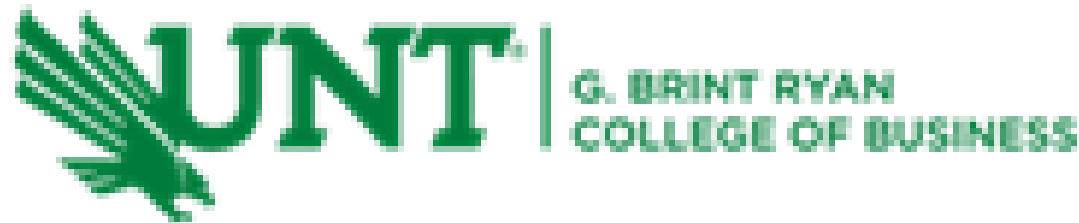


# You Want the Truth? An Introduction to the Art of Conducting Effective Interviews & Interrogations

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# Course Content

- Behavior Symptom Analysis
- The Behavior Analysis Interview
- The Seven Steps of Interrogation
- Potential Downfalls

# Reid Technique Interview and Interrogation

# Interview and Interrogation Basics

## Interview

- Purpose-gather information
- Non-accusatory
- Information seeking
- Questions and answer subject talks more (70/30)
- Open ended Questions (Who, what, when, where, why)
  - Do not suggest answers
- Notes

## Interrogation

- Purpose- admission of guilt
- Accusatory
- Truth Elicitation
- Monologue interrogator talks more (10/90)
- Close ended question (The alternative/closer)
  - Suggest a specific answer
- No notes

# Interview and Interrogation Basics

- Confident, Understanding, Patient, Compassionate
  - Good Cop/Bad Cop
- Build Rapport, Obtain Cooperation
- Distraction Free environment
- Seating Arrangements

# Underlying Concept of Confession Strategy

- Pain vs. Pleasure
  - How would individuals (innocent or guilty) anticipate pain vs. pleasure from being interviewed?
  - How does this change for interrogation (alleged guilt)?
- The interrogation creates anxiety, and the interrogator allows for the pleasure (getting rid of pain) of removing anxiety through confession.
  - Criminals feel guilt, anxiety, and loss of self-esteem associated with crime
  - Anxiety further created through subject's dishonesty.
  - Interrogator can increase anxiety with comparisons and with personal space.
    - What if my story isn't heard? What if I'm to be judged differently?
  - Reduce negative feelings by admitting it was committed for a more noble or socially accepted reason. Self-image preservation.
  - Don't focus on consequences!

# Behavior Symptom Analysis

- Goal: Identify someone telling the truth or lying (falsifying or withholding information)
  - No single behavior indicates deception
  - Ask background and demographic questions first to establish a behavioral baseline
    - Verbal - what is said (is the question answered specifically)
    - Paralinguistic - how it is said (speech outside of word, latency, tone, inflection, delays, rate, fluency)
    - Nonverbal – what the body is doing when it is said (eye contact [direct vs indirect], posture, gestures, mannerisms)
  - Evaluate verbal, nonverbal, and paralinguistic together in response to critical questions
    - Look for clusters of behaviors around important questions
- Evaluate with case evidence and case facts.

# Deceptive Behavior - Attitude

Truthful Attitudes	Deceptive Attitudes
1. Spontaneous - says what is on his/her mind, up front and open about his/her feelings and thoughts.	1. Guarded - reluctant to offer much information: carefully guards their answers.
2. Helpful - gives information to help the investigation: names possible suspects, eliminates others from suspicion, and speculates about the motives and means to commit the crime.	2. Unhelpful- does not help narrow the field of suspects, and in fact, may suggest unrealistic suspects: reluctant to speculate on the motive of or means by which the crime was committed.
3. Concerned - anxious to clear themselves, carefully listens to each question, does not try to minimize the seriousness of the offense or try to explain it away as a noncriminal matter.	3. Unconcerned - acts unworried about anything because mistakenly think this is how the innocent would behave.
4. Sincere - presents a true and accurate self image: does not try to portray themselves as someone they are not.	4. Insincere - may be overly polite or “macho;” creates a phony image which comes across as insincere.
When a truthful person voices a denial it is usually an immediate response that is strong, unequivocal and direct; there is no hesitation or uncertainty. The truthful may reinforce denials with such phrases as “Absolutely not!” or “Never!”. and may also make very broad and sweeping denials.	When the deceptive person voices a denial they often times delay or hesitate before verbalizing their response. They may deny the crime in a weak tone of voice or mumble their answer.



