

DEBRA LYNNE KATZ

International School of Clairvoyance

Bio

Debra Lynne Katz is an internationally renowned speaker, and founder and director of the International School of Clairvoyance (ISC), which was the first online school in the world to offer interactive small group clairvoyant training in a tele-seminar and webinar format. Debra is an author of “You Are Psychic: The Art of Clairvoyant Reading and Healing”; “Extraordinary Psychic: Proven Techniques to Master Your Natural Abilities”, and “Freeing the Genie Within: Manifesting Abundance, Creativity, and Success in Your Life. She has been a professional clairvoyant, healer, medium for the past 25 years and is a professional remote viewer, parapsychologist and research subject. She is currently a Ph.D student in Psychology at the University of West Georgia and holds a Masters Degree in Social Work with a B.A in Psychology.

While Debra is a talented and highly sought after clairvoyant-medium-psychic-remote viewer, she is perhaps more unique in her belief that all people have the innate potential to tap their own intuitive powers. She is also unique in that she is a psychic researcher in addition to being a spiritually orientated psychic. She works around the clock to continue to improve her own intuitive abilities and those of countless others, convinced that most of humanity has not even come close to realizing their true potential.



Debra, does the style of Remote Viewing that you teach have a name?

DLK: I teach two types of psychic modalities: For over 20 years I’ve been teaching an approach that for lack of a better term I call “clairvoyant reading and healing”. This system is outlined in my books, *You Are Psychic: The Art of Clairvoyant Reading and Healing* (2004) and *Extraordinary Psychic: Proven Techniques to Master Your Natural abilities* (2008); and touched upon in my latest book “*Freeing the Genie Within: Manifesting Abundance, Creativity, and Success in Your Life*” (2009).

I also teach a completely different modality, which I have coined as Practical Remote Viewing. While I’ve incorporated remote viewing exercises and experiments into my training

with clairvoyant students from the start (motivated by the release of Targ and Puttoffs, *Mind Reach* (1994), I really got more serious about constructing a more formal course about three years ago.

Can you briefly explain the differences between these two approaches?

In Clairvoyant Reading and Healing, there is a focus on reading and healing oneself and others through the use of focused attention on particular symbols, pictures, and colors that can be manipulated to obtain information or effect change within the “client”. A key aspect to this approach is that the clairvoyant reader and client usually come together in real

time for the information/energetic exchange on the phone or in person.

This approach is based on a system of psychic development created by Lewis Bostwick in the early 1960's to help people whom he identified as "sick" psychics and "out of control" healers. There is a strong focus on meditation, grounding, bio energetic concepts and deprogramming one's own belief system that may stand in the way of clear perceptions and one's own personal empowerment. There is also a focus on what I call "energetic health maintenance" which teaches students how to set and maintain firmer boundaries.

My books were the first to reveal these techniques to the general public, building on them and emphasizing what I have personally found to be most important gleaned from my own intensive practice as a professional clairvoyant, student and teacher. I was also one of the first (along with a friend Francine Marie) to offer clairvoyant programs via tele-seminar platforms, through my school the International School of Clairvoyance, although there are now others offering online training as well.

Remote Viewing, which to share Ingo Swann's definition, is "a particular protocol" that makes use of psychic functioning (Swann, 1993), differs from Clairvoyant Reading and Healing quite significantly in both approach and subject matter. The focus of Remote Viewing is on obtaining information related to the material world as far as locations, objects, events, photos, videos, and people who often are not asking to be perceived. Whereas the approach of clairvoyant reading and healing I teach relies heavily on formulating symbols that then become the representation of what ever is needed to be known, all forms of remote viewing seeks to directly perceive the outside environment as is (or as closely as possible), rather than in symbolic form, as symbols can so easily be confused with literal objects. Remote Viewing also makes much greater use of physical tools such as paper, sketching utensils, etc.

My 12 week "Practical Remote Viewing" class offers an eclectic, well rounded, introductory approach to the subject (with the goal of bringing all students to as high a level of performance, functioning, and professionalism as possible) and is taught in a 3 hour highly interactive small group format via webinar. A major goal is helping students to understand and appreciate remote viewing's historical and scientific foundations that sets it apart from all other forms of psychic work and places it sometimes within an awkward tug of war between a parapsychological and operational (real life applications) framework.

Students gain this understanding through doing exercises in the vein of the early researchers from Sinclair to Warcollier to Rhine to Swann to present day practices. My RV 12 week program smorgasbord of techniques, concepts, skill set, demonstrations and exercises designed to give most students everything they need to know to go out and begin or continue

to practice, whether on their own; with other remote viewers; with project managers or researchers, and even in preparation to go on to train elsewhere.

By the end of the class most students will know whether or not the more disciplined, labour intensive approach to CRV, or the more sleepy deep state of ERV, or the more social oriented and fun realm or ARV, is something they want to pursue and where to go to pursue one of these or all of them. They will also understand different ways to summarize sessions and how to present themselves and their remote viewing sessions in a professional manner to prepare them to work with others. So they learn how to adequately move information from their minds, to their paper, to their camera phone to their computer and then to whom ever may request the information, in as efficient and professional manner as possible.

These days if you can't learn how to work with technology you really aren't going to be effective as a remote viewer or clairvoyant unless you are the one or two people in the world who are fortunate enough to work in an actual research lab. Even then, that can only last for so long. I also really try to help students understand issues involved in remote viewing project management such as judging/rating sessions, target construction, selection, and the myriad of variables that make formal projects challenging so they can at least start thinking about these things as they move forward in their work with others.

Why do you use a mixed methods approach to your remote viewing work and in what you teach?

These styles comprise much of everything I've learned and integrated into my practice and found to be personally useful for myself and others. I think of my overall repertoire as a tool shed with each of these approaches as being a tool box filled with many useful techniques, concepts, and theories that can be used in concert with each other, or mixed and matched as needed.

Controlled Remote Viewing (CRV) methodology is a heavy duty tool set that Ingo Swann intended to be used per strict instructions, specifically for the purpose of reducing analytic overlay. He didn't believe this was necessary to follow in order to be psychic, but he developed it with the end goal in mind for military remote viewers to produce a report containing as few errors as possible in it, regardless of what was happening internally. However, CRV can be cumbersome and get in the way of an easier flow of information.

