UNITED STATES GOVERNMENT

memorandum

DATE: 16 July 1990

REPLY TO ATTN OF: DT-S

SUBJECT: SUN STREAK Report - Third Quarter CY 90 (U)

TO: DT-5
DT

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

a. (U) At TAB A is the Quarterly Production Report with data retrieved by viewer.

b. (U) At TAB B is the Quarterly Production Report with data retrieved by project. Results are cumulative for the period of 1 January 1990 to 30 September 1990 inclusively.

c. (U) At TAB C is the Quarterly Production Report with data retrieved by remote viewing methodology.

SG1J [redacted]

SG1J 3. (S/SK/WNINTEL) [redacted]
SG1J [redacted] have completed Stage VI of Coordinate Remote Viewing (CRV). Both will complete training in Extended Remote Viewing (ERV) within the next two weeks. The last operation conducted on behalf of Joint Task Force 5, Alameda, CA, was conducted on 3 October 1990. Results were transmitted via secure, STU-III line on 3 October 1990. ODCSINT, DAMI-PO, retrieved its STU-III apparatus from the POG on 11 October 1990. Training in the ERV

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DECLASSIFY BY: OADR

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

☆ GPO : 1984 O - 461-275 (272)

methodology has become the first order of business. Second priority is being given to the concept of interoperability involving the participation of three remote viewers in the following distinct roles: the role of viewer; of monitor/interviewer; and, that of observer. The third effort is highly experimental in nature and deals with developing a remote viewer's ability to lead a second individual to target buried within a target area. The parameters of the search area have been agreed upon by the viewers. The search is being conducted in a pedestrian mode. If successful, attempts will be made in a vehicular mode. If successful, this facet of training has high applicability in addressing and resolving current intelligence problems.

4. (S/SK/WNINTEL) For your use and information, three precis describing Coordinate Remote Viewing, Extended Remote Viewing and Automatic Writing are at TAB D, TAB E, and TAB F inclusively. Quarterly reports for the first and second quarter of CY 1990 are being submitted for your information under separate cover.

5. (S/SK/WNINTEL) POC for this action is the undersigned at [ ] SG1B [ ] SG1A SG1B

[ ] SG1J

6 ENCLOSURES
A - F

Branch Chief

TAB

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PRODUCTION REPORT - BY VIEWER

3 QTR - CY 90

VIEWER	OPS SESSIONS	TNG SESSIONS	TOTAL SESSIONS
003	7	0	7
018	25	7	32
025	23	02	25
049	31	29	60
052	25	25	50
079	29	5	30
095	24	6	30
	164	74	238

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TAB

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PRODUCTION REPORT BY METHOD - 3QTR - CY 90

VIEWER	CRV	ERV	WRV	SOLO	TOTAL
003	2	0	0	5	7
018	5	11	1	15	32
025	0	0	2	23	25
049	30	21	0	9	60
052	24	19	0	7	50
079	0	13	6	15	34
095	14	1	0	15	30
	75	65	9	89	238

TAB

Approved For Release 2003/09/10 : CIA-RDP96-00788R001000390015-4

Next 3 Page(s) In Document Exempt

Approved For Release 2003/09/10 : CIA-RDP96-00788R001000390015-4

TAB

TRAINING PRECIS

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.

TAB

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TRAINING PRECIS

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.

TAB

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