The Reid Technique of Interviewing and Interrogation

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The Original

John E. Reid and Associates began developing interview and interrogation techniques in 1947. The Reid Technique of Interviewing and Interrogation is now the most widely used approach to question subjects in the world. The content of our instructional material has continued to develop and change over the years. John E. Reid and Associates is the only organization that can teach the current version of our training program on The Reid Technique of Interviewing and Interrogation.

You will find a complete listing of all seminars and training programs presented by John E. Reid and Associates, Inc. on our web page at www.reid.com. If you need to verify that a seminar you are considering is taught by John E. Reid and Associates, and contains the most current and updated information developed by us, call Pat Shields at 800-255-1146.

Some of our clients include:

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<td>VERIZON</td>
<td>US NAVY</td>
<td>TEXAS RANGERS</td>
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**U. S. Supreme Court Recognition** – In June 2004 in the case of *Missouri v. Seibert*, the United State Supreme Court referenced our company and our book, *Criminal Interrogation and Confessions*, as examples of law enforcement resources that offered proper training. In 1994 the United States Supreme Court referenced our textbook, *Criminal Interrogation and Confessions*, in making their decision in the case *Stansbury v. California*. Courts throughout the country have recognized The Reid Technique as the leading interview and interrogation approach used today in both the law enforcement and business communities (see our web page for details).

**99% of Reid Technique Confessions Admitted** – in a recent survey of Minnesota and Alaska law enforcement investigators trained by John E. Reid and Associates, 3,153 (99.4%) of their 3,162 confessions were admitted by the courts.

**The acknowledged leader in the field** – “When asked which vendors they rely on most for building their own skills and that of staff, a whopping 80% of security pros cited John E. Reid and Associates.” (Dec. 2002 IOMA Security Director’s Report)

**Satisfaction** – Not only do we guarantee satisfaction with our services and training programs, but also because of the continued high quality of instruction, hundreds of organizations require that all new staff members attend one of our training programs. Here is a measure of the success students have with The Reid Technique:

- 95% of the respondents to a survey of 2,000 Reid students reported that using The Reid technique helped them to improve their confession rate
- The majority of the respondents said they increased their confession rate by more than 25%; almost a quarter of the respondents said they increased their confession rate as much as 50%
- 97% of the respondents reported that using The Reid Technique increased their case resolution rates
- 100% of the respondents reported that they thought the benefits they received attending The Reid technique seminar was worth the investment they made to attend the program

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The Reid Consortium - The Reid Consortium is a program offered to preferred clients in which they receive special discounts on course registration fees and training materials for their department or agency, as well as free seats at our seminars.

The Reid Preferred Group of Associations (RPGA) – The RPGA is a program offered to associations in which their members receive special discounts on course registration fees and training materials.

Specialization – Our firm has developed a series of specialized courses that are the exclusive proprietary property of the firm. These are programs that contain copyright protected material that no other organization can utilize. These programs include

- The Advanced Course on The Reid Technique of Interviewing and Interrogation
- The Reid Technique of Investigative Interviewing for Child Abuse Cases
- Hiring the Best: Applicant Interviewing Techniques and Strategies
- Street Crimes and Surveillance Techniques

One of our most recent books, The Investigator Anthology, contains 11 chapters devoted to specialized interview, interrogation and investigative techniques for specific types of criminal activity.

Research and Development – Our firm has conducted numerous studies on the detection of deception, and has published extensively on the topic. You will find a section on our web site called “The Library” in which we will reproduce many of our published articles and studies. (The Library is for Reid Institute members only.)

Certification – The Reid Institute, a membership of professional investigators, offers a Certification program designed to enhance the investigative skills of those who meet the rigid standards required to achieve certification.

Internet- Our web page, www.reid.com, provides investigators with timely legal updates, new developments, the “Monthly Investigator Tip” and is used regularly by prosecutors from around the country as a resource for proper interview and interrogation techniques.

Customization – Our firm can design our material to meet the needs of your organization. We have successfully customized our training programs for numerous business, law enforcement and government concerns.

Validated Teaching Techniques – The University of Tennessee has carefully examined the quality and effectiveness of our teaching techniques. Over 400 employees of the Tennessee Department of Children’s Services attended our training seminar, “The Reid Technique of Investigative Interviewing for Child Abuse Investigations”. The University of Tennessee administered a pre-test examination to each participant before the training, and a post-test examination to each participant following the training to evaluate the effectiveness of the instruction. They found that “there was a significant improvement for all groups trained.”
**Testimony Expertise** - On a regular basis our firm is contacted and retained by Prosecuting Attorneys from around the country as expert witnesses or consultants on proper interview and interrogation techniques. We provide extensive information for practitioners and members of the judiciary on our web page as to the issues of false confessions, example confession testimony, case decisions, relevant research and more.

**Government Recognition** - Our expertise on the topic of behavior symptom analysis, interviewing and interrogation techniques was recognized by the National Security Agency which awarded John E. Reid and Associates (in conjunction with Michigan State University) a sole source bid for a scientific study on the use of behavior symptoms in the detection of deception. The results of the study were published in the Journal of Forensic Sciences.