There are times when I find that I'd rather lay down and not be distracted by writing, move into a deeper state and speak directly into a tape recorder, more in alignment with Extended Remote Practice.

Meanwhile, If I have an ARV trial to do for someone, I'll just do maybe a "down and dirty" session but still make use of

aspects inherent in these other's methods. If I need to find something my husband has lost that is likely still in or around the house, I may only need to sit down quietly for a minute or so, imagine I'm moving to the lost item, tell myself to look around and images will arrive that help find the missing object. However, if this missing object was in an area unknown to others who were searching for something, CRV might really be the exact approach to pick up.

Sometimes I use the methods from my clairvoyant reading and healing practice to get started with a remote viewing session as well although these alone often are not exactly enough for remote viewing tasks.

So I want my students to have the same flexibility and to adjust their approaches to whomever they are working with, in the plethora of circumstances that remote viewers find themselves in.

I was in a research project with Stanley Kripner and Alan Quan who wanted me to wear a blindfold and be in the dark for half my sessions as they were supposedly testing lighting conditions. So since I couldn't use paper (tried, way too messy with the blindfold) my CRV structure had to be thrown out the window and I employed another technique of simply looking at a blank screen. I was resistant to the blindfold at first but now I tend to use it quite a bit, both for clairvoyant readings and for ERV type of remote viewing sessions.

I was in another year long project Dick Bierman and Ed May as the rater. Ed who would get annoyed if I sent him more than a list of 10 words or so and a few sketches (and he has a personal dislike for CRV even though I don't feel like he understands or cares much about which aspects are useful), so regardless of how I conducted the session, I needed to put it together in a form that worked for him.

I was in another project with James Spottiswoode involving target types (photos of objects as opposed to locations) that I had never worked with before, so again, adjustments were needed.

Lori Williams, one of my CRV teachers, once emailed a group of us with an urgent request to find a missing boy and a deadline for within the hour. I was about to go in for an MRI. So all my approaches went out the window as I did my session from inside the MRI machine. (I actually got a lot of clear images and information in there that later corresponded with the feedback we received when he was found soon after).

So another thing I always want to impress upon my students is they must be able to remain flexible, and available to show up immediately in any situation making any adjustment to any protocol. The beauty of being intuitive is you can always use your intuition to tune in and discover "what do I need to do right now to get what is needed?", but it's easier to do that once you have an idea of what "tuning in" even means. That's where some guidance helps, even for those who don't feel

like they are going to go so deeply into this practice as I'm describing above.

What motivates you to want to teach?

Other than having spontaneous psi based experiences as a child (which I attribute to having an identical twin sister who was open to these topics) I had absolutely no idea how to make use of my psychic perceptual abilities in any controlled way until I embarked on an indepth, year long, rather expensive course of training when I was 27 years old. I was fortunate to be in the right place and time in my life to be to train in this manner. Therefore, I wholeheartedly wanted to open up opportunities for others to do the same: opportunities that include not just learning how to access information for others, but that enable students to get more in touch with their own internal self guidance; that help them learn how to do this work in as safe and healthy manner as possible, and that help them to connect with other like minded people.

Can you briefly outline who taught you, any training in RV that you had or experience that has made you a remote viewing trainer?

The following includes clairvoyant teachers, healing teachers, OBE teachers, remote viewing teachers: David Pierce, John Fulton, Robert Skillman, Chris Murphy, Michael Tamura, Jun Labo, William Nonog, William Bulman, Richard Bartlett, Ed Dames, Dr Wayne Carr, Mike and Susan Van Atta, Lyn Bunchanan, Lori Williams, Coleen Marenich, John Herlosky, Joe McMoneagle, and many others.

Whereabouts in the world do you teach?

It's funny because when I named my current school the International School of Clairvoyance, I had recently moved from Sedona, AZ to Southern California, and I felt like it wasn't really accurate to add "international" into the name. But every year it continues to earn that name more and more as I am truly interfacing with students on a weekly basis "world wide".

These days most of my classes are taught via webinar-teleseminar, although I continue to offer some in person workshops, these are limited while I'm attending graduate school at University of West Georgia. Right at this moment, I'm teaching four different 12 week classes via either webinar or teleseminar. Typically half my students are from the U.S. and Canada, the other are from places around the world such as: U.K, Australia, France, Germany, Mexico, Portugal, Pakistan, Israel, Saudi Arabia, Nepal, Russia, Belarus, Ukraine, Poland, Greece, Congo, Africa.

Last year I did spend 10 days teaching in the country of Belarus, near Russia, and I recently taught workshops in Chicago and South Carolina and I'll also be teaching for a day or two in Hawaii this year.

What web based platforms do you use for your classes?

For my remote viewing training, I like to use www.zoom.us as it has really easy to use and comprehensive screen sharing capabilities, including a white board feature that allows me to demonstrate ideograms, sketching, mapping, and other RV techniques. I need programs that give me the freedom to be spontaneous and quickly cycle between various features for sharing feedback photos, videos, or powerpoint and word documents. While [gotomeeting](http://gotomeeting.com) and [webex](http://webex.com) are great, they don't seem to allow for recording video along with the audio, or as easily produce an mp3 audio recording as zoom.us does. Zoom also allows for breakout rooms, chatting, polling, etc.

However, for my clairvoyant reading classes where my students need to break into smaller groups to practice on each other, I prefer the polling and breakout features of [maestro conference's](http://maestro.conference.com) audio teleconferencing program. For these clairvoyant based classes I only use audio, as feedback comes in the form of conversation rather than visual pictures. Also, I try to keep these students in a meditative state throughout the duration of the whole class, so rather than sharing my screen, I want them to focus entirely on the internal "screens".

Approx how many students have you taught?

As far as my 12 week teleseminar and webinar classes, I've had a lot more clairvoyant reading and healing students than remote viewing students, but when you combine these together I'd say I've had about 600 separate students over the years with a lot of these coming back for other kinds of classes to average about 100 students a year who actually graduate from a longer term program). I'd say I've taught another 2000 students if you count all those who attended the lectures and workshops I've offered at expos, book signings, and conferences over the past two decades. My how to based books have sold hundreds of thousands of copies in addition to all those available at libraries! and I also have several audio courses so these have probably reached quite a few people as well

Can you outline the cost of your training?

