



REMOTE VIEWING AS A PRACTICAL SKILL

An Introductory Guide

SECOND EDITION · 2026

MORGAN FARRELL
remoteviewingtraining.com

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About The Author

Morgan Farrell began studying remote viewing in 2011. The following year he trained as a professional development student in Technical Remote Viewing (TRV) under Major Ed Dames — the creator of TRV and one of the discipline's best-known and most demanding instructors — earning a rare personal endorsement and a position on Dames' Matrix Intelligence Agency (MIA) team.

As Major Dames stepped back from full-time teaching, Morgan quickly became one of his top referral instructors. Additional training in Extended Remote Viewing (ERV) and dowsing broadened his range across both the structured and free-form approaches to the skill.

Since 2012 he has worked continuously as a viewer, tasker, project manager, analyst, and instructor. The work has always been operational rather than theoretical classroom exercise alone — as a member of Ed's MIA team, as an independent contractor, and as a founding member of the Intuitive Underground remote viewing group — on projects where accuracy actually matters.

This applications-oriented background shapes how he teaches. What his students step into is the cutting edge of more than fifty years of uninterrupted research, development, and operational lineage — natural human abilities disciplined by a modern technical systems approach. His mentoring style is rigorous without being intimidating, and his students range from first-time viewers to working professionals who are now operational colleagues.

Introduction & Overview

Introduction

This document is intended to serve as an introduction to and overview of remote viewing (RV) as a teachable-learnable, but most importantly, *practical* skill. Like its companion video series (available on my YouTube channel) this booklet is intended primarily for individuals just beginning their learning journey, from first-timers to those who have experienced some success with RV, but may find themselves stuck, and unsure how to proceed. Contained within are an outline of key concepts that will help you in understanding fundamental and practical axioms to fast-track your success. There may even be a tidbit to be found for intermediate- to advanced-level viewers: a new concept, or something explained in a way you've not considered.

Excellence in remote viewing is built upon four pillars: *aptitude, mindset, training, and experience*. However you've come to this booklet — skeptic, enthusiast, or somewhere in between — the pages ahead rest on a single conviction: that remote viewing is a learnable skill, excellence is achievable, and the only way to understand it is to do it. For those who simply cannot wait, you may jump ahead to the Instructions section and try a practice target for yourself at any time. For those who prefer a more studious approach, please read on.

Acknowledged, there is a lot here to absorb. At the same time, each topic of discussion could be expounded upon nearly interminably. As a first-timer, or a yet inexperienced viewer, do not feel overwhelmed. You are not obligated or expected to memorize (or even fully understand) everything that follows. It is strongly recommended that you review this guide periodically as you progress along your remote viewing journey: you will discover new ways to improve your work and glean deeper understanding of the material – and your own internal processes – with each additional pass. It is entirely possible, or even likely, that a single phrase or passage may hold the key to your next breakthrough.

Whether your goal is to learn RV to an advanced degree, or you just want to try it out for yourself, I hope this guide serves you well as an entry point. Thank you for reading, and without further ado...let's get started!

Precautions

RV is generally considered a safe practice, and was subject to rigorous *human use* regulation and oversight throughout its development and use in gathering intelligence on behalf of various government agencies.

Before proceeding, it is important for you to understand that RV is *not* a toy, nor a parlour trick. It is a *tool*, and like any tool, it can be fun to work with – but in order to avoid any undesired consequences, it must be used both competently and diligently. It involves operating in altered states of consciousness – although both natural and mild (typically ranging from low-Alpha to low-Theta) – for extended periods of time. Such practices may not be recommended if you are experiencing psychiatric issues or taking associated medication, or are under the influence of alcohol or drugs. This is not medical advice – talk to your doctor or psychiatric professional if this applies to you.

Further – and this applies to everyone – understand that intuition is like a muscle: the more you work it, the stronger it becomes. And when intuition becomes a part of one's life, one should understand that there is a great likelihood one will eventually intuit something upsetting. RV is not for the faint of heart, nor the emotionally tumultuous personality. There are other considerations to ponder before proceeding as a dedicated trainee, however the preceding are the only significant concerns relevant to a beginning student.

Overview

The following is an outline that should help you in understanding what remote viewing looks like, from a practical, or *operational* standpoint.

Understanding Remote Viewing

The first distinction that must be made is one that will hereafter inform your journey as a remote viewer, and one that will determine whether or not this document – and this author's style of instruction – is right for you. The distinction is that between RV as a phenomenon to be studied under pristine scientific conditions, and *operational remote viewing*: RV applied as a practical, real world problem solving skill.

Operational RV is not a profound, subjective experience, like astral projection or out-of-body travel. It is not precognitive dreaming, nor a meditative practice. It is not mysticism, or some sort of omniscient knowing. It is not about pictures hidden in envelopes, objects hidden in boxes, nor is it about 'seeing', then drawing and naming something. And it is absolutely not about guessing. Rather, RV is designed for the passive observation and objective reporting of accurate information. It is about exerting control over the systematic process of *perceiving*, then *sketching* and *describing* a defined *target* (be it a person, place, thing, event, or idea, in the past, present, or future).

Such perceptions *may* be experienced as visuals, however it is not uncommon for a viewer to encounter few or even *no* visual impressions whatsoever during the course of an RV session! Perceptions are just as likely to come to mind as *ideas* or *concepts* – or even *sensations*, such as a *smell* or a *sound*. Perceptions will often filter into conscious awareness individually, or as a series of perhaps 2-4 (on average). Data tends to present in bits and pieces, revealing insights into the nature of the target over time: raw data to be analyzed into coherent information, up to and including *actionable* information, when required.

At its best, RV is an incredibly powerful *data collection and information analysis system*, uniquely suited for use against a wide variety of real world problem sets: *direct knowledge* through *direct perception*. Achieving a degree of accuracy, detail, and reliability suitable for *operational* use requires significant commitment on behalf of the student, often necessitating years of dedicated practice and instruction. However, impressive results are frequently produced by novice viewers, including first-timers!

History

The following represents a brief timeline highlighting some of the major historical events which ultimately led to the creation of this document, and your place in the lineage of remote viewers:

c. 1971–72 — Ingo Swann coins "remote viewing" during distant-perception experiments at the ASPR in New York (with Janet Mitchell, Karlis Osis, Gertrude Schmeidler)

1972–75 — Swann brings the term and method to SRI International; CIA-funded research with Hal Puthoff and Russell Targ formalizes government interest; natural viewers like Swann and Pat Price demonstrate operational potential

Late 1970s — Army establishes the Fort Meade psychic intelligence unit under Skip Atwater's operational management; early collection relies on *Natural* and *Extended Remote Viewing (ERV)* — freeform, alert and altered-state methods — practiced by viewers including Joe McMoneagle and Mel Riley, alongside adjunct techniques such as *map dowsing* for location work

Early 1980s — Atwater sends unit viewers to Robert Monroe's *Monroe Institute* (Hemi-Sync / *Gateway* program) to train deliberate access to the altered states underpinning ERV

1982–83 — Swann & Puthoff finalize development of Coordinate (later Controlled) Remote Viewing (CRV), realizing RV as a structured, teachable discipline, and a waking-state alternative to ERV's depth-state approach

1984 — Capt. Ed Dames trained directly by Swann at SRI as part of the prototype CRV trainee group, alongside Paul H. Smith, Bill Ray, and Charlene Cavanaugh

1986–88 — Dames serves as monitor, project officer, and training/operations officer at Fort Meade, working with viewers including Smith, Riley, Lyn Buchanan, and David Morehouse. Hybrid-modified ERV techniques developed using lessons learned at Monroe Institute, continued adoption and adaptation of dowsing techniques

1989–91 — Dames brings RV to the private sector, six years before declassification; retires with the Legion of Merit

1995 — STAR GATE declassified

1990s–2000s — Dames evolves CRV into *Technical Remote Viewing (TRV)*; mass public dissemination via workshops, the *Learn Remote Viewing* course, and Coast to Coast AM

2011-12 — Morgan Farrell trains as professional development student in TRV directly under Dames, earning a rare endorsement and a position on Dames' Matrix Intelligence Agency (MIA) team; Intuitive Underground operational remote viewing group forms

2013-14 — Farrell trains in ERV and Technical Dowsing; becomes one of Dames' top referral instructors via remoteviewingtraining.com

Now — You are learning remote viewing, taking your first steps into a much larger world!

Practical Application

Originally intended as a Cold War espionage tool of the military industrial complex, the potential for the practical application of RV was only fully realized once it was unleashed in the private sector. By necessity, its use case was vastly expanded to include such general purpose data collection and problem solving applications as: *health and wellbeing, personal insights, historical exploration, mysteries and enigmas, business & finance, predictive intelligence, geopolitical insights, disaster preparedness, space exploration, geographic & oceanic exploration, love & relationships, technology transfer, and much more. But first...*

How Does It Work?

The short answer to this most obvious and fundamental question is: *no one knows precisely how or why* remote viewing works – simply that it does. The question is akin to asking *how does consciousness work?* With that in mind, researchers developed a *working model* that can help us understand, if only theoretically, how such capacities may be possible, and how to leverage them. However the importance of adopting a suitable working model extends beyond a lab-research capacity, and appears to be intertwined with, if not critical to achieving actionable results – the sole purpose of operational remote viewing.