**International Recognition** – Our firm has been awarded contracts for training from NATO; the Bavarian and Berlin Law Enforcement communities in Germany; and have conducted training programs in Bosnia-Herzegovina; the Czech Republic; United Arab Emirates; Singapore; Japan; Mexico; Canada; Belgium; and, South Korea. Our training manual has been translated into both Spanish and German.

**The Authoritative Text** - Our book, Criminal Interrogation and Confessions (4th edition, 2001) is considered by the courts and practitioners to be the “Bible” for interviewing and interrogation techniques. The book has been translated into Chinese, Japanese and Turkish.

**POST Recognition** – State Police Officer Standards and Training Boards accredit and oftentimes reimburse tuitions to officers attending John E. Reid and Associate seminars (see our web page for a complete listing).

**Media Recognition** - The national news media oftentimes contacts John E. Reid and Associates as experts for our comments on stories involving detection of deception issues. On many of the news magazine shows- 60 Minutes, Dateline NBC, 48 Hours and 20/20 – John E. Reid and Associates has been recognized as the leader in the field of interviewing and interrogation training.

**Staff Experience** - The accumulated experience level of our instructors exceeds 250 years, during which time they have conducted over 75,000 interviews and interrogations. Many of the staff hold a Masters of Science Degree in the Detection of Deception. On a daily basis our firm is retained to provide interviewing services for businesses, law enforcement, attorneys and government agencies.

**Real Life Videotapes** - At our seminars we show a wide variety of real life video taped interviews and interrogations that include theft, arson, abduction, homicide, sexual harassment, burglary and child abuse cases. These tapes can only be shown at seminars conducted by John E. Reid and Associates, Inc.
REID PRODUCTS

Books

- Essentials of The Reid Technique: Criminal Interrogation and Confessions (Abridged)
- Criminal Interrogation and Confessions-4th Ed. (textbook)
- The Investigator Anthology
- The Reid Investigator Notebook
- Reid Subject Interview Pads

Video

- The Reid Technique of Interviewing and Interrogation (video series)
- Hiring the Best: Verifying an Employment Application (video)
- Hiring the Best: Interviewing for Integrity (video)
- Street Cop Series: Hidden Traps and Secret Compartments

Audio

- Employee Theft Investigations (audio)
- Sexual Assault Interrogations (audio)
- Child Abuse Investigations (audio)
- Telephone Interviewing Techniques (audio)
- Interviewing Techniques for Harassment Investigations (audio)

CD Rom

- The Reid Technique of Interviewing & Interrogation
- Hiring the Best - Interviewing For Integrity
- Hiring the Best - Pre Employment Interviewing on CD Rom
- "Employee Theft" - Application of The Reid Technique
- "Child Sexual Abuse" - Application of The Reid Technique

Packages

- The Law Enforcement 5 pack

For more information about our company services, training programs and products visit our web page at www.reid.com.
THE REID TECHNIQUE OF INTERVIEWING and INTERROGATION

I. INTRODUCTION

A. History of Material

* Founded in 1947
* Original research initiated over 50 years ago
* Training programs since 1974

B. Program Content

**Behavior Symptom Analysis** – *The verbal and nonverbal behavioral characteristics that distinguish a truthful person from one who is withholding or fabricating relevant information*

**The Behavior Analysis Interview** – *The structure for the interview that is designed to elicit both factual and behavioral information so as to suggest investigative direction*

**The Reid Nine Steps of Interrogation** – *The interrogation process that is designed to obtain an admission of guilt*

C. Distinction between an Interview and an Interrogation

* Characteristics of an Interview

  -
  -
  -
  -
  -
Interview Goals:

*Develop Investigative Information:* The subject’s version of events
The details of the event – who, what, when, where, why and how questions
Independent sources to corroborate the story/facts
Possible motives and opportunity to commit the crime

*Develop Behavioral Information:* Based on the verbal and nonverbal channels of communication assess whether or not the subject’s behavior symptoms fit the “profile” of a truthful or deceptive individual

*Characteristics of an Interrogation*
D. Always try to conduct a non-accusatory interview prior to any interrogation. The purpose for doing so is to develop rapport with the subject; assess their general attitude and demeanor; give them an opportunity to tell their story; and, develop insight into possible interrogational approaches.

E. The Interview Room

•

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E. Seating Arrangement
II. **BEHAVIOR SYMPTOM ANALYSIS**

A. The verbal and nonverbal aspects of behavior which are symptomatic of the truthfulness of a suspect, victim, or witness.

1. Verbal -

2. Nonverbal -

B. General Principles of Behavior Symptom Analysis

1. Nonverbal behavior can be more reliable than verbal.

2. Nonverbal behavior is responsible for more than half of total communication.

3. Nonverbal behavior will either support and enhance the credibility of an answer, or suggest discomfort and possible deception, indicating the need for follow-up questions.

4. The behavior of the interviewer can influence the suspect’s behavior. (mirroring)

5. Behavior symptoms become more revealing as anxiety increases.
C. Factors Which May Influence the Reliability of the Behavior Symptoms Displayed by the Suspect

1. Importance of the issue to the suspect and society
2. Level of social responsibility
3. Control over the environment (Setting and Proxemics)

X

A is the _________ zone, extending out about _________
B is the _________ zone, extending from _____ to _____
C is the _________ zone, extending from _____ to _____
D is the _________ zone, extending from _____ to _____

4.
5.
6.
7.
8.

