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UNITED STATES GOVERNMENT

memorandum

DATE: 1 July 1985

REPLY TO
ATTN OF: DT (SUN STREAK)

SUBJECT: SUN STREAK Training Report (U)

TO: DT (Dr. Vorona)

1. (S/SK/WNINTEL) 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. With the completion of SRI-International RV training in December 1984, and the absence of a continuing external training program, this RV training became the responsibility of the POG. That in-house training began in January 1985.

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2. (S/SK/WNINTEL) A portion of the POG RV training is modeled after the SRI-International subcontractor (Ingo Swann) RV training program. [REDACTED] is responsible for the development and implementation of the in-house program. Attached is his training report for the Second Quarter, CY 1985. This is a follow-up to the first quarter report submitted in April. All references to years in the training report refer to calendar years.

3. (S/SK/WNINTEL) The training program continues to progress extremely well. I believe you will find paragraph 4, New Initiatives, on pages four and five of the training report exceptionally interesting.

4. (S/SK/WNINTEL) As is stated in the report, the increase in session length for stage five training resulted in fewer sessions being conducted during the second quarter. The longer session lengths place an additional burden on the

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Interviewer/Trainer and limit unit production. This should be resolved with the addition of a second interviewer, [redacted] to the unit in the August/September 1985 time frame. In the interim I will interview on a part time basis.

5. (U) The next formal training report will be prepared in October 1985. In the meantime I will keep you informed verbally on training developments.

1 Encl
Training Report



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CF: DT 5A [redacted]

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TRAINING REPORT

Second Quarter 1985

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

a. (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 continues 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 patten (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

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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 (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.). It is this procedure which, as a result of technology transfer (SRI-I to this office), is being modeled and administered. The three personnel schooled by the SRI-I subcontractor have continued this multi-stage acquisition process into "stage four" and "stage five." As stage four training was completed during the first quarter of 1985, stage five training was the principle effort through the second quarter of 1985. The reader is invited to review the TRAINING REPORT - First Quarter 1985 for details of that training.

b. (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. During the first quarter of 1985 training for the fourth source was limited to stages one and two until mid March 1985, when he was introduced to the concepts of stage three. During the second quarter of 1985 the number of stage three sites to which the source was exposed was increased while maintaining practice in stage one and two sites. The reader is again invited to review the TRAINING REPORT - First Quarter 1985 for details of that training.

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

a. (S/SK/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 site. 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 analytical target descriptions (aircraft tracking radar, biomedical

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research facility, tank production plant, etc.). Stage five perceptions and training are time consuming, highly detailed processes. Skill refinement requires much more practice than earlier stages and more manhours per training exercise to resolve the information available in stage five. During the first quarter of 1985 (prior to most stage five training) 104 training exercises were conducted with an overall average exercise duration of 47 minutes. During the second quarter of 1985 only 63 training exercises were conducted but with an overall average exercise duration of 95 minutes. Such a large increase in exercise time was not anticipated and as a result, estimates for the completion of training for the advance trainees have been moved back to December 1985.

b. (S/SK/WNINTEL) In the first quarter of 1985, an in-house training program in elementary sketching and drawing skills was initiated. This program was completed in the second quarter of 1985. All trainee personnel involved have demonstrated improved drawing capability, which has been manifested in improved sketching confidence during RV session work. The intent of the drawing classes was 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 site (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. This benefit is reportedly enhanced in "stage six" wherein the source constructs a three dimensional model of the site. Training during the third quarter of 1985 will include an introduction to sculpture and modeling in preparation for stage six RV training which is not scheduled to begin until the fourth quarter of 1985.

3. (S/SK/WNINTEL) SUMMARY OF SECOND 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 63 remote viewing training exercises conducted by the trainees (viewers) during the second quarter of 1985. At Appendix A is an explanation of Class A, B, and C training.

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| <u>Viewer</u> | <u>Class A</u> | <u>Class B</u> | <u>Class C</u> | <u>Totals</u> |
|---------------|----------------|----------------|----------------|---------------|
| #03 | 11 | 09 | 0 | 20 |
| #18* | 0 | 0 | 17 | 17 |
| #21 | 07 | 06 | 0 | 13 |
| #101 | 09 | 04 | 0 | 13 |

*New source trainee.

b. (S/SK/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 site.

c. (S/SK/WNINTEL) The following table depicts the percentages of times source trainees (viewers) were able to demonstrate expertise (report appropriate site relevant information) within their "stage" of training during the second 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. At Appendix B are illustrations of Class A and Class B training exercises conducted during the second quarter of 1985.

| <u>Viewer</u> | <u>Class A</u> | <u>Class B</u> | <u>Class C</u> |
|---------------|----------------|----------------|----------------|
| #03 | 18% | 100% | NA |
| #18* | NA | NA | 88% |
| #21 | 43% | 67% | NA |
| #101 | 56% | 50% | NA |

*New source trainee.

