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UNITED STATES GOVERNMENT

# memorandum

DATE: 16 April 1986

REPLY TO  
ATTN OF: DT-S

SUBJECT: SUN STREAK Quarterly Reports (U)

TO: DT (Dr. Vorona)

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1. (S/SK/WINTEL) The mission of the SUN STREAK Prototype Operational Group (POG) is to undertake operational intelligence applications using an aspect of psychoenergetics known as remote viewing (RV). An integral part of that mission is to train personnel in RV. [REDACTED] are responsible for the development and implementation of the in-house training program. Attached is their training report for the first quarter of CY 1986.

2. (S/SK/WINTEL) Also attached is the SUN STREAK Activities Report for the first quarter CY 1986. This report covers the number of training sessions, the number of operations and operational sessions, and the number of Utility Assessment targets and sessions worked. Evaluation of the operational work is in progress and the results will be recorded when available. During the first quarter CY 1986 there were a total of 59 sessions worked. Of these, 20 were operational sessions.

3. (S/SK/WINTEL) The number of operational sessions should increase and the number of training sessions should decrease during the second quarter CY 1986 as more of the senior viewers begin working operations. The number of training sessions will begin increasing in the third quarter CY 1986 as we begin training the new viewers. We also expect senior viewers to begin working the Utility Assessment targets in the third quarter of CY 1986.

4. (S/SK/WINTEL) Several significant events took place during this quarter which had a direct or indirect effect upon SUN STREAK activities. These events, some positive some negative, are listed below:

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a. (S/SK/WINTEL) [redacted] was transferred to the POG on 31 January 1986, providing us a second interviewer and thereby increasing the number of training and operational sessions that could be worked. [redacted] is being trained by [redacted] a long-time project member, to take over as the training officer, allowing [redacted] to center his efforts on operations while still overseeing the training program to some extent.

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b. (S/SK/WINTEL) During the first quarter CY 1986, two sources (#101 and #003) completed the SRI-I modeled coordinate remote viewing training program, Stages I thru VI.

c. (S/SK/WINTEL) At the close of the quarter the POG became a DIA asset as opposed to an INSCOM unit OPCON to DIA. This should serve to alleviate much of the uncertainty that has plagued the project and the viewers for the last 22 months.

d. (S/SK/WINTEL) The POG was provided with 20 sites by the DIA COTR to the SRI-I. These sites were worked, per instructions, in a Class A mode (Class A mode is discussed in Appendix B of the quarterly training report).

5. (S/SK/WINTEL) Your attention is invited to paragraph 1a of the attached quarterly training report. I feel some comment is necessary concerning the drop in "plus" scores from previous reports. The total rate of "plus" scores for all classes of sites for this quarter was 51.2 percent, compared with a rate of 62.9 percent for the same category for the entire CY 1985. The drop in the rate can most certainly be attributed to the relatively large number of Class A sites provided by the COTR. It should be noted that the rate for these Class A sites was 22.2 percent. There are several possible explanations that can be offered for the low rate, all of which would be speculation.

6. (S/SK/WINTEL) Two viewers have completed Stage VI, which is the entire SRI-I training package. One viewer requested and is receiving additional training in Stage V, which should be completed soon, and will then continue Stage VI training. The fourth viewer is doing well in Stage IV training and can be used, in conjunction with more senior viewers, on operational tasks. After completion of Stage IV training a viewer can be expected to provide operationally reliable information.

8. (U) Quarterly reports will next be prepared in July 1986.

2 Enclosures  
Training Report  
Activities Report



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CF: DT [redacted]  
DT- [redacted]

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## SUN STREAK ACTIVITIES REPORT

First Quarter 1986

1. (S/SK/WNINTEL) The following chart depicts the activities of the SUN STREAK office for the first quarter of 1986. Further details of the operational effort is considered "close hold" for purposes of operational effectiveness. Personnel requiring access to operational details should contact the SUN STREAK Operations Officer. Further information concerning training is included in the Training Report for the first quarter of 1986.

