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1. Preface

1.1. All Previous Editions Are Obsolete.

1.2. No part of this handbook may be reproduced or distributed in any form or stored in a database or retrieval system without the written permission of the Director of NCCA.

2. Communication

2.1. **Definition.** Communication is a process by which information is exchanged between individuals through a common system of words, signs, actions, or behavior.

2.2. Introduction. As psychophysiological detection of deception (PDD) examiners, it is important for us to learn everything we can about communication. When you break down successful interrogations to the lowest common denominator, you are left with the basic skills of communication. Most of us have had basic courses in interviewing and interrogation. We were taught basic subjects such as how to prepare for the interview, the proper setting, interviewing techniques, and body language. The learning usually focused on observing and reading the examinee's verbal and nonverbal communication. Not many of us learned that our own verbal and nonverbal communication was equally important and played a crucial role in the communication process.

2.3. Every PDD examiner has lost a confession at one time or another. We rationalize the loss by blaming the examinee and telling our co-workers, “this guy would not have confessed to anyone.” The intent of studying communication is to recognize that we as PDD examiners must be aware of what messages we are sending as well as those we receive from the examinee. How many examinees have decided not to confess mainly because they encountered some “turn-off” features in the PDD examiner? For example, a PDD examiner sitting slouched in the chair telling the examinee he wants to help him.

2.4. Communication is an extremely complex process and sometimes things can go wrong. There are many obstacles to effective communication, such as:

2.4.1. People often think they have communicated when they have not.

2.4.2. People have strong feelings that often get in the way of effective communication.

2.4.3. People talk too much and do not listen.

2.4.4. Few communicators are perfect and there are a few situations in which perfect communication takes place.

3. Elements. Verderber (1990) defines the elements of communication and how the communication process works as:

3.1. Context. The physical setting in which the communication takes place. For example, the context of a conversation in a quiet restaurant differs from the context of a conversation in a PDD examination room. The components of context that affects communication are:

3.1.1. Location, time, light, temperature, distance between communicators, and seating arrangements.

3.2. People. As senders, we form messages and attempt to communicate them to others through verbal and nonverbal symbols. As receivers, we process the messages sent to us and react to them both verbally and nonverbally. The following individual experiences have different meanings for each of us when sending or receiving information:

3.2.1. Feelings, ideas, moods, and occupation.

3.3. Messages. Communication takes place through sending and receiving of messages. Messages include the elements of:

3.3.1. Meanings. The pure ideas and feelings that exist in the mind of a person represent meanings. You may have ideas about how to study for your next test. You may also have feelings such as jealousy, anger, and love. The feelings that you have cannot magically be transferred into another person's mind.

3.3.2. Symbols. The words, sounds and actions that communicate meaning are known as symbols. As you speak, you choose words to convey meaning. At the same time, facial expressions, gestures, and the tone of your voice (all nonverbal cues) accompany your words and affect the meaning your listener receives. As you listen, you take both the verbal symbols and nonverbal cues to assign meaning to them.

3.3.3. Channels. Both the routes traveled by the message and the means of transportation. Words are carried from one person to another by airwaves. Facial expressions, gestures, and movement travel by light waves. People communicate by any of the five sensory channels. A fragrant scent or a firm handshake may be as important as what is seen or heard.

3.4. Noise is any stimulus that gets in the way of communication. This is the prime reason that interviews should be conducted in a quiet place.

3.4.1. External noises are sights, sounds, and other stimuli that draw people's attention away from the intended meaning. The sound of an airplane overhead could draw your attention during an interview. However, a noise does not have to be a sound. A photograph on the wall can distract you momentarily and would be considered noise.

3.4.2. Internal noises are thoughts and feelings that interfere with meaning. Daydreaming when a person is talking to you creates an internal noise because you tune out the words he/she was attempting to convey.

3.5. Feedback. Whether receivers decode the meaning of messages properly or not, they are likely to give some kind of verbal or nonverbal response. This feedback tells a person sending the message whether the message has been heard, seen, or understood.

4. Communication Process. What does the communication process do for us? The study of communication is important because the process serves psychological, social, and decision-making functions that touch every aspect of our lives.

4.1. Psychological Function. Communication can serve two psychological functions: (1) to make contact with others and (2) to see ourselves.

4.1.1. Psychologists tell us that people are by nature social animals and need other people just as they need food, water, and shelter. Without some contact with others, most people would hallucinate, lose their motor coordination, and become maladjusted. Hostages have reported that isolation from other individuals was their worst enemy while they were in captivity.

4.1.2. We communicate to enhance and maintain our sense of self. Through our communication, we seek approval of whom and what we are. How do you know what you are good at doing? Other people tell you through communication.

4.2. Social Function. Communication can serve two social functions: (1) to help us develop relationships and (2) to fulfill social obligations.

4.2.1. We communicate to develop relationships. When you encounter people you do not know, you communicate with them to get to know them.

4.2.2. We communicate to fulfill social obligations. Why do you say, “How are you doing?” to a person you met in the past. Why do you say such things as “What's happening?” or a simple “Hi” when you pass by people you know? You acknowledge a person you recognize with many statements. Not speaking in such situations is perceived as being insensitive.

4.3. Decision-Making Function. As well as being a social animal, people are also decision makers. Communication can serve the decision-making function in three ways: (1) to process and exchange information, (2) to weigh and consider alternatives, and (3) influence others.

4.3.1. We communicate to exchange information. Information is a key ingredient for effective decision-making because you cannot function in our society without information. This is the age of technology where instant access to information is essential in any business. Prior to conducting an interview, you try to obtain as much information about the person as possible.

4.3.2. We communicate to weigh and evaluate information. We soon learn that all information is not equally relevant or necessarily accurate. Before we make a decision, we weigh and evaluate what we have heard.

4.3.3. We communicate to influence others. Because the results of many of the decisions made involve the agreement or cooperation of other people, it is necessary to communicate to influence others' attitudes and behaviors.

5. Perception. This refers to the process of gathering sensory information and assigning meaning to it. Your eyes, ears, nose, skin, and taste buds gather information. Your brain selects from among the items of information gathered, organizes the information, and finally interprets and evaluates it. The result is perception and it is associated with the person's knowledge and understanding of the world.

5.1. Bernstein, Roy, Srull, & Wickens (1988) illustrate six characteristics of perception as:

5.1.1. Knowledge-based perception develops through experience with the world. For example, if you do not know the difference between a snake and a rope, then your chances of survival in the woods are poor.

5.1.2. Perception is inferential. It allows people to fill in information that may be missing from raw sensations. For example, if you know what a snake looks like, then you will perceive it as a snake even though the underbrush conceals the last few inches of its body. Consider the implication that inferential perception has on victims and witnesses to a crime. How many details are added or missing from what a person factually witnessed? Hunt (1985) pointed out the following example. If two people witness a mugger stealing a purse from a senior citizen on the street, one might “see” the criminal as a tall, heavy set man wearing a raincoat. The other person might “see” him as a man of medium height, moustache, and eyeglasses. Each observer notices different details and interprets them differently.

5.1.3. Perception is categorical. It helps people decide what general type of stimulus they are encountering. You may not know what kind of snake you are looking at, but it has enough “snaky” characteristics (e.g., long, round, scales, forked tongue, beady little eyes) for you to place the stimulus in the snake category.

5.1.4. Perception is relational. It compares each stimulus with those around it. You perceive a stimulus pattern as a snake, not only because of its snaky features, but also because these features are related to one another. The tapered tail is at the end of the body, not in the middle. There is a beady eye on each side of the head, which is at the end opposite of the tail. In the same way, your ability to perceive that someone is unusually tall requires that you see him in relation to a normal size person.

5.1.5. Perception is adaptive. It allows people to focus on the most important information for handling a particular situation. For example, peripheral vision is sensitive to moving objects. This is adaptive and allows people to react quickly to potentially threatening motion. When encountering the snake, your perception focuses first on the fact that it is a snake and not whether it is a king snake or rattler.

5.1.6. Perception operates automatically. You do not have to stop and ask yourself, “Is that a rope or a snake?” The question is asked and answered so quickly that you are unaware of it.

5.2. Self-perception influences how we are likely to communicate with others interpersonally. How we perceive ourselves reflects and explains how we project ourselves.

5.2.1. Self-concept is a collection of perceptions of every aspect of your being (e.g., appearance, physical and mental capabilities, size, strength). Your self-concept is a result of how others react and respond to you.

5.2.2. Self-appraisal is forming impressions about yourself partly from what you see. When you look in the mirror, you make judgments about your weight, size, the clothes you wear, and your general appearances.

5.3. How your self-concept affects communication.

5.3.1. Behavior. Your self-concept affects your behavior. In other words, how you conduct yourself in a given situation. The higher your self-concept, the more likely you are to talk in ways that reflect positive experiences. The lower your self-concept, the more likely you are to talk in ways that reflect negative experiences.

5.3.2. Word selection and the tone of your voice. Your self-concept can affect both your word selection and your tone of voice. People with low self-concepts engage in self-criticism and self-doubt. They tend to blame others for their failures. During an interview, the examinee can interpret a low self-concept as a weakness on the part of the PDD examiner. People with high self-concepts speak with confidence.

5.3.3. Emotional state. Your feelings affect your perception. If you are having a “down” day, then your perception of the examinee will probably be more negative than if you were having a good day. When you receive a low grade on a physiology test that you thought you did well on, your perceptions of people around you will surely be influenced by your negative feeling. How many PDD examiners would feel like conducting an interview at this point? If, however, you receive an A on an important examination that you were not sure about, then you are likely to perceive everything and everyone around you in a positive manner.

5.3.4. Perceptions of people. According to Hunt (1985), people are colored by their own attributes and value judgments. In the eyes of one person, an older woman dining out with a much younger man may be seen as a “woman robbing the cradle” while another person may see her as “a woman in the prime of life enjoying herself.”

6. Nonverbal Communication

6.1. We have all heard the expression “actions speak louder than words.” In face-to-face communication, between 60 and 90 percent of the social meaning may be carried by actions or nonverbal communication. Nonverbal communication refers to how people communicate by nonverbal means. It may cover any aspect of communication that is not purely verbal. What makes one PDD examiner more proficient than another? It may be that skillful receivers of nonverbal communication are also skillful senders of communication.

6.2. There are many categories of nonverbal behavior, but for our purposes the following will be discussed:

6.2.1. Body motions (known as kinesics).

6.2.2. Paralanguage.

6.2.3. Touch (known as haptics)

6.3. Bosshardt, DuBois, Paullin, and Carter (1989) reported that deceptive cues are more likely to occur in those aspects of communication, which we are least likely to control. It is suggested that liars are more adept at controlling some aspects of communication (e.g., verbal content, facial expressions) than others (e.g., body movements) for physical reasons. Some muscles are more controllable than others. It is suggested that there is no single indicator of deception. Rather than looking for isolated indicators, PDD examiners should look for groups of behaviors and consistency between verbal and nonverbal behavior.

6.4. Research has shown that body gestures of deceptive communicators, as compared to truthful communicators, are characterized by:

6.4.1. More posture shifts or less posture shifts.

6.4.2. Increased self-manipulation (e.g., touching parts of the body or scratching).

6.4.3. Increased shrugs.

6.4.4. Fewer illustrating hand gestures.

6.4.5. Less leg/foot movement or more leg/foot movement.

7. Body Motions. The major types of body motions are eye contact, facial expression, gesture, and posture.

7.1. Eye contact. Have you ever wondered why there are such phrases as "He has shifty eyes?" or "She has inviting eyes." Chances are these phrases refer to the size of a person's pupils and their gaze (fixed look). Your pupils not only respond to light and dark, but also your moods. A person who is excited and positive will have dilated (enlarged) pupils, sometimes up to four times their normal size. Conversely, angry and negative moods cause the pupils to constrict.

