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TRAINING REPORT

First Quarter 1985

1. (S/NF/WNINTEL) BACKGROUND: (U)

    a. (S/NF/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 first quarter of 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 target-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 target site. Prior to

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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 (targets of quality sensory value--targets which are uniquely describable through touch, taste, sound, color, or odor--such as glaciers, volcanoes, industrial plants, etc.), and "stage three" sites (targets possessing significant dimensional characteristics such as buildings, bridges, airfields, etc.).

b. (S/NF/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 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.

2. (S/NF/WNINTEL) GENERAL: (U)

a. (S/NF/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 104 remote viewing training exercises conducted by the trainees. At Appendix A is an explanation of Class A, B, and C training.

Viewer	Class A	Class B	Class C	Totals
#03	3	09	14	26
#18*	0	01	26	27
#21	2	11	11	24
#101	2	23	02	27

*New source trainee.

b. (S/NF/WNINTEL) As stated previously, this training procedure requires that the trainee learn a progressive multi-stage acquisition process postulated to correspond to increased contact with the target site. It is this procedure which, as a result of technology transfer (SRI-I to this

office), was modeled and administered during the first quarter
of 1985. The three personnel schooled by the SRI-I
subcontractor in stages one, two, and three, continued this
multistage acquisition process into "stage four" and "stage
five." In "stage four" the source trainee begins to form
qualitative mental percepts (technical area, military feeling,
research, etc.) of the target. In "stage five" the source
trainee learns to "interrogate" these qualitative mental
percepts in an attempt to produce analytical target descriptions
(aircraft tracking radar, biomedical research facility, tank
production plant, etc.). Stage four training for these three
personnel began on 14 January 1985 and was completed on 1 March
1985. Stage five training began immediately and is now in
progress. Training for the forth source was limited to stages
one and two until mid March 1985, when he was introduced to the
concepts of stage three. Although the fourth source has not yet
achieved complete reliability in stages one and two, stage three
concepts have been introduced to allow him the flexibility of
stage three perception and description. His training continues
at this level.

c. (S/NF/WNINTEL) Since the dimensional nature of much
of the data produced during the RV process does not readily lend
itself to verbal or written objectification, drawing skills
become important in allowing the individual viewer to more
readily and accurately debrief data and impressions. In the
first quarter of 1985, an in-house training program in
elementary sketching and drawing skills was initiated. Relying
on the skills of one of the on-hand personnel who has had formal
art training, and using Betty Edwards' book <u>Drawing on the Right
Side of the Brain</u> as a good text for rapid elementary skills
acquisition, the training program has progressed well. All
trainee personnel involved have demonstrated improved drawing
capability, which has been manifested in improved sketching
quality during RV session work. The intent of the drawing
classes is to increase viewer ability and flexibility to more
accurately and intelligibly depict form, structure, and
relationships of site-relevant dimensionals and details. A
secondary benefit of drawing skills is that they facilitate
development of a link between the spatially-cognitive, global
processing functions of the brain's right hemisphere and the
more linear functions of the brain's left hemisphere. This
kinesthetic interaction with the target (describing the site
with drawings) seems to facilitate accurate analysis and to
"clear the slate" for acquisition and description of further
site relevant informational elements. The training of drawing
skills continues to date.

3. (S/NF/WNINTEL) SUMMARY: (U)

a. (S/NF/WNINTEL) If one measures the progress of the training by the overall quality of the RV product one must first have a scale for measuring RV quality. This in turn assumes that some optimum or ideal quality standard for RV is known. The R&D community has not yet determined such a standard. Training progress herein is, therefore, measured on the basis of achieving a level of expertise within the parameters set forth by the aforementioned modeled SRI-I subcontracted training procedure. For example, if a trainee is involved in "stage two" training his progress is measured by observing his ability to report appropriate sensory (stage two) information about the target.

b. (S/NF/WNINTEL) The following table depicts the percentage of times source trainees were able to demonstrate expertise (report appropriate site relevant information) within their "stage" of training during the first quarter of 1985. These percentages reflect subjective expectations of the training officer and are not based on any linear analysis of a prescribed set of criteria.

Viewer	Training Stages	Sessions	Quality Sessions
#03	Four and Five	26	54%
#18*	One, Two and Three	27	81%
#21	Four and Five	24	50%
#101	Four and Five	27	70%

*New source trainee.

c. (S/NF/WNINTEL) Measurement of the trainee sources' progress by the above method does not reflect their readiness for intelligence collection operations. The SRI-I subcontracted training procedure, as stated previously, was developed by the subcontractor to enhance the reliability (scientific replicability) of RV, not to refine or develop RV resolution to a point of operational useability within the intelligence community. Operational development has been an integral part of in-house training since 1978. The SRI-I subcontracted training described above, or a program modeled thereafter, is alone insufficient to prepare sources for operational intelligence collection. Even the best of RV sessions produced by the training method falls short of many operational expectations/requirements. The benefits of the SRI-I subcontracted training format are that it is learnable, it instills confidence, it provides experience, and it may serve as

a foundation for later development of operational capabilities. Training during the second quarter of 1985 will include processes designed to develop RV source abilities commensurate with operational goals.

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APPENDIX A

TRAINING REPORT

First Quarter 1985

SUBJECT: Classes of Training (U)

1. (S/NF/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 patter, trainee skill development, and
motivation. These three classes (A, B, and C) are discussed
below.*

2. (S/NF/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
target 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 target. 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
> target, 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.

*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).

Can't Feedback (CFB) This statement indicates that, due to limited information about the target, 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/NF/WNINTEL) CLASS B: Once a trainee begins to demonstrate his ability to reliably distinguish imaginative overlay and report target relevant data elements, feedback is withdrawn. In Class B training sessions the interviewer knows what target 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 interview may ask the trainee to elaborate on specific elements of data provided, thereby guiding the trainee to describe specific areas of the target. 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 target 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 own perceptual faculties, a necessary step for further training and operational intelligence collection.

4. (S/NF/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

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information concerning a target of interest. In Class A, both the trainee and the interviewer are provided no information (double blind) concerning the site to be described 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 (in an attempt to receive external positive reinforcement from the interviewer, i.e., Correct, Probably Correct, and/or Site). 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 target.

5. (S/NF/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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