapegoats: Leaders take credit for successes but blame failure on others. Individuals join in condemning the scapegoat because they are happy it is not them.

Secrecy: What happens in the group is kept secret from the outside. Secrets are also kept and not shared with other people in the group.

Security Force: This is not always present in groups but when it is, it is used to eliminate dissent. They may have uniforms and a paramilitary impression. The members are favoured which creates a feeling of being an insider and creates loyalty and obedience. These individuals can be trusted with 'secrets' because secrecy seems justified to security.

Selective Vision: The tendency to acknowledge only those things that are consistent with one's belief system. Anything that contradicts or conflicts with the belief system are irrationally interpreted such that they are consistent with the belief system or entirely disregarded.

Self-View as an Accomplice or Evil: Abuser forces individuals into double-binds that cause the individual to feel culpable.

Sexual Mystifying: Choices, and experiences are disrupted, along with the blurring of boundaries, individuals are unable to recognise sexual abuse. This together with blind obedience makes sexual exploitation not recognised as abuse. A practice is to prevent members from forming any alliance or loyalty other than to the leader and the group. This extends to sex and romance because that forms a strong bond.

Having sex with anyone that asks is expected in some groups.

Shunning: Any member leaving the group immediately loses all friendship and connection. Since non-group friendships and connections were given up when entering the group , this is an isolation tactic.

Simplification: In this technique, facts are reduced to either right, wrong, good, or evil. The technique provides simple solutions for complex problems and offers simplified interpretations of events, ideas, concepts, or personalities.

Snapping: A continuous shut down in normal daily critical thinking and mental reconciliation that seems to occur when the mind is overwhelmed by cognitive dissonance. The person is in an intense environment that denies dissonance and the possibility of dissonance. There is seen in the person a 'hollowness' and a personality change in the sense of considerable subtraction from the previous normal personality.

Social Deskilling: Because of routine interactions, the social responses that succeeded in the abusive group do not work as well outside the group. This leads to difficulty establishing relationships and a sense of belonging.

Spectacles: These are meaningless displays with a lot of sensory elements but no real continuity or function. These act as diversions, and as means of making it seem something profound is happening, without the need for any substance.

Suppressing Outside Criticism: Abusive communities will use vigorous legal and social power means to attack and neutralise outside critics. The abusive interpersonal practices are denied, putting the burden of proof on the critic, and the issue is shifted to freedom of thought and religion. This makes the critic appear narrow-minded and bigoted. These efforts are not about vigorously presenting one side, they are actually about squelching criticism.

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Terrified Submission: Outward compliance, but one's own beliefs and identity are preserved.

Testimonials: Testimonials are quotations (in and out of context) that are cited to support or reject a given policy, action, program, or personality. The reputation or the role of the individual giving the statement is exploited. There can be different types of testimonial authority. Official testimonials use endorsements or the approval of people in authority or well known in a particular field. Personal sources of testimonials may include hostile leaders, fellow soldiers, opposing leaders, famous scholars, writers, popular heroes, and other personalities.

Threat To Democratic Governance: This threat emerges when groups associate abstract enemies with concrete state entities; when combined with volatile beliefs, this encourages a blatant disregard for the law and overt revolt against the state. The integrity of democratic governance is severely undercut because the methods of these groups end with attacks, subtle or not, on government credibility.

Too Good To Be True Is 'made True ': In an abusive group a perfect world is attainable. It is made to seem that it does exist, or is about to come true.

Transference Cure: A person seeking deeper meaning is vulnerable to identifying with an unnaturally positive appearing person who claims to have it all together. This can set up an 'addictive' cycle where the target wants to get 'deeper' in the program, or closer to the leader, to keep the transference cure working.

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Uncompromising Rules: Inducing regression and disorientation by soliciting agreement to seemingly simple rules which regulate mealtimes, bathroom breaks and use of medications.

Unidimensional Directives: Are communicated during severe abuse, convincing affected parts that the abuse will reoccur if the programmed mandate is broken. The most common are, "Remember to forget " the abuse and "Don't tell" about the abuse. A central function of most TBMC is to cause the individual to physically and psychologically re-experience the torture used to install the

programming should they act in violation of programmed commands. The re-experience of the original torture often includes somatic manifestation of the original injuries, such as bruising and swelling, though not to the degree of the original injury.