The original working model was essentially based on *Jungian psychology* and *information theory*, perhaps best illustrated by the *iceberg model of consciousness*. Conceptually, all of reality exists in its most fundamental state as information,

dubbed *The Matrix* by researchers. This information Matrix is accessible to our *unconscious* – a part of our mind with which we do not regularly interact, directly. Through training and practice, it is possible to forge a communications channel, or *signal line*, that would otherwise not exist – to install a framework, or a set of rules within which these communications can take place, and to exert control over this process.

This line of discussion is far beyond the scope of today's exercise, so suffice to say that at present, our best estimation is that foundational to existence itself, is consciousness. As such, it appears that consciousness – and we, as conscious beings – possess the fundamental ability to access information about virtually anything that exists, including thoughts and ideas. In effect, a rough amalgam of Jung's model of consciousness and information theory.

The 'trick' is in understanding that in order to access this information, we do not need to 'go' anywhere, nor do we need to 'bring' said information to us: it is simply *there*, and it can be accessed, mentally. This ability exists innately within us all, and can be learned. Hence, RV is often referred to simply, and accurately, as an *attention management skill*. The act of splitting one's attention between their present situation and surroundings, and a remote target site (or other pattern of information) is referred to as *bilocation*, and operates on a gradient.

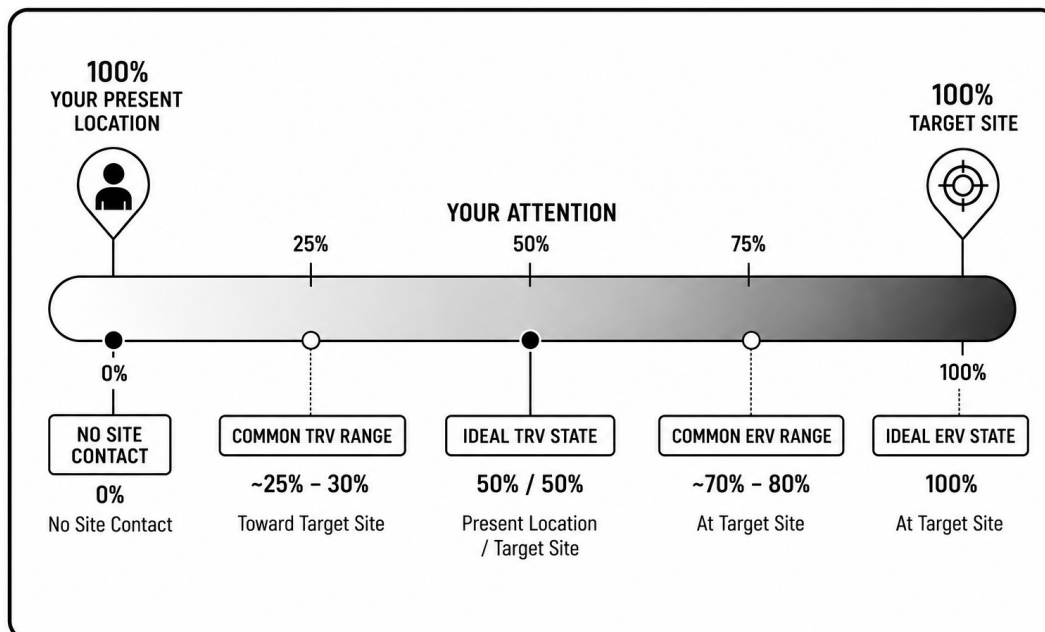


Fig. 1 — Bilocation: the gradient of attention between present location and target site

This being the case, it stands to reason that we can learn to direct our attention toward virtually any pattern of information in existence – the potential applications are many, and the implications are profound. In order to assist with the research and application of this phenomenal natural ability, scientists, test subjects, and external consultants collaborated in developing standardized, teachable *protocol* and *method* that have come to define RV today.

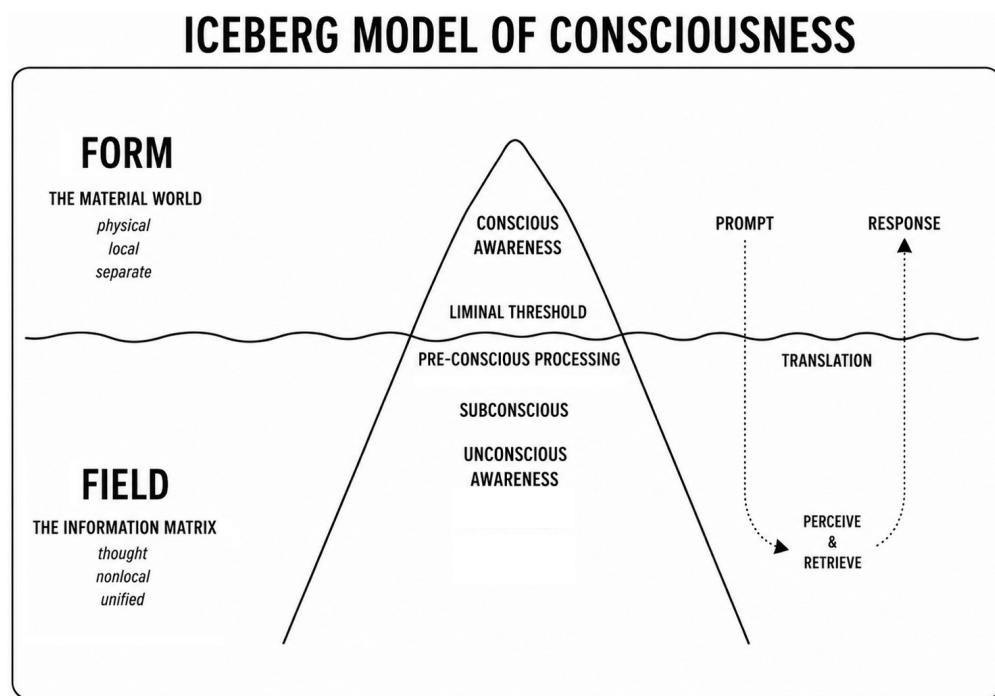


Fig. 2 — The iceberg model of consciousness

Protocol

Often confused, the terms *protocol* and *method* are broadly defined as it pertains to remote viewing, and are not interchangeable. Simply put, protocol = *setup*, whereas method = *technique*. For example, in this exercise you will be operating under *solo*, *blind* protocol, using the method of your choice, the most common setup in a learning scenario – solo denoting your status as operating independently of a live *monitor*, and blind denoting a complete lack of foreknowledge as to the nature of your designated target.

In practical terms, the process of solo-blind remote viewing refers to the following parameters applied toward the experiment's setup:

Targeting – A readily verifiable target is selected by your instructor, training partner, trusted friend, or is drawn from a vetted online training target pool. A target can be any person, place, thing, event, or idea, in the past, present, or future. The target is specified by either a photo or a written set of instructions (called a *cue*), or a combination of the two. The target is then assigned a random set of numbers (usually 8-digits) referred to as *target reference numbers*, or TRNs. Targeting material may be created either physically or digitally – the act of *formalization*.

Remote Viewing – TRNs are then presented to the viewer (that’s you!) with no further information provided, as a means of remaining *blind* to the target. Blind status ensures that all data generated in-session is sourced entirely from the viewer’s mind, using the method of their choice.

Target Reveal – Once the viewer has completed their session (all perceptions rendered on paper, with a record of the start and end dates and times) the target should be revealed to them immediately for comparison: *feedback* being essential to the learning process.

Taking Action – The *type* of action taken depends on the purpose of the session. For training purposes, the student* should take immediate action by reviewing and grading their session – every word descriptor and sketch, individually and as a composite – against the designated target site. A second review is often in order after a short break, allowing time to disconnect from the target. Finally, consider what went right, what did not, and what an improved session would look like. Neuroplasticity will do much of the rest, as lessons integrate over time.

*Note: this means *you* – it is critical that the session review and grading process be done by the viewer (even when working with an instructor), this process being critical to personal development. *Do not outsource your thinking to an AI analyst.*

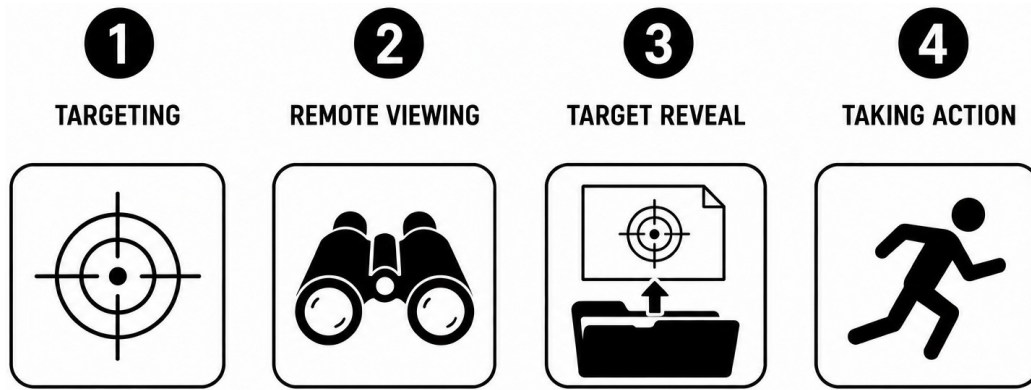


Fig. 3 — The four steps of remote viewing protocol

Method

Method refers to the particular technique a viewer uses to establish signal line connection to the target, and to *interrogate* the signal line systematically, in order to *extract* accurate and usable data, psychically, during the course of a remote viewing session. Methods range wildly in terms of their execution, from highly procedural (*structured*) to completely *freeform*, and from alert-and-aware with eyes open to deeply relaxed, eyes closed. In essence, training in a particular method can be thought of as ‘installing’ a framework, or set of rules and parameters within which you may establish a means of communication – and therefore data retrieval – with your own unconscious mind.