7.1.1. The amount of eye contact people use differs from person to person as well as from situation to situation.

7.1.2. Studies show that people are likely to look at each other 50 to 60 percent of the time as they talk.

7.1.3. Eye contact is essential to establish and maintain credibility. Here is an expression that you may have heard, "Look me in the eye and say that."

7.1.4. Through eye contact, you can tell when a person is involved in what you are saying, whether what you are saying is causing anxiety, or the person has something to hide.

7.1.5. Eyes express love, hate, and every emotion in between.

7.2. Facial Expression (Myles, 1989). Have you ever watched a conversation across a room or through a window? Seen a movie on an airplane without listening through the earphones? You do not really need to hear what is being said to gain some idea of the emotions of the participants. You may have heard, "I can read your face like a book." You may react to a look of contempt from another person by saying, "If looks could kill."

7.2.1. Facial expressions involve the arrangements of facial muscles to communicate an emotional state or reaction to a message.

7.2.2. Facial expressions can either reinforce or negate a verbal comment.

7.2.3. Many people show their feelings through facial expressions.

7.2.4. According to Bittner (1985), everyone's face is a form of identity. Researchers have categorized us based on our facial expressions as being:

7.2.4.1. Withholders keep feelings from appearing on their faces. Expressionless withholders' faces are difficult to read in order to determine their feelings.

7.2.4.2. Revealers are just the opposite; they wear their feelings on their face.

7.2.4.3. Substitute expressers show different facial expressions from what they are feeling.

7.2.4.4. Ever-ready expressers show facial expression at the slightest reaction to emotion or any other stimulus. Such people are labeled "very expressive."

7.3. Gestures are primarily movements of hands, arms, and fingers. Gestures can be communicated with other parts of the body as well. Gestures of the head, trunk, and shoulders when used in coordination with gestures of the hands and arms emphasize feelings and ideas.

7.3.1. Speech linked gestures normally enhance the spoken words and are used to add emphasis to what is being said.

7.3.2. A nod of the head may indicate approval or disapproval.

7.3.3. A shrug of the shoulders may denote dislike or contempt.

7.3.4. Leaning forward may suggest an interest in what is being said.

Connections between Gesture and Inference

| Gesture | Inference |
|-----------------------------|-------------------------|
| Hands outstretched | Appealing |
| Feet shuffling | Impatience |
| Shoulder shrugging | I don't know/don't care |
| Drumming the fingers | Anxious |
| Clenched fist | Fear |
| Shaking clenched fist | Anger |
| Palms up and facing forward | Stop, wait |
| Thumbs up | Success |
| Thumbs down | Loss |
| Clapping fast | Approval |
| Clapping slowly | Disapproval |

7.4. Posture. A person's posture can reveal attitudes, emotions, and their general state of being. Lying slumped in a chair with legs crossed with the head supported under the chin by the hand is a good indicator of a negative attitude. This is especially true when accompanied with the appropriate facial expression. Picture the following postures:

7.4.1. Hip thrust out or hand on hip may indicate defiance, sexuality, or opinionated.

7.4.2. Arms tightly folded against the chest may indicate anger, fear, physical coldness, or refusal.

7.4.3. Hands in pockets while leaning against the wall may indicate casualness, relaxation, confidence, or indifference.

7.4.4. Seated while leaning forward with elbows on the knees and head in the hands may indicate depression, thoughtfulness, intensity, or exclusion.

7.5. By observing others and monitoring our own posture, we can use our postures to aid our communication.

8. Paralanguage

8.1. In contrast to kinesic (body motions) behavior, paralanguage relates to the sounds we hear and the way we use the sounds of our voice to utter words. Paralanguage pertains to *how* something is said, not *what* is said. The word *para* means “alongside.” Paralanguage, therefore, is language alongside language.

8.2. Bosshardt, DuBois, Paullin, and Carter (1989) stated that three types of nonverbal cues have been shown to have some validity in detecting deception. Paralinguistic (i.e., speech patterns and voice inflection) indicators tend to be the best nonverbal indicators. Specific paralinguistic cues that may indicate deception include longer hesitation before responding (under most conditions), more speech errors, more frequent pauses, and higher voice pitch. Certain body gestures have also been shown to indicate deception. These include more posture shifts (under most conditions), increased shrugs, and fewer illustrating hand gestures. Facial expressions (e.g., eye contact, smiling) have also been studied as indicators of deception. These include duration of responses, postural shifts, self-manipulation (such as scratching or touching other parts of the body with the hand), leg/foot movement, length of eye contact, and smiling.

8.3. Rate - our rate of speech is the speed at which we talk. A typical rate of speech is between 140 and 170 words per minute. Myles (1989) stated that the mind of a listener can typically accept three to four times as many words per minute as the speaker can deliver. The rate of speech may be altered by excitement, anxiety, relaxation, and contentment.

8.4. Pitch refers to the highness or lowness of our voice. We all have a pitch that is normal for us, but that is often altered with different situations. Excitement can raise the pitch of our voice while extreme fatigue can lower it.

8.5. Volume, the loudness of the voice quality, is referred to as its intensity. A message spoken softly means one thing while something shouted at the top of our lungs means something entirely different.

8.6. Quality refers to the tone, timbre, or sound of your voice. Quality can be hampered by any of the following:

- 8.6.1. Nasality - too much resonance in the nose on vowel sounds.
- 8.6.2. Breathiness - too much escaping of air.
- 8.6.3. Harshness - too much tension in the throat and chest.
- 8.6.4. Hoarseness - a raspy sound in the voice.

8.7. Bosshardt et al. (1989) stated that research has shown that paralinguistic cues (e.g., speech patterns and voice inflection) are more accurate indicators of deception than body gestures or facial expressions. Specific paralinguistic cues have been shown to be more characteristic of deceptive, versus truthful, communicators in at least one study. These cues include:

- 8.7.1. Longer hesitation before responding.
- 8.7.2. Shorter responses when responding.
- 8.7.3. More speech errors.
- 8.7.4. More frequent pauses.
- 8.8.5. Higher voice pitch.

9. Touch

9.1. Touch, known as haptics, is often considered to be the most basic form of communication. The nonverbal message of touch can express affection and concern. Be it a kiss or a handshake, touch communicates a full range of emotions. We use our hands to pat, slap, pinch, stroke, hold, embrace, and tickle. We pat a person on the back for encouragement and hug a person to show love.

9.2. Touching behaviors. Whether people touch and like to be touched is an individual preference. Behavior that seems impersonal to one person may be intimate or threatening to another.

9.3. Bittner (1985) discussed the importance of touch in childhood. The popular bumper sticker that asks, "Have You Hugged Your Kid Today?" carries more relevance than we may realize. Psychologists tell us that the amount of touching an infant receives can directly affect how well adjusted the child is later in life. As children enter elementary school, touch is a major form of reinforcement.

9.4. Being that sexual undertones are not associated with touching at the preschool and early elementary school levels, teachers are generally permitted to touch and hug children to alleviate their fears of alienation, rejection, and security.

9.5. As children develop sexual awareness, touching becomes limited between teachers and students, and in many cases, between children and parents. This can cause difficulties because the transition into puberty can be an emotional trauma. The time when a person's identity is being challenged may be the time when touch and affection could be supportive. Psychologists refer to this need for touching as anchoring.

9.6. When anchoring is used during an interview or interrogation, it can play an important role in instilling trust and confidence.

9.7. Social norms gradually define the appropriateness of touching behaviors as we grow older.

9.8. How we interpret messages relayed by touch also depends on what part of the body is being touched. Touching hands is almost universally interpreted as being pleasant and friendly. Touching the pelvic area is interpreted as being sexual.

9.9. Of all the parts of the body, the head is the most frequently touched area.

9.10. Touching behavior differs among cultures and the age of a person.

9.11. Summary. In communication, much is transmitted through nonverbal actions. When we communicate we do so with and without intent. A great deal of what we transmit unintentionally is done through nonverbal means. It is important to remember that both verbal and nonverbal communication should work together. Skillful communicators will attempt to control their nonverbal messages so that they will reinforce the verbal message.

10. Effective Listening

10.1. Listening is one of the most neglected communication skills. Most people listen to others, but often don't "hear" what the others are saying. Myles (1989) related that 45 percent of our involvement in communication is devoted to listening, 30 percent to speaking, 16 percent to reading, and 9 percent to writing. Most people equate listening with hearing. The assumption is that a person who has the physiological ability to hear already possesses the psychological skill of listening.

10.2. According to Montgomery (1981), the biggest problem in listening is that we fail to focus on the other person's point of view or idea. It is human nature to want to tell our ideas, feelings, opinions, convictions, and jokes. We want to tell our own thoughts instantly without even waiting until the other person is finished talking. We interrupt and often change the subject at the same time. Most people are egocentric, which contributes to poor listening.

10.3. Passive Listening. Sasse (1981) discussed that in passive listening your responses do not tell any of your own ideas or judgments. Instead, you invite the person to share their feelings and ideas. The simplest responses in passive listening include “Really.,” “I see.,” and “How about that.”

10.4. Other responses can be more direct such as “I'd like to hear more about that.,” “Tell me the whole story.,” and “This seems like something important to you.”

10.5. Active Listening. Active listening is the other listening skill. Usually, it is more effective than passive listening. In active listening, also referred to as empathic listening, you try to understand what the speaker is feeling or what the message really means. Every message contains two parts: (1) the content or factual material and (2) the speaker's feelings or attitude toward that content. By putting the message in your own words, you send it back to see if it is what the speaker meant. Do not send back a message of advice, judgment, or logic.

10.5.1. Paraphrasing, also known as rephrasing, refers to restating a message using other words to help clarify the meaning of the message. If you cannot paraphrase the message, either the message was not clear or you were not listening carefully enough.

10.5.2. Clarifying. If the terminology or the meaning of what the speaker is saying is not clear, then ask the speaker to simplify the meaning.

10.5.3. Summarizing. After the speaker has provided information pertaining to one subject, try to review the material with the speaker so the meaning is clear.

10.6. Listening Techniques. Bosshardt et al. (1989) provided the following recommendations for listening during an interview:

10.6.1. Listen to the whole response for its substance. In other words, listen for plausibility, inconsistencies, omissions, inferences, and qualifications. This is especially imperative for responses to open-ended and indirect questions, since these provide the material for follow-up-questions.

10.6.2. Elicit an open and frank discussion from the examinee by being an active listener. Show respect and approval of the person through verbal and nonverbal behavior. For example, you could respond with “yes, um-hum, right” while nodding your head and leaning forward.

10.6.3. Follow up vague responses with questions that draw out details and more concrete meanings. Vague answers such as “probably”, “that's about right”, or “I don't remember exactly” should not be accepted. These types of response should be followed up with probes such as “You do remember something, don't you?”

10.6.4. Note the examinee's pattern of verbal behavior during the pretest interview, especially while reviewing his/her background. This will provide a baseline of behavior for evaluating possible deception. Possible verbal content indicators of deception include vague or less plausible responses. Paralinguistic indicators of possible deception include more speech errors, frequent pauses, shorter responses when responding, and longer hesitations before responding.

10.7. Characteristics of Poor Listeners. Montgomery (1981), who provided workshops on effective listening, surveyed a group of executives on the characteristics of the worst listeners they knew. The common responses were:

- 10.7.1. Always interrupts.
- 10.7.2. Jumps to conclusions.
- 10.7.3. Finishes my sentences.
- 10.7.4. Is inattentive due to wandering eyes and poor posture.
- 10.7.5. Changes the subject.
- 10.7.6. Writes down everything.
- 10.7.7. Doesn't give any response.
- 10.7.8. Is impatient.
- 10.7.9. Loses temper.
- 10.7.10. Fidgets with a pen or pencil nervously.