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4. (S/SK/WNINTEL) NEW INITIATIVES: (U)

a. (S/SK/WNINTEL) Measurement of the trainee sources' progress by the above method does not reflect their readiness for intelligence collection operations. For this reason, during the second quarter of 1985 training for the advanced sources (stage five trainees) included an introduction into processes designed to develop RV source abilities commensurate with operational goals. This was only an elementary step towards the eventual utility of their RV skills in support of intelligence requirements. This training included the use of sites which would mimic operational scenarios as well as the use of a modified stage five reporting technique. 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 usability within the intelligence community. 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, though impressive, falls short of many operational expectations/requirements. The SRI-I subcontracted training format is beneficial in that it is learnable, it instills confidence, it provides experience, and it may serve as a foundation for later development of operational capabilities.

b. (S/SK/WNINTEL) Prior to becoming involved in the SRI-I subcontracted training procedure, it appeared (in the light of some experience in these matters) that there were some inherent procedural flaws within the program itself. It was decided, however, to "buy the package" and evaluate it carefully based on its merits. After having spent a considerable amount of time (over two years) immersed within the SRI-I subcontracted training procedure, specific elements of the overall program can now be examined and criticized or praised. This arena is beyond the scope of this paper and is being documented under separate cover. However, for the purposes of this paper, it is necessary to address the use of repeated coordinate presentation and National Geographic feedback.

(1) (S/SK/WNINTEL) The use of geographic coordinates (degrees, minutes, and seconds) for site cuing/addressing has been a forte of the SRI-I subcontractor (author/inventor of the training program) for years. The reader is invited to review appropriate SRI-I documents for the history of the use of coordinates by the subcontractor. There is one major problem with using geographic coordinates, however. During the RV process the source attempts to resolve impressions of the designated site which evolve into consciousness. These

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impressions are very fleeting and easily confused with irrelevant (but ever-present) thoughts impinging on the consciousness. This process interferes with RV to the extent that it confuses the source as to which impressions are site relevant and which are superfluous. The use of geographic coordinates appears to amplify this interference because the source (either consciously or subconsciously) may attempt to compare RV perceptions of the site with a concept or notion of where the site is on the planet. To overcome this problem, "encrypted" coordinates are now used. By concealing the "north-south-east-westness" of the site area through encryption, the source is relieved of the burden of having the ability to compare RV perceptions of the site with a concept or notion of where the site is on the planet.

(2) (S/SK/WNINTEL) The use of National Geographic (or similar photographic type) feedback has long been used by SRI-I in their RV programs. Aside from the fact that National Geographic feedback does not provide a comprehensive "picture" of the site, there is one major problem with using this type of feedback (especially during training). Using RV ability the source may (consciously or subconsciously) access the feedback photographs in lieu of, in conjunction with, or as opposed to the actual site. To deal with this issue, the target pool of training sites has been expanded to include sites with encyclopedia or narrative abstract feedback packages. Not having a photograph to RV, the source is forced to RV the designated site.

5. (S/SK/WNINTEL) PLANS: During the third quarter of 1985 stage five training will continue for the advanced trainees and the junior source trainee will begin stage four training. Training will also include continued development of RV source abilities commensurate with operational goals. The training pace is expected to slow during the third quarter due to the time requirements of stage five training as well as summer leave schedules.

The association with the undersigned and the intelligence community is classified CONFIDENTIAL.



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APPENDIX A

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 patter, 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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APPENDIX B

TRAINING REPORT

SUBJECT: Training Illustrations (U)

1. (S/SK/WNINTEL) Class A Illustration: (U)

a. (S/SK/WNINTEL) Source #21, 11 June 1985.

b. (S/SK/WNINTEL) Class A Site, using encrypted geographic coordinates; post session feedback consisted of a map of the general area.

c. (U) Actual Site: Hampton Roads Tunnel (US Interstate 64).

d. (S/SK/WNINTEL) Source's summary (provided prior to feedback while still in a Class A environment): Site is rising rolling land with an open airy feeling above that has a strange moving feeling. Integral to this site is a manmade structure which is dimensionally long, curved, narrow, and sort of hollowed out. Inside it is dark, moist, dank smelling with rough stoney feeling walls; very closed in feeling - not a pleasant place to be. . . . Like a cave. . . . Like a tunnel.

2. (S/SK/WNINTEL) Class B Illustration: (U)

a. (S/SK/WNINTEL) Source #03, 11 June 1985.

b. (S/SK/WNINTEL) Class B Site, using encrypted geographic coordinates; post session feedback consisted of an encyclopedia extract.

c. (U) Actual Site: Bandar Seri Begawan, Brunei, Borneo.

d. (S/SK/WNINTEL) Source's summary (provided prior to feedback while still in a Class B environment): Site is an island, or at least land virtually surrounded by water. Climate is humid, warm, perhaps even tropical. Much vegetation and birds are present. People are barefoot, dark skinned, underdeveloped, and sometimes wear colorful native costumes adapted for warm weather. They live in houses, perhaps on stilts, made of natural materials, much like woven fronds, and are handy at crafts. Other structures are present, including

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