A brief overview of some of the more common RV methods:

Natural or Freeform Remote Viewing – by definition, freeform cannot readily be considered a singular method, per se. The terms *Natural*, *Freeform*, and sometimes *Generic* RV are effectively interchangeable, and refer to the viewer’s use of natural psychic ability, in a freeform (intuitive) manner, often unique to the individual, rendering the practice less *teachable* and more *coachable*.

Controlled Remote Viewing (CRV) – CRV is the original structured method, developed over many years by effectively ‘*reverse engineering*’ the processes of a reliable natural psychic – namely, Ingo Swann. In practice, the viewer progresses through a series of steps, or *stages* – a series of questions, or *prompts*, whereafter the spontaneous-intuitive *response* is recorded (objectified) in real-time. Stages are progressive and additive – designed to assist in ‘widening the psychic aperture’, and

alternate between sketching and data collection, in a prescribed manner. The viewer remains alert and aware throughout the duration of a session. Mildly experiential, CRV is less focused on visual information as it is on conceptual information.

Technical Remote Viewing (TRV) - TRV is a refined and streamlined variant of the original CRV method. More rigidly structured, it is designed to be relatively easy to learn and is ideally suited toward systematic problem solving against a wide variety of real world scenarios. It was specifically developed for this purpose outside of the confines of military-intelligence, in the private sector during the 1990s and into the new millennium, by Major Ed Dames. TRV is this author's preferred method for both introducing new students to the skill, and for real world, general purpose data collection and problem solving applications.

Extended Remote Viewing (ERV) - ERV is somewhat similar to an *out-of-body experience* (OBE). Highly visual and experiential, ERV is achieved by reaching and maintaining the optimal state of *hypnagogia* - *mind awake, body asleep*, at roughly 3.5Hz, or the *low-theta* range of brainwave activity. From here, the viewer engages in a series of mental steps designed to shift their awareness away from their body, to a remote target site. A session record is created concurrently via audio or video recording, or immediately afterward by hand.

Hawaii Remote Viewers' Guild (HRVG) - HRVG is somewhat of an outlier, in that its apparent origins lie outside the umbrella STAR GATE programs. In execution, HRVG can be considered somewhat of a hybrid method, with elements similar to other structured methods, as well as some that more closely resemble ERV or freeform remote viewing.

Which method best suits your intended purposes?

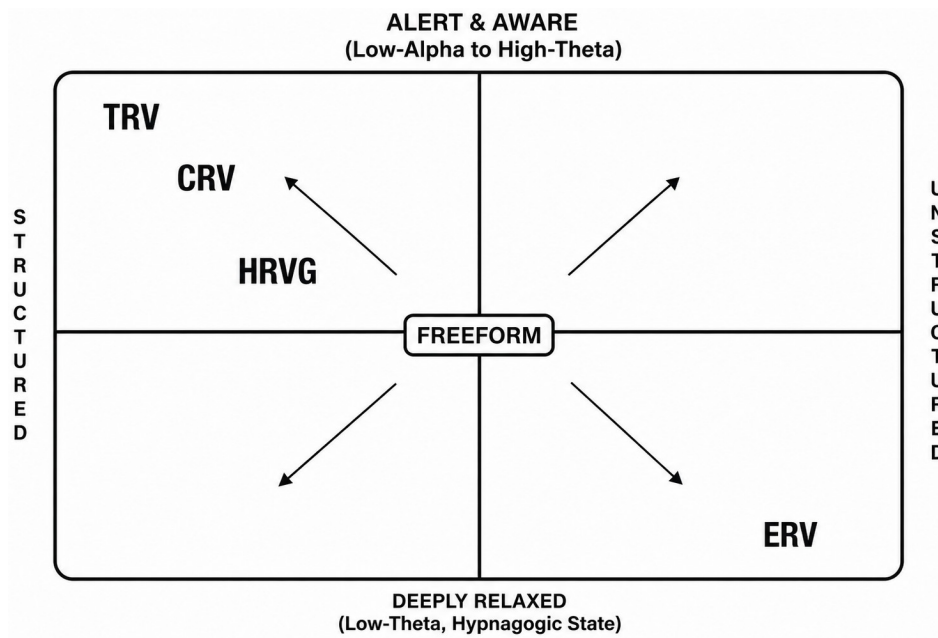


Fig. 4 — Common RV methods, by structure and mental state

In Practice

The following section will introduce a number of fundamental conventions, concepts, and terms, applicable across methods, and will outline the mechanics of a basic RV session.

Page Formatting

Before starting an RV session, there are a number of standard administrative, or record-keeping items to be addressed. As a first-timer, you need not ruminate extensively on formalities, however a few basic notations are in order.

TRNs – Top and centre, write out your current target reference numbers.

Your Info & Session Notes – Top right, record your name (initials, screen name, or other pseudonym are acceptable), the date and time (including time zone), and any other optional notes, such as your location, method and session conditions (eg. TRV, solo-blind), tasker or project manager, project name, purpose (eg. training, operational), etc..

Pre-Session Declarations – Top left, prompt for and record any resulting pre-session declarations as defined below.

Personal Inclemencies (PI) - Below session notes, you are encouraged to declare any potentially intrusive factors that may affect your performance (eg. headache, angry, etc.). The purpose is twofold: record-keeping, and acting as a means of recognizing, objectifying, and therefore distancing yourself from any such inclement factors. To formally declare, simply use the standard convention *PI - excited* and set your pen down momentarily. If none, you may note *PI - ok* or *none*. Note that any PI that can be readily addressed, should be (eg. thirsty), prior to commencing a session.

Advanced Perceptions (AP) - Any pre-session visuals or ideas about the nature of the target must be recognized, declared, and allowed to dissipate. APs may contain information relevant to the target, but just as likely, they will not. Hence, they are to be disregarded as likely contaminated, following the same convention used in declaring PI, eg. *AP - icicles* (set down pen). This process is intended as a means of exerting control over your mental (perceptual and analytical) faculties: no guessing, and no psychic functioning until actively initiated.

Data Collection

There are, generally speaking, two types of data you will perceive during a remote viewing session: low-level, and high-level. Low-level data refers to basic sensory and dimensional impressions, typically perceived early in-session. High-level data refers to more specific tangible and intangible concepts: relevant details such as the target's purpose, function, history, materials, items, actions, activities, etc.. This type of information tends to present more reliably after spending some *time-on-target* (often ~20 minutes or more). Data will tend to present in your awareness through a variety of perceptual channels: it may express as a visual* impression, a concept or idea, or even something more experiential, such as the sense of a smell, or a sound.

The most reliably accurate impressions are those which come to mind *subtly* (*fleeting*) and *spontaneously* (*intuitive*). Do not stop to think about or question what you are perceiving, or to chase faint, elusive visual impressions for clarity. Your job is to simply *objectify* each perception or series of perceptions onto your worksheet in real-time, as sketches or single word descriptors as appropriate, and repeat.

To begin, you should make a concerted effort to focus on low-level data collection. Once you have experienced some success, feel free to push for one or two higher-level concepts toward the end of your next basic session (although this is not required). Most importantly, *do not self-edit* – record *everything you perceive for the duration of your session*.

*Note: visual impressions experienced during a remote viewing session are not *optical* in nature, as they are not truly *sight-based* – they are the result of an inflow of *raw data*, translated and expressed in the *mind's eye*.

Word Descriptors

Any impression that enters your awareness *must* be objectified (recorded) on your session worksheet, either as a sketch, or a written description. Single word descriptors are preferred, whenever possible: the overwhelming majority of your written descriptions should consist of single word descriptors (refer to the Basic Word Descriptor List document for examples). If you are unable to come up with a single word-label to accurately represent your raw perception, it may, on occasion, be acceptable to expand to a phrase or short sentence, however this should be done rarely, and as a last resort.

Sketching & Drawing

Sketching is a critical component of any RV session. Remember, sketches are *not* drawings – they are comparatively simple, and are performed rather quickly. Broadly speaking, a sketch could be considered the equivalent of low-level data, compared to the high-level data that is a drawing. Like high-level data collection, drawing should be relegated to the latter part of an RV session, when the viewer has established and maintained a high(er) degree of connectivity to the target site.

It is important to understand that, although they *can* be, sketches are not necessarily based on visual impressions – more on this in a moment. Further, it is important to remember: you are blind to your target while in-session, therefore you cannot yet know exactly *what* it is that you are sketching. You may even find you've sketched a *part* of something. This being the case, your renderings should be relatively simplistic in nature: *archetypal, diagrammatic*.