10.8. Characteristics of Good Listeners. Montgomery (1981) also asked the group of executives to list the characteristics of the best listeners they knew. The common responses were:

- 10.8.1. Looks at me while I'm speaking.
- 10.8.2. Questions me to clarify what I'm saying.
- 10.8.3. Shows concern by asking me about my feelings.
- 10.8.4. Repeats some of the things I say.
- 10.8.5. Doesn't rush me.
- 10.8.6. Is poised and emotionally controlled.
- 10.8.7. Reacts responsively with a nod of the head, a smile, or a frown.
- 10.8.8. Pays close attention.
- 10.8.9. Doesn't interrupt me.
- 10.8.10. Keeps on the subject until I've finished my thoughts.

10.9. Listening Habits to Avoid.

10.9.1. Daydreaming. Do not let your eyes wander or keep turning your head aimlessly. Keep from drumming your fingers, snapping gum, or mindlessly handling pens or pencils.

10.9.2. Listening for the facts. As deadpan Sergeant Joe Friday used to say on the television show *Dragnet*, “Just the facts, ma'am.” Tuning out ideas and feelings can result in a loss of precious information.

10.9.3. Tuning out. The burden of listening is on the listener. Do not automatically condemn a speaker or the subject as uninteresting. Do not prejudice your listening because of the speaker's looks, hairdo, voice, or culture.

10.9.4. Time wasting. Try not to waste your listening time. You can listen faster than the speaker can speak. Therefore, anticipate, evaluate, and mentally summarize the speaker's points as you listen.

10.9.5. Preparing your response. There are countless situations, such as during a post-test interview, where the PDD examiner is concentrating so much on what to say when the chance comes that he/she does not listen to what the speaker is saying.

10.10. Techniques to Improve Listening. Hamlin (1988) has suggested the following techniques to improve listening.

10.10.1. Listen actively by:

10.10.1.1. Anticipating where the speaker is going.

10.10.1.2. Weighing what he/she is saying against what you know.

10.10.1.3. Listening to the supporting evidence.

10.10.1.4. Reviewing and summarizing what is being said.

10.10.2. Listen to all of it, such as when you are collecting biographical data. As you listen, try to figure out where the examinee is going and what the conclusion will be.

10.10.3. Look at the speaker. The nonverbal signals we give off as we speak are often even more truth-telling than our self-edited words.

10.11. Summary.

10.11.1. It is important to listen carefully and as objectively as possible to everything that is being said. Total listening, in this sense, is hard work. A good listener will be perceptive to the messages being transmitted by the speaker and will be aware of the variety of obstacles. In addition, the listener should be aware and display both verbal and nonverbal signs to indicate he/she is listening to the speaker.

10.11.2. Bosshardt et al. (1989) reported the goals of active listening during interviews are to help the examinee elaborate his/her responses and to gather clues for directing follow-up questions. The key to effective listening is excellent preparation. Active listening involves using verbal and nonverbal behaviors (e.g., leaning forward, smiling, nodding) to encourage

elaboration of important points. The listener also listens for a pattern of pauses to questions, numerous grammatical errors, and logical inconsistencies in order to detect possible deception.

11. Types of Questions.

11.1. Questions are the principal tools of interviewing. The quantity and quality of information obtained from examinees will usually be relative to your skill in formulating and asking questions. Generally, the types of questions asked during an interview/interrogation can change depending on three circumstances: (1) the kind of information being sought, (2) what stage of the interview/interrogation you are in, and (3) a desire to increase/decrease anxiety in the examinee. Royal and Schutt (1977) noted that issues are generally resolved by a sequence of questions. In both interviewing and interrogating, efforts are directed toward resolving the questionable points. The most efficient means of resolving an issue is to have the questions focus on the issue by progressing from general questions to specific questions.

11.2. Types of Questions. Verderber (1990) addresses several types of questions that can be used during an interview.

11.2.1. Open-ended questions ask the examinee to provide whatever information he/she wishes to provide. Open-ended questions range from those with virtually no restrictions (e.g., “What can you tell me about yourself?”) to those that give some direction (e.g., “What do you believe has prepared you for this job?”). PDD examiners ask these types of questions to encourage the person to talk, which allows him/her an opportunity to listen and observe. This is especially helpful during the pretest interview. Through open-ended questions, the PDD examiner finds out about the examinee’s perspectives, values, and goals.

11.2.2. Closed-ended questions are narrow-focused questions that require very brief answers. Closed-ended questions can be questions that are answered with a simple yes or no response. For example, “Did you steal any of that money?” They can also be questions that require only a short answer. For example, “Do you examinee anyone of stealing any of that money?” By asking closed-ended questions, PDD examiners can control the interview and obtain large amounts of information in a short time. However, the closed-ended question seldom enables the PDD examiner to know why a person gave a certain response.

11.2.3. Neutral (non-directive) questions are those questions for which the examinee is allowed to give an answer without direction from the PDD examiner. For example, “How do you like your new job?” or “How do you feel about being here today?” There is nothing about the wording of the question that gives the examinee any indication of how the question should be answered.

11.2.4. Leading questions are questions phrased in ways that suggest the PDD examiner has a preferred answer. For example, “You don't like your new job, do you?” Aubry and Caputo (1980) propose that using leading questions can play an important part during an

interview/interrogation. They can be quite advantageous when presented after the examinee's resistance has been penetrated and he/she has made significant, damaging admissions. For example, "You killed them, didn't you?" or "You're lying about the whole affair, aren't you?"

11.2.5. Assumptive questions can be used to put the examinee at ease by demonstrating that their admissions are not shocking. For example, "What is the strongest drug you ever used?" If the examinee makes an admission, then continue the questioning as if you expected his/her response.

12. Information Gathering. Crowe (1990) discussed several areas of importance relating to the method of gathering information from an examinee during the pretest and post-test interviews of a PDD examination.

12.1. Questions. If there are too many questions during the pretest interview, then the examinee may shutdown during the interaction. If there are not enough questions, then the examinee may become uncomfortable. Ask one clear question at a time versus multiple questions. If you ask two questions at a time, then you may receive inaccurate information. Use a narrowing flow of questioning starting with neutral questions, transition to open-ended questions, then move to close-ended questions.

12.2. Neutral (non-directive) questions:

12.2.1. "What's happening?"

12.2.2. "How are you?"

12.3. Open-ended questions.

12.3.1. "What kind of person do you think would do something like this?"

12.3.2. "When did you find out about this incident?"

12.3.3. "How do feel about being here today?"

12.4. Closed-ended questions and multiple-choice questions are good for establishing comparison material. You can suggest the answers to the examinee. This process helps build anxiety for the comparison questions.

12.4.1. "You're not a thief, are you?"

12.4.2. "I'm looking for the type of person who steals from their friends, relatives, or classmates. I hope you've never done anything like that before, have you?"

12.5. Highly directed questions are used as a last resort when trying to seek additional information. They are useful for a checklist of questions. The Relevant/Irrelevant (R&I) technique uses highly directed questions. You should begin with less personal topics and gradually move to more personal points.

12.6. Asking “why” questions can activate the examinee's defenses, which will allow you to observe their coping styles.

12.7. Sequence of topics.

12.7.1. Do not force the examinee to follow a specific list of questions unless you want to increase anxiety or do not have a sufficient amount of time.

12.7.2. During the pretest interview, allow the examinee to speak first about whatever is on his/her mind. The examinee often comes in with preconceived ideas and may be anxious until they are discussed.

12.7.3. Allow the examinee to answer the questions fully and observe the following:

12.7.3.1. Timing of pauses.

12.7.3.2. Use of silence.

12.7.3.3. Abrupt shift in topics.

12.7.4. Summarize what the examinee has said from time to time, which engages active listening skills.

12.8. The following are cues that the examiner should be sending to the examinee to encourage him/her to talk.

12.8.1. Visual symbols.

12.8.1.1. Posture.

12.8.1.2. Facial expressions.

12.8.1.3. Gestures.

12.8.1.4. Nodding.

12.8.1.5. Pausing.

12.9. Using silence to reduce stress.

12.9.1. When the examinee is trying to recall information or clarify his/her thoughts.

12.9.2. When the examinee is deciding on whether to provide more information.

12.9.3. When the examinee is overcome by emotion.

12.10. Using silence to induce stress.

12.10.1. When the examinee's body motions indicate extreme discomfort.

12.10.2. When the examinee is obviously anxious.

12.10.3. If the examinee makes an admission, then a slight period of silence may prompt another admission.

12.10.4. You may choose to point out unexpressed or inconsistent attitudes and feelings, especially when verbal and nonverbal communications disagree.

12.11. Manage your own feelings and reactions.

12.11.1. Have a purpose for expressing any negative emotions or moral judgments.

12.11.2. Do not get into petty arguments, such as "I'm right and you are wrong", unless you need the information or want to induce stress.

12.11.3. Avoid giving professional advice.

12.11.3.1. Do not try solving the examinee's personal problems.

12.11.3.2. Avoid taking responsibility for the examinee's problems.

12.12. Summary. Bosshardt et al. (1989) stated that the flow of questioning should proceed from carefully structured, general open-ended questions to more specific, direct questions. Open-ended initial questions permit the examinee to have more latitude with his/her responses. They also help to keep the examinee more involved in the interview and committed to a full disclosure of information. Always keep in mind that it is easier to be deceptive with a simple "no" answer.

12.12.1. Based on the examinee's responses, both verbal and nonverbal, to the open-ended questions, the PDD examiner can quickly and appropriately move to specific follow-up questions.

13. Interview and Interrogation Definitions.

13.1. Admission is any act or statement made by the examinee that is a partial acknowledgement of the offense.

13.2. Confession is a full and complete acknowledgement of guilt concerning involvement in the commission of a crime.

13.3. Deception is physical, emotional, or mental attempts to deceive the PDD examiner.

13.4. Examinee is a person who may have planned, participated, committed, or have guilty knowledge of a crime.

13.5. Interrogation is asking formal questions to obtain the truth through planned or unplanned approaches and techniques.

13.6. Interrogation approach is the manner in which the PDD examiner accomplishes the interrogation (e.g., sympathetic, aggressive, indifferent).

13.7. Interview is a formal meeting between two people for the purpose of exchanging information.

13.8. Statement is a written or oral assertion of certain facts and information to an investigation.

13.9. Subject is a person who committed a crime.

13.10. Witness is an individual who has personal knowledge from seeing or hearing something about the incident.

14. Purpose and Use of an Interview and Interrogation

14.1. The purpose of an interview is to question an individual who is believed to have information of interest to the PDD examiner or investigator.

14.2. The purpose of an interrogation is to secure an admission or confession from a person who has committed a crime or is withholding information pertinent to a counterintelligence (CI)/screening issue. Your main objective should be getting at the truth.

14.3. Aubry and Caputo (1980)¹ related the following additional uses of an interview and interrogation:

14.3.1. To induce an admission of guilt from the guilty.

14.3.2. To eliminate examinees of a crime.

14.3.3. To determine the facts and circumstances of a crime.

14.3.4. To determine the details concerning the crime.

14.3.5. To determine the identity of all accomplices.

14.3.6. To develop information leading to the recovery of the fruits of the crime, existence and location of additional evidence, etc.

14.3.7. To discover details of other crimes and other activities.

14.3.8. To locate hiding places, modus operandi, and the identity of all individuals engaged in illegal traffic of contraband, narcotics, firearms, etc.

14.3.9. To develop information to be used in future interviews or interrogations.

14.3.10. In preparation of PDD testing of examinees.

¹ The information and concepts taken from Aubry and Caputo (1980) were expounded upon using other references and personal experiences. Sincere thanks to these individuals for their outstanding contributions in this field.

