UNITED STATES GOVERNMENT

# memorandum

DATE: 15 Jul 87

REPLY TO ATTN OF: DT-S

SUBJECT: SUN STREAK Report - Second Quarter CY 87 (U)

TO: DT (Dr. Vorona)

1. (S/SK/WNINTEL) In pursuance of SUN STREAK's operational intelligence mission, the following reports reflect the results of activity achieved by the Prototype Operational Group (POG) for the reporting period:

a. (U) At TAB A is the Quarterly Production Report.

b. (U) At TAB B is the Operational Project Report.

c. (U) At TAB C is the Utility Assessments Report.

d. (U) At TAB D is the Training Report.

2. (S/SK/WNINTEL) During the reporting period, the use of interim reporting was encouraged as a collection management vehicle to promote analyst-to-collector communications and enhance the effectiveness of collection guidance and direction. Ongoing efforts to align the unit's operational activities with DIA's Collection Operational Management System (COMS) has proven beneficial. The gradual and enthusiastic procedural adaptation to the COMS system appears to have facilitated the conduct of operational activities. The remote viewers readily and enthusiastically perceive themselves as HUMINT collectors of foreign intelligence information.

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OPTIONAL FORM NO. 10
(REV. 1-80)
GSA FPMR (41 CFR) 101-11.6
5010-114

3. (S/SK/WNINTEL) Twenty-eight training sessions were conducted during the reporting period. Although fully operational, Source 011 continued training in Stage 5 and Stage 6 of Coordinate Remote Viewing (CRV) procedures. The protocol for Project "P", a Utility Assessment conducted to determine viewer ability to function in a predictive mode, was amended to facilitate target acquisition and provide automatic feedback. This was accomplished with the consent and knowledge of all remote viewers. Information papers on dowsing and right brain sketching are being prepared for your consideration as training vehicles of potential operational value to the viewers. Proposals are being prepared for the training of alternate interviewers and monitors.

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5. (U) POC for this action is [redacted] SG1B

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4 Enclosures
TAB A Qtrly Rpt
TAB B Ops Proj Rpt
TAB C Utility Rpt
TAB D Tng Rpt

[redacted]
Acting Branch Chief

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# QUARTERLY PRODUCTION REPORT

| SOURCE | OPERATIONAL PROJECTS | UTILITY ASSESSMENTS | TRAINING SESSIONS | TOTAL SESSIONS |
|---|---|---|---|---|
| 101 | 4 | 8 | 1 | 13 |
| 003 | 8 | 22 | 4 | 34 |
| 011 | 0 | 12 | 12 | 24 |
| 018 | 3 | 19 | 3 | 25 |
| 021 | 1 | 12 | 3 | 16 |
| 079 | 10 | 21 | 5 | 36 |
| | 26 | 94 | 28 | 148 |

NOTE: SOURCE NUMBER 101 REASSIGNED TO OCONUS IN MID-JUN 87.

NOTE: SOURCE NUMBER 021 REASSIGNED TO CONUS UNIT IN MID JUL 87.

## OPERATIONAL PROJECTS

| PROJECT | SOURCES | SESSIONS | COMPLETED | EVALUATION |
|---|---|---|---|---|
| 8701 | 4 | 12 | 11 Jun 87 | Pending |
| 8702 | 4 | 12 | 15 Jun 87 | Pending |
| 8703 | (PENDING RECEIPT OF TASKING) | | | |
| 8704 | 5 | 15 | 19 Jun 87 | Pending |
| 8705 | (ESSENTIAL ELEMENTS OF INFO BEING SUBMITTED) | | | |
| 8706 | 2 | 5 | 18 Jun 87 | Pending |
| 8707 | (PENDING RECEIPT OF GEO COORDINATES) | | | |
| 8708 | 2 | 5 | (Interim Rpts on 10 & 19 Jun 87) | Pending |
| 8709 | (OPENED 12 JUN 87) | | | |
| 8710 | 3 | 9 | (Interim Rpt 2 Jul 87) | |

UTILITY ASSESSMENTS

| PROJECT | SOURCES | SESSIONS | UTILITY |
|---|---|---|---|
| D | 1 | 2 | Useful |
| G | 2 | 5 | Useful |
| M | 6 | 19 | Useful |
| N | 1 | 4 | Useful |
| O | 1 | 4 | Useful |
| P* | 6 | 29 | (TO BE DETERMINED) |
| Q | 1 | 1 | Useful |

* Project "P" is a utility assessment designed to determine remote viewer's ability and propensity to collect foreign intelligence in a predictive mode. A new protocol with built-in feedback capabilities, was initiated in mid-June 1987 with the consent and knowledge of the participants. Results will be assessed on a quarterly basis.

