SUN STREAK ANNUAL REPORT - 1987

1. (S/SK/WNINTEL) The nature and scope of the POG operational and training activities are reflected in the following reports:

a. The Operational Project Report at TAB A.

b. The Utility Assessment Report at TAB B.

SG1J c. The Viewer Production Report at TAB C.

d. The Personnel Training Report at TAB D.

[redacted] vacancies authorized by the current TDA and identified as a GS-0132 OPT 13, and that of a US Army CPT, remain vacant. The search for suitable candidates to fill the vacancies is ongoing.

3. (S/SK/WNINTEL) During the reporting period, procedures were established to cross-train all remote viewers in both modes of remote viewing, specifically: Coordinate Remote Viewing (CRV); and, Extended Remote Viewing (ERV). The required training time for a remote viewer to become operational was reduced from two years to six months. SG1J [redacted] the first candidate to be successfully trained under the revised training schedule, is currently operational. [redacted] has completed Stage IV of CRV training. She will have completed Stage V and Stage VI of her training by mid-February 1988. In mid-February 1988, SG1J [redacted] SG1J will be trained in the ERV methodology. [redacted] SG1J an accomplished and experienced Extended Remote Viewer, is in Stage III of CRV cross-training. It is anticipated that she will complete Stage IV of her training in late January. During the reporting period, procedures requiring the preparation of post session-summaries and the submission of sketches as conceptual representations in support of remote viewing activity, were established. In an effort to instill self-confidence and self-discipline, experienced remote viewers were encouraged to conduct sessions without the assistance or presence of a monitor or interviewer. This form of independent remote viewing known as "Solo Remote Viewing", has proven surprisingly successful to date. The concept of "Solo Remote Viewing" will be pursued during the coming year. The results of Project 8717 reflect the first operational effort where solo viewing was used in about eight of the sixteen total number of sessions conducted. The results are encouraging; a high degree of correlation among viewers surfaced during the course of these sessions against the target.

4. (S/SK/WNINTEL) An estimated 130 sessions conducted by six viewers under a Utility Assessment known as Project "P", revealed a near total inability to predict future events. Except for a few and isolated, eye-catching successes, there was no evidence of consistency or reliability in the results obtained from remote viewing efforts conducted in a predictive mode. Remote Viewing "the future" does not appear to be feasible or a marketable aspect of this program at this time. However, a utility assessment known as Project N-1 and conducted to determine a remote viewer's ability to determine the substantial content of a document stored at the DIAC, appeared successful. The ancillary descriptions of the DIAC as the target storage site prompted the levy of a second and similar task with the added facet of attempting to determine the identity and location of the target building where the document is stored. This activity is being pursued under Project N-2. If successful, POG may be gaining meaningful insight on how to best resolve the issue of the so-called "search problem." Tenative taskers were established in an effort to collect information related to enemy Plans and Intentions and to International Terrorism as intelligence targets. The perceived ideal tasker in such instances, requests foreign intelligence information about individual(s) suspected of a specific activity(ies) within a given time window(s). Tasking specificity may be the key element in this effort. Hopefully it will provide the point of focus needed to determine an unknown from known data.

5. (S/SK/WNINTEL) A training project is being established to further test the feasibility and desirability of remote viewers to remote view in a solo mode. The training scenario provides for remote viewers to view an event of historical and intelligence significance. In response to direct tasking, each remote viewer will be called upon to unilaterally remote view a distinct facet of the target. Remote viewers will then coordinate the results of their findings with other team members in an effort to resolve the problems. Duplicative tasking will be avoided as much as possible. Where one remote viewer will be tasked to report on target personalities, a second will be tasked against related political activities, a third against military forces, etc. activity etc.

6. (S/SK/WNINTEL) The scope of the POG remote viewing effort for 1987 is well documented. An effort to determine the results of the effort in terms of accuracy and timeliness was accomplished internally. The intelligence value and use of the end product remains to be determined through the receipt of intelligence evaluations prepared by requirement originators and other intelligence community customers in response to tasking.

SG1J

[redacted]

Acting Branch Chief

5 ENCLOSURES
TABS A-D As stated above
TAB E -Training Precis

OPERATIONAL PROJECT REPORT

PROJECT	SOURCES	SESSIONS	COMPLETED	EVALUATION
8605*	5	10	Ongoing	N/A
8609-A**	1	2	Ongoing	N/A
8701	4	12	11 Jun 87	Pending
8702	4	12	15 Jun 87	Pending
8704	5	15	19 Jun 87	Pending
8706	2	5	18 Jun 87	Pending
8708	3	6	19 Jun 87	Pending
8709	4	17	25 Aug 87	Pending
8710	4	23	29 Jul 87	Pending
8711	4	24	6 Aug 87	Pending
8712	4	26	10 Sep 87	N/A
8713	4	18	19 Nov 87	Pending
8714	5	13	14 Dec 87	Pending
8715	4	16	15 Oct 87	Pending
8716	4	7	22 Nov 87	Pending
8717	4	11	Continuing.....	
8718	4	8	4 Nov 87	Pending (OA)
8719	5	7	10 Nov 87	Pending (OA)
		232		

SG1B

[redacted]

(NOTE:) This report is cumulative in nature and reflects total (results to date for CY '87)

UTILITY ASSESSMENT REPORT

PROJECT	VIEWERS	SESSIONS	UTILITY
D	1	3	Useful
G	5	10	Useful
I-3	6	12	Of Value (Verbal)
M	6	17	Useful
N	2	5	Useful
N-1	4	11	Oral Eval
N-2*	4	10	Continuing
O	3	9	Useful
P**	6	74	No Intel Value
Q	1	3	Useful
R	2	2	Undetermined
		156	

* Additional tasking involves the conduct of a search problem.

** Project "P" is a utility assessment designed to determine a 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. Target correlation in both instances was weak and ranged from 13 to 18 percent.

REMOTE VIEWER PRODUCTION REPORT

VIEWER	OPERATIONAL SESSIONS	UTILITY ASSESSMENTS	TRAINING* SESSIONS	TOTAL SESSIONS
003	65	33	26	124
011	44	32	55	131
018	43	28	15	86
021**	12	20	5	37
079	52	33	76	161
095	4	0	79	83
099	2	0	0	2
101**	10	10	3	23
	232	156	259	647

* Training sessions include lectures and drills.

** Viewer 021 and Viewer 101 were reassigned during the reporting period.

1987 TRAINING RECAP

VIEWER	CRV(a)	ERV(b)	ORV(c)	ARDBA(d)	SOLO	TOTAL
003	18	2	1	2	1	24
011	46	0	0	0	2	48
018	10	1	1	1	1	14
021	4	3	1	1	0	9
079	55	29	3	1	2	90
095	71	0	0	0	0	71
101	0	2	0	1	0	3
	204	37	6	6	6	259

(a) Coordinate Remote Viewing
(b) Extended Remote Viewing
(c) Object Remote Viewing
(d) Abstract Referents Discrimination of Binary Alternatives

*See the Training Presis, attached as TAB E, for a complete explanation of each technique.

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, Hemispheric Synchronization etc.

Skill 5 - Ability to engage "receptive mode/right hemispheric functioning."
Hemispheric Synchronization 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 1

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 BRIEFS

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.

Appendix 2

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.

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.

Appendix 3

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 extinguish the trainee's 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.

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 PRECIS

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.

Appendix 4