Developing Investigative Interviewing Skills

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The Original

John E. Reid and Associates began developing investigative interviewing and clarification techniques in 1947. The Reid Technique 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.

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 Julie Rock at 855-479-3959.
Some of our clients include ….

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ABBOTT LABS	*AIR FORCE*	*ALASKA STATE POLICE*
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AETNA LIFE and CASUALTY	*CIA*	*ANCHORAGE PD*
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AMERICAN HONDA	*DEPT. OF DEFENSE*	*CHICAGO PD*
AMOCO OIL	*DEPT. OF EDUCATION*	*CINCINNATI PD*
BAXTER DIAGNOSTICS	*DEPT. OF ENERGY*	*DALLAS PD*
BAUSH & LOMB	*DEPT. OF LABOR*	*DENVER PD*
BLUE CROSS/BLUE SHIELD	*DEPT. OF JUSTICE*	*DETROIT PD*
BRINKS	*DEPT. OF STATE*	*HOUSTON PD*
BURGER KING CORP.	*EEOC*	*ILLINOIS STATE POLICE*
COACH, INC	*EPA*	*INDIANAPOLIS PD*
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DUPONT	*FBI*	*LAS VEGAS PD*
EASTMAN KODAK	*FDA*	*LOS ANGELES PD*
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GATEWAY COMPUTER	*IRS*	*METRO D.C. PD*
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IBM	*OSHA*	*NEW YORK PD*
JC PENNEY COMPANY	*POSTAL INSPECTION SERVICE*	*OKLAHOMA CITY PD*
KROGER	*SECRET SERVICE*	*PHILADELPHIA PD*
KMART	*TSA*	*PHOENIX PD*
MOTOROLA	*US ARMY*	*PITTSBURGH PD*
NOKIA	*US COAST GUARD*	*SALT LAKE CITY PD*
SEARS	*US MARINE CORPS*	*SAN FRANCISCO PD*
VERIZON	*US NAVY*	*TEXAS RANGERS*

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).

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 case resolution rate
- The majority of the respondents said they increased their case resolution rate by more than 25%; almost a quarter of the respondents said they increased their case resolution rates by as much as 50%
- 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

The Authoritative Text - Our book, Criminal Interrogation and Confessions (5th edition, 2013) is considered by the courts and practitioners to be the "Bible" for interviewing and techniques. The book has been translated into Chinese, Japanese and Turkish.

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Developing Investigative Interviewing Skills

I.INTRODUCTION

A. History of Material

* Founded in 1947
* Original research initiated over 50 years ago
* 1962 Criminal Interrogation and Confessions, Fred Inbau & John Reid; second edition 1967; third edition 1986; fourth edition 2001, fifth edition 2013
* 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 Steps of Positive Persuasion – *The process that is designed to develop the truth from the offending person*

C. ***Characteristics of an Interview***

•

•

•

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•

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

D. Always try to conduct a non-accusatory interview first. 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 clarification approaches.

E. The Interview Room

-
-
-
-

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. Mental capacity

5. Emotional and psychological stability

6. Maturity
7. Culture

8. Physical condition

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

* See pages 37 and 38

E. Tabulation Sheet for Areas of Behavioral Assessment

	Truthful	Questionable	Deceptive
Attitude:			
Posture:			
Significant Posture Changes:			
Illustrators:			
Gestures:			
Eye Contact:			
Verbal Content:			

F. Behavioral Attitudes Common to Both Truthful and Deceptive

NERVOUS FEARFUL ANGRY QUIET

G. Description of the Truthful and Deceptive Suspects

ATTITUDES

TRUTHFUL ***DECEPTIVE***

-
-
-
-
-
-

POSTURE

TRUTHFUL ***DECEPTIVE***

-
-
-
-
-

SIGNIFICANT POSTURE CHANGES

TRUTHFUL	***DECEPTIVE***
• Truthful subjects usually do not engage in SPC when they answer key questions (positive)	Deceptive subjects oftentimes do engage in SPC when they answer key questions (negative)

ILLUSTRATORS

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

TRUTHFUL	***DECEPTIVE***
• Truthful subjects use illustrators when they describe events or physical activities	Deceptive subject's are oftentimes more restricted in their use of illustrators

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	***DECEPTIVE***
• Truthful subjects usually do not engage in the use of gestures when they answer key questions	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	• "No I did not"
• Evasion (qualification)	• "Why would I do something stupid like that?"
• Omission	• Shakes head "No"
• Truth	• 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 <u>oftentimes will try to lie by omission or evasion</u>; 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.

VERBAL BEHAVIOR SYMPTOMS

TRUTHFUL	***DECEPTIVE***

Truthful Individual

ATTITUDE	***NON-VERBAL***	***VERBAL***
Composed	Smooth Posture changes	Reasonable answers
Concerned	Open gestures, good eye to eye	Smooth tone of voice & speech
Cooperative	Maintains frontal alignment	Complete clear answers
Direct and Spontaneous	Leans forward	Uses realistic words
Sincere	Open palms	Volunteers information
Open	Upright, open, casual	No long delays
		Direct, credible responses

Deceptive Individual

ATTITUDE	***NON-VERBAL***	***VERBAL***
Overly Anxious	Erratic & rapid SPC on key questions	Answers too early
Defensive	Frequent gestures	Irrational answers
Unconcerned	Barriered posture	Mental blocks
Evasive	Rigid & Immobile	Avoids realistic words
Overly Polite	Slouched, overly casual	Specific denials
Guarded	Lacks frontal alignment	“I don’t know” “I can’t recall”
	Hand over mouth or eyes	One word answers
		Qualifies answers
		Refers to God or religion

II. THE BEHAVIORAL ANALYSIS INTERVIEW

A. Interview Segments:

Non-Threatening Questions

Biographical Information
School activities
Casual Conversation

Investigative Questions

Opening statement

- Do you know what the purpose of this interview is? (Subject Response)
- We are investigating (name issue):

Let me describe for you how we do investigations like this.
We interview all of the students who were in the area or who might have knowledge of what happened; we interview any teachers or staff who were in the area; we review surveillance video from our cameras; and a number of other investigative steps, including a complete review of all social media.

I am going to ask you a number of questions about this incident. You should know that I already know the answers to many of the questions. I just want to see if you are going to answer the questions truthfully**.**

I want you to know that oftentimes lying to me during the investigation can be more of a problem than the actual incident itself. So it is very important that you answer all of my questions truthfully.
Ok?

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

PUNISHMENT
THINK
SECOND CHANCE
INVESTIGATION RESULTS
BAIT

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: