

Summary of S:DISS-X Basic Practical Program Class 6

In Class 6 of the S:DISS-X Basic Practical Program, Mike Jay reflects on the series while separating basic practice from founder commentary. He discusses his broader purpose of contributing to **P.Bloom** (not P.Doom) by teaching AI restraint and Human-AI Concurrent Understanding (HAICU). The session reinforces that inquiry exists to meet people where they are, with purpose already present but often subconscious. Jay stresses self-organizing beats control, and helpers must avoid projecting their own capability into the **third space** — the shared interaction area.

Through review of Class 5 and a live ChatGPT demonstration starting with “I need ideas,” Jay models corrections. When the assistant generates options, he highlights over-helping and recency bias. Cleaner moves include staying with exact words (“need?”), using **pause and breathe**, and returning to **IMULL** mapping rather than assuming a request for ideas. He demonstrates how a single cue can reveal purpose and problem-finding patterns without turning every moment into full coaching. The class clarifies distinctions between ping and probe, and warns against mechanical mirroring or generating options too soon.

Key teachings:

- Let the person being helped (PBH) show what they can carry before adding help — do not let a cue invite over-help.
- **IMULL** (Importance, Motivation, Urgency, Leverage, Low-hanging fruit) guides selective responses; return to the map when unclear.
- Exact word cueing is selective, not mechanical; choose high-leverage openings without assuming understanding.
- A selective experience can be short and temporary — dip in, test, and return to normal conversation.
- Distinguish basic rules from advanced founder insights; avoid cognitive overload in basics.
- First principles include do no harm, self-organizing beats control, and inquiry precedes solution.

Class 6 continues building restraint for Levels 9–11 learners. It shows that powerful helping often means holding back your capability so the PBH’s genuine readiness, purpose, and problem-solving system can emerge. By modeling mistakes and corrections with AI, Jay equips learners to create meaningful, low-harm interactions while protecting the integrity of selective dynamic inquiry.