My tuition fluctuates, but as of today, the listed tuition for my 12 week clairvoyant Level One and Two Classes is \$1500. For my 12 week remote viewing class it is \$900 (these are with early bird discounts but most everyone qualifies as I'm a sucker for extending discounts).

I'd also say about half of my students also receive additional discounts, including partial to full need based scholarships or work/study/assistantship arrangements and many receive discounted payment arrangements (I never charge interest). I offer substantial discounts (including free tuition on a limited basis) for students who are receiving SSI, for those who have disabilities, for those who are in the military, and for those

who come from developing countries - and particularly for students who come from underrepresented countries who can demonstrate they are already in helping professions aiding disadvantaged people (like my new student from the Congo or my student from Nepal). I also often give full scholarships to those who are between the ages of 18 and 21 (for those who ask). I also have a running scholarships offer in my remote viewing class for academic based parapsychologists, but not one has yet taken me up on this yet!

Why are your clairvoyant reading and healing classes more expensive than your remote viewing classes?

There are additional practice opportunities that come with the clairvoyant classes, students can retake classes for free, and a lot of my clairvoyant students go onto start their own professional practices, some right away, some off in the future, so many potentially will earn their money back. Remote Viewers tend to not make as much money (although the potential is certainly there for those specializing in finding lost objects). Also I've been teaching the clairvoyant classes for a long time, they are the subject of my three books, and am quite confident that I can offer training that is going to launch students faster and farther than they could ever conceive of in a very short time – whether that launching has to do with their intuitive abilities, or their creativity or what ever their healing goals are. This type of work is truly transformational.

While I'm confident I can move most of my remote viewing students to a much higher level of functioning and performance in their remote viewing practice than when they started the class (particularly brand new ones), I think remote viewing works on a less rigorously personal level. I mean sure, students perceptual abilities will increase, they will learn more about themselves and the world around them, they will learn to recognize information flowing between their conscious and unconscious and so get much better acquainted with these aspects of themselves, but they kinds of experiences they have will be different as we are focused on more scientific methods in the remote viewing classes than on spirituality, and also we focus less on meditative techniques. Therefore tuition is less for these classes even though they actually require a lot more time on my part as far as preparing practice targets, reviewing students home work assignments, etc.

What do you say to people who think that psi related services, whether readings, remote viewing sessions or training should be offered free of charge?

The idea that its ok to charge for any other kind of training/ educational program or service or product, but not from an intuitive based training or service is just ridiculous, as well as completely insensitive to those who make great sacrifices to teach and work with clients. No one would have the nerve to

suggest anyone in any other profession should work for free, including those in public service jobs or who work for non profit organizations. (I mean if some trainers want to teach for free that is absolutely wonderful. But I can't personally afford to do that as I'd need to go get a full time job and then not have time to teach what I love).

I've heard researchers criticize remote viewing trainers for the prices they charge, despite the fact that they do very little that is not funded either through grants or annual salaries that far exceed those of the general public. I've even been told by researchers that remote viewers should be willing to participate in research without receiving credit (its considered "ethical" in psychology research to hide "subjects" identities, without even asking them if they want this) and that they should be willing to help out of "the goodness of their hearts" – meanwhile those very same researchers will go onto retire, set for life with pensions and funding they secured only because they were allowed to be recognized for their own contributions.

Also money actually helps ground the entire experience and often sets apart those who are serious, dedicated and disciplined from those who are not. (The majority of those who miss classes or don't complete programs are those I've given scholarships or assistantships to). I assure you this is a trend that all practitioners discover, usually just right before they move to practicing for free to charging for their services.

While some say it is unfair to deny those who really want to learn but can't afford to do so, these days, there are dozens of remote viewing books, organizations, free websites and resources, and people offering instruction via webinar, social media, etc. It just requires students to be more self motivated and creative. That being said, I personally never want to turn anyone away who has an intensive burning desire to learn about their own potential and that's why I offer the above scholarships, discounts, work study opportunities, etc. But do I think all RV teachers should or need to do this? No. Still, it never hurts to ask and to be persistent with whom ever you want to work with. Most psychic development teachers I know will be flexible if they know a student is really devoted and will put in the personal time.

Could you share two or three student testimonials?

"I'm a current student at The International School of Clairvoyance (in my second and final session) and have read all of Debra's books. I find Debra's approach unique for several reason. 1. She believes that everyone can learn to do clairvoyant readings and this is obvious in her approach to teaching. 2. Debra's method is structured. By this I mean that she supplies specific steps to psychic development. When practiced these steps work! 3. Her approach is comprehensive. Debra doesn't only focus on teaching the student how to do a standard professional (or informative reading), she

covers less traditional aspects of clairvoyance such as clairvoyant healing and visual manifestation work. All classes are taught live by Debra. Class sizes are small and highly interactive. Weekly opportunities for practice (with volunteers, not other other students) are provided - in addition to the classroom session. Additionally, Debra is truly gifted teacher - gentle, encouraging and effective. She has a special ability to pick up on core issues (which may be quite subtle) whenever a student is struggling and provide discerning feedback and insight - something that just isn't possible in a large or prerecorded class. This course is ideal for those wishing to work as as professional clairvoyant reader or healer or anyone who wants to bring this very valuable life skill into their own everyday experience"

- Barbara, G. Pittston, PA

Here are some pages with lots of testimonials:

<https://www.debrakatz.com/training-testimonials>
<https://www.vocalreferences.com/merchantCenter>

Do you remote view yourself or do you just teach?

Yes I am a professional clairvoyant and remote viewer. On average I have consistently spent between 5 to 20 hours a week engaged in intuitive work for the past 25 years. According to my calculations, a very moderate estimate would come to 13,000 hours of intentional, intuitive based work. This does not include my teaching time when I also go into altered states, or meditation time or dreaming time spent on various psi related endeavours.

Are there any published or online examples where people can see of your remote viewing projects or work?

Yes you can see some here:

<https://www.debrakatz.com/debra-rv-session-examples>

Does training in RV guarantee that I will become a remote viewer?

My first response to this question was if you remote view, you are a remote viewer and if you want to know how to remote view, then why wouldn't you do what anyone else on this planet does when they want to know how to do anything? Find out – from someone else with some experience – and preferably a lot of people with a lot of difference experiences and then go practice and never stop practicing different and more challenging tasks as you begin to master the earlier ones.