# Deceptive Denial Strategies - Verbal

1. Some deceptive persons do not vocalize their answers but simply shake their heads, while some reinforce their denials with such **bolstering phrases** as “Honestly,” or “You ‘ve got to believe me” or “I swear to God.”
2. Some guilty suspects **qualify** their denial statements with such phrases as “To the best of my knowledge” or “As far as I can recall...”, to give themselves an escape hatch if their lies are exposed.
3. Some deceptive persons imply a denial through **evasive** responses (“Why would I do it, I love my job”) or deny in a very **narrow and specific manner** (“I did not steal \$1400 last Saturday.”)
4. Some guilty suspects may qualify their answers by using **generalized responses**, often characterized by such words as “always,” “typically,” “as a matter of habit,” or “generally.”

# Deceptive Behavior - Nonverbal

Truthful Postures	Deceptive Postures
1. Faces the interviewer	1. Faces away from interviewer
2. Upright, comfortable and relaxed	2. Rigid, frozen and immobile
3. Leans forward as a sign of interest participation	3. Slouches
4. Dynamic throughout the interview process	4. Static throughout the interview process.
5. Illustrators- Truthful people use their hands to express sincerity or to recreate the activity they are describing.	5. Illustrators- Deceptive people make only token hand or wrist movements or none at all when some normally would be expected.
6. Eye Contact - Mutual gaze normally occurs 30% - 60% of the time. Truthful persons usually maintain direct eye contact when answer key questions.	6. Eye Contact - Deceitful will avoid direct eye contact when answer key questions.

# Deceptive Nonverbal Behaviors

1. Barriers - Folded arms and crossed legs (remember to evaluate these in conjunction with the timing of the movement)
2. Protective Gestures - Physical activities designed to disguise a delay or relieve anxiety, such as resting the chin on the hand for an extended period of time, hiding the eyes or covering the mouth with a hand when they respond.
3. Grooming Gestures - Physical activities that typically are used to relieve internal anxiety activities such as dusting the pants or adjusting the jacket sleeves, stroking the hair or face, etc.

# The Behavior Analysis Interview

1. (Reason) Do you know the reason for your interview here today?
2. (History /You)We are investigating the (issue). If you had anything to do with (issue), you should tell me that now.
3. (Knowledge) Do you know who did do it?
4. (Suspicion) Is there anyone you feel may have been involved in doing this?
5. (Vouch)Is there anyone you feel you can vouch for and say you do not think they would have done this?
6. (Alibi) Tell me what happened that day,/Tell me what you know about this matter.
7. (Attitude) How do you feel about being interviewed concerning this matter?
8. (Tell Family) Did you tell any of your family members about the reason for this investigation?
9. (Credibility) Do you feel this actually occurred? /Do you think this was done deliberately?
10. (Credibility of Accuser) (If subject has been accused by a victim) Is the accuser lying when he/she says you did do this?
11. (Opportunity) Who would have had the best opportunity to have done this?
12. (Motive) Why do you feel someone would have done this? (Subject'-s answer may provide a theme for the interrogation)
- 13.· (Think) Did you ever think of doing something like this even though you may not have actually gone through with it?
14. (Objection) Why wouldn't you do something like this? (Answer may identify the subject's fear of confessing)
15. (Punishment) , What do you think should happen to the person who did do this?
16. (Second Chance) Do you think the person who did do this would deserve a second chance under any circumstances?
17. (Bait) Establish the Bait –(Eye-witness, Physical Evidence) Would there be any reason...
18. (Investigation Results) Once the full investigation is completed, how do you think the investigation will come out concerning whether or not you were involved in doing this?