In practical terms, consider basic shapes, outlines, silhouettes. Circles, curves, straight lines, wavy lines, angles, peaks, motion; the placement of different *aspects* around a target site, and the orientation between them. You may use any sketching *style* you wish, such as *line-drawing*, *stippling*, or whatever technique feels most comfortable for you. Keep it quick and simple, avoiding any desire to entertain artistic embellishment – imagination can be pervasive, and can quickly ruin an otherwise good RV session.

Outlined below are the most common approaches to initiating sketching in-session:

Spontaneous-kinaesthetic – RV is very much a kinaesthetic process, a communications channel operating via the mind-body interface. As such, pay attention to any actions or motions your body (and in particular your writing arm) ‘wants’ to make. Hovering your pen, scan your worksheet. You may feel compelled toward a particular area of the page. What’s there? You may notice a desire, an intention to produce a particular shape or outline. Don’t hesitate or question yourself – *commit* and *allow it to happen*. Sketch by letting your body take the lead.

Intuitive-analytical – contradictory as it may sound, intuitive-analytical sketching leans into both of these mental faculties to produce visual representations of the target site by reviewing any low-level (S2) dimensional descriptors (analytical), and determining *where* and *how* they should be expressed (intuitive-analytical). Prompt yourself: *where does* [eg. “tall” and “angular”] *go? How does it look?* Produce a sketch, and continue describing the target.

Visual impressions – naturally, the best way to record a visual impression is by sketching it. A word of caution regarding visuals: vivid imagery is almost always the least reliable. Accurate visual impressions are typically brief, somewhat monochromatic and a little bit blurry, and occur unexpectedly. As a beginning remote viewer, avoid prompting for visuals, and do not ‘chase after’ any that do occur. Sketch out the impression quickly (including any associated word descriptors) and continue exploring the target site. Remember, depending on the method you are working with, visuals may be in the extreme minority compared to other perceptions – particularly conceptual data.

Finally, be sure to give your sketch(es) plenty of space in all directions to express itself, to present as intended; do not cramp yourself. It may be helpful to give sketches their own dedicated worksheet – feel free to do so as required. Use as many pages as is necessary for your session.

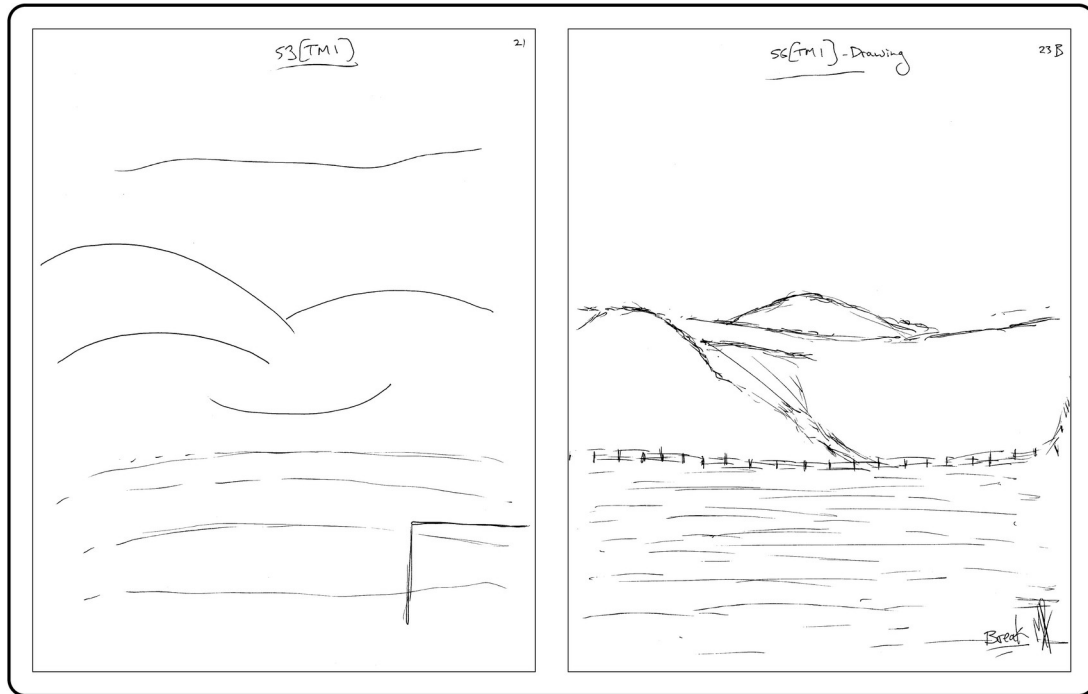


Fig. 5 — A sketch (left) compared with a drawing (right)

Breaks

There are a number of reasons for which you may want (or need) to take a quick (or, on occasion, extended) break from your session. Outlined below are two of the most common, and important to understand.

Analytical Overlay (AOL) – arguably the most important break to understand, and certainly the most frequently employed, *analytical overlay* is a concept designed to help you filter out incorrect data in real-time. AOL refers to the intrusion of the mind’s analytical (and sometimes imaginative) nature and tendency to fill in gaps in knowledge. Since viewers tend to perceive their target in bits and pieces, it is both common and expected that as a result, your analytical mind will engage from time to time.

For example, you may perceive a data cluster of sensory impressions: *hard, rough, gritty...dark*. You may be compelled to name this aspect of the target, perhaps

pavement or road. This is a telltale sign of AOL occurring. The key is in recognizing this and immediately remedying it through the following process: on the right side of your worksheet, in its own column, write out AOL – and the impression you’ve identified as such. Set down your pen for a few moments, and allow the idea to dissipate. Then, pick up your pen and continue moving forward.

If at any time in-session you think you know what the target (or part of the target) is, declare an AOL break. Likewise, if you encounter a particularly high-level idea or concept about the target early in-session, or experience a clear and persistent visual, declare AOL break, and note the impression as such. Be careful, and be diligent: unrecognized AOL can quickly lead to AOL-Drive, whereafter data tends to become corrupt – influenced by the undeclared AOL, often cascading into a failed session. Learn to err on the side of caution, especially as a beginner.

Aesthetic Impact (AI) – *aesthetic impact* refers to your personal aesthetic or emotional response to the target, or target site. *How would you feel if you were physically at the site, witnessing the person or thing in action, or event unfolding?* In order to ensure you are perceiving and reporting things accurately, you must remain objective. If at any time in-session you recognize an emotional response to the site or something at the site, immediately record it and allow the sensation to dissipate, in the same fashion as AOL: write out AI – note the impression, set down your pen, and allow a few moments for the reaction to dissipate before continuing.

Ensure to differentiate between emotions *you* are perceiving, as opposed to those of any subjects or lifeforms that may be present at the site. Emotions emanating from the target or target site are referred to as *emotional impact* (EI) and are considered data, to be recorded as any other data pertaining to the target.

Ending A Session

Every bit as important as establishing connection to a target at the beginning of an RV session, is severing said connection once your session is complete. This ensures a clean break from the hypothetical signal-line connection between yourself and the target site. It also provides a more complete record of your session – it can be useful for an instructor to see the time elapsed for a given session.

To end your session, simply write it out: *End Session*, followed by the time and your signature, initials, screen name (or other pseudonym). You are now done with the active portion of your RV session – time to take a break!

Session Summary & Analysis

The first step toward analyzing and ultimately understanding your RV-generated data is in writing a *session summary*. A summary is precisely as it sounds: a written summarization of your session data, in sentence and paragraph form – not just clinically reiterating each individual datum, but *explaining* your results. If you wish, you may first take a few minutes to allow yourself to disconnect from the target (10–15 minutes should suffice). Once you have summarized your session results, figuratively take a step back, and look at your results as a whole, the 30,000 foot view rather than as disparate data points. What are you describing? What do your sketches add to this? List a few ideas that might fit your description. Congratulations, you’ve engaged in basic analysis.

If you are new to remote viewing, you may skip this step in lieu of becoming familiar with the basic mechanics of an RV session and reviewing results in light of target reveal (feedback). Besides, your first few sessions likely won’t contain a great deal of data to summarize. However if you are a serious student (or intend to become one), it is recommended you adopt the habit of writing a session summary prior to target reveal early, as it will be a requirement soon enough.

Target Reveal & Feedback

Target reveal refers to the act of *un*-blinding the remote viewer by revealing the designated target post-session, and represents the first step in the feedback process – a process critical to learning and developing one’s skill. The standard axiom as it pertains to target reveal in a training scenario is that *feedback should be immediate and aesthetic* – meaning that the target should be revealed to and studied by the trainee as quickly as possible after formally ending their session.

Taking Action

The final step is taking action. In the case of a training session, and for the purposes of this document, taking action means intentionally, thoroughly, and most important, *honestly* reviewing your session results in comparison to the designated target. In practical terms, this means grading each recorded perception as *correct*, *probably correct*, *can't feedback*, or *incorrect*. The balance of *positive reinforcement* vs *negative reinforcement* (acknowledging and / or rewarding-punishing correct-incorrect results) is up to the individual when reviewing and self-grading. For example, Ingo Swann was a proponent of positive reinforcement only, by acknowledging accurate perceptions, and simply ignoring incorrect ones.