D. Rules for the Evaluation of Behavior Symptoms

• Establish the subject’s normal behavioral pattern and then look for changes from same

• Evaluate nonverbal behavior for TIMING and CONSISTENCY

• Evaluate the overall behavioral pattern – behavioral clusters – not single observations

• Always evaluate behavior symptoms in conjunction with the case evidence and facts
E. Tabulation Sheet for Areas of Behavioral Assessment

<table>
<thead>
<tr>
<th>Attitude:</th>
<th>Truthful</th>
<th>Questionable</th>
<th>Deceptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posture:</td>
<td></td>
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<td></td>
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<tr>
<td>Significant Posture Changes:</td>
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<td></td>
<td></td>
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<tr>
<td>Illustrators:</td>
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<td></td>
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<td>Gestures:</td>
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<td></td>
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<td>Eye Contact:</td>
<td></td>
<td></td>
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<tr>
<td>Verbal Content:</td>
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</tbody>
</table>

F. Behavioral Attitudes Common to Both Truthful and Deceptive

NERVOUS  FEARFUL  ANGRY  QUIET

G. Description of the Truthful and Deceptive Suspects

**ATTITUDES**

<table>
<thead>
<tr>
<th><strong>TRUTHFUL</strong></th>
<th><strong>DECEPTIVE</strong></th>
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### POSTURE

<table>
<thead>
<tr>
<th><strong>TRUTHFUL</strong></th>
<th><strong>DECEPTIVE</strong></th>
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#### SIGNIFICANT POSTURE CHANGES

<table>
<thead>
<tr>
<th><strong>TRUTHFUL</strong></th>
<th><strong>DECEPTIVE</strong></th>
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<tbody>
<tr>
<td>Truthful subjects usually do not engage in SPC when they answer key questions (positive)</td>
<td>Deceptive subjects oftentimes do engage in SPC when they answer key questions (negative)</td>
</tr>
</tbody>
</table>

#### ILLUSTRATORS

Illustrators refer to when person uses their hands to illustrate, demonstrate or emphasize their response.

<table>
<thead>
<tr>
<th><strong>TRUTHFUL</strong></th>
<th><strong>DECEPTIVE</strong></th>
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</thead>
<tbody>
<tr>
<td>Truthful subjects use illustrators when they describe events or physical activities</td>
<td>Deceptive subject’s are oftentimes more restricted in their use of illustrators</td>
</tr>
</tbody>
</table>
**GESTURES**

There are three general categories of Gestures – Grooming; Protective; and, Supportive. For the most part, gestures refer to when a person’s hand comes in contact with themselves.

**TRUTHFUL**

- Truthful subjects usually do not engage in the use of gestures when they answer key questions

**DECEPTIVE**

- Deceptive subjects oftentimes do engage in the use of gestures when they answer key questions

Examples:

---

**EYE CONTACT**

Normal eye contact between two people talking to each other who don’t know each other is about ______ % of the time.

- 

Basic Principle:

- 

NLP:

- 

-
Psychological Principles of Verbal Behavior: “Did you do (issue)?”

- Denial
- Evasion (qualification)
- Omission
- Truth

- “No I did not”
- “Why would I do something stupid like that?”
- Shakes head “No”
- Admission - “Yes I did”

Verbal Behavior Principles - The Underlying Principle

- A deceptive subject, if given a choice, will usually choose to reduce anxiety within their response.
- Therefore, they **often times will try to lie by omission or evasion**; whereas responses from the truthful person seem to invite anxiety.

Evaluating Verbal Responses

- Does the subject’s response provide a definitive answer to your question?
- Never assume what you think a subject intended to tell you or what you think the subject probably meant to say.
Behavior Symptom Analysis

VERBAL BEHAVIOR SYMPTOMS

<table>
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<tr>
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<th>DECEPTIVE</th>
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**Additional Considerations:**  
**Use of Pronouns**

- **Missing “I”:** When a subject relates a story in the first person ("I"), and then drops the “I” from a sentence, it suggests that the person is trying to disassociate himself from that particular time period or event.

**Use of Possessive Pronouns**

- “My, our, your, his, hers, their” reveal an attachment. A suspect may change the pronoun or drop it completely when opting not to show possession or admit association.
## Truthful Individual

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>NON-VERBAL</th>
<th>VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composed</td>
<td>Smooth Posture changes</td>
<td>Reasonable answers</td>
</tr>
<tr>
<td>Concerned</td>
<td>Open gestures, good eye to eye</td>
<td>Smooth tone of voice &amp; speech</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Maintains frontal alignment</td>
<td>Complete &amp; clear answers</td>
</tr>
<tr>
<td>Direct and Spontaneous</td>
<td>Leans forward</td>
<td>Uses realistic words</td>
</tr>
<tr>
<td>Sincere</td>
<td>Open palms</td>
<td>Volunteers information</td>
</tr>
<tr>
<td>Open</td>
<td>Upright, open, casual</td>
<td>No long delays</td>
</tr>
</tbody>
</table>