# The Behavior Analysis Interview

**1. (Reason) Do you know the reason for your interview here today?**

*Pat, What is your understanding for the purpose of the interviews we are conducting?*

Principle- Truthful subjects feel comfortable discussing the issue and offer specific details.

Truthful- Appears comfortable discussing issue. Offers a longer, detailed response. Use of descriptive language (stole vs. missing).

Deceptive- offers a short, vague description, use of non-descriptive language. May claim ignorance.

# The Behavior Analysis Interview

**2. (History /You)We are investigating the (issue). If you had anything to do with (issue), you should tell me that now.**

*Pat, I'll be asking questions today about the (issue). Some of the questions I'll be asking you I already know the answers to, but the most important this is that you be completely truthful with me before you leave today. Let me just start by asking, did you do the (issue)?*

Principle- Truthful subjects offer spontaneous, direct and sincere denial.

Truthful- Maintain eye contact. Immediate and emphatic denial. Multiple denials.

Deceptive- Look away, does not answer direct question. Bolstering, objections.  
Shift in posture.

# The Behavior Analysis Interview

## 3. (Knowledge) Do you know who did do it?

*Pat, do you know who did (issue)?*

Principle- Truthful subjects offer a concerned and sincere statement, sometimes suggesting a suspicion.

Truthful- subjects are concerned and sincere. Offer qualified denial, not really, not for sure, sincerely wish they could help. Spend time thinking.

Deceptive- will offer short answers without giving the question much thought. Non –contracted denial “No I do not” vs. “No I don’t”. Quick response.

# The Behavior Analysis Interview

**4. (Suspicion) Is there anyone you feel may have been involved in doing this?**

*Pat, who do you think did (issue)? Now, let me say this – if you only have suspicion, even a gut feeling, 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. Pat, who do you think did (issue)?*

Principle- Truthful subjects will usually volunteer names.

Truthful- Offers suspicion with reasonable basis. May sincerely not be able to come up with a name.

Deceptive- will immediately deny having a suspicion.



# The Behavior Analysis Interview

**5. (Vouch) Is there anyone you feel you can vouch for and say you do not think they would have done this?**

*Pat, is there anyone you know well enough that you feel is above suspicion and would not do something like (issue)?*

Principle- Truthful subjects will usually eliminate individuals from suspicion.

Truthful- Will confidently name one or more people.

Deceptive- Generally, will not vouch for anyone may vouch for themselves alone. Noncommittal: themselves, no one, or everyone.

# The Behavior Analysis Interview

6. (Alibi) Tell me what happened that day,/Tell me what you know about this matter.

- Allow the subject to supply his account of the matter
- Obtain a more detailed account about the incident
- Note any inconsistencies, contradictions or · unreasonable explanations
- Determine a possible "Bait" and obtain an appropriate denial

*Pat, this issue happened last Friday evening. Tell me everything you did last Friday night from 6:00pm until the time you went to bed.*

Principle- Eliciting an alibi or an account.

Truthful- Account contains details with respect to time, location, and people's names.  
Similar details throughout the statement.

Deceptive- account is vague with aspect to specific times, locations, or people's names.  
Chronological account.

# The Behavior Analysis Interview

**7. (Attitude) How do you feel about being interviewed concerning this matter?**

*Pat, how do you feel about being interviewed concerning this (issue)?*

Principle- The truthful subject will usually accept and understand the purpose of the interview.

Truthful- Generally express positive feelings. “I don’t mind at all.” If negative feelings are expressed they will be appropriate.

Deceptive- more likely to express negative feelings. “I don’t like this.” “I’m scared and nervous.”