Verbal Multiplication: This element is implemented in two versions. The first one is the repetition of meaningless phrases that can be part of a certain religious ritual ("purification of the spirit", "union with brothers and sisters by faith", "reaching the next level" etc.). The second version is repetition of an unlimited number of meaningful prayers. Verbal multiplication in both cases leads to prohibitive inhibition, which dramatically reduces the criticality of perception of reality and resistance.

Verbal Abuse: Desensitising through bombardment with foul and abusive language.

Withdrawal And Mobilisation: Society is often repelled by or hostile to these groups, groups are also often suspicious of others. This tends to lead to their physical, social and psychological withdrawal, intensifying a leader's power and increasing the homogenisation and dependency of the followers. When withdrawal is coupled with the group's expectation that it will face hostility and persecution, members often feel they must mobilise for "end times" by acquiring weapons and securing defences.

Behaviour Modification Methods

These methods are considered individually. In programming, methods are usually used in combination; the cumulative effect of all methods to be employed must be considered before any decisions are made regarding their use.

Painful Stretching using a Table and Direct Pressure

Description: The method combines a painful position with the application of direct violence by the programmer, and is used during the programming itself. The programmer directs the individual to kneel or sit down (on the floor, very small chair, or slanted chair) in front of a table, with the individual's back to the table. The programmer places the individual's arms, bound and stretched behind him, on the table. Sometimes the programmer sits on the table, his feet on the individual's shoulders, and pushes the individual's body forward, stretching his arms even more, or pulls his legs, creating the same painful effect.

Duration: Programmers can force the individual to remain in this position for hours, with the programmers adding the direct pressure at will.

The Frog Position/Frog crouch

Description: The programmer directs the individual to kneel on his toes, his arms tied behind them. If the individual falls, the programmer forcefully demands they return to the position, at times by beating and kicking them.

Duration: Programmers can force the individual to remain in this position for hours, sometimes with breaks.

Violent Shaking

Description: In this method, direct, potentially lethal, force is applied. It is used during the programming itself. The programmer grabs the individual, who is sitting or standing, by the lapels of their shirt, and shakes them violently, so that the programmer's fists beat the chest of the individual, and their head is thrown backward and forward.

Duration: Violent shaking lasts for several seconds; up to five seconds each time.

Threats and Curses

Description: Programmers threaten to murder the individual, mentioning individuals who have died, and to harm others. Some of these threats are of a sexual nature.

Duration: Intermittently.

Combination

Description: A combination of methods are used for prolonged periods, entailing sensory isolation, sleep deprivation, and infliction of pain. change of scenery up, change of scenery down, dietary manipulation, environmental manipulation, sleep adjustment, false flag, isolation, presence of working dogs, sleep management, yelling, loud music and light control, deception, and stress positions.and loud music is played continuously. Individuals are not allowed to sleep. Sleep deprivation is achieved by using the aforementioned methods and by having a person wake up anyone who dozes off.

In some uses, the following methods can be used: "Refrigerator" - exposing the individual to an air-conditioner blowing cold air directly at them.

Standing-Demand the person stands, their arms tied behind them to a pipe affixed to the wall. As well as the person's arms drawn backward and upward, so that the upper body is forced forward and down.

Duration: Can be used for several days at a time, with short breaks for several weeks.

Hooding

Description: The individual's head is covered with a dirty sack. (covered with faecal matter, soaked in urine, unpleasant smells applied)

Duration: Hours

"Fear up" mild and harsh

Description: For example, the "dagger on the table" technique, in which a programmer places a butcher knife on the table in view of the individual to make the implicit threat of stabbing them. With "fear up harsh," the programmer behaves in an overpowering manner with a loud and threatening voice. The programmer may even feel the need to throw objects across the room to heighten the individual's implanted feelings of fear.

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Duration: 3-10 minutes.

Exploiting individual phobias

Description: When "fear up" doesn't work, programmers may actively stimulate an individual's specific fears. This method may be followed by a threat to let a dog off the leash so it could maul the person. The tactic can also be conducted in front of others to scare them.