But then I realized that maybe the person asking this question really meant to ask "does RV training guarantee I'll have psychic experiences, as in accessing information with psi

related perception?”. My answer to this is the training alone won’t guarantee this, but if the training includes practice and you are willing to practice both in and out of class and do what ever it takes, you will absolutely get to experience your own natural psychic perception. No one would want to keep up with remote viewing if they didn’t see evidence of that. I fully expect that my students will have a mixture of correct and incorrect information in their transcripts within even the first few exercises we do, particularly if we start with targets that are easier than others as far as out boulder type locations, or compelling and dynamic photographs. Sometimes I start with these, but sometimes not.

Do you ever have students who are very blocked or just basically suck at remote viewing.

Yes to the blocked part and as far as sucking – yes, initially, and for those who just drop out they will always suck until they get back into practicing and learning – whether that learning is on their own, with myself or another teacher. In every class there is usually one person who struggles to some degree more than everyone else. For someone particularly blocked, they may need to retake a class and practice more than everyone else. That’s why my students can always retake a class at no extra charge as long as its being offered.

I had a student who was behind everyone. He really struggled. He retook most of my classes several times, he also went and trained with others, and he didn’t give up. And I started to notice something striking. He wouldn’t speak up and share as often as others, but when he did...Wow! Crystal Clear accuracy. Doesn’t mean he doesn’t still have moments of fear or doubt or resistance to the entire act of reading others - but when he shares something its often spot on. In fact, he’s now an assistant teacher in some of my classes.

Most students who struggle do so not because they aren’t psychic, but because of internal, psychological, emotional issues and resistances and a lack of will. Some of those who come into my clairvoyant reading classes can’t handle the stress of speaking up to another person on the phone as they are afraid of being wrong, afraid of hurting their feelings, afraid of seeing something disrobing, afraid of sounding silly, afraid of bothering the other students.

What does any of that have to do with one’s actual psi abilities? It’s not the psi ability that’s a problem, it’s the internal environment of the person that is getting in the way of it. Psi perception is very subtle. It requires a calm, focused, attitude. So for someone with all that fear and emotion it’s not just going to help to just practice, they are going to need to do some pretty heavy duty inner/personal transformation work as well. Some who are so socially introverted or awkward with very low self esteem should not even be trying to do readings on others, however, they could make excellent remote viewers, unless the fears translate to communicating on paper in terms of being fearful of being wrong, judged, etc.

So all this intuitive work is not just about the psychic perceptions, it’s also about preparing oneself mentally, emotionally, and physically so that we can be calm, clear, stable enough to perceive the information and share it in a courageous way. Since birth we have all mostly received repeated messages – “be careful about what you say before you say it”, “Be logical”, “its just your imagination”. In remote viewing or clairvoyant work – these are the first types of programmed messages they come up against and some just cannot get past them. It’s not the psychic part of a person that is the problem, it’s all the other parts drowning that part out. Some people have more work to do this in the area than others.

This is why those who have already spent a lot of time working on themselves through other personal growth processes tend to excel at these types of tasks.

Where can I reach you on:

www.debrakatz.com

www.seventhsight.org

<https://twitter.com/debrakatz>

<https://www.facebook.com/debra.l.katz.7?fref=com>

Email: debra@debrakatz.com

Debra, I also asked a within a few Facebook RV groups, covering approx 4-5,000 people, if anyone had any questions that they would like asked of trainers and these were:

Paige Turner - What is the most important first concept to learn with remote viewing?

The most important concept hands down it to practice the art of observing without needing to know. Your job is to simply observe, not to know. The goal is not and can not be to name the target while you are in session, or to try to understand what it is, or figure out even what’s going on. Start and end a session always by reminding yourself very firmly that your job is very simply, to observe, describe and report. Knowing is your enemy. Logic doesn’t enter into it until the entire sessions is done.

Also, this is not about making connections between your first impression to the next. The art of doing remote viewing or any psi task involves letting each impression stand on its own and yet here is the paradox – every former impression particularly the visuals, but sounds, textures, movement too - can be probed to solicit more information, but in probing them you

enter into the dangerous territory of trying to figure them out or then making logic connections between what you saw first and what you saw next. These should be recorded together on the page but not logically connected.

Also remember to always interact with the target with your body. Bring yourself there in your imagination, or bring it to you and keep touching, hugging it, smelling it, what ever you need to do to get it to give you impressions you can record. Also, keep moving around the target (in your imagination), as every time you move, a new flow of information comes in. In real life when we stomp up and down we get a reaction as in our feet sinks into the ground, we hear our heels tap, sand flies up. When we knock on a door it opens, or it breaks or it makes a sound. This is all we are doing in remote viewing. Think of yourself as a detective, but one that is not deducing, only collecting data through interacting with the target location and with your paper. Tell your logical mind it must remain quiet until you are finished and at the end you'll allow it free rein when its actually time to move into assessment mode.

Finally, upgrade your imagination from "just my imagination" to having Godly status. Your imagination is a sacred, highly functional canvas upon which information from the outside flows to show you what ever you want or need to know. Treat it with respect. Notice what's happening in there. That doesn't mean you should interpret what happens in there on a literal level - not at all – but it does mean that you should recognize that it comes with a high tech surround sound system built in there just waiting for you to show up and pay attention to what's going on in there. I find students that are unwilling to give their imagination a chance because its silly, childish, foolish, illogical, not only having a much harder time with intuitive work, but they tend to also be sadder people.

Jill Brown - Do you 'connect' with some students more than others. If so why?

Hi Jill, Absolutely, and I'm glad you asked. The answer is very simple and its true not just for my remote viewing classes but the undergraduate intro to psychology classes I recently started teaching at the university level. The students I connect with (as in the ones I think about, remember, pay more attention to, enjoy, etc.,) are the ones who speak up. They are the ones who ask questions, who share their thoughts, whether in class or in emails and sometimes both.

I fully understand this is hard for some students who are shy. I was so painfully shy for half my life, I totally relate – but the ones who can speak up are just more memorable. That is why I would suggest for any student of any discipline – always come up with at least one question per class to ask – or one experience to share. It doesn't matter what it is, or if you don't sound like you know what you are talking about, just speak up. Teachers love questions, they make our jobs so much easier and also challenge us in so many ways, forcing us to have to think on our feet, and so we love students who give us that

opportunity to do so. Of course this doesn't mean I don't appreciate my more introverted students, or that I won't do all that I can within the parameters of the class to get the quieter ones to speak up.