14.4. Unplanned Interview/Interrogation. Generally conducted by the apprehending officer or initial investigator. The only product sought in this type of interview/interrogation is usually the implication of other individuals. Usually there is fear in the person being interviewed/interrogated, which eliminates any trust.

14.5. Planned Interview/Interrogation. The preliminary stage of the interview/interrogation involves preparing well in advance of the event.

14.5.1. Planning is important. It is the only time you have an advantage over the examinee. It's like being the server in a racquetball game; the only time you can get ahead is when you are serving the ball.

14.5.2. You should determine your goals.

14.5.3. Become thoroughly familiar with the case facts. Interview the case officer, investigators, or anyone else regarding the case facts/crime scene. They can provide you with a wealth of information. They have a feeling for the case and may have heard or witnessed more than is documented.

14.5.4. If there are any legal ramifications prior to the interview, then make sure you sort them out with legal counsel if necessary. Do not put the prosecutor into a position where he/she would have to prosecute the examinee for a lesser offense.

14.5.5. Ask yourself what is the goal of the interview/interrogation. If you are not sure, you may be conducting it prematurely. Proper planning for any interview/interrogation cannot be emphasized enough.

14.5.6. Do you have all the necessary information from the victim, witnesses, or other individuals involved with the case? You may have only one chance to interview the examinee, so preparation is extremely important. The examinee will either sense a lack of preparation or be astonished by your total knowledge of the case.

14.5.7. Good preparation gives you time to think about the type of personality you are facing.

14.5.8. Planning allows you to properly analyze the examinee's alibi.

14.5.9. Obtain as much background information about the subject as possible, such as:

14.5.9.1. Parents may provide insight into the examinee's personality and possible motivation for the crime.

14.5.9.2. Family members may disclose the examinee's motivation for the crime. They can provide opportunities to discover any emotional feelings the examinee may have regarding a family member.

14.5.9.3. Whether examinee has a past criminal record.

14.5.9.4. Education provides a reference point regarding the examinee's academic achievements. For example, the nature of the degree, grades, and how many times he/she has changed his/her major. Generally, better educated examinees are more adept with controlling their signs of deception.

14.5.9.5. Past employment provides information about the type of jobs, promotions, discharges, and social interaction of the examinee. It identifies the skills the examinee possesses.

14.5.9.6. Church activities give you an idea about the examinee's way of thinking and his/her value system.

14.5.9.7. The examinee's value system is important because it allows you to see what things are important to the examinee.

14.5.10. Additional ways of obtaining information:

14.5.10.1. Use of informants.

14.5.10.2. Undercover operations.

14.5.10.3. Surveillance.

14.5.10.4. Pawn shop checks.

14.5.10.5. Records checks.

14.5.10.6. Personnel security file.

15. Setting Up the Interview Room. The following is a list of considerations you should evaluate when setting up an interview room.

15.1. Privacy. As few people as possible should be in the interview room. Examinees are known to talk more openly in private.

15.2. Soundproof. External noises can interfere and break the chain of thought.

15.3. Size of the room. Smallness allows the examinee to feel the PDD examiner's closeness and aids in acoustics.

15.4. Plain. There should be no distracting elements in the room to interfere with the examinee's attention (e.g., tape player, radio, pictures, etc.).

15.5. Well lighted. Helps you observe the examinee's physiological changes such as reddening of the eyes, changes in skin tone, etc.

15.6. Concealed microphones and two-way-mirrors allow another investigator/PDD examiner to observe something missed by the primary PDD examiner. A word of caution: Make sure you are familiar with the regulations governing listening and recording devices.

15.7. No telephones. A ringing telephone can interrupt your flow of thoughts and the conversation and may allow an examinee to psychologically “regroup.”

15.8. Avoid a “police” atmosphere. Items such as guns, handcuffs, radios, and the presence of uniformed police can represent consequences to the offense that could prevent a confession/admission.

15.9. Chairs. The examinee's chair should be lower than the PDD examiner's. This elevates the PDD examiner both physically and psychologically. The examinee is looking up, therefore, his eyes, body, and mind will tire before the PDD examiner during long interview/interrogation sessions.

15.10. Desk should be small so the examinee can feel the PDD examiner's closeness, even though, they might be separated by the desk. A big desk between the PDD examiner and the examinee can offer him/her relief by being a mental and physical barrier. There are times when the PDD examiner will have to move away from the examinee.

15.11. Carpet. A carpeted floor is desirable because it makes movement difficult. The examinee's chair should not have the capability of rolling. The PDD examiner's chair should be equipped with rolling wheels.

16. Establishing Rapport.

16.1. Rapport is the condition of mutual trust and understanding between the PDD examiner and examinee. Many examinees feel uneasy about providing derogatory information. Resistance to the disclosure of information is increased if the PDD examiner is a total stranger.

16.2. The following are suggestions for establishing rapport:

16.2.1. Begin by commenting on a topic of apparent interest to the examinee. Your prior collection of background information should provide this information.

16.2.2. Establish confidence and friendliness by engaging in topics about current events such as the weather, news, TV shows, or sports.

16.2.3. Display pleasant emotional responses and avoid distasteful expressions.
16.2.4. Do not ask questions in the beginning that lead the examinee to believe that you are suspicious of him/her.

16.2.5. Appear interested and sympathetic to his/her concerns.

16.2.6. Going through the biographical data will help establish rapport. It also alerts you to information that you may want to use in the interview/interrogation.

16.2.7. Do not begin an interview/interrogation until you feel that some form of rapport has been established.

16.3. Avoid these areas when attempting to establish rapport:

- 16.3.1. Do not sneer or ridicule the examinee.
- 16.3.2. Do not bully or try to impress the examinee with your importance.
- 16.3.3. Do not make any deliberate false promises.
- 16.3.4. Do not belittle the examinee or his/her position.
- 16.3.5. Try not to reveal signs of your own personal beliefs because they may be in contradiction with the examinee's personal beliefs.
- 16.3.6. Do not yell, curse, or try to alienate the examinee.

17. Characteristics of a Good PDD Examiner. Based on work by Aubry and Caputo (1980), a good PDD examiner should possess the following characteristics:

17.1. Having a strong desire to become a skilled and competent PDD examiner. A good PDD examiner's first concern is the truth. The examinee's gender, race, marital status, rank, age, and socio-economic status should not matter to the PDD examiner.

17.2. Generally speaking, he/she must be interested in people, their behaviors, their motivations, and their attitudes.

17.3. The PDD examiner must be a well-rounded person that is well educated.

17.4. He/she should have extensive training and experience in the field of investigations and interviewing.

17.5. The PDD examiner should have taken courses in psychology, physiology, criminology, sociology, elements of the law, and English composition. The professional is perpetually continuing his/her education.

17.6. Fluency in the language and self-expression is one of the PDD examiner's greatest possessions. Since your thoughts are transferred to others through words, you must be able to

express yourself.

17.7. Mastery of words is important and comes from reading and continuing education. You should be aware of cultural and technical changes.

17.8. He has to be a top-notch actor. The PDD examiner has to deliver lines that he/she has made up in the spur of the moment. The delivery has to come across in a realistic and convincing way. To sell an examinee on the idea that it is in his/her best interest to tell the truth, even if it could mean imprisonment or death, takes a performance of which has never been seen on stage.

17.9. The PDD examiner must be able to assume a professional attitude and function in a competent manner. Think of your own personal experiences and remember what types of people you trust (e.g., doctors, lawyers, teachers, other professionals).

17.10. Demonstrate confidence in what you are doing and saying.

17.11. Intelligence should be at least average or higher. You will be dealing with all types of people and you should be able to relate to each one of them.

17.12. Integrity, moral soundness, and honesty are a PDD examiner's basic weapons when it comes to being attacked by other people. If you are consistent and do not break the rules, then your reputation will always precede you. Clothing and appearance can have a tremendous impact right from the beginning. You should dress in accordance with professional standards.

17.13. Display patience when interviewing or interrogating.

17.14. Self-confidence is essentially being confident in your abilities.

17.15. Adaptability to adjust to the examinee when he/she changes moods, stories, thinking, habits, and language.

17.16. Correct attitude refers to having an open mind, be unprejudiced, sympathetic, and understanding.

18. Preparation Prior to the Interrogation

18.1. How long should an interrogation last? Most successful PDD examiners will set a minimum of two hours. However, you should confer with your agency for guidelines. Some interrogations take less time and others go on for hours. You have to use common sense, but remember that when you are about to give up, stay with it for another 15 minutes. This will increase your chances of obtaining an admission.

18.2. How is your mental condition? Is all of your concentration going to be focused on the interrogation or are you thinking about something else? The examinee may be more mentally prepared than you because he/she has a lot at stake. He/she will be analyzing your strengths and weaknesses from the onset of the interview. A poor time to conduct an interrogation is when you are tired.

18.3. Physical condition. There is a lot to be said for being in good physical shape for interrogations. Vigorous PDD examiners are generally successful because they can wear down their opponent due to their stamina. Another excellent reason for being in respectable physical shape is that you present a positive image.

18.4. It is helpful to have two PDD examiners. Some prefer to work alone, but often having another person observe through a two-way mirror helps to collect details that may have been missed by the primary PDD examiner. This also allows the primary PDD examiner the opportunity to take a mental break. Having two PDD examiners working together in the examination room may work in some situations, but it is generally not a good idea to start off that way. It is best if one person establishes rapport.

18.5. Where is the interrogation going to take place? It should be at a location with which you are familiar and content. Do not conduct an interrogation at the examinee's home or any territory of his/her choosing. This will only make him/her feel more protected. Make sure you will not be disturbed by anything short of a fire in the building. Many confessions have been lost by a mere knock on the door or a ringing telephone.

18.6. Based on work by Aubry and Caputo (1980), the who, what, when, where, why, and how of interrogations are important considerations for the PDD examiner. A thorough knowledge of them will help the PDD examiner understand the mechanics of an interrogation and give him/her a comprehensive picture of the field of interrogation.

18.6.1. Who. Refers to with whom the interrogation is being conducted. It is conducted with examinees or subjects who have committed a crime.

18.6.2. What. Refers to exactly what is done and what is accomplished during the interrogation. It must have a definite aim.

18.6.3. When. Considers the time element of the interrogation and when the questioning is to be conducted. The circumstances have a bearing on this. In some cases, an interrogation should be conducted immediately after the PDD examination. Other cases dictate that we should have as much background information as possible.

18.6.4. Where. This also depends on the circumstances, but should ideally be conducted in an PDD examination room.

18.6.5. Why. Is to secure an admission of guilt and strengthen the case.

18.6.6. How. By physically and verbally conducting the interrogation. By utilizing all of the skills to motivate the person to talk.

19. Types of Interrogation Approaches.

19.1. Prior to the beginning of an interrogation, the PDD examiner should have an interrogation approaches prepared. The type of approach to be used with the examinee can be determined while collecting the examinee's background information (Aubry & Caputo, 1980).

19.2. Direct approach is usually used to the best advantage in a situation where the examinee's guilt is reasonably certain. The PDD examiner should assume an air of confidence in regard to the examinee's guilt. By the PDD examiner's manner and attitude, he/she rules out any possibility that the examinee could be innocent. The PDD examiner calmly and matter-of-factly points out the evidence. No threats should be made. The examinee is told that anyone else may have done the same thing.

19.3. Indirect approach is usually used to the best advantage in situations where the degree of guilt is uncertain. Allow the examinee to tell his/her side of the story in detail and if he/she is lying, then discrepancies, distortions, and omissions will surface. If he/she is not too deeply involved, then he/she may decide to tell the truth rather than becoming more deeply involved. The PDD examiner attempts to give the examinee the impression that telling the truth before it gets worse is the best course of action.