Duration: 3 to ten minutes.

Exhaustion exercises

Description: Intense and prolonged exercise such as running, jumping jacks, and squats.

Duration: Until exhaustion. Must be monitored by a physician.

Use of Reaction Force

Description: An Reaction Force is sent into a room/cage to punish individuals for slight infractions, such as having an extra water cup, not keeping their room clean, or having food. A team of individuals will rush into a room and grab the individual, forcibly subdue them , shackle them, and drag them out.

Duration: As quickly as possible.

Physical beatings

Description: Programmers beat individuals during programming until they are injured.

Duration: 30sec to one minute.

Slapping, Beating, Kicking Causing Direct Pain by Use of Shackles

Description: These methods are used during programming. In addition to slapping, punching, and kicking, the programmers tighten the shackles/ropes to cause pain. Programmers may tighten the shackles by grasping the shackles, or drag the individual across the floor.

Duration: 3 to five seconds.

Dietary manipulation

Description: Programmers will withhold hot meals from the individual in favour of a cold diet as a form of punishment.

   Programmers will also adjust the timing of meals, as well as the individual's sleep cycle, to induce a sense of disorientation that accelerates the psychological breakdown of the individual. Adjusting the sleep and food cycles can also be used to foster dependence by harnessing the subject's innate desire for rest and nutrition. The point is a person's sense of identity depends upon the consistency of their surroundings, habits, appearance, actions, relations with others. Programming allows the programmer to cut through these associations and force the individual to use their own unaided internal resources."

Duration: On going cycle to be determined by the programming team.

Forced nakedness

Description: Forced nakedness is intended to create a power differential between the person and programmers by stripping the child/person of his/her identity,

inducing immediate shame, and establishing an environment where the threat of sexual and physical assault is always present. By denying the subject the most basic forms of decency and privacy, forced nudity conveys the message that programmers have absolute control over the individuals' bodies and can do as they please.

Include photographing nude male and female individuals; forcibly arranging individuals in various sexually explicit positions; forcing groups of individuals to masturbate while being photographed. Make individuals walk around without clothing.

Duration: On going.

Mild physical contact

Description: Grabbing, poking, and light pushing.*

Duration: As warranted.

*Physical contact can result in mild injuries such as cuts, bruises, and abrasions.

Standing

Description: Posing an individual in an erect standing position for a period of several hours. No restraints or external devices are used. Variations of this technique include the extension of one's arms outward to the side.

Duration: 8 hours to 24 hours. Recommended cut off 12 hours.

Name: Futility

Description: A programmer will try to convince an individual that they have no hope. The parts who believe their existence to be futile may become depressed to the point of suicide. (Suicide programming)

Duration: Will be completed in session with the desired parts.

Isolation

Description: The use of isolation as an programming technique requires detailed implementation instructions, including specific guidelines regarding the length of isolation, medical and psychological review, and approval for extensions of the length of isolation. This should only be done with strict medical and psychological controls.

Duration: Isolation for up to 30 days.

Physical, Psychological, Other Effects : The effect of isolation on the brain function of the individual is much like what occurs if he is beaten, starved, or deprived of sleep. Has been found to result in psychological harm if used to excess.

Forced grooming

Description: S having facial hair, head, genitals, and body.

Duration: As desired by the programmer.

"Mutt and Jeff" ("good cop/bad cop")

Description: The "bad cop" threatens the subject or acts in a way that creates fear or anxiety. The "good cop" comes in to displace the bad cop, sometimes by physical force to protect the individual.

Duration: Up to 1 min.

Physical, Psychological, or Other Effects: Negligible on adults. For children the handler must be the 'good cop.' The intervention is supposed to build bonding and trust.

Mock executions

Description: This can involve blindfolding the subject, making them recount last wishes, or making him dig their own grave.

A mock execution can be carried out where both a "shooter" and a "victim" collaborate with a programmer.

Duration: Dependent on method chosen.

Physical, Psychological, or Other Effects : Severe mental suffering.

Sleep adjustment; Sleep deprivation

Description: Sleep-adjustment. Altering the sleep cycles of individuals by reversing day and night to induce disorientation.