Engaging in a detailed session review brings initial aesthetic feedback to a deeper level, by recognizing the accuracy of each in-session perception, as well as the session as a whole. Simply acknowledging individual and holistic successes and failures, and spending time identifying what areas need improvement will, by nature, induce action in the form of mental reorganization and the creation of new neural pathways – in a word, *learning*. Thinking specifically about what an improvement would *look like*, in terms of session results, enhances this process.

This author strongly recommends identifying and focusing on one or two specific weaker areas of your work, and aiming for improvement in those areas for the next few sessions, or as long as it takes for lessons to integrate into memory, and manifest in results. Over time, you will learn a great deal about your own unique perceptual capabilities, and the nuances thereof.

The Learning Curve

Remote viewing can be a rewarding pursuit, and paradigm-shifting results are commonly experienced by beginners or even first-timers. However it should be understood that, as with attaining any skillset, long-term reliability – in a word, *excellence* – is not achieved overnight. But for the most gifted prodigy, an aspiring musician picking up their instrument of choice for the first time will not be playing showcase exhibitions any time soon. But with persistence, through dedicated practice – and at a certain point, guidance – a degree of reliability, and eventually mastery *can* be achieved. A typical learning curve is represented below, with various

common inflection points identified and explained, from frustrating valleys and plateaus to exhilarating peaks, and breakthroughs, to eventual consistency and excellence.

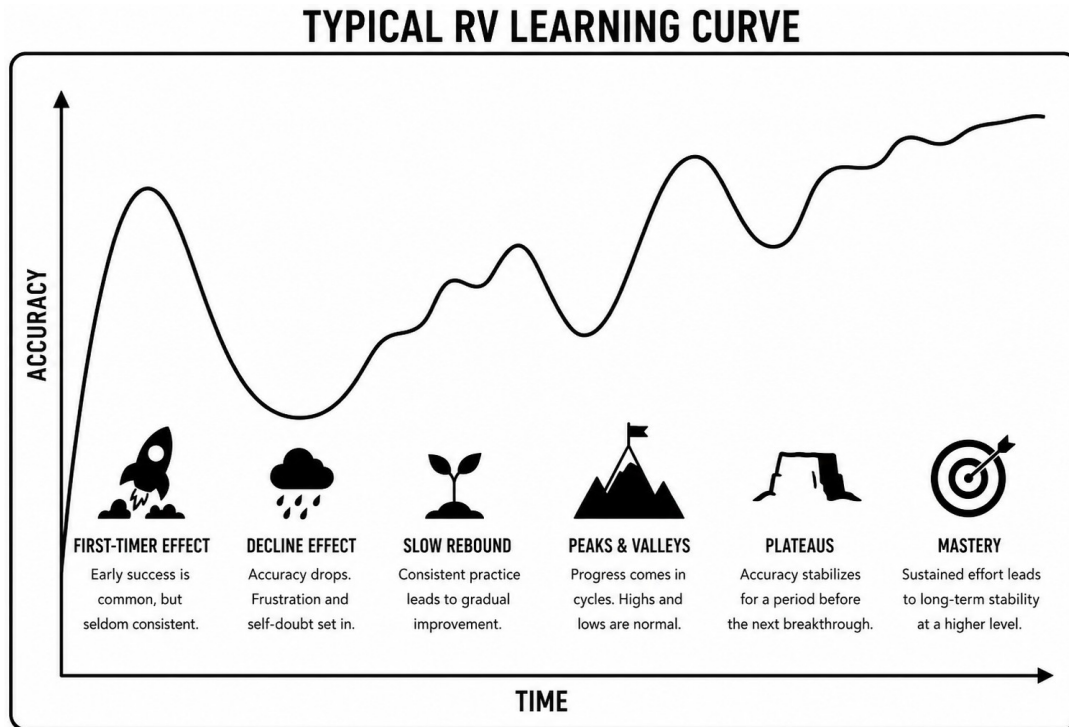


Fig. 6 — A typical remote viewing learning curve

The Four Pillars of Excellence

Excellence in remote viewing rests on four pillars: aptitude, mindset, training, and experience. All four develop over time, and weakness in any one limits what the other three can accomplish.

Aptitude – your natural inclination toward the work: comfort with subtle perception, tolerance for ambiguity, and the ability to notice a fleeting impression without grabbing at it. Aptitude varies between individuals, but it is a starting point, not a ceiling. Like intuition itself, it strengthens with use.

Mindset – the mental posture you bring to the session: objectivity, patience, discipline, and honesty in self-assessment. This also includes the working model you adopt: your understanding of how and why remote viewing may work – the prelude to a framework.

Training – the framework itself. A structured method, properly learned, gives your unconscious a consistent channel through which to communicate, and gives you a means of exerting control over the process. Training offers a procedural approach to psychic functioning – and with it, the confidence of knowing how to approach any given situation, and what to do next.

Experience – time on target. There is no substitute for sessions run, feedback reviewed, and lessons integrated. Experience is what transforms a method you have learned into a skill you can rely on, and distinguishes breadth of knowledge from depth of knowledge.

Progress along the learning curve comes from developing all four of these pillars in concert. A viewer with strong aptitude and poor mindset will plateau early. A well-trained viewer with little experience will produce inconsistent work. Wherever you find yourself stuck, the cause is usually traceable to one of the four – identify it and address it directly.



Fig. 7 — The four pillars of excellence

Path Forward

Your unique path forward depends entirely on what you want to do with RV, and how much work (read: time) you are willing to put in. At risk of sounding cliché: a journey of a thousand miles begins with a single step. The most commonly pursued paths typically resemble the following:

Self Discovery – hours to days. Curiosity satisfied: you've heard of remote viewing, and now have run a session or two and experienced the phenomenon firsthand.

Self Challenge – days to weeks. Testing yourself against a variety of targets, and deciding whether the pursuit is for you. Choosing a method, beginning training.

Skill Development - weeks to months. Committing to a method, establishing a regular practice, and building fundamentals. Beginner- to intermediate-level training.

Skill Proficiency - months to years. Producing consistent, reliable results across target types usable for real world application. Intermediate- to advanced-level training.

Professional Mastery - years to decades. Operational-grade accuracy, detail, and reliability, suitable for real world tasking. Operational to professional development training.

Grand Mastery - decades to a lifetime. Deep refinement of craft: teaching, innovating, and contributing to the discipline itself. Professional development + many years of experience.

Each level sees a significant drop-off in participants. Each relies more heavily on all four pillars — and develops them further — as study moves from casual to intensive.

A word of caution regarding the timeframes above: they assume consistent, dedicated practice. It is worth asking your instructor — and yourself — what "one year's experience" really means. Is it a few hours of practice per week, kept up faithfully for a year? Or a year of full-time study? The martial arts offer a useful parallel here, on more levels than one: in the discipline demanded of the student, in the steady progression through the ranks — white belt to black — and in the understanding that even at the rank of master, there is always more to learn. Sometimes, we must circle back to the beginning.

The further you intend to go, the more valuable formal instruction and mentoring become.

A Note on Instruction

Remote viewing in its presently developed form is little more than fifty years old, and its lineage is short enough to trace by hand. Every legitimate line of instruction runs back through a small number of people, and a well-trained instructor can tell you precisely where they sit in it: who taught them, in what method, over what period.

That question has a verifiable answer, and it is a fair one to ask. A direct-lineage instructor offers more than training — they steer you past the pitfalls discovered and corrected for, often at considerable cost, by the viewers who came before you.

Self-declared expertise is the alternative, and this field does not lack for it. Familiarity with the literature is not training. Enthusiasm is not experience. Neither is difficult to acquire, and neither produces someone who can teach you to do reliable work.

Some of this is straightforwardly exploitative. Some of it is not: without a lineage there is no yardstick, and a viewer who has never worked alongside demonstrably competent colleagues has nothing to measure their work against but their own expectations. Occasional success feels like proficiency; a partial course feels like a complete one. It is entirely possible to believe yourself fully trained and have no idea what the phrase is supposed to mean. From where you are standing, the distinction hardly matters — the cost to you is the same either way. This is why pedigree matters: not as a credential for its own sake, but because it supplies the standard.

Before committing time or money, ask any prospective instructor where their training comes from, the extent of that training, and what they have done with it. Ask what it means to be fully trained, and ask them about their successes and failures — experienced instructors can give detailed accounts of past work across a wide variety of subject matter, and in depth. Breadth without depth is telling; a competent instructor will readily demonstrate both. Pedigree, practice, candour — an instructor who can satisfy those three is worth your time. One who bristles at the asking has already answered you.

Training

We stand on the shoulders of giants, so why not stand on ours?

For those interested in engaging this pursuit further, I would encourage you to consider which method might best suit you and your intended purposes — for example, TRV or ERV. I am an unabashed advocate of the TRV system as the overall easiest to learn and most widely adaptable, with other techniques serving as auxiliary tools. Naturally, I recommend my own training system, as I genuinely believe it to be the most comprehensive, effective, and accessible beginner training

available. Beginner to intermediate options include on-demand self-study video lessons, one-on-one coaching and mentoring, as well as live group instruction online and, occasionally, in-person. Higher-level training — operational through professional development certification — is available by application only. Please visit my website for more information.