19.4. Sympathetic approach is an excellent all-around approach. It is usually used with the emotional type offender. The PDD examiner should drop his/her voice, talk in a low tone, and have an expression of understanding. He/she should sit close and may even put his/her hand on the examinee's shoulder or pat the examinee on the arm. Some physical contact at the right moment is very effective. Empathize with the examinee on a theme that might emotionally arouse him/her. It could be about his/her family, employment, or integrity.

19.5. Emotional approach is designed to arouse and play upon basic emotions. Questions such as "What will your spouse or children think about this?" or "What will your employer or friends think?" should make the examinee emotionally upset, nervous, and tense. The PDD examiner can capitalize on these emotions.

19.6. Logical approach is very similar to the direct approach. It is a non-emotional approach. A logical approach is used when circumstantial evidence is strong or when the examinee is unemotional. When using this technique, the PDD examiner should sit erect, use a businesslike approach, and display an air of confidence.

19.7. Aggressive approach should not be overdone to the extent that it violates one's civil rights. The PDD examiner should raise his/her voice while looking and acting aggressively. The PDD examiner may change his/her entire whole demeanor to fit the approach. This approach is usually used on the emotional examinee. An effective method for utilizing the aggressive approach is to start the interview session as the “friendly” PDD examiner, then transition to the aggressive approach.

19.8. Combination approach is where one PDD examiner may blend in one or two approaches to fit the examinee. This approach is commonly referred to as “Mutt and Jeff.” This is where two PDD examiners use individual approaches.

19.9. Indifferent approach is where the PDD examiner acts if as he/she does not want or need a confession because he/she has already solved the case. This is the approach for the non-confessing types. It may lead the examinee to believe the PDD examiner has all the evidence that he/she needs. As a reverse psychological measure, he/she may want to talk to the PDD examiner to give his/her side of the story thinking this may lead to a better outcome.

19.10. Face-Saving approach is where the PDD examiner rationalizes the offense and gives the examinee an out for confessing. The PDD examiner should not make the rationalization so good that the examinee could use it as a defense in court.

19.11. Egotistical approach plays on the examinee's pride. For example, bragging about his/her intelligence, the smartness of the crime, or anything that might cause him/her to want to confess in order to satisfy his/her ego.

19.12. Exaggeration approach is utilized by over exaggerating the case facts on the part of the victim or accomplice. This is designed to help the examinee rationalize or save face by admitting to a lesser degree of the crime. For example, in a burglary case, alluding to the fact that the real intent of the examinee going into the house was to commit rape may cause the examinee to confess to the burglary while trying to explain his presence in the house.

19.13. Wedging the alibi with a minor admission. An examinee very seldom confesses all at once. The PDD examiner first attempts to get his/her foot in the door by obtaining a minor admission. For example, the PDD examiner gets the examinee to admit that he/she was there or does own the car used in the robbery. The interrogation then moves forward until the admissions add up to a complete confession.

20. Specific Interrogation Techniques

20.1. There are various specific interrogation techniques that PDD examiners can use. When you develop your own interviewing style, you will probably only use three or four of them. The key is to be able to switch techniques smoothly (Aubry & Caputo, 1980).

20.2. Singleness of purpose is creating and building up the impression that the only logical termination to the interrogation can be the confession of the examinee. It is a particularly effective technique and works well against the impressionable and emotional examinee. The PDD examiner uses patience and persistence while asking the same questions over and over. Following the persistent pursuit of information, examinees have later remarked that the PDD examiner was not human.

20.3. Business-like means having a professional attitude, appearance, and method of operation that works well. This process helps to inspire faith, confidence, and trust in the PDD examiner. The PDD examiner realizes that if he/she cannot accept some of the revolting things that people do, then at least he/she can put on a good act. Sometimes the motivation of the examinee to confess will be based on the fact that he/she likes and trusts the PDD examiner. We as a society have a tendency to believe and trust professionals.

20.4. Calm, quiet, and matter-of-fact attitude is a technique that can work very well with the upset, nervous, and emotional examinee. The technique is also excellent for calming down the belligerent, hostile examinee. The PDD examiner enters the examination room slowly, pauses, and looks at the examinee. The PDD examiner then states something such as, "So you're Johnny Jones," in a manner that implies he/she expected to meet a completely different type of person. The PDD examiner sits down and looks over the case and takes out a piece of paper. The PDD examiner looks at the examinee and asks, "Well, where do you want me to start?" The examinee may think the PDD examiner is crazy and say something such as, "Hey wait a minute, I haven't anything to tell you, you've got the wrong guy." To which the PDD examiner could respond, "Not if you are Jones I don't. The report says you knocked off Rogers last night and that it was only a matter of time before he got it anyhow. The file says you did it for a good reason and that you were sorry and wanted to get the whole thing over."

20.5. Inviting the examinee to tell their story works well and catches a lot of examinees off guard. Let them tell their side of the story without interruption. This technique is excellent for checking the veracity of the examinee. It works best when the full facts of the crime are known and the total extent of the examinee's participation is known. Psychologically, examinees will not expect to talk during an interrogation and will become hopelessly mixed up and muddled in their web of lies. Granted, situations like this occur only occasionally, but they do happen. When the pattern of hesitation and long pauses becomes apparent, the PDD examiner may generate more tension by telling the examinee to think carefully about everything he is saying. If the examinee has lied, then he/she will have to be consistent. This can be difficult for a deceptive examinee.

20.6. "You're just hurting yourself, and loved ones" is an effective technique in a wide variety of interrogation situations and with all types of examinees. Just about everyone has loved ones. The examinee has already hurt the loved ones by committing the crime. When the PDD examiner asks questions regarding what the examinee's wife/children will think about the

situation, he/she is increasing and intensifying the examinee's fears. This technique succeeds in a high percentage of cases. It works well against the emotional and excitable individual. It is excellent with juveniles and first time offenders.

20.7. Confusing the examinee consists of getting the examinee so mixed up that he/she will almost have to tell the truth. This requires excellent acting ability and extreme mental agility. The technique places many more demands on the PDD examiner than the examinee. This technically is generally left to the experienced PDD examiner. The PDD examiner has to essentially ask stupid questions and yet avoid the appearance of stupidity. The PDD examiner has to have a quick and convincing answer when he/she is challenged. Also, he/she has to have the ability to find new escape trails when the usual and normal avenues of retreat have been cut off. The disadvantage to this technique is that the PDD examiner may become confused.

20.8. The confession by the codefendant works very well if a confession has been obtained from a codefendant. A simple bluff will often work, especially with youthful or inexperienced criminals. A word of caution, do not attempt to bluff unless you are positive of the facts.

21. Interviewing Juveniles.

21.1. Many juveniles have a fear of anyone that is seen as an authority figures, much like their parents. The PDD examiner should be sympathetic and understanding because juveniles are generally emotional offenders.

21.2. Use the parents as a vehicle to pursue the truth. Juveniles may display a tough image, but when they are in trouble they generally look for help from their parents. The PDD examiner may say to them, "Your parents will understand you making a mistake, but they will not understand you lying about it."

21.3. Attitude refers to gaining the respect of the examinee, which is sometimes difficult to do. It may be difficult for PDD examiners to distinguish between the examinee's fear and respect because they frequently appear as the same expressions.

21.4. Do not use direct accusations. Try to understand how the examinee feels. Explore the relationship between the offense and the examinee's family life. This may help to identify the reason why he/she is in trouble. Collecting background information on the parents can give insight into the examinee's relationship with them.

21.5. Use peer pressure to the maximum. There are always leaders and followers. If the examinee is a follower, then he/she will eventually tell the PDD examiner about the leader. If he/she is a leader, then he/she will see an excellent opportunity to blame it on someone else.

21.6. Contrast the difference between hardened criminals and young adults.

22. Interviewing Children of Sexual Abuse

22.1. Things to remember during the interview:

- 22.1.1. Children are usually truthful when relating matters of a sexual nature.
- 22.1.2. Do not ask leading questions.
- 22.1.3. Never ask, “Why didn't you tell?” That becomes an accusation in the child's eyes and hinders the truth telling process. Ask, “Can you remember why you weren't able to tell?”
- 22.1.4. Use anatomically correct dolls after an activity has been described.
- 22.1.5. Speak at the child's level of language development.
- 22.1.6. Parents should not be present unless the child insists.
- 22.1.7. Do not rush or appear too anxious. This may evoke anxiety in the child. The child may “clam up” or say what he/she thinks will please you.
- 22.1.8. The PDD examiner should ask himself/herself, “Does the child describe the account in adult terms that would indicate coaching?”
- 22.1.9. Sit at eye level with the child, on the floor if necessary. Do not stand over them.
- 22.1.10. The PDD examiner could ask a question with an obvious error to see if the child corrects him/her.

22.2. Establishing rapport:

- 22.2.1. Ask how things are going at school. Do not use a location where the abuse is alleged to have happened.
- 22.2.2. Discuss favorite television shows, the latest craze, animals, or anything of interest to the child. Convey a genuine interest and respect.

22.3. Deceptive signs in children:

- 22.3.1. Generally, the PDD examiner should look for the same indicators you would in an adult.
- 22.3.2. Looking around for their parents every time he/she is asked a sensitive question

can also be an indicator.

Interview & Interrogation Pointers

| Do Not | Do |
|--|--|
| <p>Be judgmental.</p> <p>Embarrass the person.</p> <p>Humiliate the person.</p> <p>Belittle the person.</p> <p>Underestimate a person.</p> <p>Evaluate a person within the first few minutes.</p> <p>Be impatient.</p> <p>Make promises that cannot be kept or are illegal.</p> <p>Curse at people.</p> <p>Be startled by admissions.</p> <p>Be an obvious phony.</p> <p>Give up too soon.</p> <p>Pursue irrelevant topics.</p> <p>Jump from one subject to the next without a valid reason. Try to get the examinee to commit himself/herself in one area before moving on.</p> <p>Ask for information that is already known unless it is an attempt to verify answers or behavior.</p> | <p>Be at ease and try to make the other person at ease.</p> <p>Use words suitable to the educational level of the person.</p> <p>Phrase questions so they can be easily understood.</p> <p>Display a professional demeanor at the beginning of the interview and at the completion.</p> <p>Be courteous and business-like.</p> <p>Try to avoid arguments.</p> <p>Review all accessible information prior to the interview or interrogation.</p> <p>Make notes immediately after the person has left.</p> <p>Use the person's first name occasionally.</p> <p>Try to get the truth without letting your personal morals and ethics frustrate you.</p> |

23. No Deception Indicated (NDI)/No Significant Response (NSR) Post-Test Interview

23.1. General. Once the PDD examination data is collected, analyzed, and a decision has been reached as to the truthfulness of the examinee, then the PDD examiner needs to advise the examinee as to the results of the test. Excluding No Opinion (NO)/Inconclusive (INC) decisions, there are two decisions that can be reached for a successful conclusion. The two decisions are either: (1) No Deception Indicated (NDI)/No Significant Response (NSR) or (2) Deception Indicated (DI)/Significant Response (SR). As such, the PDD examiner must be prepared to structure the post-test interview in two very different ways. Structured means that one step naturally and logically leads to another until the final goal is achieved.

23.1.1. The first approach is the structured post-test interview for the truthful examinee (i.e., NDI/NSR). In the case of the truthful examinee, this goal is dismissing the examinee so that he retains his self-respect, confidence, and realizes he was vindicated.

23.1.2. In the case of the untruthful examinee (i.e., DI/SR), the goal is to obtain a fully admissible confession/admission that is capable of being substantiated.

23.2. No Deception Indicated (NDI)/No Significant Response (NSR) Post-Test Interview. In this type of post-test interview, the procedure is quite simple. The examinee must be advised that those questions pertaining to the incident under investigation or the CI/screening issues do not require any further pursuit. There are a variety of methods in which this can be accomplished; however, three points must be made with the examinee.

23.2.1. The first point pertains to the PDD examiner's assessment that the examinee was truthful to the questions associated with the offense under investigation or the CI/screening issues.