# The Behavior Analysis Interview

**8. (Tell Family) Did you tell any of your family members about the reason for this investigation?**

*Pat, did you tell (loved one) about your interview with me today? What was their reaction?*

Principle- The truthful subject will be comfortable discussing the crime with their loved ones. Their loved one will offer emotional support and not ask if the subject was involved.

Truthful- Will have told loved one. Loved one will not ask suspect if s/he is guilty.

Deceptive- may not have told loved one. Loved one may ask suspect if they're guilty.

# The Behavior Analysis Interview

**9. (Credibility) Do you feel this actually occurred? / Do you think this was done deliberately?**

*Pat, do you think that (the issue) was really stolen, intentionally done, etc?*

Principle- The truthful subject will usually acknowledge the credibility of the allegation.

Truthful- Truthful subjects will offer a realistic assessment, often acknowledging that a crime was committed.

Deceptive- may offer unrealistic assessment, often suggesting that no crime was committed (i.e., error, mistake, accident).

# The Behavior Analysis Interview

**10. (Credibility of Accuser) (If subject has been accused by a victim) Is the accuser lying when he/she says you did do this?**

*Pat, when (accuser) says (allegation) is he/she lying?*

Principle- Truthful subjects will confidently state that the accuser is lying.

Truthful- emphatic and immediate agreement.

Deceptive- may offer evasive response. I know what I did and that's all I can say.

# The Behavior Analysis Interview

**11. (Opportunity) Who would have had the best opportunity to have done this?**

*Pat, who do you think would have had the best opportunity to do this? I'm not saying they did it, but who would have had the best chance?*

Principle- Truthful subjects are willing to indicate the opportunity if appropriate.

Truthful- Feels comfortable naming self. If suspect offered a suspicion, often the same name is again mentioned.

Deceptive- may open up the investigation and name unrealistic suspects. Could have been anybody (nobody).

# The Behavior Analysis Interview

**12. (Motive) Why do you feel someone would have done this? (Subject's answer may provide a theme for the interrogation)**

*Pat, why do you think someone did (issue)?*

Principle- Truthful subjects speculate and discuss the possible motive for commission of the crime.

Truthful- feels comfortable discussing possible motives. Motives will be realistic and reasonable.

Deceptive- reluctant to discuss motives. “How would I know”. Offers a one word response i.e., “thrills”, “kicks”. Or, may provide actual reason/themes.



# The Behavior Analysis Interview

**13.· (Think) Did you ever think of doing something like this even though you may not have actually gone through with it?**

*Pat, did you ever think about doing (issue) even though you didn't go through with it?*

Principle- Truthful subjects tend to offer direct denials (consider the seriousness of the offense).

Truthful- Will immediately and emphatically deny having such thoughts. “No way” or “Absolutely not”.

Deceptive- may qualify their denial “Not seriously”. May acknowledge having the thoughts, “yea, that’s crossed my mind”.

# The Behavior Analysis Interview

**14. (Objection) Why wouldn't you do something like this? (Answer may identify the subject's fear of confessing)**

*Pat, tell me why you wouldn't do something like this?*

Principle- Truthful subjects usually use first person responses.

Truthful- First person responses, that reflects a personal trait, “Because, I’m not a thief.”

Deceptive- Third person responses. “It’s wrong.” “It’s against the law.”

# The Behavior Analysis Interview

**15. (Punishment) What do you think should happen to the person who did do this?**

*Pat, what do you think should happen to a person who would do (issue)?*

Principle- Truthful subjects usually offer appropriately strong punishment.

Truthful- will offer harsh punishment. Prosecute, jail, fired...

Deceptive- may offer lenient punishment. Counseling, pay the money back.

Response may contain conditional language, “If they’ve done this many times...” or “Depends on the circumstances”

# The Behavior Analysis Interview

**16. (Second Chance) Do you think the person who did do this would deserve a second chance under any circumstances? (Subject's answer may provide a theme)**

*Pat, do you think the person who did this would deserve a second chance under any circumstances?*

Principle- Truthful subjects usually will reject the second chance (follow up the subject's answer with, “why”?).