Sleep deprivation is keeping the individual awake for an extended period of time allowing the individual to rest briefly and then awakening them, repeatedly.

Duration: Sleep deprivation NOT to exceed four days in succession.

Duration: Sleep-adjustment methods for up to 72 hours.

Physical, Psychological, or Other Effects: Moderate sleep deprivation can impair cognitive functions including memory, learning, logical reasoning, arithmetic skills, verbal processing, and decision-making. Prolonged sleep deprivation causes attention deficits, short-term memory problems, speech impairment, and other ailments.Sleep deprivation can reduce an individual's tolerance for pain and ability to resist suggestion.

Sleep deprivation is known to have a significantly harmful impact on physical performance, alertness, and the ability to perform complex cognitive tasks.

Complete l ist of approved methods

- Attacking the individual with vicious dogs.
- Application of snakes, spiders, maggots, rats, and other animals to induce fear and disgust.
- Abuse and illusion to convince individuals that God is evil, such as convincing a individual that God has raped them.
- Alternate leniency with kindness (children unable to distinguish hate/love)
- Awakened as soon as they fall asleep.
- A false statement - read by a programmer stating as fact an accusation of theft, lying, or cheating.
- An insinuating statement with derogatory remarks concerning conduct of a peer individual has built a relationship with.
- Anectine (paralysing)-->aversion conditioning.
- Assailants using stocking masks or wearing surgical dress.

- A sound machine used to produce a constant hiss of 'white noise'.
- Animals dissected, sometimes while still alive and without anaesthetic.
- Beating with sticks and electrical wires.
- Beating individuals while going to the toilet, which forces some individuals to stop eating or eat some food only, so that they wouldn't have to go to the toilet.
- Beating on cuts and sore parts of the body.
- Blinding light.
- Being locked in a small confined spot, a pit or cage with spiders and snakes.
- Being forced to kill, and cut up and eat individuals.
- Banning visits to toilets so they have to soil their room/cage; At other times keeping them in filthy toilets.
- Beating with batons on the kidneys and on the privates in 'search position'.
- Bags kept over the heads of the individuals for up to six days.
- Banging the head against the wall.
- Beating the head with a baton in crescendo fashion
- Beating in darkness.
- Blindfolding and stripping of clothes.
- Burning with matches and candles

Beatings can be followed by water torture.

- Confinement in boxes, cages, coffins, etc, or burial (often with an opening or air-tube for oxygen).
- Compression with weights and devices.
- Catheter: Then the urinary bladder is filled so that the individual is in extreme pain, and is made to hold their bladder in silence. This torture to the body is painful. But the long term effects of this torture, which is done repeatedly to individuals to teach obedience, is to seriously damage their urinary bladders. The abreaction of memories of this help blackmail alters into obedience.
- Crushing each hand's fingers placed between two pencils.
- Crushing each foot's toes.
- Cuffing hands with handcuffs followed by tearing them off wrists.
- Chopping blows to the ribs from behind with simultaneous blows to the stomach.
- Controlling everything the individual does, even in private, whether they are awake or asleep, to convince the individual that the programmer is in charge. Force them to bow their head and look down while talking with the handler/programmer.
- Chained individuals and placed them in a foetal position on the floor.
- Collars on females (voltage application).

- Dragging.
- Dragging the individual over barbed wires and fragments of glass and metal.
- Drugs to create illusion, confusion, and amnesia, often given by injection or intravenously.
- Dogs used to induce fear and attack the individuals.
- Deprived of any contact with the family or the outside world (no newspapers etc.) or books
- Double-binding children; eg; stab or be stabbed.
- Extremes of heat and cold, including submersion in ice water, and burning chemicals.
- Electric shock.
- Electrodes in urethra canal on males.
- Electric cattle prod.
- Electric shocks given by use of a machine.
- Forcing the individual to stand naked for long periods of time.
- Forced ingestion of offensive body fluids and matter, such as blood, urine, faeces, flesh, etc.
- Forced to perform or witness abuse, torture and sacrifice of people and animals, usually with knives.
- Forced participation in child pornography and prostitution.
- Forced participation in slavery
- Forcing them to run in circles until they are exhausted.
- Faces slapped, ears drummed, arms twisted, hair pulled. Nose, chest, mouth and throat held.
- Forced to run barefoot over broken glass and stones while being beaten.
- Face and ears pinching with a hand and key
- Forcing to sit on the edge of the stool
- Forced self-induced pain
- Forcing to sit on a bolt hurting rectum
- Forcing to run up and down the stairs for about 20-30 minutes
- Firing blanks
- Forbidding calling by name, giving the individual a number, and calling them by that number in order to defeat their morale.
- Future pacing (mental rehearsal)
- Graphologists/graphoanalysts can spot differences in handwriting, so front alters are trained to write in fashion that hides the abuse.
- Giving the individual a lot of water or very watery fruits, such as watermelon, after denying them food and drink. After the individual drinks or eats the fruit, their hands and penis will be tied so the individual will not be able to urinate.
- General assault with truncheons and knuckle dusters.