23.2.2. The second point is that the examinee must be informed in some manner that he/she did exhibit some responses to the background/integrity-type questions (i.e., comparison questions). This is considered a necessity because it is reasonable to believe the examinee knew he/she was untruthful to the comparison questions and truthful to the relevant questions.

23.2.3. The third point, and this is considered crucial, is to advise the examinee that the PDD examination will be reviewed by an independent person and that, if warranted, he/she may be asked to return for additional testing. This is decidedly difficult to do. As PDD examiners, we must have confidence in the decision that is made at the conclusion of the PDD examination. On the other hand, in order for the system of quality control to function, we must rely on the independent call of those charged with that responsibility. Accordingly, the examinee must be prepared to return for additional testing if warranted.

24. DI/SR Post-Test Interview/Interrogation: Stage #1 – Initial Confrontation/Informing the Examinee of DI/SR Results

24.1. Initial Confrontation. The first stage that must be accomplished is to notify the examinee that he/she has not passed the PDD examination. This must be done clearly and in a manner that leaves no doubt in the examinee's mind that he/she was not completely truthful when answering the questions about the incident under investigation or the CI/screening issues. This is commonly referred to as a direct positive confrontation (DPC). There are many ways this initial confrontation can be accomplished effectively; however, what is most important is not to be or sound unsure or guessing as to the examinee's guilt.

24.1.1. Some suggest that the initial confrontation can be accomplished in a standing position, perhaps with your hand on the examinee's shoulder. This approach is intended to establish superiority in spatial terms and is considered effective for breaking down initial barriers.

24.1.2. Others suggest that the initial confrontation be accomplished in a seated position. The physical position that is taken is usually driven by the attitude of the examinee and it is difficult to dictate one position over another.

24.1.3. Either physical approach would be accompanied by some statement that leaves no doubt as to the outcome of the PDD examination. There are numerous other approaches that others have used successfully to deliver this message to the examinee. Some roll up their sleeves, loosen their necktie, and remove their jacket. The message being sent to the examinee is that the PDD examiner is prepared to get comfortable and time is not a concern. As with any of the approach discussed herein, the PDD examiner must be careful not to adopt behaviors of another person when that behavior does not fit him/her. Most people can see right through this and it creates another barrier to obtaining the confession.

25. DI/SR Post-Test Interview/Interrogation: Stage #2 – Theme Development

25.1. Definition. Themes are moral excuses introduced by the PDD examiner that allow the examinee to minimize the seriousness of their criminal/deceptive behavior and allow him/her to "save face." The goal of a theme is to place the blame on someone or something else. Themes are developed from general to specific.

25.1.1. For emotional examinees, themes are developed to reduce their inhibitions about expressing their guilt. This is usually done through the use of sympathy, compassion, and empathy.

25.1.1.1. It was someone else's fault.

25.1.1.2. It wasn't that bad of a crime.

- 25.1.1.3. It's not your nature to do these things.
- 25.1.2. For non-emotional examinees, themes relate to the facts of the case.

- 25.1.2.1. Fingerprints.
- 25.1.2.2. Laboratory report.
- 25.1.2.3. Eyewitness.
- 25.1.2.4. Seeking an admission to lying about an incidental detail.

25.1.3. The biographical data collected during the pretest interview, which is freely provided by the examinee, can help to develop the themes for the post-test interview.

25.2. Theme development generally follows the announcement that the case facts and/or the results of the PDD examination clearly reveal that the examinee was deceptive about his/her involvement/knowledge in the crime or the CI/screening issues (i.e., DPC).

25.2.1. The verbal and non-verbal cues given by the examinee upon the DPC can help to confirm the PDD examination data analysis decision and to give perseverance in efforts to get the examinee to confess.

25.2.2. Transition from what the examinee did to why he/she did it.

25.2.2.1. Remember, the examinee thinks the PDD examiner knows the truthful answers to the incriminating crime or CI/screening questions that were asked during the PDD examination. At this point, the PDD examiner is confident that the examinee has been deceptive regarding his/her involvement with the crime or CI/screening issues. Consequently, do not probe about his/her involvement until the examinee gives an admission/confession.

25.2.2.2. During this transition, the PDD examiner becomes sympathetic, compassionate, and empathetic.

25.2.3. The PDD examiner develops reasons why the examinee did it.

- 25.2.3.1. Rationalize the behavior.
- 25.2.3.2. Minimize the offense.
- 25.2.3.3. Project the blame.
- 25.2.3.4. Relate stories, real or imaginary, so examinee will not feel alone.
- 25.2.3.5. Use examinee's non-verbal behavior to determine whether the theme is working.

25.2.4. Essentially, the PDD examiner gives the examinee false hope, through themes, that the rationalized reason for his/her actions will make a difference.

25.2.5. Persevere

25.2.5.1. If it does not appear that the theme was not effective initially, then repeat, repeat, repeat. The PDD examiner does not give up because he/she knows that the examinee is deceptive.

25.2.5.1. During the post-test interview/interrogation, the PDD examiner will often have to go back to using your main theme(s). When a point is reached where the PDD examiner feels that he/she has tried everything and wants to quit, then he/she makes every effort to go for another fifteen minutes.

25.2.5.2. The PDD examiner does not lose his/her cool. If the PDD examination session is terminated, then it is done by the examinee exercising his/her right to terminate. In some cultures, they "save face" by taking more than one day to confess.

26. DI/SR Post-Test Interview/Interrogation: Stage #3 - Controlling Denials

26.1. During a post-test interview/interrogation, an examinee is likely to repudiate the statements made by the examiner during the initial confrontation, theme development, and when an optional question is posed. The examiner should stop this repudiation immediately. Effective ways of stopping denials are simply by interrupting the examinee during their denial either verbally or by gestures.

26.1.1. Sometimes simply looking at the examinee and shaking your head in a negative manner with an expression of disgust, much like parents often do with children, can be effective.

26.1.2. A statement such as "we have already determined your denial is not true" may stop the denial.

26.1.3. Another statement for handling the denial that often is successful is, "Before the exam, I listened to your denials and told you that I would know the truth once the test data was collected. Now I know the truth."

26.2. It is important to remember that if the examinee believes you are listening to the denials, then he is more than likely to continue.

27. DI/SR Post-Test Interview/Interrogation: Stage #2 - Confronting Examinee Objections

27.1. According to Merriam-Webster (2013), an objection is "a reason for disagreeing with or opposing something." Applying this definition to a PDD examination, an objection would be a reason or argument given by an examinee as to why he/she could not have committed the crime under investigation or been involved with the CI/screening issue.

27.2. Objections normally occur after the PDD examiner has refused to accept an examinee's denial. As previously stated, during the denial stage, the examinee is denying that he/she even committed the crime or been involved with the CI/screening issue. If the PDD examiner refuses to accept these denials and persists with his/her themes, then the examinee will usually observe that the denials are not working. At that point, the examinee will generally terminate/modify his/her outright denial and start offering reasons as to why he/she would not have committed the crime or been involved with the CI/screening issue. At times, rather than using objections to embellish a denial, the examinee will use the objections in an attempt to gain control.

27.3. Examples of some of the objections are:

27.3.1. "I would not rape that woman. I am a very happily married man."

27.3.2. "I wouldn't steal that money. I have plenty of money in the bank."

27.3.3. "I would not force that child to have sexual relations. I have children of my own and it would hurt me tremendously if someone did that to one of my children."

27.4. One important task for the PDD examiner to accomplish is to recognize when a denial changes to an objection. At this point in the process, it is important for the PDD examiner to draw out objections and then listen to the examinee's answers. Many times, the reasons given by examinees as to why they could not have committed a crime or been involved with the CI/screening issue may be true. There are many ways of accomplishing this task; however, one way to extract an objection is to ask the examinee "why" or ask the examinee to explain what he/she means.

27.5. After the examinee has answered the "why" question or indicated his/her reason for not committing the crime or being involved with the CI/screening issue, the PDD examiner should respond in some manner to the examinee's comments. The following remarks might be appropriate responses for the three hypothetical scenarios:

27.5.1. If the examinee has admitted to having consensual intercourse with the victim (without force), then an appropriate response might be "Sometimes married men mistake what a woman's desires are and go too far because of being intoxicated or in the heat of passion." The PDD examiner would then proceed to build on this comment with themes.

27.5.2. For mishandling classified information, the examinee might state "I would never mishandle classified information because I am very security conscious." The PDD examiner might respond "It is not uncommon for security-conscious people to make mistakes." The PDD examiner would then proceed to build on this comment with themes.

27.5.3. For the child sexual abuse issue, the PDD examiner might comment "People that do such things are oftentimes sick and cannot ask for help themselves. All they need to do is realize they are sick and ask for help." The PDD examiner would then proceed to build on this

comment with themes.

27.6. Regarding objections, an analogy that most of us can associate with is the car salesperson. After we determine how much of a down payment we can afford and in an effort to lower the price of the vehicle, we might tell the salesperson that we cannot buy the new car because we cannot afford the monthly payments. The salesperson will view this as an objection. At this point, the salesperson will usually have a reason as to why we should continue to consider buying the vehicle. For example, the salesperson man might state that he/she can talk to the boss to see if the price can be lowered. The salesperson might also remark that he/she is certain the finance manager can develop some ingenious form of financing to lower the monthly payments.

27.7. Like the salesperson, it is up to the PDD examiner to draw out all objections from an examinee (customer) and utilize the information provided to assist the examinee (customer) in proceeding to the next stage of the interview/interrogation until the desired outcome is reached (sale is made).

27.8 Another way to handle objections is to make the statement “I’m glad you said that,” then return to the previous theme. By agreeing with the examinee, he/she is placed off balance psychologically and is less inclined to attempt an objection again. For example:

Subject: “Why would I steal that money? I have plenty of money in the bank.”

PDD examiner: “John, I’m glad you said that because it tells me you did not plan to steal this money. It was just a spur of the moment thing, wasn’t it?”

27.9 It is important that the PDD examiner recognize and properly handle objections. This is the examinee’s unintentional signal to the PDD examiner that progress is being made.

28. DI/SR Post-Test Interview/Interrogation: Stage #5 – Strategy for Handling the Examinee at the Breaking Point

28.1. After the examinee realizes that the objections are not working, he/she becomes uncomfortable and begins to seriously consider his/her position. At this point, the examinee realizes that the PDD examiner has been able to persist through every obstacle that he/she has intentionally placed in front of the PDD examiner.

28.2. The PDD examiner can recognize when the examinee is beginning to break down by watching for some of the following characteristics:

28.2.1. He/she has grown quiet and contemplative.

28.2.2. The examinee is starting to listen to the PDD examiner and evaluate his/her theme(s).

28.2.3. The examinee appears to be thinking about his/her situation and considers his/her

best course of action.

28.2.4. The examinee may be scratching his/her head and thinking:

28.2.4.1. "Maybe this examiner has something."

28.2.4.2. "Let me listen a little longer."

28.2.4.3. "Maybe I was wrong."

28.2.4.4. "Is there another side to this situation?"

28.2.4.5. "Am I better off telling some of the truth?"

28.2.5. The examinee is looking at you to see if the PDD examiner's gestures are agreeing with what he/she is saying.

28.2.6. The examinee is asking himself/herself, "Can I trust this person?"

28.3. When it appears that the examinee approaches his/her emotional peak and is about to make the first admission, the PDD examiner should not ask the examinee for the reasons for committing the crime or being involved with the CI/screening issue. For example, the PDD examiner should not ask, "Why did you do it?" This is asking the examinee for too much information and he/she may not know why. In all likelihood, the examinee will reply with a sharp denial. In reality, the examiner is working against himself/herself by asking why at this point.