Truthful- Will immediately reject a second chance.

Deceptive- may be willing to give a second chance, “I think everyone deserves some consideration.”

# The Behavior Analysis Interview

**17. (Bait) One of the things we will be doing is ... Establish the Bait - Eye-witness, Physical Evidence –**

*Pat, as part of our investigation we will... would there be any reason why ...*

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

Truthful- immediate denial.

Deceptive- change story, nervousness.

# The Behavior Analysis Interview

**18. (Investigation Results)** Once the full investigation is completed, how do you think the investigation will come out concerning whether or not you were involved in doing this?

*Pat, how do you think the results of the investigation will come out on you?*

Principle- Truthful subjects usually indicate confidence that the investigation will exonerate them.

Truthful- Express confidence, “It better show that I had nothing to do with this.”

Deceptive- May qualify their confidence, “I hope it comes out all right.” One word answers (clean, innocent, fine) or negative (attempt to discredit investigation).

# Case Study

Mary was in charge of the main vault at a local bank. During the day, she sold money to one of the tellers (Mark) – fifty, twenty, and ten dollar bills. At the end of the day, when Mary counted the money in the vault, she was \$600 short.

# Case Study

- A co-worker, Judy, helped Mary re-count the money in the vault. Together, they discovered that Mary had accidentally counted two straps of ten-dollar bills as \$100 when they were actually \$250. This explained \$300 of the shortage.
- In reviewing her activities of the day, Mary realized that she gave Mark two of these same straps, believing them to be \$100 each when they were actually \$250 each. This explained the other \$300 of the shortage.
- When questioned, Mark said that he received two straps of \$100, as ordered, and did not receive any extra money.



# Case Study

Punishment: *What do you think should happen to the person who stole the \$300?*

- **Mary:** “I think they should be prosecuted and lose their job. That’s what happens to people who come in and rob the bank and that’s what should happen to anyone that steals.”
- **Mark:** “Well, assuming that you’re right that it was stolen ... which I’m not sure it was ... it’s really up to the management of the bank.”

# Case Study

Second Chance: *Do you think the person should be given a second chance?*

- **Mary:** “No, absolutely not.”
- **Mark:** “Once again... it’s really up to the management of the bank. But maybe. I guess it depends on the situation.”

# Case Study

Results: *When our investigation is complete, what do you think the results will show regarding your involvement?"*

- **Mary:** “I’m not worried, I think it’s clear what happened here.”
- **Mark:** “I don’t think anything, I guess we’ll find out soon.”

# Case Study

Think: *Is there anytime you just thought about taking money from the bank, even though you may not have actually gone through with it?*

- **Mary:** “No, absolutely not. The money at the bank is not money to me, it’s just paper and it’s not my paper. I would not take that money for anything. I would die of starvation first.”
- **Mark:** (shrugs) “Not seriously.”

# Case Study

- Mark eventually confessed to the crime and took the bank security staff to his home where he still had the the missing money, stolen from the bank two days earlier.

# Transition

- If suspect is deceptive in all areas and the investigator has sufficient background information:
  - Leave interview under the pretense of checking on a piece of evidence
  - Return and start step 1 of interrogation, the direct positive confrontation
- If need a little more evidence, or different environment, or need to talk to others,
  - *‘Pat, I’d like to thank you for your time and cooperation here today and as you know we will be interviewing others about the (issue) and it may be necessary to talk to you again. You would be willing to come back and talk to me, wouldn’t you’*

# The Seven Steps of Interrogation

Step One: STATE YOUR POSITION

Step Two: DEVELOP PERSUASIVE STATEMENTS (Themes)

Step Three: OVERCOMING RESISTANCE

Step Four: ADDRESS THE SUBJECTS FEARS

Step Five: THE CLOSER (Alternative Question)