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# TRAINING REPORT

## Second Quarter 1987

1. (S/SK/WNINTEL) The following charts reflect the distribution of the 28 remote viewing training sessions conducted during the second quarter of 1987. An explanation of terms may be found in the training outlines, attached as Appendices 1-5.

### CRV Training Sessions (TOTAL = 19)

| Source # | Stage: / Class: | 1 A/B | 2 A/B | 3 A/B | 4 A/B | 5 A/B | 6 A/B | Object | Advanced A/B |
|---|---|---|---|---|---|---|---|---|---|
| 003 | | | | | | | | 1 | 0/4 |
| 011 | | | | | 0/1 | 0/6 | | | |
| 018 | | | | | | | | 1 | 0/2 |
| 021 | | | | | | | | | 0/4 |

### ERV Training Sessions (TOTAL = 6)

| Source # | Type: Visualization / Class: | Beaconing | Object | Site A/B | Advanced A/B |
|---|---|---|---|---|---|
| 079 | | | 1 | | 0/4 |
| 101 | | | | | 0/1 |

### ARDBA (TOTAL = 3)

| Source # | Sessions |
|---|---|
| 003 | 1 |
| 021 | 1 |
| 079 | 1 |

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2. (S/SK/WNINTEL) Second Quarter Training Highlights (U)

a. (S/SK/WNINTEL) Source #011, while already operational, is undergoing concurrent Stage 5/6 training. All other sources have completed "basic training". Detailed individual session results and accompanying evaluations are maintained in unit training files and are available to those who require access.

b. (S/SK/WNINTEL) SUN STREAK has identified two new trainee candidates as replacements for sources #101 and #021; one to be trained in CRV, the other in ERV. It is anticipated that both individuals will be assigned during the third quarter of 1987.

SG1J

Training Officer

# TRAINING OUTLINE

for

# COORDINATE REMOTE VIEWING

The Coordinate Remote Viewing (CRV) training procedure was developed by an SRI-International (SRI-I) subcontractor in the early 1980s to satisfy R&D demands on SRI-I to enhance the reliability (scientific replicability) of remote viewing (RV). The subcontractor's approach to improving the reliability of RV was to focus on the control of those factors that in his view tend to introduce "noise" into the RV product (imaginative, environmental, and interviewer overlays). The basic components of this training procedure consist of:

(1) Repeated site-address (coordinate) presentation, with quick-reaction response by the remote viewer; coupled with a restrictive format for reporting perceived information (to minimize imaginative overlays).

(2) The use of a specially-designed, acoustic-tiled, relatively featureless, homogeneously-colored "viewing chamber" (to minimize environmental overlays).

(3) The adoption of a strictly-prescribed, limited interviewer patter (to minimize interviewer overlays).

The applied CRV training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. Initially the trainee is presented with RV sites requiring minimal detection and decoding skills ("stage one" sites). When the trainee demonstrates an ability to control the "signal line" and reliably "objectifies" accurate descriptions, the next "stage" of training is engaged. This procedure continues through "stage six" and usually takes a number of months to master. The CRV Stages are identified as follows:

Stage One - islands, mountains, deserts, etc.

Stage Two - sites of quality sensory value; sites which are uniquely describable through touch, taste, sound, color, or odor such as glaciers, volcanoes, industrial plants, etc.

Stage Three - sites possessing significant dimensional characteristics such as buildings, bridges, airfields, etc.

Stage Four - sites requiring qualitative mental percepts such as technical area, military feeling, research, etc.

Stage Five - sites requiring the interrogation of qualitative mental percepts to produce refined information such as aircraft tracking radar, biomedical research facility, tank production plant, etc.

Stage Six - sites requiring direct, three-dimensional assessment of site elements to one another such as airplanes inside one of three camouflaged hangars or a military compound with a command building, barracks, motor pool, and underground weapons storage area. As Stage Six is engaged, an assessment of relative temporal and spatial dimensional elements along with further qualitative elements evolve into the consciousness of the trainee.

There are three classes of CRV training. These classes deal with feedback requirements during the CRV session, control of interviewer patter, trainee skill development, and motivation. These three classes (A, B, and C) are discussed below but differ somewhat from the definition applied and published by SRI-I for Class A, B, and C CRV training.

