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UNITED STATES GOVERNMENT

memorandum

S20,001/DT-S89

DATE: 10 Jan 89

REPLY TO ATTN OF: DT-S

SUBJECT: SUN STREAK - Annual Report 1988 (U)

TO:

1. (S/SK/WNINTEL)   The mission of the SUN STREAK Prototype Operational Group (POG) remains dedicated to the exploitation of the Remote Viewing (RV) process to determine its potential and effectiveness as a Human Intelligence (HUMINT) collection tool. At a minimum, remote viewing is a discipline of last resort that can be utilized as a cuing mechanism in support of and in coordination with other US intelligence community agencies.

2. (S/SK/WNINTEL)   The POG is comprised of professional intelligence officers, a group of highly self-disciplined personnel dedicated to the development and exploitation of this unique methodology. The attached annual report reflects the scope of this extensive effort with its perceived highlights of accomplishments as well as its limitations and shortfalls.

3. (S/SK/WNINTEL)   The following reports reflect the results of activity pursued by the POG for CY 1988:

    a. (U) At TAB A is the Annual Production Report retrieved and sorted by remote viewer.

    b. At TAB B is the Annual Production Report retrieved and sorted by remote viewing methodology.

    c. At TAB C is the Annual Production Report retrieved and sorted by operational project.

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4. (S/SK/WNINTEL)   Personnel losses during CY 1988 include ███ ███████ Branch Chief, ███████████ Operations Officer, and ███████████ whose departure was projected for late December 1988; in fact, ████████ will leave the unit on 11

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January 1989. Incoming personnel were ███████████████
██████████ Based on current TDA allocations, one military
O-3 vacancy exists within the POG. Shortly following the
departure of ███████████ the TDA slot of the military chief, an
05 position, was reallocated to another element within DIA.
Total authorized strength to date consists of five military
personnel and five civilian personnel.

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5. (S/SK/WNINTEL) All remote viewers are cross-trained in
remote viewing methodologies that include Coordinate Remote
Viewing (CRV) and Extended Remote Viewing (ERV). The practical
application of reducing the training time from two years to six
months in CRV and ERV was successfully implemented. A third
methodology identified as Written Remote Viewing (WRV) surfaced
as an initiative during the reporting period. It is anticipated
that ███████████████ will complete ERV training in late January
1988; ███████████ is pursuing training in WRV on her own
initiative and under the tutelage of ██████████████████████

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███████████████████████████████████ have expressed an
interest in pursuing training in WRV. Training in WRV is being
done on a voluntary basis. ███████████████████completed Stage
IV of CRV on 10 January 1989. ███████████████ has attended
monthly meetings of the American Society of American Dowsers
(ASAD) in Baltimore on his own initiative and at his own expense.
Both ███████████████████████ have been encouraged to attend
career related courses at the Defense Intelligence College. More
than one hundred remote viewing sessions were conducted in a solo
mode mainly against training targets. Sessions conducted in a
solo mode are independently pursued by a remote viewer without
the assistance or presence of an interviewer/facilitator. Remote
viewers are at liberty to incorporate CRV, ERV, WRV methodologies
in part or in toto while operating in a solo remote viewing mode.
Solo remote viewing appears to be characteristically successful
against highly refined targets of great specificity. Sessions
are shorter and the conceptual accuracy of the results are highly
encouraging. The remote viewer breaks quickly if he feels
himself slipping into analytical overlay.
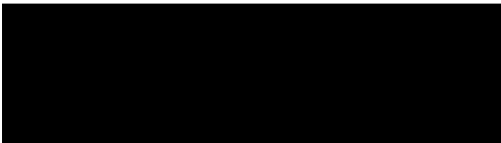
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6. (S/SK/WNINTEL) During the reporting period, the unit
Automatic Data Processing (ADP) system was programmed to reflect
the scope and value of all training and operational sessions from
1986 to date. This information is now retrievable by date,
remote viewer number, project number and methodology used. The
results of training sessions are entered on a daily basis.
Results of operational sessions are entered upon receipt of
customer feedback. About 15 to 20 percent of operational
sessions were evaluated based on customer feedback, known ground
truth, or public disclosures of previously classified data.

7. (S/SK/WNINTEL) Except for the Branch Chief and personnel involved in training, all remote viewers operationally function and interact as remote viewers, as project officers, and as facilitators/interviewers. Personnel are expected to remote view on about a daily basis; they are not expected to conduct more than two sessions in one day. During the reporting period, seventy-four sessions were targeted against the US hostages in Lebanon. Customer feedback indicates the information provided was of value to the customer when it addressed the locations of the hostages,their groupings, and their physical status. Predictive estimates on the dates of release were in error. Other customer feedback revealed that on three occasions POG personnel were able to pinpoint the location of ships of interest to DIA. In the third instance, a dollar-value assessment of significance was added to the feedback. The three reports of interest are encouraging in POG efforts to resolve the search problem, i.e., the ability to pinpoint an identifiable location of a person, place or thing in time and space. Continuing attempts to provide information of a predictive nature were generally in error notwithstanding some occasional success. To date, the results of our efforts dealing with future time are simply not marketable. POG customers are made aware of this fact at the outset of any operational project.

8. (S/SK/WNINTEL) Protocols explaining CRV methodology and ERV methodology are at TAB D and TAB E respectively. A protocol for the WRV methodology is being formulated for review. The POG is looking forward to greater successes from the challenges of 1989.

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5 Enclosures
TAB A - Annual Production RVr
TAB B - Annual Production Mthd   Chief, DT-S
TAB C - Annual Production Ops Pjt
TAB D - CRV
TAB E - ERV

TAB

PRODUCTION REPORT - BY VIEWER - CY '88

VIEWER	OPERATIONAL PROJECTS	UTILITY ASSESSMENTS	TRAINING* SESSIONS	TOTAL SESSIONS
003	37	10	14	61
011	51	12	24	87
018	50	20	9	79
025	7	0	155*	162
032	12	0	92*	104
079	101	6	38	145
095	45	0	49	94
099	18	12	1	31
	321	60	382	763

* Includes lectures and drills.

TAB

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PRODUCTION REPORT BY METHODOLOGY — CY 88

VIEWER	CRV (a)	ERV (b)	WRV (c)	SOLO (d)
003	42	0	0	19
011	56	4	12	15
018	46	1	2	30
025	110	19	33	0
032	104	0	0	0
079	22	5	106	12
095	61	14	0	19
099	16	0	0	15
	457	43	153	110

(a) Coordinate Remote Viewing.

(b) Extended Remote Viewing.

(c) Written Remote Viewing.

(d) Independent Remote Viewing.

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TAB

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Next 2 Page(s) In Document Exempt

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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.

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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 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.

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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.

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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.

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Once these stages have been completed an in house assessment 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.

3

TRAINING PRECIS

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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

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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 (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.

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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.

3