Closing

You now have the background most people never get before their first session. But preparation counts for nothing without action, and at this stage you are ready to act. Part Two covers everything you need to conduct a basic session; Part Three shows you what a finished one looks like. Session templates, a word descriptor list, and practice targets are included in this package. As noted earlier, this document will serve a different purpose on your second and third readings — return to it as your work develops.

Instructions

Outlined below are instructions and tips to assist you in conducting a basic RV session, based on a number of different methods (techniques) for your consideration. This exercise is designed to take around five to ten minutes for first-timers and relative beginners. If you have already experienced some success with RV, you may work a bit slower, more methodically – perhaps even pushing for higher-level data toward the end of your session, resulting in a slightly longer execution time.

Included in this downloadable bundle are pre-formatted session templates, representing an overview, or sampling of several more in-depth methods. Which one calls to you? Which might suit you best? Try one, or try them all – after all, there is no better way to understand such a unique field of study than by way of firsthand experience.

However, bear in mind that such simple exercises and working from pre-formatted templates (such as those included in this package) can quickly become an unnecessary crutch, besides being distinctly limiting – particularly if one intends to pursue RV in anything other than an introductory capacity. Keep in mind that a single, basic operational RV session can easily run from 45–60 minutes continuously (or even longer, depending on the *method* used), not including any additional *detail* or *follow-on* work required.

At such a time as you choose to proceed toward learning RV to a higher-level, it is recommended you first choose a suitable method for your purposes, and stick with it – learn it, experience it. Ideally you will aim to work with a mentor with significant training and experience in a given method. Many instructors offer a variety of training options, including live, one-on-one and / or group instruction, both online and in-person. Home-study courses are an economical alternative to live, personal instruction, and can serve as an excellent starting point in the study of a given method.

In the meantime, don't feel overwhelmed! Though the task ahead may seem daunting, understand that every journey has a starting point. You are not expected to perform flawlessly on your first attempt, or, for that matter, ever. Learning is a process – simply do the best you can. Now, to begin.

What You'll Need

A basic RV experiment can be conducted quickly and easily, by yourself, at virtually any time. To get started, you will need:

A smooth-writing black pen

A small stack of blank white paper or printout of one of the included templates

A target provided by an experienced and responsible tasker

A distraction-free environment (visual and auditory)

The ability to maintain focus and follow instructions

About five to ten minutes to spare

Note that a tablet and stylus may be used in lieu of pen and paper, however many viewers (this author included) prefer the unique tactile sensation of ballpoint on a stack of paper. Whichever method you prefer, don't constrain yourself – paper is cheap, plentiful, and recyclable. As such, you should feel at liberty to use as many sheets as your session requires, particularly when sketching. Just remember to number your pages sequentially, so the session can be reviewed in chronological order, and ALWAYS remember to formally END SESSION.

Structured Remote Viewing

The structured RV methods, such as *Controlled Remote Viewing* (CRV) and *Technical Remote Viewing* (TRV), are performed while sitting at a desk, eyes open, in an alert-and-aware state. The viewer engages in a series of self-prompts, and records the response on paper in real-time, in a procedural, or *structured* fashion. Sessions are divided into *stages* which alternate between sketching and recording word descriptors, with increasing detail as the session progresses.

Stage One (S1) – connecting to the target and initial sketching. S1 is executed by writing out your *target reference numbers* (prompt), and immediately producing an *ideogram* (response). An ideogram is, in short, a sketch: little more than a scribble or doodle created quickly (about 1–2 seconds). Its production is equally *deliberate* and *spontaneous*, in that it is created intentionally, with the resulting motion being

unpremeditated, and representing your body's initial kinaesthetic response to the session's initiating prompt. Do not pause to consider what your ideogram looks like – simply produce it freely and without constraint, and continue moving forward. This entire process should take around 5 seconds, and once complete, may be repeated prior to moving directly into S2.

Stage Two (S2) – low-level data collection. Typical S2 data consists of single word descriptors that apply to the target, and can be categorized as either *sensory data* (textures, colours, smells, tastes, temperatures, sounds) or *dimensional data* (basic shapes and dimensionality, spatial ambiance, densities, and motions). The viewer should also record their personal emotional reaction toward the target (*aesthetic impact*, or AI) immediately before proceeding into S3.

Stage Three (S3) – rudimentary sketching. S3 sketching – especially preliminary sketches – should be executed rather quickly (perhaps 10–15 seconds for a first pass) and are not intended to provide a fully rendered visual representation (drawing) of a given target, but to express its primary dimensional data (shapes, outlines, silhouettes, motion, direction, relative orientation, etc.) in rudimentary fashion.

Once you have done so, end your session and proceed to summarize and analyze, or directly to target reveal, as required.

Unstructured Remote Viewing

Unstructured remote viewing can mean just about anything performed within standard RV protocol. This includes quick, intuitive sessions while alert-and-aware, to longer and more involved processes requiring a deeper state of relaxation, or ERV. Remember, the earliest participants in scientific RV trials were natural psychics. Therefore, if you already have your own procedure for collecting data psychically, try it out using RV protocol against a blind target and see how you fare!

If you do not already work with a technique of your own, feel free to try one of the following:

1 – format your worksheet (or fill out the pre-formatted template) with your name, the date and time, and any additional, relevant pre-session notes (eg. PI & AP

declaration, method, session conditions, project manager / tasker, location, etc.), and your TRNs.

2a (Natural-Freeform) – Take a deep breath, relax, and focus on the intention to connect to the target – your first prompt. Record any impressions that enter your mind as sketches and / or word-ideas. If so compelled, let your hand create spontaneous doodles or sketches. If nothing comes to mind in the first few moments, re-focus and deliberately (but spontaneously) create a couple of quick doodles as a means of getting your writing hand moving.

Continue prompting yourself: *how does the target feel?* Record any textural impressions. *How does it smell?* Record any response(s). *Any tastes? Temperatures? Sounds? What colours are present? Do I feel like I'm inside or outside? Is the target big or small? Shapes? Is anything moving?* etc.. Record all impressions and continue moving forward, alternating between sketching and describing, ending your session at an appropriate time for your training and experience.

2b (ERV) – There are a number of specific techniques gathered under the umbrella term *Extended Remote Viewing* – so-called because of the extended period of time it takes to complete a session compared to freeform or structured methods, *and* because of the extended depth of the experience. For brevity's sake, outlined here is by far the simplest technique, if not this author's preferred variant.

Using your preferred approach to deep relaxation, aim to achieve and maintain a state just on the verge of sleep. For beginners, this can easily take up to 45 minutes or even longer. At this time, *actively* visualize a blank monitor or screen in your mind's eye. Prompt yourself: *"show me the target"* and allow impressions to form on the screen: an act of *passive* visualization.

Remember, visuals – even in ERV – are generally *not* experienced with the same lucidity as waking life. It is somewhat difficult to convey in writing, but a fairly apt comparison might be in having a *monochromatic fever dream*. Alongside visual impressions, you will likely experience spontaneous insights into the nature of the target. Once you have a grasp of what you are perceiving, command yourself to return to full conscious awareness, and create a record of your perceptions with sketches and written descriptions.

Quick Tips

The following are a number of ‘tips and tricks’ – presented in no particular order – that should help you in adopting the mindset of a successful remote viewer.

Remember:

Psychic functioning is innate to our very existence, and is ours to explore.

As a remote viewer, your job is that of a passive observer and an objective reporter, tasked with accurately identifying, then sketching and describing the most important aspects of a given target.

Do not attempt to remote view advanced-level targets as a beginner, eg. real world problem sets, esoteric or otherwise unverifiable targets, etc. – feedback is critical!

To achieve your objective, you must remain personally and emotionally detached from your target site – make use of AI breaks if you find yourself having an emotional reaction!

Your target is a site, a distinct pattern of information accessible mentally – your target is not a photograph (unless specified by the tasker)!

Watch out for AOL! Identify, declare, and dissipate: remain vigilant in recognizing analytical overlay, and acknowledge by writing it out, then taking a break immediately – for as long and as often as required throughout your session.

Record every single impression that enters your mind while in-session.

Remote viewing is about exerting control over your own innate perceptual faculties.

RV is a tool, not a toy; have fun with it, but do so responsibly – your mental health matters!

When comparing your session to target feedback, be honest with yourself; acknowledge where you were correct, and where you were not. Don’t data-fit: it’s ok to be wrong!

Identify one thing you could do better next time, and focus on improving that aspect of your work over the course of the next few sessions.

Utilize positive and / or negative reinforcement in learning to your advantage; for example, pat yourself on the back for each correct perception and scold yourself for each incorrect one.

Quit on a high note: if you've run a particularly good session, stop for the rest of the day as a means of positive reinforcement.

Train, but don't over-train; find the right balance for you and your life. Besides, you will need to take some time off now and again in order for everything you've learned to integrate!

Never get discouraged; this is not a race or a competition and a learning curve is to be expected - persist, and you may achieve excellence!

Just go for it - and have fun!

Example Session

The following is an example of a basic remote viewing session conducted by this document's author. It was initiated as a friendly challenge: a spontaneous '*quick & dirty*' session for demonstration purposes, under decidedly less than ideal operating conditions – the environment was anything but distraction free (with some distractions induced intentionally!). Execution time was approximately seven minutes in total.

Rather unremarkable on its surface, this session in fact represents structured remote viewing at its most basic level quite well. Methodologically, this is in effect the preliminary *site contact* portion of a TRV session – an initial probe. Were this a full-length target exploration, I would have engaged in a series of *movement exercises* designed to systematically explore the target's key site aspects, producing additional and more diagrammatic sketches, as well as more specific higher-level data (S4).

If you are working with a structured method – specifically TRV – your session should closely resemble the example below, stylistically. If you are working with an unstructured or more freeform technique, it may, or may not. Each individual viewer's work will exhibit their own unique stylistic signature, based on their personal vocabulary, experience, drawing ability, school of instruction, and more.

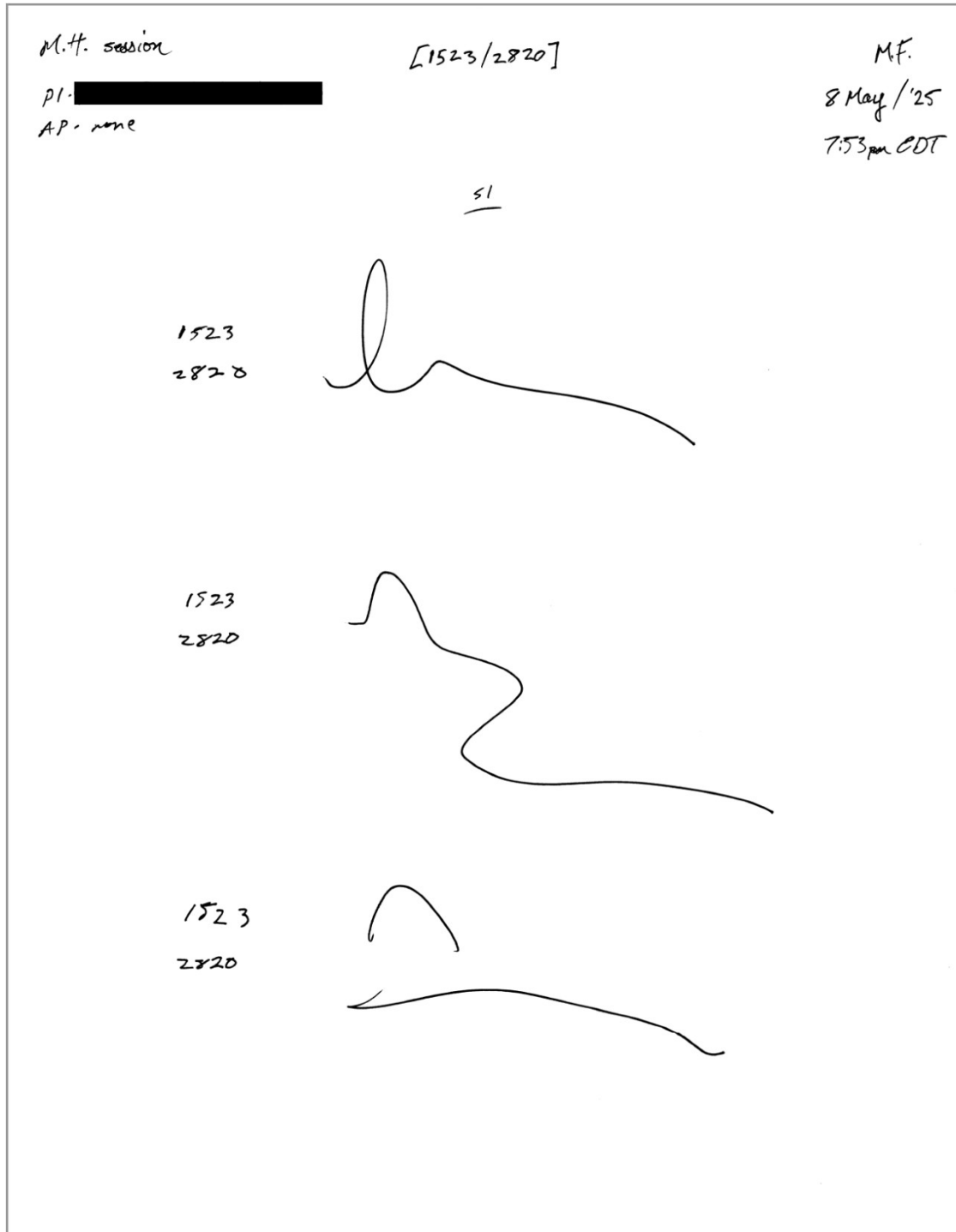


Fig. 8 — Session page 1 — Stage One: target reference numbers and ideograms

52			2
smooth	yellow-goldens	rubbing	
silky	bright	whooshing	
	reflective	rushing	
	:	finking	
rough	:	rattling	
gritty	earthy	"quiet."	
.. the stones	faint	:	
pebbles.	fresh	semi-rhythmic	
	:	:	
"moist	..	:	
wet	u/i	up	
.. the waterfall	bleed	down	
stream	earthy	low	
mist.	stony	curved	
	.. the grass	around.	
dry	chlorophyll	:	
stringy	:	..	
leafy	bitten	..	
..	the slimy	..	
bright	fish.	..	
green	:	..	
blue	moderate	..	
.. the bright summer	warm	..	
day.	humid.	..	

Fig. 9 — Session page 2 — Stage Two: sensory and dimensional data

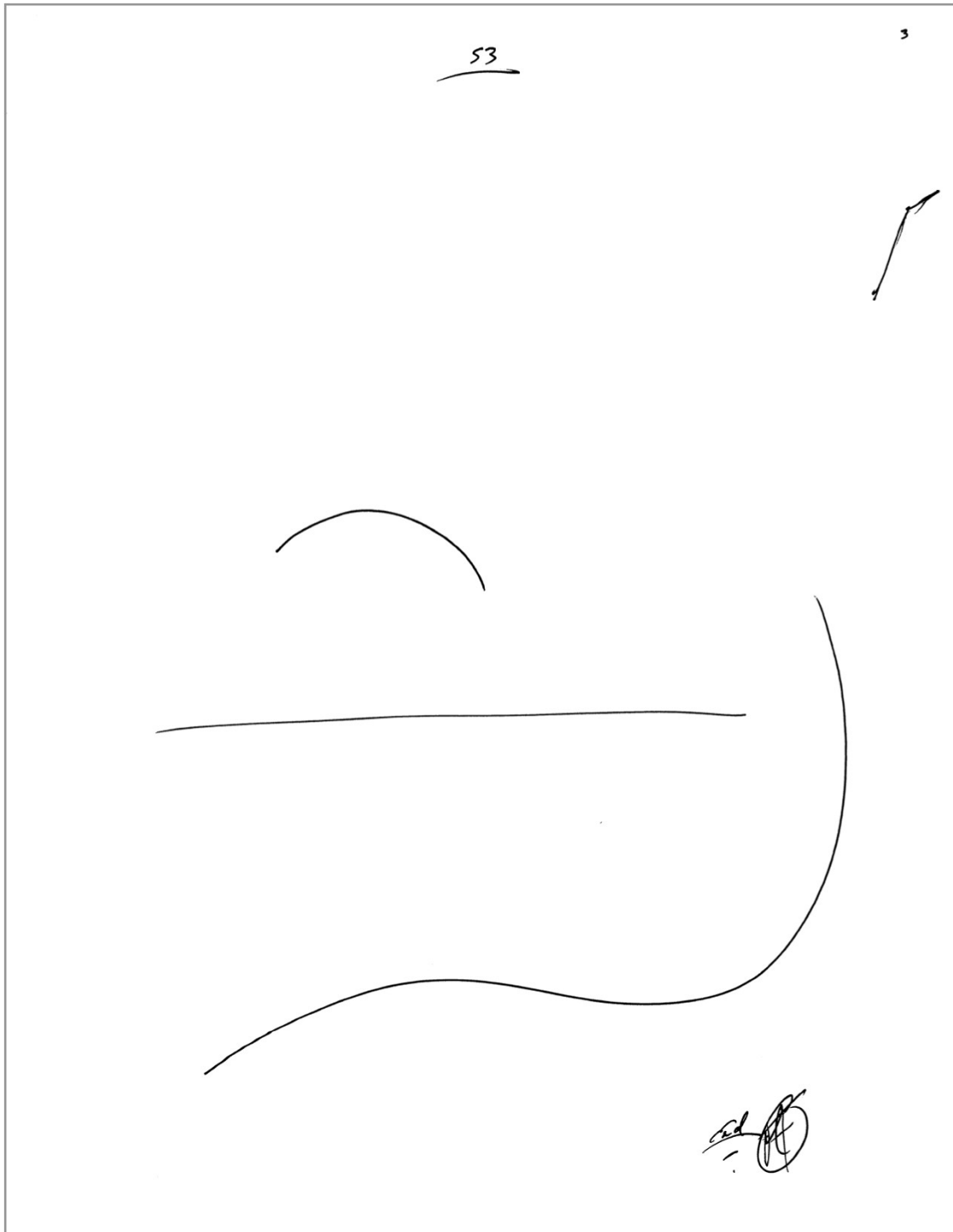


Fig. 10 — Session page 3 — Stage Three: site sketch, and End Session

Summary

The target is a landscape, outdoors. It is moderately warm here, perhaps mildly humid. This place is all natural; there are no artificial structures or lifeforms present. Terrain and topology vary – the ground is rough – stony and gritty, with high and low areas. Likely there is some vegetation here, but I suspect it is somewhat sparse. There is some low, winding feature like a ‘crack’ in the earth that reminds me of something like a ‘creek’, a ‘streamlet’ or a ‘brook’. There are some hill-like and cliff-like features in the distance.