CLASS C: When a trainee begins a "stage" of training the sessions are of the Class C type. During this phase, the trainee must learn to differentiate between emerging site relevant perceptions and imaginative overlay. To assist the trainee in this learning, immediate feedback is provided during the session. The interviewer (monitor) is provided with a feedback package which may contain a map, photographs, and/or narrative description of the site. During Class C sessions the interviewer provides the trainee with immediate feedback for each element of data he provides, with the exception that negative feedback is not given. Should the trainee state an element of information that appears incorrect, the interviewer remains silent. Feedback, in order to prevent inadvertent cuing (interviewer overlay), is in the form of very specific statements made by the interviewer. These statements and their definitions are as follows:

Correct (C) - This indicates that the information is correct in context with the site location, but is not sufficient to end the session.

Probably Correct (PC) - This statement means that the interviewer, having limited information about the site, though he cannot be absolutely sure, believes that the information provided is correct.

Near (N) - This indicates that the information provided is not an element of the specific site, but is correct for the immediate surrounding area.

Can't Feedback (CFB) - This statement indicates that, due to limited information about the site, the interviewer cannot make a judgement as to the correctness of the data. It means neither correct nor incorrect.

Site (S) - This indicates the site has been correctly identified for the specific stage being trained (manmade structure for Stage One, bridge for Stage Three, etc.). "Site" indicates that the session is completed.

CLASS B: Once a trainee begins to demonstrate his ability to reliably distinguish imaginative overlay and report site relevant data elements, feedback is withdrawn. In Class B training sessions the interviewer knows what site he desires the trainee to describe but does not provide the trainee with any direct feedback during the course of the session. This process develops the trainee's ability to internalize his awareness of relevant (correct) versus extraneous (incorrect) cognitive structures (mental perceptions). During Class B sessions the interviewer (monitor) may direct the trainee to elaborate on specific elements of data provided, thereby guiding the trainee to describe specific areas of the site. The interviewer is only permitted to direct the trainee to elaborate on specific elements already reported by the trainee. The interviewer may not introduce new elements into the session (cue the trainee) in an attempt to encourage the trainee to properly describe the site. Class B sessions are especially helpful in developing refined skills in the trainee. For example, when the interviewer knows that a particular site area within a site may be of interest (i.e., a specific room in a building), he can guide the trainee's attention to that area by directing the trainee to elaborate on specific elements of data which the interviewer knows to pertain to the area of interest. With practice in Class B, the trainee soon learns to control his own perceptual faculties and develops confidence in his ability.

CLASS A: Class A training is similar to what the R&D community refers to as a "double blind" experiment. The purposes for Class A training and for R&D double blind experiments differ however. The R&D community uses double blind experimental protocols to test a variable under controlled conditions. Class A training is not a test for the trainee, but a process whereby the trainee learns to function with the interviewer in a team effort to acquire and describe information concerning a site on interest. In Class A the interviewer is provided very little or no information concerning the site and the trainee is provided no feedback during the session. The trainee is motivated to work with the interviewer in producing valid information about the site of interest. This motivational difference is critical in forcing the trainee to use his RV ability to acquire and describe site dependent information as opposed to interviewer dependent (telepathic?) information. Working as a team in a Class A session, the interviewer (monitor) and trainee combine their aptitudes (the interviewer with his directive, analytic skill and the trainee with his exploratory, perceptual ability) to report information of interest about the designated site.

As a result of the technology transfer from the SRI-I subcontractor to this office the CRV training procedure is fully documented in booklet form. Copies of this booklet are maintained by this office and are available to those with a verified need-to-know. Of special note is the fact that this booklet is governed by corporate laws of propriety and as such may not be reproduced or disseminated without permission.

TRAINING OUTLINE

for

EXTENDED REMOTE VIEWING

The Extended Remote Viewing (ERV) training procedure draws on the expertise of over two decades of research by independent investigators and recognized academic institutions including the University of Virginia Medical Center, the Maimonides Medical Center, the Mind Science Foundation, the University of California at Davis, Texas Southern University of Houston, Mundelein College, Syracuse University and others. The ERV approach has as its goal the subjective temporal extension of subliminally brief psychic impressions. The trained ERV percipient is able to control, observe, and report perceptions which would otherwise be ignored or neglected fleeting images. This extension of the perceptual window is accomplished through the achievement of a discrete state of consciousness defined by identified state dependent behaviors. These behaviors are regarded as skills which the trainee must master. The basic components of the ERV training procedure involve the trainee in learning the following skills:

Skill 1 - Ability to physically relax.
Training in progressive relaxation techniques, biofeedback, yoga, etc.