Stephen Karam - What role has ideology played in learning remote viewing, and who are remote viewers? Are they atheists, Christians, Muslims, Buddhists...? What kind of mindset makes a successful remote viewer?

Hi Stephen, I have noticed no trend as far as remote viewers religious backgrounds. What I have noticed is those who have the mindset that they will work hard, train hard, practice hard, for how ever long it takes, in a disciplined manner, do the best. Most people talk about Ingo Swann as someone who had extraordinary innate powers. What they don't know is that in a single year he did over 17,000 psi related trials. He completed hundreds of thousands of trials during the course of his life. Some of these were more in depth sessions some of them were forced choice, very quick tasks (akin to describing ESP cards). Most people don't know that Ingo had already done already done hundreds of hours of practice sessions in multiple research labs, receiving guidance from people like Janet Mitchel and Gertrude Schmeidler, prior to even coming to Stanford Research Institute. Ingo worked his ass off constantly to improve his own skills, and he saw improvement in most tasks he or others around him were doing. This is what gave him confidence that even those who were not known to be "gifted" natural psychics could learn to do this work. The same thing could be said of Joe McMoneagle who has frequently called remote viewing "a martial art". Both these men were very psychic, but you would never know their names if they hadn't had the ability to be extremely focused, self-disciplined, and preserver in the face of adversity, which was unrelenting in the environment they operated in. David Morehouse's book "Psychic Warrior" is aptly named. You have to have a warrior mind set when it comes to any kind of ongoing psychic work. Your enemies will always emerge just when you thought you eliminated them – these include your own doubts, insecurities, fear, ego and all the other people who are projecting these onto you as well.

One of my top performing students right now, who is also my webmaster, runs triathlons, she is a nurse but also was training to be a professional cyclist. Whatever characteristics would come with a person who can withstand all that comes with doing extreme activities that bring one to the limit, are those that benefit people doing psi related tasks like remote viewing, because these tasks require extreme focus under highly stressful conditions sometime. This is the premise for my second book, "Extraordinary Psychic" The extraordinary part is not so much about the psi as it is the personality that comes with it.

Ray McClure - What freely available material is provided by the trainer after training?

Hi Ray, my Student/Webmaster Natalie and I recently created hundreds of unique, practice targets for all remote viewers to use individually, for projects, etc. These are available for everyone, free of charge (not just my students).

<https://www.debrakatz.com/remote-viewing-target-practice>

Nigel Mullett - Is there any session examples available from the trainer and/or from their students?

Hi Nigel, Yes, check out this page for two recent monitoring sessions I did with students at the end of their 12 week training with me:

<https://www.debrakatz.com/student-rv-session-example>

Here are some examples from my own sessions:

<https://www.debrakatz.com/debra-rv-session-examples>

Rid Oneight - What do you do to get to know your student, in particular when it comes to each student's unique challenges? Do you identify the handicaps and talents of each student and if so, what do you do to help students become better?

Hi Rid, the student's talents challenges and handicaps emerge as we discuss their sessions, as they ask questions and as I review their work and in some email conversations outside of class quite often. I like to work intuitively, meaning I try to stay present with sensing the energy level of the group – making decisions about exercises, target types, how we are going to work, as we go along, so I can be responsive to group and individual needs. This doesn't mean I'm closely evaluating every single students performance at every moment – but it does mean I may lose sleep if one student is lagging behind the others and I can't figure out how to help them. It also means that I will invite those that are excelling to participate in other projects I have going on as well or refer them out.

Part of the reason I have so many techniques at my disposal is because I had to adjust what I was doing to accommodate students with different learning styles or who were falling behind or moving forward very quickly or whom needed some spot training. For example, I started working with professional psychics or mediums who were interested in developing their specific visual ability of clairvoyance, as well as those were hitting some sudden bumps in their practice and suffering from performance anxiety, and so I needed to learn how to accommodate them, without causing my newer students to feel threatened by the differences in skill level. Professional psychics sometimes have strong ego's to contend with – in that they feel threatened with new challenges that are invariably going to make them look less proficient until they

master the new tasks (then they will often move way beyond where they were before) but that period of going back to feeling inept, or realizing that they aren't going to be put on a pedestal because I don't subscribe to "gifted" psychic model, could be threatening. However, usually what they discover is more room than they had in years to just play, and let go of the seriousness of it all (which is usually at the source of their troubles). Also experienced psychics love learning new things and that's why many get very excited learning remote viewing, it opens up a whole new world, where as before they were starting to think what they were focused on and how they focused on it, "was all there is".

So my job is to make sure everyone is and remains appropriately challenged, but not so challenged they are going to move into stress or stay within what I'd call "invalidation mode" for too long. For those that are clearly progressing or showing a high level of aptitude, I'm going to raise my expectations for them as far as level of detail, level of accuracy, and level of professionalism. I may assign them a leadership role in the class as well. For those that are moving more slowly, I'm going to give them extra attention. Both students at either end of the spectrum can learn a lot from each other and that's why I love teaching in a group format.

Linda Brakefield Spellman – Have you been approached by the government?

No, but if I was I'd have lots of recommendations for them.

Tee A Woowo - What side effects in daily life have been generally reported by students after learning and practicing remote viewing? For example: has daily intuition and precognition become stronger? Has perception of reality changed? How?

Absolutely! Most that I work with report having an increase in daily intuition and precognition and empathic responses to others. As far as perceptions, they report noticing much about their environment they didn't notice before. They also notice a difference in dreaming patterns as well.

Dale Apfel - To what extent is your teaching influenced by your personal religious beliefs?

I believe in God in kind of a spiritual-technological sense – God is a higher power that is essentially an energy source we can literally tap into and draw from for empowerment. I believe in life after death. I believe that the most miraculous, unexplainable, crazy, impossible thing is US – it's us as humans living this insane, messy, weird, uncomfortable, bizarre life with these very crazy, freaky things called "bodies" and because of that something as simple and tiny as having psychic related perception, or being able to influence matter with ones mind are just so insignificant compared to the inexplicable mystery of us as humans on this earth. It is really surprising then that

anyone would raise an eyebrow about these tiny intuitive things when you put it into this perspective and therefore it makes it way easier to conceive that we can do these things. While I am technically Jewish (not sure how that impacts me except no one ever told me I couldn't explore these topics) I believe my open minded approach of one should have beliefs but always be ready at a moment's notice to re-examine them and discard them, makes it easier for myself and my students to have success in areas that many others are closed off to.