- Gender coercion-Humiliation, Sexual assault, Rape
- Hitting the individual's genitals with a stick or squeezing them by hand.
- Hunger and thirst.
- Harm or threats of harm to family, friends, loved ones, pets, and other individuals, to force compliance.
- Heavy punching to the pit of the stomach to individuals in 'search position'.
- Handwriting therapy can change personality traits.
- Hot irons applied to the genitals.
- Ingestion or intravenous toxic chemicals to create pain or illness.
- Immersion into faeces, urine and containers of blood.
- Insertion of instruments in the anal passage.
- Injections.
- Isolating the individual socially, cutting them off from public life, placing them in solitary confinement, and denying them news and information in order to make them feel lonely.
- Keeping them undressed in a very cold room/cage with air conditioners and fans running at full speed.
- Keeping them awake by constant irritation until they are exhausted.
- Kicking and punching.
- Kicking the legs from under an individual in the 'search position' so that they fall to the ground, banging their head on the wall, radiator or ground.
- Kicking between the legs while in the 'search position'.
- Kicking legs and torso.
- Kicking on the knees and shins.
- Limbs pulled or dislocated.
- Making the individual sit on a stake.
- Moral abuse. Vulgar and elaborate verbal insult aimed at the individual and family members.
- Medical help deprivation, medical attention while maintaining a very caring attitude towards individuals.
- Many therapists incapable of hearing/accepting the truth, yet demand the client tells the truth; preparatory double-bind for inevitable therapy.
- Near-drowning.
- Near-death experiences; commonly asphyxiation by choking or drowning, with immediate resuscitation.
- No showers or hygiene for a determined amount of time.
- Neuro-linguistic programming (NLP)/lateral eye movement (LEM)/ emotional-sensory 'anchoring'
- Natural internal 'alarm clock' is highly advantageous, as are sleep patterns affecting personality.

- Offering food to hungry individuals and then removing it before they could eat it.
- Pouring cold water on the individual's head.
- Putting out lighted cigarettes on the individual's skin.
- Pulling out the nails and hair.
- Placing drugs and narcotics in the individual's food to weaken their will power.
- Placing the individual in solitary confinement where the room/cage is made of a special kind of cement that gets extremely hot in the summer and cold in winter.
- Placing an individual in 'search position',('stoika' position) single finger of each hand to the wall, legs well apart and well back, on the toes, knees bent, for prolonged periods; Subjects who collapse from exhaustion are beaten back into position.
- Placement of an individual in the programming room and subjecting them to loud music and strobe lights should be limited and conducted within clearly prescribed limits.
- Putting a individual in 'search position' over a very powerful electric fire or radiator;
- Physical exercises - forcing to do knee bends until passing out.
- Pouring buckets of water into the cell regularly.
- Prodding the stomach with straight fingers.
- Restraint; with ropes, chains, cuffs, etc.
- Raped to become pregnant; the fetus is then aborted for ritual use, or the baby is taken for sacrifice or enslavement.
- Rabbit-punching to the back of the neck while in 'search position'.
- Reduction in food rations (during the peak period of programming) individual is not allowed to have anything to drink - the torture of thirst.
- Removing windows from the cell for 24 hours 1 blanket, 1 bed shared between 3 individuals.
- Removal of comfort items.
- Russian roulette.
- Reflexive, rather than analytical training.
- Reframing with metaphors, power words, reversals and puns
- Shocking with an electrical current.
- Sleeping on a bare floor without a cover and flooding the cell with sewer water.
- Standing on toes and against a wall pressing with the fingers for long hours. The individual may be denied sleep, food, drink, and medicine.
- Skinning (only top layers of the skin are removed in individuals intended to survive).
- Spinning.