## Deceptive Individual

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>NON-VERBAL</th>
<th>VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overly Anxious</td>
<td>Erratic &amp; rapid</td>
<td>Answers too early</td>
</tr>
<tr>
<td>Defensive</td>
<td>SPC on key questions</td>
<td>Irrational answers</td>
</tr>
<tr>
<td>Unconcerned</td>
<td>Frequent gestures</td>
<td>Mental blocks</td>
</tr>
<tr>
<td></td>
<td>Barriered posture</td>
<td>Challenges</td>
</tr>
<tr>
<td>Evasive</td>
<td>Rigid &amp; Immobile</td>
<td>Unjust anger</td>
</tr>
<tr>
<td></td>
<td>Slouched, overly casual</td>
<td>Avoids realistic words</td>
</tr>
<tr>
<td></td>
<td>Lacks frontal alignment</td>
<td>Specific denials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I don’t know”</td>
</tr>
<tr>
<td>Overly Polite</td>
<td>Insincere tone of voice</td>
<td>“I can’t recall”</td>
</tr>
<tr>
<td>Guarded</td>
<td>Hand over mouth or eyes</td>
<td>One word answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualifies answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refers to God or religion</td>
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II. **THE BEHAVIORAL ANALYSIS INTERVIEW**

A. Interview Segments:

*Non-Threatening Questions*

- Biographical Information
- Employment Information
- Casual Conversation

*Investigative Questions*

- Allow the subject to tell their story
- Ask questions to clarify details of the story
- Ask direct questions to develop additional information not addressed in the initial story or in the clarification questions
- Develop information to ascertain motive and opportunity

*Behavior Provoking Questions*

- PURPOSE
- HISTORY/YOU
- KNOWLEDGE/SUSPICION
- VOUCH
- PUNISHMENT
- THINK
- SECOND CHANCE
- INVESTIGATION RESULTS
- BAIT

B. Investigative Questions – Interviewing the Charging party: The Initial Question

1. Can you tell me everything that happened concerning Mr. Smith?

2. Can you tell me what happened on ______ (date)?

3. Please tell me everything that occurred from the time you arrived at school on Thursday until you left at the end of the day.
Behavior Analysis Interview

C. Allow the subject to go through their entire story without interruption – the “pure version”

D. Phrases which encourage a subject to continue when they pause, hesitate or stop:
   - “Okay” followed by silence
   - “Alright” followed by silence
   - “I see” followed by silence
   - “Please continue”
   - “Go on”

E. Listen for a closing remark to know when to move to the next stage of the interview:
   - “That’s everything that happened.”
   - “That’s pretty much everything that I can remember at this time.”
   - “And that’s what happened.”

F. Evaluating the credibility of the “pure version”

   Truthful Account:
   - 
   - 
   - 
   - 
   - 
   - 

   Deceptive Accounts:
   - 
   - 
   - 
   - 
G. Asking Clarification Questions – questions designed to develop additional detail about the subjects’ story or version of events.

1. When to ask clarifying questions

   a.

   b.

   c.

   d.

   e.

2. Examples of Clarifying Questions

   a. Questions to expand a portion of the account

      “Could you tell me more about…”
      “Could you tell me in more detail exactly…”
      “Describe exactly how…”

   b. Questions to elicit explanations for events

      “What made you decide to…”
      “Why did you…”
      “Why didn’t you…”

   c. Questions to elicit feelings or emotions

      “How did you feel after this happened?”
      “What was your reaction when…”
      “What were your feelings when you found out…”

H. Asking Direct Questions

   Specific questions designed to develop information that was not disclosed in the “pure version” or the clarification questions.
Behavior Provoking Questions

F. Research on Behavior Provoking Questions

Research on Behavior Provoking Questions

- NSA Study published in May, 1994 in The Journal of Forensic Sciences
- The video taped interviews of 60 subjects - 30 truthful and 30 deceptive - were edited so that only 15 behavior provoking questions/answers were shown.
- Reviewers were _____ accurate in identifying who was truthful/deceptive
**PUNISHMENT**

"Jim, what do you think should happen to the person who (issue)?" or “What do you think should happen to the kind of person that would (issue)?”

Principle: Truthful subjects usually offer an appropriately strong punishment.

**Truthful:**

**Deceptive:**

**THINK**

“Jim, did you ever think about (issue) even though you didn’t go through with it?”

Principle: Truthful subjects tend to offer direct denials, particularly as the seriousness of the issue escalates.

**Truthful:**

**Deceptive:**
SECOND CHANCE

“Jim, do you think that the person who did this (or the kind of person that would do something like this) should be given a second chance?”

Principle: Truthful subjects usually reject the idea of leniency – no second chance.

Truthful:

Deceptive:

INVESTIGATION RESULTS

“Jim, how do you think that this investigation will come out on you?”

Principle: Truthful subjects usually express confidence that the investigation will exonerate them.

Truthful:

Deceptive:
BAIT

In asking the Bait question, the interviewer implies the possibility of developing incriminating evidence, and asks the subject how he would explain such evidence.

“Jim, is there any reason…………..?”
“Now, I’m not saying that you did this but ……..”

Principle: Truthful subjects usually spontaneously reject the implication of the bait question.

Truthful:

Deceptive:

Sources for the Bait Question:
THE REID NINE STEPS OF INTERROGATION

Step One: DIRECT POSITIVE CONFRONTATION

A. "I have in this file the results of our investigation into the (issue). The results of the investigation clearly indicate that you are the person who (issue)".