28.4. When the examinee has reached the breaking point, the PDD examiner should adjust his/her behavior to create a mood of sincerity. This will help to make the examinee want to "buy" whatever the PDD examiner is offering. The PDD examiner should:

28.4.1. Slow everything down such as moves, gestures, and rate of speech.

28.4.2. Speak in a slow, lower voice. This provides assurance to the examinee.

28.4.3. Move closer and lean over to meet the examinee.

28.4.4. Establish eye contact and use facial expressions that reinforce what the PDD examiner is saying.

28.4.5. Shorten the theme so that the theme is only emphasizing the crucial points.

28.4.6. Touch the examinee gently on the hand, arm, or shoulder. This will draw his/her attention to what is being said.

28.4.7. Avoid quick, jerky, and sporadic gestures that may present an image of being nervous, anxious, and fearful.

28.5. The “buy signs” that salespeople often talk about are those responses that allow them to recognize that the customer is getting closer to purchasing the product. During an interview/interrogation, the PDD examiner is also looking for the examinee's buy signs. A common buy sign occurs when the examinee presents a question such as, “I’m not saying I did this, but if I did, what could happen to me?”

29. DI/SR Post-Test Interview/Interrogation: Stage #6 – Providing an Optional Question

29.1. During an interview/interrogation, experienced PDD examiners recognize when an examinee is reaching the breaking point. At that point, the PDD examiner may introduce a question that provides the examinee a choice of two separate alternatives; both of which solicit an admission of guilt. One of the choices is designed to make it easier for the examinee to accept. The optional question should be repeated, often numerous times, before the examinee accepts one of them.

29.1.1. Examples of optional questions:

29.1.1.1. “Is this the first time or you have been stealing all your life. This was the first time, wasn't it?”

29.1.1.2. “Did you plan this (murder, rape, robbery, assault) or was it on impulse. It was just an impulse, wasn't it?”

29.2. One way of presenting the two options is to hold both fists out while shaking one slightly and making a statement such as "Either you intended to do this." Then shaking the other fist slightly and making a statement such as "or this was just an accident, wasn't it?" Often times, the examinee will actually reach out and touch the fist of the option that he/she perceives the better of the two choices. Either one, of course, is an admission of guilt.

30. DI/SR Post-Test Interview/Interrogation: Stage #7 - Obtaining the Confession

30.1. While the examinee is making admissions, the PDD examiner should be supportive and encourage him/her to continue. The PDD examiner is not judgmental regardless of the offense. Statements such as "Good, John. I can see that." can help the examinee continue talking.

30.2. The PDD examiner avoids asking a lot of details at this point.

30.2.1. The main goal is to let the examinee provide an overview of his/her involvement.

30.2.2. The PDD examiner asks questions that focus on the elements of proof.

30.2.3. The questions should require only a short answer from the examinee.

30.2.4. If another PDD examiner/investigator is monitoring the PDD examination session, then the primary PDD examiner should ensure that he/she is listening. There is always the possibility that the examinee may decide to terminate the interview at any point.

30.3. After the examinee has provided the main admissions, the PDD examiner should ask questions designed to elicit more details. Have the examinee confess orally before obtaining a written confession. The following are some possible follow-up questions:

- 30.3.1. Who else knows about this?
- 30.3.2. What happened next?
- 30.3.3. Where is the money now?
- 30.3.4. When did this happen?
- 30.3.5. How many times has this happened before?
- 30.3.6. Why did you do it?

30.4. The PDD examiner does not take notes at this point. It is impressed upon the examinee the importance of telling the whole truth now.

30.5. After the examinee has provided a complete oral statement, then it is reduced to writing.

30.5.1. At this point, the PDD examiner should not wait to collect the written confession/statement. When the examinee has an opportunity to reflect on what he/she has said, he/she may decide to retract his statements.

30.5.2. Many PDD examiners may have a case agent as a witness.

30.5.3. PDD examiners must follow their agency's guidelines on obtaining confessions/statements.

30.6. For PDD examiners that will be doing examinations with an observer, it is important to ensure that the observer is paying close attention at all times. Some case agents may not recognize the importance of a minor admission. Others may leave the observation room at a critical moment. The examinee may make a confession only once before asking for a lawyer. If your observer missed what the examinee said, then all of the hard work could be lost.

31. General Themes.

31.1. The purpose of a theme is to place or project the blame to someone or something else for the improper conduct so that the examinee will be able to admit knowledge or guilt about the incident. The PDD examiner needs to be flexible and prepared to rationalize, minimize, and project the improper conduct, through the use of themes, in order to reach a positive outcome.

31.2. The following are general themes that you will find effective in specific types of crimes.

31.3. Larceny

- 31.3.1. Poor security. Trying to show how vulnerable the property or money is.
- 31.3.2. Left unattended. Wanted to teach someone a lesson.
- 31.3.3. Mistreatment by an employer or fellow worker. (The PDD examiner infers revenge against the system.)
- 31.3.4. Everyone else does it (e.g., pilfering).
- 31.3.5. Exaggerate the amount of money or items stolen. (This attempts to make the examinee believe that the situation is more serious than it is.)
- 31.3.6. It was someone else's idea and the examinee just got drawn into it.
- 31.3.7. Started off as a practical joke and went too far.
- 31.3.8. Had to support his/her family, friends, etc.

31.4. Stealing Checks or Credit Cards

- 31.4.1. Blame the victim for negligence. He/she left the item unattended.
- 31.4.2. It was taken to teach them a lesson.
- 31.4.3. Someone else stole it and gave it to the examinee.
- 31.4.4. Personal financial problems. The examinee had to take it to provide for his/her family.
- 31.4.5. Was going to pay the victim back.

31.5. Embezzlement

- 31.5.1. Borrowed the money and intended to pay it back. The money was discovered missing before he/she could pay it back.
- 31.5.2. Presenting gambling as a disease or sickness. The examinee is in desperate need of help.
- 31.5.3. Undesirable associates. Peer pressure.
- 31.5.4. Unusual expenses caused by unexpected financial demands. Death in the family. A family member was being placed in a nursing home.
- 31.5.5. Extravagant living style or demand by a significant other.
- 31.5.6. Revenge for maltreatment or passed over for a promotion.
- 31.5.7. Lack of recognition.

31.6. Robbery

- 31.6.1. 10% are sophisticated professionals who plan their actions.
- 31.6.2. 20%-30% are semiprofessionals.

- 31.6.3. 60% are opportunist.
- 31.6.4. Blame the victim for flaunting their wealth.
- 31.6.5. Started off as a fight and the victim dropped his/her wallet. You picked it up later.
- 31.6.6. Infer that the victim exaggerated the amount taken, type of items, or the force used.
- 31.6.7. The examinee's lifestyle (e.g., bad breaks, unexpected troubles or bad judgment under pressure) led to the incident.
- 31.6.8. Peer pressure. Was just out with friends and having some fun.
- 31.7.9. Judgment impaired due to alcohol, drugs, etc. Would normally never do anything like this.
- 31.6.10. Other partners may confess first and place more blame on him/her than is justified. The person who speaks first may receive some understanding.

31.7. Auto Theft

- 31.7.1. Victim left the car unsecured and the temptation overcame the examinee.
- 31.7.2. Took it to teach the victim a lesson.
- 31.7.3. Peer pressure.
- 31.7.4. Only intended to go joy riding.
- 31.7.5. Figured the insurance company would cover it and nobody would get hurt.
- 31.7.6. Practical joke.
- 31.7.7. Had to take the car because of an emergency (e.g., bring someone to the hospital).

31.8. Incest

- 31.8.1. Blame the child if appropriate.
- 31.8.2. Child seduced the parent in a moment of weakness.
- 31.8.3. Blame the spouse for neglecting spouse's sexual role in the relationship. (This is extremely useful if a separation or divorce is in progress. Look for any reason for withholding sexual contact.)
- 31.8.4. He/she was just teaching the child about life, love, and affection to prepare him/her for the world.
- 31.8.5. Inter-generational problem.

31.9. Rape

- 31.9.1. Blame the victim.
- 31.9.2. Looks, actions, behavior, style of dress, and provocative inferences.
 - 31.9.2.1. She was a teaser and deserved what she got.
 - 31.9.2.2. It was her idea to have sexual intercourse.
- 31.9.3. Blame the wife for not meeting his sexual needs. The relationship made him seek

relief outside of the house.

31.9.4. Exaggerate the amount of force used.

31.9.5. Judgment impaired by alcohol or drugs.

31.9.6. Blame women in general for being the source of trouble.

31.10. Arson

31.10.1. Motives

31.10.1.1. False insurance claims.

31.10.1.2. Extortion.

31.10.1.3. Concealment of another crime.

31.10.1.4. Revenge by employees, competitors, or people the victim owes money to.

31.10.1.5. Attention. Hero of the day by discovering the fire. Glory grabber.

31.10.1.6. Sexually motivated.

31.10.2. Themes

31.10.2.1. Business

31.10.2.1.1. Economy.

31.10.2.1.2. Competition.

31.10.2.1.3. Building unsafe. Did not want anyone to get hurt.

31.10.2.1.4. Family pressure.

31.10.2.1.5. Revenge.

31.10.2.1.6. Blackmail.

31.10.2.2. Emotional

31.10.2.2.1. Blame the victim.

31.10.2.2.2. Need for attention.

31.10.2.2.3. It was an accident.

31.10.2.2.4. Judgment impaired by alcohol or drugs.

31.10.3. Indicators of fraud

31.10.3.1. New insurance policy.

31.10.3.2. Increased insurance.

31.10.3.3. Holes in walls for ventilation.

31.10.3.4. Unlocked doors indicating a staged burglary.

31.10.3.5. Trip out of town.

31.10.3.6. Merchandise moved out or substituted with older merchandise.

31.10.3.7. Called in a repair service to fix defective equipment.

- 31.10.3.8. Giving employees time off when the fire occurred.
- 31.10.3.9. Trying to blame an ex-employee.
- 31.10.3.10. Refuses PDD examination and requests an attorney.
- 31.10.3.11. Conveniently becomes uncooperative.
- 31.10.3.12. Examinee documents travel when ordinarily wouldn't.
- 31.10.3.13. Financial status.

31.11. Assault

- 31.11.1. Blame the victim for a previous action or initiating the event.
- 31.11.2. Blame training as a fighter (e.g., trained in the military to react quickly and kill; martial arts training).
- 31.11.3. Judgment impaired by alcohol or drugs.
- 31.11.4. An accident. Just fooling around.

31.12. Child Abuse (e.g., burns, broken bones, fractures, etc.)

- 31.12.1. Accidental.
- 31.12.2. Playing with the child.
- 31.12.3. Child's behavior required discipline that went too far.
- 31.12.4. Unwanted child.
- 31.12.5. Postpartum depression.
- 31.12.6. Displacement (e.g., taking out your frustration with the boss on your child).
- 31.12.7. Other life pressures.

31.13. Homicide

- 31.13.1. Attempt to analyze the motive of why.
 - 31.13.1.1. Passion
 - 31.13.1.2. Greed
 - 31.13.1.3. Revenge
 - 31.13.1.4. Anger
 - 31.13.1.5. Envy
- 31.13.2. Accidental. Self-defense.
- 31.13.3. Blame the victim. He/she started the incident.
- 31.13.4. Over-reaction to a threatening situation.
- 31.13.5. Impaired judgment from alcohol or drugs.

31.14. Drugs

- 31.14.1. Use
 - 31.14.1.1. Everyone uses it.