Step Six: ESTABLISH DETAILS OF THE OFFENSE

Step Seven: DOCUMENT THE SUBJECT'S STATEMENT

# The Seven Steps of Interrogation

## Step One: STATE YOUR POSITION

- Confidently inform the subject of your assessment of the subject's statements:
  - “Pat, the results of our investigation clearly indicate that you did (issue).”
    - Alt 1: “I have in this file the results of our investigation into the (issue). After talking to you and reviewing our results, there is no doubt that you did (issue).”
    - Alt 2: “Based on the results of this investigation, we still can’t eliminate you as a suspect”
  - <Pause 3 seconds>
    - Truthful- lean forward, maintain eye contact, denials grow in strength and number, non-contracted denial
    - Deceptive- slouch back, break eye contact
      - You do? How could I have done that? I knew this would happen. Don’t respond.
- Verbal Transition: “What we are here to do now, is to figure out why?” “Wait, lets try to work this out” “I want to sit down with you so we can get this figured out.”



# The Seven Steps of Interrogation

Step Two: DEVELOP PERSUASIVE STATEMENTS (Themes). **MOST IMPORTANT.**

Offer the suspect reasons for committing the crime that will psychologically justify their behavior so that they will feel more comfortable telling the truth.

- ▶ Monologue. Highlight good traits and contrast to bad people may think if they don't tell their side of the story.
- ▶ The investigator must understand how and where the subject is shifting the blame and then they **must shift the blame from the subject to something or someone other than the subject.**
- ▶ Work themes until it appears it doesn't work, then change (at least 5 minutes):
  - Accept- Barriers drop, nod of agreement, head drops, accessing emotion
  - Reject- Stiff, Rigid, closed posture, smirk on face, continued denials.

# The Seven Steps of Interrogation

## Transition To Theme

*“Pat, in my experience there are two types of people who take money from another person. The first type is a common criminal who is greedy and gives no thought to his actions. He acts impulsively because the only person he cares about is himself.*

*Now the second type of person who would do something like this is basically honest but acts out of character because of pressures in his life. These people oftentimes act spontaneously, on the spur of the moment, and after it happens they really feel bad about what they did. Now Pat, there is absolutely no doubt that you did this. What I need to establish with you right now is what kind of person you are.*

# Themes

- Blame something else
  - Blame the victim for doing, saying, or acting in a way to provoke the action.
  - Blame timing (planned out vs. spur of the moment)
  - Blame emotions overreacting to the situation
  - Blame accident vs. actual intent
  - Blame alcohol/drugs or anger, vs. actual character.

# Themes

1. Sympathize with the suspect by saying that anyone else under similar conditions or circumstances might have done the same thing.
2. Reduce the suspect's feeling of guilt by minimizing the moral seriousness of the offense.
3. Suggest a less revolting and more morally acceptable motivation or reason for the offense than that which is known or presumed.
4. Sympathize with the suspect by condemning others (victim, accomplice, etc.)
5. Appeal to the Suspect's pride by well-selected flattery
6. Point out possibility of exaggeration on part of accuser or victim, or exaggerate nature and seriousness of the event itself.
7. Point out to the suspect grave consequences and futility of continuation of criminal behavior

# Themes

- Employee Theft
  - Blame the employer- *“I understand how this could happen. If only they would have paid you enough, we wouldn’t even be here today.”*
  - Blame the economy- Price of gas is positively associated w/ theft
- Embezzlement
  - You always intended to pay the money back- *“You didn’t steal the money, you just borrowed it”*
  - Company’s fault for poor controls.
- Restitution question
  - *“Would you like me to talk to (victim) to see what they will do if they get their money or property back? But they’ll want to know what you spent it on. Did you spend it on drugs? Or, were you just behind on bills?”*

# Themes

- Guidelines
  - Don't ask for reasons-suggest them
  - Repeat, Repeat, Repeat
  - Do not allow suspects to make long statements or explanations, try to maintain control of the interrogation
    - Don't let them burn off nervous energy.