B. Behavioral pause to assess the verbal and nonverbal reaction.

C. Truthful Reaction:

   Nonverbal    Verbal

D. Deceptive Reaction:

   Nonverbal    Verbal

E. Transition - "I want to sit down and spend some time with you to see if we can get this thing straightened out. Here is what I think that we are looking at…"

   Sit down
   Place file on the side
   Assume interrogational posture
   Begin Theme development
Alternative Confrontation Statements

“Jim, the results of our investigation indicate that ______________________
_________________________________________________________________

or, the results of our investigation indicate that ______________________
_________________________________________________________________

(When multiple subjects have been interviewed, an alternative confrontation statement that may be appropriate is:

“Jim, as you know I’ve interviewed everyone in the area and _____________
_________________________________________________________________

Step Two:  THEME DEVELOPMENT

A.  In a monologue the interrogator proposes to the suspect reasons and motives that will serve to psychologically justify or excuse the suspect's criminal behavior.

B.  General Rule:  attempt to place the blame for what the suspect did on some person or set of circumstances other than the suspect himself.

C.  The theme is developed as to why the suspect committed the act, not if he committed the act.

D.  Theme statements:

  •

  •

  •

  •
Theme Language

It’s like a snowball at the top of the hill. Right now it hasn’t started rolling down yet, but if you don’t tell the truth now, it’s like you’re letting the snowball roll down the hill and the bigger it gets the more difficult it is to stop it.

I don’t want to see that happen to you where this thing gets so big that it would be very difficult to correct. Now is the time to get it straightened out – to tell the whole truth.

A lot of times it isn’t so much what a person has done as it is how they feel about it afterwards. And if a person is sorry for what they did – if they feel bad about what they did that would be important to know. I think you are sorry you did this, aren’t you?

Theme Language

I think you were just in the wrong place at the wrong time. I see a lot of good kids that get involved in situations simply because they were at the wrong place at the wrong time, and I think that is what happened here.

Step Three: HANDLING DENIALS

A. Many deceptive suspects introduce their denials with permission phrases:

"Can I say one thing?"
"Just let me explain..."
"But sir...".

B. The interrogator, using verbal statements and non-verbal gestures, interjects before the words "I didn't do it" are voiced.

C. Use first names and command phrases, such as:

•

•

•

Combine with physical gestures:

D. Truthful suspects usually do not ask to talk, and they do not move beyond step three - their denials strengthen
Step Four: **OVERCOMING OBJECTIONS**

A. An objection is a statement or reason that is offered to allegedly prove that an accusation is false: "I don't need any money – I’ve got plenty of money" in the bank.” Normally offered by only the guilty.

B. Introductory phrases are used to indicate an objection: "That's impossible"; "That's ridiculous"; "I couldn't have done that".

C. When the objection follows, use statement of agreement or understanding, and discuss how bad it would be if the objection was not true.

D. Sample Dialogue:

S: “I would never do something like that.” (Introductory phrase)
I: “Why is that Jim?” (Draw out objection)
S: “I don’t need money; I have plenty of money in the bank.” (Objection)
I: “I hope that’s true Jim, because then that tells me that this was a spur of the moment thing where maybe you needed some money right away and it was left out when it shouldn’t have been and you gave into temptation.” (Positive discussion indicating that if the objection was true then that speaks favorably for the subject)

“On the other hand Jim, if you didn’t have any money then that tells me that you were looking for an opportunity to do something like this and that it was probably planned out.” (Negative discussion indicating that if the objection was not true then it speaks poorly for the subject)

“But Jim, I don’t think that you planned this thing out.”

Step Five: **PROCUREMENT AND RETENTION OF SUSPECT'S ATTENTION**

A. The suspect is on the defensive, may withdraw and focus his thoughts on punishment.

B. Interrogator attempts to regain the suspect's attention by intensifying the theme and by establishing physical closeness.

C. Physical gestures of sincerity are used to establish attitude of understanding.
Nine Steps of Interrogation

Step Six: **HANDLING SUSPECT'S PASSIVE MOOD**

A. The suspect is becoming less tense, appears defeated, is listening to your theme and may begin to cry. Handling tears:

B. Intensify the theme and brief it down to one or two sentences, underlying the essential elements.

C. Begin introducing the components of the alternative question while remaining in close physical proximity.

Step Seven: **PRESENTING AN ALTERNATIVE QUESTION**

A. The alternative consists of a question in which the suspect is offered two incriminating choices concerning some aspect of the crime - based on an assumption of guilt.

B. The alternative should contrast an desirable action (good reason) with an undesirable action (bad reason).

C. The alternative should be followed by a supporting statement in which the interrogator tells the subject that he thinks it was done for the good reason.

D. Examples:

   •
   •
   •
   •
   •

Step Eight: **HAVING SUSPECT RELATE THE VARIOUS DETAILS OF THE OFFENSE**

A. Following acceptance of an alternative, use a statement of reinforcement: "Joe, I was sure that that was the case all along".