Strictly speaking, this is not a traditional data summary. Rather, it is part summary, part analysis, because a) there simply isn’t a lot of data recorded in such a short session to summarize, and b) as an experienced remote viewer familiar with my own *style* – and as such, am able to infer the likelihood of certain things by way of the subtle, experiential nature of the remote viewing process.

Note: for reference, the S3 sketch was produced by engaging kinaesthetics, in order to ‘outline’ the target site, in the form of *visual archetypes*. This session contained almost no visual data input.

The Target

[1523 / 2820]



Fig. 11 — Feedback — the designated target, revealed after the session

Resources & Selected Glossary

Resources

Additional resources, including recommended reading, useful materials, a publicly accessible target pool, and exclusive access to the official RV Training Community can be found on my website, remoteviewingtraining.com.

Glossary

Terms as used throughout this guide. Where usage varies between schools of instruction (minimal), the definition given reflects the convention of the author's lineage.

Advanced Perception (AP) — A pre-session impression regarding the nature of the target. APs are declared and allowed to dissipate before beginning, as they are as likely to be contaminated as accurate.

Aesthetic Impact (AI) — The viewer's own emotional or aesthetic response to a target or target site. Declared and dissipated in the same manner as AOL, in order to preserve objectivity. Not to be confused with Emotional Impact.

Alpha / Theta — Brainwave frequency ranges associated with relaxed and near-sleep states respectively. Remote viewing is typically conducted between low-Alpha and low-Theta.

Analysis — The process of interpreting summarized session data as a whole, in order to determine what the data describes. Distinct from data collection, and performed only after the session has formally ended.

Analytical Overlay (AOL) — The intrusion of the analytical or imaginative mind, which fills gaps in incomplete data by naming or interpreting perceptions. AOL is identified, declared in its own column, and allowed to dissipate before the session continues.

AOL-Drive — The condition in which undeclared AOL takes control of a session, contaminating subsequent data and often cascading into session failure.

Aperture (psychic aperture) — Metaphor for the effective bandwidth of the signal line. Structured methods are designed to widen the aperture progressively over the course of a session.

Bilocation — The division of a viewer's attention between their physical location and the target site. Bilocation operates on a gradient rather than as a binary state: structured methods such as TRV work at or near an even split, with the viewer remaining alert and aware, while ERV aims for a far higher degree of site contact, approaching full immersion.

Blind — Operating with no foreknowledge of the target. Blind status ensures that all session data originates from the viewer's mind rather than from inference. In double-blind protocol, neither viewer nor monitor knows the target.

Controlled Remote Viewing (CRV) — The original structured method, developed by Ingo Swann and Hal Puthoff by reverse-engineering the processes of a reliable natural psychic (Swann). Originally Coordinate Remote Viewing. Conducted alert and aware, in progressive stages.

Cue — A written instruction defining the target or the aspect of it to be addressed. Used alone or alongside a photograph or other target reference material (TRM).

Data-fitting — Retroactively bending session data to match the revealed target. A failure of honest self-assessment, and corrosive to learning.

Dimensional data — Low-level data describing shape, size, spatial ambiance, density, and motion. Collected alongside sensory data in Stage Two.

Dowsing — A distinct intuitive discipline, often employing tools such as rods or pendulums, used adjunctively in remote viewing work — particularly map dowsing for location tasks.

Drawing — A fully rendered visual representation of a target, as distinguished from a sketch. Drawings belong to the later portion of a session, once strong target connectivity is established.

Emotional Impact (EI) — Emotions emanating from the target or from subjects present at the target site. Unlike Aesthetic Impact, EI is data, and is recorded as such.

Extended Remote Viewing (ERV) — A family of free-form methods conducted in the hypnagogic state — mind awake, body asleep. Highly visual and experiential, requiring extended time to complete. The session record is created via recording, or by hand immediately afterward.

Feedback — Information regarding the actual nature of the target, provided after the session. The standard axiom in training is that feedback should be immediate and aesthetic. Feedback is essential to skill development.

Four Pillars — Aptitude, mindset, training, and experience: the four components underpinning excellence in remote viewing.

Gateway / Hemi-Sync — Audio-based training programs developed at the Monroe Institute for accessing altered states deliberately. Used to train unit viewers in the early 1980s.

Hawaii Remote Viewers' Guild (HRVG) — A hybrid method originating outside the STAR GATE programs, combining elements of structured methods with elements resembling ERV and freeform work.

High-level data — Specific tangible and intangible concepts: a target's purpose, function, history, materials, activities and the like. Typically presents reliably only after significant time-on-target.

Hypnagogia — The threshold state between waking and sleep, at roughly 3.5Hz. The operating state for ERV.

Ideogram — A rapid, spontaneous mark produced in immediate response to the target reference numbers, representing the body's initial kinaesthetic response to the target. Produced in one to two seconds, without deliberation.

Kinaesthetic — Pertaining to bodily motion and sensation. Remote viewing operates substantially through the mind-body interface, making kinaesthetic response a primary channel for data.

Low-level data — Basic sensory and dimensional impressions, typically perceived early in a session. The foundation of accurate work, and the focus for beginners.

Matrix, The — Researchers' term for the informational substrate in which all of reality exists in its most fundamental state, and which is accessible to the unconscious mind.

Method — The technique a viewer uses to establish signal line connection to a target and extract usable data from it. Distinct from protocol. Methods range from highly structured to entirely freeform.

Monitor — A second person who prompts and guides the viewer through a session. A viewer working without one operates solo.

Natural / Freeform / Generic Remote Viewing — The use of natural psychic ability in an unstructured manner, typically unique to the individual and correspondingly difficult to teach.

Objectify — To record a perception on the worksheet — as a sketch or word descriptor — in real time. Objectification both preserves the data and separates the viewer from it.

Operational Remote Viewing — Remote viewing applied as a practical, real-world problem-solving skill, as distinguished from remote viewing studied as a phenomenon under laboratory conditions.

Out-of-Body Experience (OBE) — A subjective experience of awareness separating from the body. Distinct from remote viewing, though ERV bears some resemblance to it.

Personal Inclemency (PI) — Any personal factor that may intrude upon performance — fatigue, agitation, thirst, illness. Declared before the session; addressed beforehand where possible.

Protocol — The setup under which a session is conducted — for example solo-blind. Distinct from method: protocol is the arrangement, method is the technique.

Remote Viewing (RV) — The trained ability to acquire accurate information about a person, place, thing, event, or idea — past, present, or future — regardless of distance or shielding, by means other than the physical senses.

Sensory data — Low-level data describing texture, colour, smell, taste, temperature, and sound.

Session — A single, formally bounded episode of remote viewing work, opened with target reference numbers and closed with a formal End Session notation, time, and signature.

Signal line — The hypothetical communication channel between the viewer's unconscious mind and the target. Established at the outset of a session and deliberately severed at its close.

Site / target site — The target considered as a place or scene to be explored, whether or not the target is literally a location.

Sketch — A quick, simple, archetypal rendering of target data — shapes, outlines, silhouettes, motion, orientation. Not a drawing, and not necessarily based on visual impressions.

Solo — Operating without a live monitor. The most common arrangement in a learning scenario.

Stages (S1, S2, S3, S4...) — The progressive, additive phases of a structured session, alternating between sketching and data collection, with increasing detail as the session proceeds. S1 establishes contact via ideogram; S2 collects low-level sensory and dimensional data; S3 produces rudimentary sketches; S4 and beyond address higher-level data.

STAR GATE — Umbrella designation for the U.S. government's remote viewing research and operational programs, declassified in 1995.

Summary — A written account of session data in sentence and paragraph form, explaining rather than merely restating the results. Written before target reveal.

Target — Any person, place, thing, event, or idea — in the past, present, or future — designated for a viewer to sketch and describe.

Target pool — A vetted collection of targets from which a target may be drawn.

Target reference material (TRM) — Supplementary documentary items used to provide target context using written or photographic materials.

Target reference numbers (TRNs) — A random number set, usually eight digits, assigned to a target and presented to the viewer in place of any descriptive information, thereby preserving blind status.

Target reveal — The act of un-blinding the viewer by disclosing the designated target after the session has ended. The first step in the feedback process.

Tasker — The person who selects, formalizes, and assigns a target, and who frames the questions a session is intended to answer.

Technical Remote Viewing (TRV) — A refined and streamlined variant of CRV developed by Major Ed Dames in the private sector. More rigidly structured, designed for ease of learning and for systematic problem solving against real-world scenarios.

Word descriptor — A single word recording a perception. The preferred unit of written data; phrases and sentences are used rarely, and only as a last resort.