# The Seven Steps of Interrogation

## Step Three: OVERCOMING RESISTANCE

Don't let suspect speak weak denials. Hard to get confession later. Innocent denials will get louder, stronger, and more frequent.

- Interrupt non-verbally
  - Hold up hand in a stopping motion, turn your head away, move closer
- Interrupt verbally
  - Pat, wait.. (hold on, hear me out, just a minute, let me finish)
  - Finish with message *“Reasons are the important factor in how cases like this get resolved, this is very important for you to hear.... Let me finish because this is important.... Just hang on, just one more minute.”*

# The Seven Steps of Interrogation

## Step Three: OVERCOMING RESISTANCE

The step down

- If denials increase in persistence, strength and manner of delivery step down
- Step down:
  - You are involved,
  - you know who,
  - you have a suspicion,
  - secondary issue (you did something else), and
  - outside concern.



# The Seven Steps of Interrogation

## Step Three: OVERCOMING RESISTANCE

OBJECTIONS: An objection is a statement offered by the guilty to allegedly prove an accusation is false. The interrogator should turn the objection around and use it to further the theme development.

Explain to the subject the positive implications of the objection if it is true, and the negative implication of it is not.

*Subject: "I'm not that kind of person."*

*Investigator: "I hope that's true Pat, then that tells me this was 'out-of-character' for you. But if that's not true then this is the type of thing you are doing all the time and I'm wasting my time talking to you."*

# The Seven Steps of Interrogation

## Step Three: OVERCOMING RESISTANCE

Use objections to develop a theme by discussing positive and negative aspects of objection.

*Sus: I would never do something like that*

*Int: Why is that, Pat?*

*Sus: I don't need money, I have money in the bank.*

*Int: I hope that's true Pat, because then that tells me this was a spur of the moment thing where maybe you needed some money right away and someone else left it out when it shouldn't have been and you gave into the temptation. On the other hand Pat, if you didn't have any money that tells me this was a planned out thing and you were just waiting for the right time to do this. But Pat, I don't think you planned this out.*

# The Seven Steps of Interrogation

## Step Three: OVERCOMING RESISTANCE

Responses to common objections

*Obj: I'd be too scared to do something like that.*

*Disc: I'm glad you said that because that tells me you haven't been doing this all along.*

*Obj: I wasn't brought up that way.*

*Disc: I'm glad you said that because that tells me this is out of character for you.*

*Obj: But I'm a religious person.*

*Disc: I'm glad you said that because that tells me you are capable of correcting mistakes in your life.*

*Obj: I wouldn't even know how to do something like that.*

*Disc: I'm glad you said that because that tells me this wasn't your idea and someone else talked you into this.*

# The Seven Steps of Interrogation

## Step Four: ADDRESS THE SUBJECTS FEARS

At this point the suspect may begin withdrawing or tuning out.

- Move physically closer to the suspect
- Get the suspect emotionally and mentally involved
- Attempt to establish eye contact with the suspect

Tell the subject that no decision has been made yet but it is human nature to think the worst.

Tell the subject if he/she does not explain their side of the story the people making the decision will assume the worst.

**Tell the subject that people are judged more critically on how they handle the mistakes they've made, more than the fact that they made a mistake.**

# The Seven Steps of Interrogation

## Step Four: ADDRESS THE SUBJECTS FEARS

### Use Role Reversal

**Place the subject in a decision making position**

**Explain that the victim has positive proof two people both committed similar crime.**

**One tells the truth and apologizes. The other is challenging and acts like they don't care.**

**Who do you think (boss/interrogator) will trust? How would you view them.**

*Pat, let's just say that you are the boss in this situation. You've got two people, both guilty, you have positive proof of that. You have to sit down and talk to both. The first person says they did it. Apologizes for doing it. Says they'll never do it again and that they're really sorry. Sincerely sorry and want to set it straight. The second individual, you know they did it. But they deny it. They say, show me the evidence. Who do you think that the boss will trust? <If they don't answer, answer for them>*

# The Seven Steps of Interrogation

## Step Four: ADDRESS THE SUBJECTS FEARS

Procurement and retention of suspect's attention

- Get them emotionally involved
- Bring up their desirable traits (clean record, work ethic, social involvement, reputation, honesty religion)
- Continued denials will let others think the worst.