B. Use open ended questions to obtain details of the offense.

C. Obtain corroboration - facts that only the guilty would know.
Step Nine: CONVVERTING AN ORAL CONFESSION INTO A WRITTEN CONFESSION

A. Use third party to witness the oral confession.

B. Forms of written confession: written by suspect, written by interrogator, recorded, taken down by stenographer.

C. Establish the voluntariness of the statement
**INTERVIEW OUTLINE** *

- Speak with the least likely person first
- SETTING should be private, no distractions, no physical barriers, ability to frontally align
- RESPONSES read truthful/deceptive behaviors in clusters (verbal & non-verbal)

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>POSTURE</th>
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</thead>
<tbody>
<tr>
<td><strong>TRUTHFUL</strong></td>
<td><strong>DECEPTIVE</strong></td>
</tr>
<tr>
<td>Composed</td>
<td>Overly anxious</td>
</tr>
<tr>
<td>Concerned</td>
<td>Unconcerned</td>
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<td>Cooperative</td>
<td>Defensive</td>
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<tr>
<td>Open</td>
<td>Overly polite</td>
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<td>Direct</td>
<td>Evasive</td>
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<td>Sincere</td>
<td>Complaining</td>
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<td>Guarded</td>
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<td>Upright, but not rigid</td>
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<td></td>
<td>Frontally aligned</td>
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<tr>
<td></td>
<td>Leaning forward with interest</td>
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<td></td>
<td>Open</td>
</tr>
<tr>
<td></td>
<td>Fluid posture changes</td>
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<tr>
<td></td>
<td>SPC not made during response to key questions</td>
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<thead>
<tr>
<th>GESTURES</th>
<th>VERBAL RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TRUTHFUL</strong></td>
<td><strong>DECEPTIVE</strong></td>
</tr>
<tr>
<td>DO NOT “fidget”</td>
<td>Denies in general</td>
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<tr>
<td>while answering</td>
<td>Realistic words</td>
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<tr>
<td>key questions</td>
<td>(Steal, murder, possession)</td>
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<td></td>
<td>Memory-reasonable Responses</td>
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<tr>
<td></td>
<td>• Direct</td>
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<tr>
<td></td>
<td>• Spontaneous</td>
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<tr>
<td></td>
<td>Deny in specifics</td>
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<td></td>
<td>Less harsh words</td>
</tr>
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<td></td>
<td>(Take, borrow, may have contact)</td>
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<td></td>
<td>Memory-too good or too bad Responses</td>
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<td></td>
<td>• Mental block</td>
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<td></td>
<td>• Mumbles</td>
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<tr>
<td></td>
<td>• “I swear to ….”</td>
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<tr>
<td></td>
<td>• “To be honest…”</td>
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<tr>
<td></td>
<td>• Not showing possession “my, their, his…”</td>
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<td></td>
<td>May “fidget”</td>
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<td>Pick, pull, rub,</td>
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<td>wringing hands</td>
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<td>Cover mouth or</td>
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<td>eyes</td>
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<td>Touch nose</td>
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<td>Create barriers</td>
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<td>Erratic changes</td>
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<td>Fixed and immobile</td>
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<td>No frontal alignment</td>
</tr>
<tr>
<td></td>
<td>SPC made during response to key questions</td>
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<table>
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<th>EYES</th>
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<tbody>
<tr>
<td><strong>TRUTHFUL</strong></td>
<td><strong>DECEPTIVE</strong></td>
</tr>
<tr>
<td>Makes eye contacts</td>
<td>Avoids eye contact during key questions</td>
</tr>
</tbody>
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* This condensed outline was prepared by Mr. Steve Greiner, Dean at Crystal Lake Central High School and is included with his permission.
THE INTERVIEW PROCESS

• Non-threatening questions

Biographical info  School info – age  address  classes  Casual conversation

• Investigative questions

Allow them to tell their story

“Tell me more about…”  “Describe exactly what you did…”

“What were your feelings”  Ask probing/clarification questions

Develop information to ascertain motive and opportunity

• Behavior provoking questions

Different Types

Name dropping, validation, punishment, thinking, second chance, investigative, & bait

Truthful answers will differ from deceptive answers (examples for types given)

Start off  “Jim, do you know what the purpose of this interview is?”

• Principle–truthful people feel free discussing the issue and offer specific details

• Truthful people–spontaneous, ‘absolutely not’ ‘no way’

• Deceptive people– Stalling “Ah...me?” may repeat the question, may nod “no”

Helpful Hints  “Jim, we are investigating ______. If you have anything to do with that, you should tell me that now”

• Principle–truthful people offer spontaneous, direct and sincere denials.

• Truthful– spontaneous, ‘absolutely not’ ‘no way’

• Deceptive– Stalling “Ah...me?” may repeat the question, may nod “no”

Name Dropping  “Jim, do you know who__? Now, let me say this, if you have a suspicion I want you to tell me that, even though you may be wrong. I will keep it confidential and not report it to that person. Jim, who do you think ____.”

• Principle– when a name is offered, with substantiation, it is usually from a truthful person.
• **Truthful**-- Helpful, “Maybe Mike, he was really mad at Jon” or “I heard rumors that....”
• **Deceptive**–”How would I know”, “I have no idea”, “Almost any one could have...”

**Validation**

“Jim, is there anyone here at school, that you know well enough that you could vouch for; someone that in your opinion would not be involved in doing something like this?”