Do you ever remote view perspective students?

No. I'm way too busy to do that and I don't believe in invading people's privacy unless there is a very good reason to do so such as in solving a crime – or figuring out why a guy hasn't called back for a date when he said he would. You know, really important things like that.

That being said however, occasionally there are times where I just think about someone like as in, "Oh, I forgot to email so and so back, hope they aren't upset" and then I get some kind of download about them. But that's unintentional. Still, that's why I say there really is no such thing as ultimate privacy because this is something we all do from time to time, just a lot don't realize the source of their thoughts. The other thing that makes me laugh when I hear people get nervous about me possibly tuning into what they are thinking is that we all project onto others what we assume they are thinking anyway, and these projections, which more often than not are false, would do way more damage most of the time than what ever we might tap into that is actually true. That's why I'd rather people actually know what I'm thinking then imagine all sorts of things that I am not. But that's just me.

Nigel Mullett - Do you do an online course or is it just a classroom environment?

Most of my classes are online classroom interactive environments taught via webinar or teleseminar as outlined at the start of this interview.

Ruth Nofchissey - What kind of difficulties might arise from learning RV from a video like you tube?

Many students can do well from reading how to books or watching videos. Many others however do better working with a living person who will give them tasks to complete and provide practice opportunities. There are however ways to get that outside of working with an instructor. For example, you can join the International Remote Viewing Association (IRVA) and they have practice targets of the month. Alexis Poquiz on the large remote viewing facebook group offers free practice of the month targets. Daz Smith also sometimes offers these through his facebook group. There are lots of ways to get involved in associative remote viewing projects where you will learn a lot through the Applied Precognition Project run by Marty Rosenblatt as well. So watching videos and reading how

to books can help if you take advantage of these free or low cost resources, which by the way still come with some level of guidance as everyone I mentioned above is always willing to answer questions.

That being said, one thing I think newer people need to look out for is that it is possible to do a remote viewing target and get stuck in the emotion involved in it and then end the session not knowing you are still stuck in something that was part of the target (like an emotional state or thought form) or that got stimulated in yourself. This doesn't happen often but can. So I think if people are offering video courses they need to include instructions as far as how to get unstuck, protect one self, and heal one self or that's something a student who is in the process of training themselves should seek out. I talk a lot about this in my first book, "You Are Psychic: The Art of Clairvoyant Reading and Healing" which I wrote prior to getting heavily into remote viewin, but that really can complement any remote viewing practice.

Richard Krankoski - What kind of stats do you keep? Do you participate in any research?

I participate in a lot of research as an experimenter and as a research subject. However, I have only recently embarked on performing tests of my own students. I am currently doing pre-tests and post tests with my current remote viewing class and these results will be published either as part of my dissertation or in the near future.

Ray McCluire - How do you teach students to score their sessions?

I advise students to do a thorough feedback sessions, to circle everything that matches and to examine closely what worked and what didn't work. I also sometimes will invite them to sketch out what they wished they would have sketched upon seeing their feedback so they can imprint into subconscious what is expected of it.

How do you keep track of scoring sessions so you can keep records to learn from failures and successes?

I do not keep track of student's scores because they are students and what would I do with these scores if I kept track of them? I can remember who impressed me and who did not, and part of what impresses me isn't just occasional or frequent stellar sessions but how easy and pleasant they were to work with.

More importantly, what ever their score is at the beginning of class will not (or should not) be the same at the end. Nor should it be the same in three months, six months, three years, six years or 30 years. So it is unfair and limiting to score someone in order to place a definition of them that is going to hedge them into some kind of box that makes them think they

aren't and therefore will never be good at a particular thing, when in my own experience as a remote viewer I know that I have gotten very proficient at things I initially sucked at. So if I am not good at a particular kind of target, it's that kind of target I need to keep working at, perhaps even exclusively for a while.

This is why I set up somewhat unusual categories, including animal targets, on my website pages feature practice targets – so if a remote viewer feels like they get a sense of an animal being at a location but not the correct animal, which is common, well they should go do 500 animal targets and then reassess things. These practice targets can be found at:

<https://www.debrakatz.com/remote-viewing-target-practice>

Joe Kleinberg - After Remote Viewing, what is the next level up?

What is there after remote viewing? The practice never ends. I think it's imperative to the field that people start honing their abilities to describe letters and numbers and words and get over the mind set this is impossible or too hard to do. Jon Knowles, my buddy and the author of the new book, Remote Viewing From the Ground Up (2017) is currently doing research in this area and myself and friend Michelle Bulgatz have started formulating some experimental designs for studying this as well.

For myself personally, in addition to remote viewing, I have only recently embarked on practicing my PK skills on a daily basis without a great deal of success yet, although some weird things are happening around here, so not recommending this for everyone – particularity if you own your own home and have to pay for your own repairs! I am keeping a blog on my personal PK journey as things progress (hopefully!) which can be read at www.pkeveryday.com.

Jamie Sexton - Was there a particular part of the (CRV) protocol that you had difficulty learning and what did you do to help overcome this?

Hi Jamie as far as CRV – there are certain acronyms that are counter intuitive to me (i.e. "Stray Cat") I can't ever remember what the letters represent and that is irritating. Stage 5 tools seem to be filled with these words. I have a policy that if I don't understand something (which usually means I'm not finding it useful) then I won't teach it. Therefore I've modified the stage 5 tools and narrowed them into a single tool that can be done outside of a session (as during a break or at the end) or within the session – which basically is taking two or more AOL's, and breaking down the individual components into similarities. Like in a session if you got horse, dog, cow – what are the common dynameters? Brown, docile, animals, alive, fur, four legs, tails, maybe farm. So these are the words I'd include in the session and throw out the others words as probably analytic overlay.

Also, is there anything about the protocol that you might still sometimes have difficulty with?