Skill 2 - Ability to reduce level of physical arousal.
Training in biofeedback techniques, self-control exercises, autogenic training.

Skill 3 - Ability to attenuate sensory inputs.
Training in sensory isolation, concentration exercises, and "centering devices"

Skill 4 - Ability to increase awareness of internal feelings and images.
Training in dream recall, guided visual imagery exercises, subliminal recognition drills, Hemisync training, etc.

Skill 5 - Ability to engage "receptive mode/right hemispheric functioning."
Hemisync training, biofeedback, mode recognition, drawing classes, etc.

Skill 6 - Ability to achieve an altered view of reality.
Reading assignments, intellectual study, meditation and contemplation exercises, etc.

Appendix 2

Skill 7 - Ability/desire to focus intent (conscious and unconscious) on remote viewing (RV) task. Training in organizational management, counseling, personal reinforcement, motivation, etc.

Skill 8 - Ability to communicate RV perceptions. Training in right hemispheric verbalization techniques, sketching techniques, practice in non-analytic reporting, etc.

Each one of these skills is trained over a period of several weeks. When the trainee demonstrates independent mastery of each skill, he then learns to combine the skills. His goal is to simultaneously exhibit all of the learned skills thereby achieving a specified discrete state of consciousness in which the trainee is able to RV. The behavioral psychologist would call this state dependent repertoire of behaviors a subpersonality, label it as "remote viewer" and include it along with other subpersonalities (parent, spouse, athlete, office supervisor, etc.) in the individuals overall identity. From this perspective, the trained ERVer is able to RV by simply internally identifying with the "remote viewer" as easily as one becomes a parent, spouse, or athlete. This feat is accomplished by willfully identifying with a role (a learned set of state dependent behaviors) in an appropriate (socially accepted) environment.

Once the trainee is able to "become a remote viewer" by engaging learned skills, he/she is challenged to perform under controlled conditions. This is done by presenting the trainee with progressively complex RV tasks coupled with a reinforcement strategy designed to develop self confidence and to internalize ego state stabilizing factors. Assessment of individual RV capabilities can begin during this phase of training. For just as there are parents, spouses, athletes, and teachers with different abilities, so too are there remote viewers possessing a wide range of abilities. The general target or site categories for these progressively complex RV tasks are outlined below:

Local Targets - The ERV team (interviewer and trainee) are secluded within the RV room. An outbound "beacon" individual proceeds to a selected site unknown to the ERV team. The ERV team attempts to describe the "beacon's" location. After the training session the "beacon" takes the ERV team to the site to assess the accuracy of the training session.

Global Targets - The training session is conducted in a similar manner with the exception that the selected target is not limited to the local area and is usually designated by geographic coordinate, photograph, or other identifying data. The trainee, of course, is not provided any information about the site and must by the very nature of the problem remote view it.

Application Targets - At this point the trainee is introduced to RV problems which mimic actual operational potential. Training is conducted the same as with Global Targets but general descriptive data provided by the trainee is insufficient to satisfy training objectives. Specific, significant qualitative data which would be of exploitable value must be reported.

Feedback requirements during ERV training are similar to those outlined for CRV training as "Classes" of CRV training. The interviewer is able to vary the level of feedback depending on the trainee's ability and needs. The level of feedback is always based on the development of a reliable, qualified remote viewer and an effective ERV team. At times this may require that the interviewer know about the selected training site whereas during other training sessions the interviewer may know nothing about the site.

TRAINING OUTLINE

for

ABSTRACT REFERENTS DISCRIMINATION OF BINARY ALTERNATIVES

Remote Viewers have demonstrated little ability to discriminate alphanumeric information. Remote perception and description of geographic locations, buildings, and objects appears to be different than the remote perception of man generated symbolic data (letters and numbers). Abstract Referents Discrimination of Binary Alternatives (ARDBA) training has two objectives. The first is to identify trainees who possess an innate ability to psychically discriminate between different alphanumerics and second to determine the feasibility of training this ability. The training/testing program has been designed so that training progresses through five training phases from simplistic exercises to the eventual use of abstract referents (i.e. geographic coordinates) to direct the trainees'attention to the discrimination between binary alternatives at remote locations. Each one of these phases requires a different behavior on the part of the trainee and is conducted for different purposes with an overall goal in mind. Following is an overview of these ARDBA Training Phases:

PHASE 1

During Phase 1 the trainee is directed to use whatever psychic ability available to discriminate between binary alternatives by active selection within a closed target pool. The trainer then provides positive oral feedback when appropriate to reinforce the trainee's own visual field. Negative oral feedback is never provided.