• **Principle**--truthful people usually eliminate other individuals from suspicion.
• **Truthful**--may be able to eliminate, or have good reasons why not.
• **Deceptive**–”I have no idea,” “could have been anyone”, eliminate no one.

**Punishment**

**One Subject:** “Jim what do you think should happen to the kind of person who.....”

**Multiple subjects** “Jim, what do you think should happen to the person who.....”

• **Principle**--truthful people usually offer appropriately strong punishment
• **Truthful**--Appropriate type of discipline- Jail, arrested, suspension, expulsion.
• **Deceptive**—“that’s not up to me”, “I don’t know”, “depends on why they did it”, “sorry.”

**Thinking**

“Jim, did you ever think about _____ even though you didn’t go through with it?”

• **Principle**--truthful people offer direct denials, especially as the seriousness of the issue escalates.
• **Truthful**—”no way”, “never”
• **Deceptive**—“not really”, “yeah, but not seriously”, “yeah...but I think everyone does.”

**Second Chance**

“Jim, do you think that the person who did this (or the kind of person that would do something like this) should be given a second chance?” OR “If a person came forward and admitted (insert crime) should they be given a second chance?”

• **Principle**--truthful people usually reject the idea of leniency--no second chance
• **Truthful**—”no way”, “they will just do it again.”
• **Deceptive**—“not for me to say”, “depends on what they say”, “I don’t see why not.”

**Investigative**

“Jim, how do you think this investigation will come out on you?”

• **Principle**—(see Start Off principle) truthful people will want to exonerate themselves.
• **Truthful**--”I’ll be proven innocent.”
• **Deceptive**—Use qualifiers such as “it should prove I’m innocent.”
**Bait questions**: The interviewer implies the possibility of developing incriminating evidence, and asks the subject how he would explain such evidence.

“Jim, is there any reason people would say you did this” or “Why do you think someone would do this?” I’m not saying that you did this, but is there any chance that I may find someone who saw...”

- **Principle**—truthful subjects usually spontaneously reject the implication of the Bait Q
- **Truthful**—speaks in absolutes- “No way you will find people/evidence because I didn’t do it.”
- **Deceptive**—”Ah.....no” hesitation and uncertainty “maybe” or “I don’t know”
- **Interviewer response** “so there is a chance”

**INTERROGATION**

*(will be referred to as examination in the education field)*

- Begin this step if you are reasonably certain of guilt.
- Prepare a folder/file-subject does not know what you have collected or not, to bring in with you.
- Start the examination of the subject by standing in front of or by the guilt person.
- YOU do all of the talking, don’t give them a chance

*Listed below are the sequences to a good examination. The most important steps here are # 2, # 3, and # 7*

1. **DIRECT POSITIVE CONFRONTATION STATEMENTS**

- “I have in this file the results of our investigation into ____. The results of the investigation clearly indicate that you are the person who______”
  OR --a little more gentle approach
- “I have the results of the investigation into ____. The results clearly indicate that.....
  a) ‘you have not told me the complete truth’
  b)’you are still withholding information about______’.
  OR --an approach for situation with multiple subjects
- We have interviewed everyone in the area and you are the only one we could not eliminate from suspicion”

**PAUSE 3-4 SECONDS**-- Assess the verbal and non verbal reaction

**TRUTHFUL**

- lean forward
- maintain eye contact
- sincere expression of disbelief
- spontaneous firm denial, strong firm tone.
- They are not just going to accept it.
DECEPTIVE
• drop eye contact
• move away
• say nothing change posture
• vague evasive denial
• weak tone


“I want to sit down and spend some time with you to see if we can get this thing straightened out. Here is what I think that we are looking at....”

2. THEME DEVELOPMENT --WHERE MOST OF THE TIME IS SPENT--

In a monologue, the examination proposes to the subject reasons and motives that will serve to psychologically justify or excuse the suspect’s criminal behavior.

GENERAL RULE- attempt to place the blame for what the suspect did on some person or set of circumstances other that the suspect himself.

ALWAYS ASK YOURSELF WHERE CAN WE SHIFT THE BLAME???

The theme is developed as to WHY they committed the act NOT if they did it!

EXAMPLE THEME STATEMENTS

a. Your a good honest hard working person who made an error in judgment due to .... “Good person in wrong place at the wrong time...”

b. Contrast what a person has done with something worse-- “You weren’t hurting anyone”, “you weren’t dealing” “no one got hurt”

c. Personal stories (fictional) of a similar nature “I had a friend/cousin who did this when I was young....”

d. “Not so much what you did, but that you are sorry…that makes a huge difference.”

3. HANDLING DENIALS
• Subject will denial any involvement
• Cut them off!! ---Interject before they have a chance to deny by using the following phases/gestures:

  First names (Jim…Jim…Jim…)
  Command phrases, and physical gestures (hand up, turn head away)

  “Jim, wait just a minute”…“Jim, hold on for a second”…“Jim, let me explain something”
4. **OVERCOMING OBJECTIONS**
   - Use a statement of agreement or understanding
   - Discuss how bad it would be if the objection were not true.
   - “That’s ridiculous” “That’s impossible” “I couldn’t have done that” “I don’t need any money, I’ve got plenty in the bank”

5. **PROCUREMENT AND RETENTION OF THE SUBJECT’S ATTENTION**
   - Attempt to regain the subject’s attention by intensifying the theme and physical closeness.
   - Physical gestures of sincerity are used to establish an attitude of understanding.