## a. (S/SK/WNINTEL) Operations: (U)

<u>Project</u>	<u>Number of Sessions</u>
CY8601	15
CY8602	1
CY8603	1
CY8604	2
CY8605	1

## b. (S/SK/WNINTEL) Training: (U)

<u>Source</u>	<u>Number of Sessions</u>
#101	6
#021	11
#018	14
#003	8
Total	59

## c. (U) Utility Assessment: N/A

## d. (U) Other (UA development): N/A

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TRAINING REPORT

First Quarter 1986

1. (S/SK/WNINTEL) SUMMARY OF FIRST QUARTER TRAINING: (U)

a. (S/SK/WNINTEL) The training program, modeled after the SRI-I subcontracted training, consisted of appropriate lectures, drills, and practical exercises commensurate with the trainees' demonstrated levels of expertise. The following chart depicts the distribution of the 39 remote viewing training exercises conducted by the trainees (viewers) during the first quarter of 1986. At Appendix A is a review of the background of the training program including an explanation of "Stage" of training. At Appendix B is an explanation of Class A, B, and C training.

SOURCE	STAGE	TOTAL SITES		CLASS A		CLASS B		CLASS C	
		#	%	#	%	#	%	#	%
#101	1	-	0%	-	0%	-	0%	-	0%
	2	001	000.0%	001	000.0%	-	0%	-	0%
	3	-	0%	-	0%	-	0%	-	0%
	4	-	0%	-	0%	-	0%	-	0%
	5	003	000.0%	002	000.0%	001	000.0%	-	0%
	6	002	000.0%	002	000.0%	-	0%	-	0%
	TOTAL:	006	000.0%	005	000.0%	001	000.0%	-	0%
#021	1	-	0%	-	0%	-	0%	-	0%
	2	-	0%	-	0%	-	0%	-	0%
	3	-	0%	-	0%	-	0%	-	0%
	4	006	050.0%	004	025.0%	002	100.0%	-	0%
	5	003	066.6%	001	000.0%	002	100.0%	-	0%
	6	002	050.0%	-	0%	002	050.0%	-	0%
	TOTAL:	011	054.5%	005	020.0%	006	083.3%	-	0%

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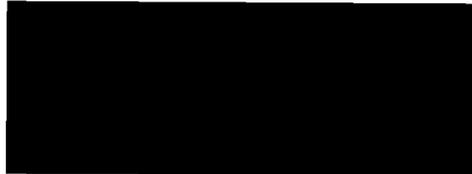
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b. (S/SK/WNINTEL) Prior to becoming involved in the SRI-I subcontracted training procedure this office had developed an expertise in training source personnel. The training method used enabled this office (source personnel) to provide useful operational intelligence information on a number of intelligence projects over a period of several years (documented under separate cover). This proven training procedure was set aside during the period of involvement with the SRI-I subcontracted training procedure under the provisions of the "buy the package" philosophy and because of manpower limitations (for some time there simply has not been enough personnel in the office to support two distinct, technically incongruent training methodologies). Now that the SRI-I subcontracted training procedure has been fully explored, and manpower limitations have eased, this office can withdraw from its immersion in this specialized procedure. The SRI-I subcontracted training procedure, known as coordinate remote viewing (CRV), can now be independently integrated into a greater scheme of training procedures available to this office. The proven training method used prior to becoming involved in the SRI-I subcontracted training procedure will be "taken off the shelf" and used for selected source trainees. CRV training procedures will also be administered when appropriate as well as other evolving techniques.

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Training Officer

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APPENDIX A

TRAINING REPORT

SUBJECT: Program Background: (U)

1. (S/SK/WNINTEL) In December 1984 training of three source personnel by an SRI - International (SRI-I) subcontractor was brought to an end upon completion of the training contract. During the CY 1985, training of these personnel continued using an in-house program modeled after the SRI-I subcontracted training procedure. This procedure was developed by the subcontractor 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).