The purpose of this phase of training/testing is threefold. The first purpose is to determine if a particular individual has any ability. The second purpose is to establish a data base on which to base further training/testing and the third purpose is to build self confidence on the part of the trainee through immediate positive feedback.

PHASE 2

If a trainee is able to complete Phase 1 (successfully discriminate between binary alternatives to a statistically significant level), Phase 2 is initiated. During Phase 2 the training environment is similar with the exception that feedback is reduced. The trainee in no longer provided with visual feedback from the target pool. The only feedback provided is given orally by the trainer.

The overall purpose here is to develop an internalized feeling of confidence within the trainee of psychic impressions through the use of feedback withdrawal tactics. A data base of trainee performance is also expanded during this period.

PHASE 3

During this phase of training the emphasis sheers away somewhat from discrimination of binary alternatives and begins to focus on the trainees ability to respond to abstract referents. In ARDBA Phase 3 the trainer selects a target from within the closed target pool and then directs the trainee to state what the selected target is (choose between binary alternatives). Positive oral feedback is provided when appropriate by the trainer.

The overall purpose of this phase is to begin to transfer a trainee's demonstrated ability outside the immediate environment and to prepare the trainee for the next phase.

PHASE 4

This phase establishes abstract referent cuing as the prime directive. The trainee is presented with a grid matrix consisting of six positions. Each position will has a "coordinate." The task for the trainee is to discriminate between binary alternatives at a given coordinate (abstract referent cue) provided by the trainer. The trainer records the results but does not provide feedback to the trainee.

This phase serves to extinct the trainees dependence on the previous target pool as well as external feedback.

PHASE 5

Given that a trainee can demonstrate reliable performance through Phase 4, Phase 5 attempts to chain together six matrix "coordinates" into one six digit binary number. The trainer provides the trainee with "coordinates" as cuing and the trainee attempts to discriminate between binary alternatives for each of six different abstract referents. Feedback is given only after the completion of six "coordinates."

This phase completes the training concept and demands the trainee accurately respond to a series of requirements prior to receiving feedback.

Once these stages have been completed and in-house assessment project is conducted. This involves the use of a six digit binary code which is sealed in a envelope. The trained source then attempts to identify this code given appropriate abstract referents. To be effective, a source must be able to accurately discriminate between binary alternatives in a sequential chain given a complex abstract referent cuing system. The ultimate goal of this program might be to detect and describe cryptographic code at remote locations. This newly trained source ability will have to be integrated into conventional remote viewing techniques. A source will have to locate cryptographic systems through remote viewing and then apply his/her ability to discriminate binary alternatives in specific codes at the location.

# TRAINING OUTLINE

for

# OBJECT REMOTE VIEWING

The purpose of Object Remote Viewing (ORV) is to give the remote viewer perceptual experience in an area unaddressed by other training. Basic training in remote viewing (RV) usually uses geographic locations as targets for the remote viewer. For the purposes of basic RV training such targets serve well to develop elementary viewer skills and establish some level of viewer self confidence as well as a degree of reliability. Basic RV training does not, however, place any emphasis on the accurate acquisition and description of fundamental structural elements or individual objects. Since such information is important in the practical exploitation of RV, training exercises in ORV are conducted. ORV exercises differ only in the context that the designated target to be described by the remote viewer is a concealed object as opposed to a geographic site. The procedures of basic RV training programs remain the same.

# TRAINING OUTLINE

for

# ADVANCED INDIVIDUAL TRAINING

The purpose of Advanced Individual Training (AIT) is to involve fully-trained and experienced remote viewers in progressive perceptual techniques and "novel" training sessions. These training sessions are selected to provide site stimuli not normally encountered during day-to-day remote viewing sessions. AIT sites may include such off planet locations as the Mars Viking Lander, sites of religious significance like the Vatican, locations of catastrophic events like Hiroshima, etc. AIT sites serve a dual purpose; they maintain the trained remote viewer's interest by challenging his/her ability and in so doing enhance the ability itself by expanding the perceptual experience level of the remote viewer. Also available within the AIT program are seminars, conferences, and meetings which would serve to enhance remote viewing ability. Of special interest in the AIT of selected experienced remote viewers is Hemisync training available from The Monroe Institute. This training has been successfully employed in the past and is fully documented under separate cover.