Well I have had mixed feelings about identifying/naming my Stage one gestalts in the A/B sequence. On the one hand, I have quite high accuracy with identifying my ideograms, on the other hand, anything you name could then be analytic overlay. However, in going through Ingo Swann's archives I just discovered that the way he taught it at least to Tom Mcnear, is you should never guess at your gestalt – so you leave your B blank if it's not immediately clear to you what gestalt your ideogram is giving you. I really like that idea which I literally learned last week, as I was taught that we were supposed to force ourselves to guess at them (those of us who have gone through the formal route of ideogram training)

Also, while I love and advocate the stage 6 tools regarding mapping (as in drawing numbers around a shape, or the entire location and probing each number) I have a strong dislike for dowsing at this time, and so I don't teach it. I don't feel like it works for me, it just doesn't feel like it belongs in a remote viewing protocol. But I know some really love it and swear by it, and I've also seen people get very close to identifying spots on the map by combining remote viewing and dowsing. That's why I call what I cover regarding CRV in my classes an introduction to the subject – as I leave some components out that other teachers would definitely cover.

Richard Krankoski - What is your view of esoteric targets?

I think in moderation esoteric targets can be very cool on a very personal level as they allow us to learn about things we otherwise couldn't know about ourselves and the inner workings of the universe. Of course I use the term "learn" loosely, as this knowing may not be complete, entirely accurate, etc.

I've learned about the source of viruses, about God, about the nature of angels, about the connection between mental illnesses and possession, of orbs, of the future of the planet, about Planet X, from being assigned these as targets, often via blind or double blind procedures. I share these examples because most of these would probably also be interesting to many other viewers. What I don't like is being assigned targets that are esoteric that are of personal interest to the tasker but not at all to me. So I think taskers need to be really careful of this which isn't easy to know since they can't come out and ask the viewer what they think if they are trying to adhere to having blind protocols.

Igor Grigc, an experienced ARV project manager and author of ARV studio Software, recently gave me a blind target that was later revealed to be seeking information about, "why did a particular remote viewer (whom I know) have displacement for an ARV target?". I was so excited, and thought this was an absolutely brilliant target to give to me since they know I've

been studying the problem of displacement in ARV projects for years. However, for another viewer or psychic who hasn't been studying this, it would probably be quite annoying to receive something like this. I truly gained more insight into the displacement question due to being tasked this. Of course I can't prove these insights are correct just yet, but now they can help form a new working hypothesis I may be able to test in the future if time permits. That's what "esoteric" targets can do.

Of course we do also need to be careful with an esoteric target that we aren't simply describing the taskers ideas about the target rather than the target itself.

Stewart Edwards - How do you measure the effectiveness of your training?

Well there are two kinds of measuring – quantitate and qualitative.

Qualitatively: Every time I teach, even if it's a 3 hour workshop giving participants three different targets – I notice quite a huge difference with many students who share their transcripts, make comments and ask questions, between the first and second, and the second and third. In a 12 week class, I see some students progressing from week to week (again via looking at their transcripts and in talking to them), others may lag behind and then suddenly have that stellar session.

In general, what is immediately apparent is that many students start off with a majority of AOL's in their sessions, and over time, with instruction, move to having a majority of descriptors. Other indicators of progress is when they move from having more correct information then incorrect. having no sketches to many, and when they move from having more organized, neater, sessions that are turned in as requested. I see progress when I hear students discussing concepts they didn't know the meaning of before. I see progress when I hear about how they got together outside of class to practice with each other, or that they are now doing practice targets with other groups or managers. I see progress when they want to take my other classes as well. I see progress when they get excited about having had a cool experience during a session and get all excited, or when they send an email afterwards. I see it in the testimonials they write, in the emails they send sharing how the classes made a difference not just in their psychic development but in their personal live.

If you are speaking about measurements on a quantitive, structured level: I am currently in the process of doing a pre-test/post test experiment with my students with the help of another experienced remote viewer, Michael Ash, who is acting as the main experimenter in this in order to keep me out of the testing process. I'm hopeful we can set up an easy and standardized testing procedure (we may need to make some initial adjustments after this trial run) that other trainers can make use of as well. I may incorporate some of this into

my dissertation as well. Not sure yet. Will know soon.

Also, sometimes I do ask students to fill out a questionnaire at the end of class. I intend to start having all my classes fill out such questionnaires moving forward.

It is important to keep in mind as far as formal assessments, that the teacher isn't necessarily the best person to do the assessing. Students often want to say nice things to make the teacher feel good. Also, its natural for other researchers to doubt claims of success if a person might benefit from these claims as far as financially or personally. That's why those who are concerned about assessments (particularly those with training and background in formal assessments), rather than calling out teachers for not assessing themselves, should instead be offering to assist or do the assessments themselves. I'm sure some would be interested in this, while others would not be.

What due diligence do you do to ensure that you are not training foreign spies, terrorists or criminals? (I know in reality that would be extremely difficult, but one would assume that trainers at least think about such things).

Well Stewart, how do I know you aren't a foreign Spy? I mean you are from the UK and look a little like Sean Connery.... hmmm, and I gave you the key to our remote viewing targets for that project last year....

Seriously though, with all the other things I have to worry about in my life, this is the last one. I'm much more worried about attracting stalkers, or people who think I'm implanting thoughts into their brains (there are quite a few people who read my books and think this, even though I've never met them or have given them a moment's thought). Bottom line, what ever I might teach someone with nefarious intentions is so benign compared to whatever they are going to do if they get hold of a gun or instructions for creating a bomb or dangerous chemicals through logical means.

I'd be more concerned that they might negatively impact the overall energy of the class or the other students then that they'd make use of what I taught them in their capacity as a foreign spy or terrorist. I don't think they are going to be attracted to someone like me anyway. I think they'd go learn from someone who vibrates more like them. But if they did show up, I'm pretty sure I'd know.

I know when people are watching me or scoping me out (I've gotten clear confirmation of this). I see them clairvoyantly in a way that is more clear and detailed then I see most other things, and at the same time I get a sensation on top of my head as if a thin line is burrowing its way in.

Why should a potential viewer invest their money with you and not your competitors?

First of all, this question is making an erroneous assumption in presenting an either/ or competitive scenario which I absolutely don't subscribe to. Let me be clear, other instructors are not my competitors, they are my colleagues, teachers and friends, and I highly recommend working with anyone who has been invited to contribute to this set of interviews. Also if someone wants to study only controlled remote in its purest form go study with Lori Williams or Paul Smith, don't study with me.