This training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the site. Prior to December 1984 three source trainees were schooled in the first three "stages" of the training. At this point they were able to remote view and describe "stage one" sites (islands, mountains, deserts, etc.), "stage two" sites (sites of quality sensory value--sites which are uniquely describable through touch, taste, sound, color, or odor--such as glaciers, volcanoes, industrial plants, etc.), and "stage three" sites (sites possessing significant dimensional characteristics such as buildings, bridges, airfields, etc.).

2. (S/SK/WNINTEL) It is this training procedure which, as a result of technology transfer (SRI-I to this office), was modeled and administered. The three personnel schooled by the SRI-I subcontractor continued training in this multi-stage acquisition process. In "stage four" the source trainee begins to form qualitative mental percepts (technical area, military feeling, research, etc.) of the site. In "stage five" the

source trainee learns to "interrogate" these qualitative mental percepts in an attempt to produce further (analytical?) target descriptions (aircraft tracking radar, biomedical research facility, tank production plant, etc.). "Stage six" involves the viewer in direct, three-dimensional assessment and modeling of the site and/or the relationship of site elements to one another (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.

3. (S/SK/WNINTEL) In spring 1984 an individual was assigned to this office with the intent of exposing him to the SRI-I subcontracted training program. In-house orientation to psychoenergetics lasted through the summer of 1984 and the individual was ready for the external subcontracted training program by the fall. However, attempts to carry this effort forward were thwarted by an overall program reorganization and by congressional funding restrictions. For this reason, an introduction to the model program was given to this individual in the fall of 1984 and formal in-house training was initiated in the first quarter of 1985 with his joining the program outlined above.

APPENDIX B  
TRAINING REPORT

SUBJECT: Classes of Training (U)

1. (S/SK/WNINTEL) There are three classes of Remote Viewing (RV) training used in that portion of the in-house training which was modeled after the SRI-I subcontractor program. These classes deal with feedback requirements during the RV session, control of interviewer patten, trainee skill development, and motivation. These three classes (A, B, and C) are discussed below.\*
2. (S/SK/WNINTEL) CLASS C: The majority of the training sessions for novice trainees are Class C. During this phase, the source 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 is provided with a feedback package which may contain a map, photographs, and/or a 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.

\*NOTE: The use herein of the terms Class A, B, or C differs from the definition applied and published by SRI-I for Class A, B, or C Coordinate Remote Viewing (CRV).

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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 judgment as to the correctness of the data. It means neither correct nor incorrect.

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

During the session the trainee writes the abbreviation (see above) of the feedback next to the data. This allows the trainee to review the correct elements and produce a summary which describes the site. The training session continues until the interviewer responds with the feedback of Site.

3. (S/SK/WNINTEL) 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 may ask 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 ask the trainee to elaborate on specific elements already reported by the trainee. The interviewer may not introduce new elements into the session (cue the source) 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 asking 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

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own perceptual faculties, a necessary step for further training and operational intelligence collection.

4. (S/SK/WNINTEL) 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 source learns to function with the interviewer in a team effort to acquire and describe information concerning a site of 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. Rather than trying to please the interviewer with his descriptions, 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 data (in an attempt to please the interviewer) or data RVed from the feedback package. Working as a team in a Class A session, the interviewer and source 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.

5. (S/SK/WNINTEL) The three classes of RV training (A, B, and C) are interdependent. Each is designed to deal with separate learning requirements in the acquisition of RV skills. It must be remembered that the concept of classes herein applies to training. Operational application of RV requires its own unique, specifically designed feedback requirements and task dependent control of interviewer/source interaction. Trainee sources also require operational training beyond the narrow confines of the SRI-I subcontractor modeled training program before they can be expected to produce dependable, timely intelligence information.

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