*“If you really are a hard worker, you don’t want people to think that you took that money because you’re greedy, do you?”*

*“Pat, as part of my investigation I also talked to various people who you know well . What I found is that you have had only minor brushes with the law. You are well respected in the neighborhood and at the job coworkers and your supervisor describe you as reliable and hardworking. I’m no psychologist but I would guess that you value your integrity and responsibility. You have worked all your life to establish the respect that you have earned. Don’t throw away everything that you work for by not getting this thing clarified.”*

# The Seven Steps of Interrogation

Step Five: THE CLOSER (Alternative Question) **SECOND MOST IMPORTANT**

When victim seems defeated (slumped, less tense, cry), **present two choices for the subject's involvement. Contrast a more acceptable sounding choice with an unacceptable choice.** Stress the acceptable choice, to encourage the subject to acknowledge the alternative.

*Now Pat, was this the first time or have you been doing this all along?*

*Did you plan to do this or did you just do it spur of the moment?*

*Did you spend the money on drugs or just to help out the family?*

*Did you just borrow the money with the intention of giving it back, or did you take it out of greed?*

# The Seven Steps of Interrogation

Step Five: THE CLOSER (Alternative Question) **SECOND MOST IMPORTANT**

Alternative question: *Pat, was this money used to take care of bills at home, or was it used to gamble?*

Negative supporting statement: *You don't seem to be the kind of person who would do something like this in order to use it for gambling. If you were that kind of person, I wouldn't want to waste my time with you, but I don't think you're like that.*

Positive supporting statement: *I'm sure this money was for your family, for some bills at home. That's something even an honest person might do, if he was thinking of his family.*

Presenting a leading question: *It was for your family's sake, wasn't it, Pat?*



# The Seven Steps of Interrogation

## Step Six: ESTABLISH DETAILS OF THE OFFENSE

If the subject accepts the alternative, express understanding and reinforcement then encourage the subject to talk about the details of the offense. Avoid asking leading questions at this stage.

- Congratulate them on confession.

*“That’s what I thought all along. That’s great. That’s important.”*

# The Seven Steps of Interrogation

## Step Seven: DOCUMENT THE SUBJECT'S STATEMENT

Convert the verbal statement into a written, typed or electronically recorded form. Establish the voluntariness of the subject's written statement. Have them write it.

# Critiques

- According to some critics of the Reid Technique, aspects of Reid-style interrogation that may lead to false confessions include
  - (1) misclassification (the police attributing deception to truthful suspects);
  - (2) coercion (including psychological manipulation); and
  - (3) contamination (such as when police present non-public information to a suspect, and the suspect incorporates that information in his or her confession)
- One of the main critiques of the Reid Technique is that it is “*too* powerful, i.e., [it] can break down the innocent as well as the guilty.”[\[18\]](#) This is because the purpose of the Reid Technique is to put a suspect in a situation where “confession appears to be the only means of escape.”[\[19\]](#)
- Manipulative (especially by under trained) and Coercive
  - Making a Murderer; When They See Us

# Critiques

- “It’s an interrogation method designed to create anxiety, stress and eventually desperation,” he told the Guardian. “The suspect concludes that confessing is the best or even the only way out ... It breaks down innocent people as well as guilty people. It’s too effective.”
- Not the fault of the Technique “but rather they are usually caused by interrogators engaging in improper behavior that is outside of the parameters ... behaviors which the courts have found to be coercive – threats, promises, denial of rights”.
- Even if you didn’t do it, get a lawyer
- Don’t use this on spouses 😊