If you want to get a taste of everything I consider to be important in order to get a well rounded education in remote viewing, including an introduction to all stages of CRV, and know you are being prepared as quickly as possible be ready to go and work with other project managers, experimenters, etc., my classes are a very good place to start. I would say if you feel like you just didn't gell with CRV, or if you are already a psychic, medium, clairvoyant, healer, you may like working with me because I'm going to be able to help you transition into remote viewing simply because I did the transition myself and know how to navigate myself within and between these two disparate disciplines and worlds.

As far as my clairvoyant reading and healing classes, I am confident I know what works to really help people reach their intuitive goals. I've got this down really well. I've fine tuned my approach over the years to bring students to a fast and high level of proficiency using a group format in which total beginners and experienced intuitive can benefit from learning and practicing together. A lot of this has to do with knowledge gained from my thousands of hours of practice as a clairvoyant reader and healer mixed with my direct practice as a remote viewer. Participating in parapsychology research has helped too.

Additionally, I know how to both raise and transmute energy for individuals and groups of people and can do this very easily, so it is like I'm bringing people to a place that is ideal for this kind of work to happen, and part of what I do, at least with my clairvoyant reading and healing students, is to teach them how to do this themselves, the part of this that is teachable. So I know how to work with energy in a way that often helps students feel better by the end of class. I'm also an avid multi-tasker. So everything I do in my clairvoyant classes is for the purposes of healing, manifesting, bringing more peace, and creativity and passion into ones life. I'm pretty good at incorporating all of that into what I teach. While I don't exactly do that in my remote viewing classes on this level, to this extent, I always do my best to create a high energy, fun, social environment. If people aren't enjoying themselves (or feeling successful), they aren't going to want to come back the next week.

Anita De Lange - What's the optimum amount of trainees in a single class?

Hi Anita, for my beginning webinar programs, I like to have between 6 and 10 in my group classes. The energy is just livelier with more. Students really get to learn from each other too.

What measurements are in place to ensure the concept of rv is standardized, as information evolves with new research and it makes sense for rv to stay aligned, stay on top?

I am not so concerned about maintaining standardization but I believe maintaining a strong historical record of remote viewing practices, and tracking where changes are occurring from past practices and between various practitioners and trainers so we can assess the latest development and improvements, determining if these are truly conscious improvements or simply due to differences in styles, or interpretations of earlier teachings. I also believe that it's important for teachers of remote viewing to stay current so we can constantly be refining training and practice techniques. That's why being part of social networks, talking to each other, sharing information, swapping techniques, taking each others classes, attending in person conferences, being part of remote viewing professional organizations like IRVA and APP and reaching out to other areas and types of psychic work and research to see what these might add to the field of remote viewing is important.

Elizabeth Burdine - Will you do a demo?

Here is an example of a demo I did for a radio show host who bills himself as "Canada's most dangerous mind. I couldn't believe he actually seemed shocked remote viewing is a real thing given he's a mentalist. I guess that means maybe I can now call myself "America's most dangerous mind".

<https://www.debrakatz.com/debra-sessions-tasked-by-jeff-richa>

By the way, I absolutely hate doing demos. I did one for this big reality show producer, but instead of me doing the remote viewing, he wanted to do it. I brought in a bubble headed goldfish as a target, which was ironic because one his friends who arranged the meeting and was present (I was pitching a reality show about psychic training) was an actor named Kramer, who had played a policeman in the movie "Jaws".

Anyway, the fish in the fish bowl was inside a black brief case. This producer wanted me to teach him in 5 minutes to do a remote viewing session. I gave him some precursory instructions. He was quiet for a long time, really concentrating and then the phone rang and he got up to run out the door and on his way out he yelled over his shoulder as if joking, "this isn't working, all I keep seeing is Kramer's big head with

his glasses". I jumped up, blocked the door long enough to do the big reveal of the fish in the bowl, but he didn't even bat an eye lid. He said, "Well better luck next time, sweetheart" and left. He didn't stay long enough for me to explain this could have very well been an analytic overlay. Needless to say, I never heard from him again.

It's too hard educating these TV show producers on the potential of what a great show something like this could be when they give you all of 5 minutes. The other ironic thing that happened was after this I stopped in at my brother Brad's house who is an editor and lives near the Hollywood Hills. I put the case with the fish in it down inside his carport, at the top of the stairs. A few minutes later I came back to retrieve the case, as it was pretty warm for a fish to be locked inside a case, and discovered the case was gone! Brad was pretty sure his neighbor's who were drug addicts had stolen it as they were known for going through the garbage cans on the block. So I went to their house, knocked on their door, and asked if they had accidentally picked up my case, not knowing there was a live creature in there. They sheepishly brought it to the door and gave it back. Too weird. The fish died a day later.

So, I hate demos! It's a lot like playing Russian Roulette. There is that one bullet that's going to eventually get you if you do enough, and probably when you are being broadcast in front of 10 million people. Still, I'll do them when absolutely necessary.

I guess thinking of it in a different light, you could say too that every time you do a remote viewing session, it's kind of a demo, I mean someone is evaluating your performance even if that's not the end purpose, even if it's just yourself.

Dom Igbi - Are there different types of remote viewing that aren't so tedious?

We always have the option of closing our eyes and seeing what just comes up. This is not tedious at all. In my classes we start with simple ways of tuning in as I don't want anyone to think that it has to be complex or tedious. That being said, if one just closes their eyes and waits for information to come, this would be considered more of simple clairvoyance rather than using a remote viewing protocol. It's good to know that when push comes to shove you can get immediate impressions, and to be reminded, this is all so much easier than we tend to think it is – in fact I think this is one of the biggest problems – that tuning in is so incredibly easy – that this ease factor becomes unfathomable and seems surreal. Everything else in life we want to do involving the body, takes so much more effort, even in just raising your hand to a cup and moving it to your mouth, so our bodies are primed and revved up to move into this effort mode, when that's the last thing that's needed. It's not that being psi is hard, it's that it's much too easy. So easy it goes unnoticed most of the time as we are going about our everyday business.

EXAMPLES OF MY OWN SESSIONS:

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EXAMPLES OF MONITORED SESSIONS OF STUDENTS

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