6. **HANDLING A SUSPECT’S PASSIVE MOOD**
   - Suspect is listening to theme, becoming less tense, appears to be defeated
   - Begin introducing components of the *alternative question* (see #7), stay physically close.
   - Tears: Beginning of a confession --don’t stop talking, don’t embarrass them.
   - Intensify the theme--cut down to 1-2 lines emphasizing the most important elements.
     “Jim, I’m glad to see those tears, it shows me your sorry, aren’t you, aren’t you, aren’t you?”

7. **PRESENTING THE ALTERNATIVE QUESTION**
   - The alternative should contrast a psychologically ‘good’ reason with a psychologically ‘bad’ reason and be followed by a supporting statement in which you tell the subject that you think it was done for the good reason.

**EXAMPLES:**

“Jim, did you plan this out or was it impulse? It was impulse wasn’t it Jim”
“Jim, is this something that has happened before or was it the first time? It was the first time wasn’t it Jim?”
“Jim, did you need the money for your family, or did you use it to buy drugs? It was for your family, wasn’t it Jim”
“Jim, was this your friends idea or was it your idea? It was your friends idea, wasn’t it Jim?”

IF NO RESPONSE:
“Jim, if you don’t say anything to straighten this out, you are allowing people to say the worst about you”
8. **HAVING SUSPECT RELATE THE VARIOUS DETAILS OF THE OFFENSE**
   - Following acceptance of an ‘alternative’ use statement of reinforcement
     - “Jim, I was sure that was the case all along”.
   - Use open ended questions to obtain details of the offense.
   - Obtain corroboration--facts only the guilty would know.

9. **Converting an oral confession into a written confession**
   - Use third party to witness the oral confession
   - Forms of written confession--written by suspect, written by interrogator, recorded, taken by stenographer.
   - Establish voluntariness and full, detailed substantiation.

If you realize during the examination, that the subject is not guilty, start to back down from the subject being the key person to …
   a. You know who did…
   b. You know something about….
   c. You withheld about…

**DO NOT APOLOGIZE.**

**PRACTICAL EXAMPLE FOR A THEMED EXAMINATION**

Money stolen from locker in PE, the interview of several students has led you to believe Jim is the person who stole the money.

“Jim, we have interviewed all the people in the area at the time of the theft, and you are the only one we could not eliminate from suspicion”

1. **WAIT 3-4 SECONDS--Assess the verbal and non-verbal reaction**
   “I want to sit down and spend some time with you to see if we can get this thing straightened out. Here is what I think that we are looking at……”

2. **SIT**
3. **PLACE FILE TO SIDE**
4. **ASSUME THE INTERROGATION POSTURE**

   “Jim, I know that you are a good, hard working person (start the ‘yes’ head nodding) who just made an error in judgment due to John’s carelessness, if he wouldn’t have left his locker open, there would have never been a problem. When people leave things out and not locked up, what do they think is going to happen, these people create their own problems.(nodding) I know that you are a good person who made an error in judgment. It’s not your fault that he left his locker open, he needs to be more responsible for himself, John creates this situation, and by no fault of yours, you’re put into the situation that John created by his own carelessness, not locking the locker, these things are going to happen. John should have locked the locker, plain and simple, what did he expect? I know that you’re a good hard working person that just made an error in judgment due to John’s carelessness”
5. MOVE IN PHYSICALLY
   a. physical gestures of sincerity to establish attitude of understanding
   b. If needed: Hand up, turn head away if subject is trying to speak, then reply with
      “Jim, let me explain something” …then continue with theme (see above)
      OR
   c. If subject begins to cry…

   “Jim, I’m glad to see those tears, (if applicable) it shows me you’re sorry, aren’t you aren’t you, I know that you’re a good person that made an error in judgment, and you’re sorry, I know that you’re a good person that wants to do the right thing, I know the only reason you had the error in judgment is because of John’s carelessness and I know that you want to make this right. Now the first thing that you need to do to make this right is to be sorry for what happened. Now I know that you want to do the right thing because you’re a good person and you’re sorry, and you want to make things right. Right? I know you do. You’re sorry, right Jim? You’re a good person that made an error in judgment and you’re sorry, and you want to do the right thing, after all, it was just an error in judgment, it doesn’t mean you’re a bad person, good people make mistakes....GET CLOSE... keep talking and start introduction of alternative Q...Keep working to get the head nodding ‘yes’ “Jim, has something like this happened before or is this the first time? It was the first time, wasn’t it Jim? Wasn’t it, it was, wasn’t it? I know that you’re a good person that just made an error in judgment, and I know that you’re a good person and want to do the right thing, it was the first time, and you’re sorry, and you want to do the right thing, right Jim? Jim? Jim? Isn’t that right Jim?” Nodding......If necessary......”Jim, if you don’t say something to straighten this out right now, you are allowing people to say the worst about you, and you don’t want that, you’re not that kind of person, you’re a good person that made a mistake, it was the first time, and you’re sorry, ....keep nodding.... that’s what happened isn’t it, Jim, Jim, Jim........after getting the nod...Jim, I knew that was the case all along...”