- Sleep deprivation.
- Sensory deprivation.
- Surgery to torture, experiment, or cause the perception of physical, spiritual bombs or implants.
- Standing in a freezing cell
- Stretching a individual over benches with two electric fires underneath and kicking them in the stomach
- Subjects dropped blindfold from helicopters hovering near the ground.
- Subject's testicles manually compressed burned with matches and candles.
- Slapping the ears and face with open hand;
- Stabbing with pins etc.
- Solitary confinement for indefinite time (also naked) -
- Sleep deprivation for the period of 7-9 days through waking with continuous slaps on face performed by the guarding officer. Will place the individual into semi-dementia and result in mental health problems - visual and auditory hallucinations
- Standing at attention in cell for indefinite time
- Standing at attention in programming room with hands raised above head for indefinite amount of time
- Security checks at night when - after waking – the individual is forced to stand at attention, unclothed and temperature regulation induced for a predetermined amount of time.
- Staring at white perforated wall in small cubicle
- Subject not allowed to have open air (outside) walks and prohibited from leaving the building.
- Threatening to summon their sister, mother, wife, or daughter and rape her.
- Threatening to rape the individual.
- Threatening to cause a permanent physical disability or life imprisonment.
- Tossing the individuals from one officer to another and punching them while in the air;
- Twisting the arms behind the back and twisting fingers;
- Throwing in a septic tank.
- Tying the hands and feet from behind.
- Torturous exercises imposed - up to 48 hours for individuals.
- Utilising sharp objects, such as a pocket knife or piece of glass.
- Use of illusion and virtual reality to confuse and create non-credible disclosure.
- Urinating on individuals;
- Undressing individuals and making them stand naked during training

- Write a degrading word in bold on the forehead such as Whore, traitor, Dog, etc. The individual cannot remove the label and must have it showing at all times.
- Whipping and beating with sticks and twisted rubber belts.

The hell confinement: A device that includes a pair of handcuffs and a pair of foot shackles, both of which are linked to a steel rod. The rod presses against the individual's back, making it almost impossible to walk, sit, use the toilet, or feed themselves.

Tucker telephone : The device works by placing a ground wire around the big toe of the individual while fastening the hot wire, to the individual's genitals. The telephone, which has been tailored to send electric shock, is called, sending an electric current to the genitals.

The strappado : Also known as Palestinian Hanging, a individual is hung by their arms, which are fastened behind their head, causing the arms to be slowly pulled from the shoulder sockets by the weight of the body. When the individual becomes tired they cannot hold themselves upright, their bodies fall forward and their breathing is impaired.

Cold Cell: The individual is placed in front of an air conditioner unit for hours, or days. The individual may be soaked in water first to enhance the tactic.

German Chair: The individual is placed in a metal folding chair. Their legs and arms are secured to the metal seat while the back of the chair is pulled back and down toward the ground. This causes severe stress on the spine, neck, and other limbs, often causing permanent damage.

The box: A box made of wood, hard plastic or metal too small for a person to lie in. The individual is forced to lie in uncomfortable positions for long periods, with their hands and feet bound. The box is tilted on its side and also elevated, so every time food, usually a hard-boiled egg, is dropped into the box, it rolls to the bottom, where it is out of reach of the individual.

White torture: A form of emotional and physiological torture. This is a form of sensory deprivation and isolation. The individual is kept in a white room, with white chairs, table, bedding, and the meal is white rice on a white paper plate. If the individual wanted to use the bathroom, he had to put a white slip of paper under the door.

Stretch machine: used as punishment, stretches a person without breaking bones.

Tiger Bench : This works by placing an individual on a long bench, with a board against their back and head. The individual is then tied down so their back is secured to the board and their feet and legs are secured to the bench. Next, bricks are placed under their feet, until all the straps holding the legs down break—or the individual's legs snap before the straps do.