31.14.1.2. Was it for personal use or was he/she going to introduce it to someone else?

31.14.1.3. Society accepts a small amount for personal use.

31.14.1.4. Better for you than alcohol.

31.14.1.5. Was it used on the job or on his/her own time?

31.14.2. Sale

31.14.2.1. Try to minimize.

31.14.2.2. First time verses all the time.

31.14.2.3. Selling to friends or children.

31.14.2.4. Just to make a few dollars verses making a living.

31.14.2.5. Selling to support your family.

31.14.2.6. Approach from the point that he/she does not use drugs, but sells them for some type of moralistic reason.

31.15. Espionage

31.15.1. Mistreated by the government or contractor.

31.15.2. Passed over for promotion.

31.15.3. Low pay.

31.15.3. Poor security. Just wanted to teach the organization a lesson in security.

31.15.4. Blackmailed for some misconduct.

31.15.5. Someone else failed to do his/her job and left classified material unsecured.

31.15.6. You brought it home to safeguard.

31.15.7. Trying to help a competing contractor.

31.15.8. Political reasons.

31.15.9. Needed money to help support your family.

31.16. False Reports

31.16.1. Generally, most false reports contain some element of truth. In property reports, the report may exaggerate the value or the number of items stolen. In personal crimes, the injuries may be exaggerated. Also, the role of the victim may sometimes be altered to fit his/her own perception of what he/she should have done or how he/she should have acted in a particular situation. Alcohol and other behaviors are generally downplayed or not reported to make the victim's actions seem more realistic. In addition, embarrassing details of the crime for the victim may be completely omitted in the report. Most victims will attempt to cast themselves in the best possible light. However, that does not necessarily mean the reported crime did not occur.

31.16.2. Motives

31.16.2.1. Seeking attention/sympathy.

- 31.16.2.2. Deflecting attention from another life crisis.
- 31.16.2.3. Personal gain (monetary or otherwise).
- 31.16.2.4. To get out of a "touchy" situation.
- 31.16.2.5. Revenge.

31.16.3. Property Crimes (e.g., larceny, burglary, auto theft, arson, stolen checks, etc.)

31.16.3.1. Motives

- 31.16.3.1.1. Greed/envy.
- 31.16.3.1.2. Behind on bills/payments.
- 31.16.3.1.3. Property too expensive to maintain.
- 31.16.3.1.4. Unsecured property stolen and insurance will not pay.
- 31.16.3.1.5. Item(s) not insured for full amount so reported value is inflated or items were added that were not stolen.
- 31.16.3.1.6. Accidental damage not covered by insurance. Sso report is falsified to make claim.

31.16.3.2. Themes

- 31.16.3.2.1. After all the payments they made, the insurance company owes them.
- 31.16.3.2.2. Only way you can get what you are really owed from the government is to inflate the figures.
- 31.16.3.2.3. Thought report was correct when made, then too afraid to make a correction.
- 31.16.3.2.4. Needed money for something important (e.g., food for the kids, family, etc.).
- 31.16.3.2.5. Tried to take care of situation through regular channels, but it did not work. Then the report was made.
- 31.16.3.2.6. Everyone else does it.

31.16.4. Personal Crimes (e.g., assault, robbery, child abuse, prowlers, etc.):

31.16.4.1. Motives

- 31.16.4.1.1. Revenge.
- 31.16.4.1.2. Relationship/divorce problems.
- 31.16.4.1.3. Cover up another incident.
- 31.16.4.1.4. Custody battles.
- 31.16.4.1.5. Seeking attention.
- 31.16.4.1.6. Munchausen's syndrome.
- 31.16.4.1.7. Mistreatment by examinee (actual or perceived).
- 31.16.4.1.8. Deflecting attention from another problem.

31.16.4.1.9. Personal gain (monetary or otherwise).

31.16.4.2. Themes

31.16.4.2.1. Did not want to make report, but was forced by someone else.

31.16.4.2.2. Did not think police would take them seriously, so had to add more to the report.

31.16.4.2.3. Blame pressures at work/home.

31.16.4.2.4. Blame spouse's inattentiveness.

31.16.4.2.5. Blame "system," which caused him/her to do it.

31.16.4.2.6. Looking for help, but did not know how to ask. The report was a cry for help

31.16.5. Sex Crimes (e.g., rape, incest, child molestation, sexual assault, etc.)

31.16.5.1. Motives

31.16.5.1.1. Revenge.

31.16.5.1.2. Cover up another incident.

31.16.5.1.3. Attention/sympathy.

31.16.5.1.4. Divorce/child custody battles.

31.16.5.1.5. Pregnancy.

31.16.5.1.6. Child thinks parents are too strict.

31.16.5.1.7. Personal gain (monetary or otherwise).

31.16.5.1.8. Did not want spouse/significant other to know act was consensual.

31.16.5.2. Themes

31.16.5.2.1. Subject deserved it because of the way the victim was treated.

31.16.5.2.2. Subject deserved it because of past treatment.

31.16.5.2.3. Subject should have taken responsibility for the problem, which he/she did not, so the report was made.

31.16.5.2.4. Victim did not want to make the report, but was forced to by someone else.

31.16.5.2.5. Family/work pressures too great. Was looking for help, but did not know how to ask.

31.16.5.2.6. Tried to go through proper channels for assistance, but it did not work, so the report was made.

31.16.5.2.7. Blame society in general for not believing reports unless injuries/force was exaggerated.

32. General Themes - Openings

32.1. They didn't bring me here to ignore my report. The test confirms that you haven't been completely truthful. Your situation will only get worse if we don't get this cleared up.

32.2. The only thing that will help you now is to be completely truthful. When a person hides something or lies about it, they usually regret it later on when the truth comes out, like it will in this situation.

32.3. We've all been in situations when we withheld something or told a lie about something that didn't seem too bad. But then, we had to tell another lie and another lie and another until the whole story fell apart.

32.4. The PDD examiner might tell the examinee that from his/her your own experience, or from the case facts, what the examinee is thinking and point out why such thinking is futile and illogical.

32.5. We definitely have a problem here. Something is clearly bothering you and we have to go over this to find out what it is we haven't talked about yet.

32.6. It is no longer an issue as to whether you did this or not. The only things left to discuss are why and how you got involved in this matter. In fact, it is really an insult to my intelligence for you to tell me that you have been completely truthful here today.

32.7. I promised that I would be honest with you here today and you promised me the same thing. However, now we both know that you haven't been truthful. I could respect you more if you just told me that you don't know how to deal with this and that you don't want to confess.

32.8. If you were to show me a picture of someone close to you, I could never persuade you that it was someone else. These tests are like a picture of truth or deception and we can't change them no matter what we say.

32.9. Simply portray absolute confidence and talk as though the examinee has already confessed.

32.10. I promised you the fairest test that could be given and you told me that you would be completely truthful. I think there can be real respect between people no matter what either of them has done, but at this point it is beginning to look like I can't respect you.

33. General Themes - Logic

33.1. A lady once told Winston Churchill that he was drunk. Churchill replied, "You, madam, are ugly, but tomorrow I'll be sober." Facts don't change, but you now have the opportunity to tell the truth about your situation.

33.2. Everything is based on previous conditions. There is always a reason for everything

that people do. I've never heard a story that didn't make sense once I knew the truth.

33.3. The prosecutor believes in this test and is especially interested in your attitude. The reasons for your actions and your cooperation are important. He/she has to make decisions in your case and should have the benefit of any mitigating facts.

33.4. You have already changed your story here. Your position is even weaker because you are obviously not telling the truth because people always remember the truth the same way.

33.5. It's like a pregnant woman. She is either pregnant or she isn't. You are either 100% truthful or you aren't.

33.6. Hypothetically, let's suppose that you had committed this crime. How would you have done it?

33.7. The two of us have a problem here today. Either we clear this matter up by getting to the truth or let the investigation take its course. At this point, you have some choices on how to deal with the problem. I personally believe that there has never been a problem that couldn't be faced.

33.8. In some cases, you might be able to tell a lie, but not this time. It's obvious from the case facts that you are involved and we've confirmed that with the PDD examination. You even appear as though you are not being truthful. Can you imagine how you would feel and how you would look if you were in a courtroom now?

33.9. If you went into court with this story, you would insult the intelligence of the court that has to deal with you. Your story doesn't make any sense. Telling lies in court constitutes perjury.

33.10. There is a degree of confidentiality in what we say to each other here. However, if it becomes a public trial, then everyone will have the opportunity to know all the details and that will be even harder on you.

33.11. The problem with a crime like this is that there is more than one person involved. Sooner or later somebody else will talk and then there won't be an ounce of sympathy for you. People don't usually seek revenge for the truth; they seek it when someone puts something on them that they didn't do.

33.12. What is the most that you might have done? I know that you probably didn't keep records, but I want to know the most that you could have done in case the victim is actually lying about how much is involved.

33.13. I don't think that this crime is as bad or as much as they say, but you have to give your

side or you will end up taking the rap for the whole thing. Nobody is standing up for you now.

33.14. The PDD examiner could talk to the prosecutor first and then be honest with the examinee regarding what he/she has for options as well as what is going to happen to him/her in the future.

34. General Themes - Human Nature and Emotion

34.1. I've never talked to anyone that didn't give me an understandable reason for what they did. I may not approve of your reasons, but I will defend your feelings at the time. People almost always feel that they had to do what they did at the time. Why did you feel that way?

34.2. From all that I've learned about you, you don't seem to be a criminal like people describe you. I would guess that you are deserving of some sympathy and understanding regarding this matter. However, I can't be sure until I know the complete truth.

34.3. I can always understand the reason, but what I can't understand is a lie because it does so much damage. (Cite examples of people that have been hurt as a result of their lies.)

34.4. A lie is like a cancer inside of you that eats away at you and never goes away until it is taken out. Only then does the body can get well.

34.5. A lie is like a situation when a person drinks too much. Until all of the alcohol is out of their system, they don't begin to feel better.

34.6. The PDD examiner can use the analogy of intelligence versus emotion (love, anger, hate, etc.). As long as those two are in balance, then a person tends to behave with common sense. When emotion takes over, people behave in ways they usually wouldn't. Most of the time they repress it, but sometimes they just can't help it. Just like you in this case.

34.7. You told me that you aren't a violent person. Suppose you were out with your (daughter, wife, husband, etc.) and someone deliberately poured a drink on them. What would you do? You would probably push or hit the person. What if they fell back and hit their head and died. In some states you could be guilty of manslaughter. So, you see, in the right situation anybody might have done what you did.

34.8. Nobody is looking for the perfect person, halos, or angels. If the perfect person walks into this room, then we will both probably get down on our knees. We accept that we aren't perfect and that we make mistakes.

34.9. This is probably not the first time you have done something like this. It's kind of like the person who uses narcotics. Once you are hooked, it's impossible to stop until you admit that you have a problem. You want to stop and you need help to do that.

34.10. One of the reasons that people go to Alcoholics Anonymous is to admit and face their problems. A person can never resolve a serious problem and get on with his/her life if he/she refuses to admit that there is a problem.

34.11. 85% of the people who deal with merchandise steal something eventually as do 65% of the people who handle money. You just let your emotions get the upper hand for a moment and did what most normal people would do sooner or later.

34.12. You seem to be a survivor. You've made it all on your own. Probably nobody ever cared about you until now. You need a hand and I'm offering you mine.

34.13. It's like the plumbing in a building or a boiler. At first there is a little pressure, but you could handle that. Then after a while the pressure built up and in just the right situation/environment it burst. That is exactly what happened to you. You couldn't really help yourself. You did what anybody would have done in those circumstances.

34.14. If you had been sober and in a normal state of mind, you just wouldn't have been capable of an act like this. But under the influence of (alcohol, drugs, personal loss, etc.) you were not only capable, but also vulnerable just like anyone else.

34.15. One of the reasons that this country is strong is that people from many rich cultures have immigrated here. In return, the only thing that we ask is that you be loyal and not betray the principles of our nation.

34.16. I don't believe that people ever become completely cold and insensitive without any conscience. If you think back to the times when you have felt good about yourself (helped someone, personal sacrifice, feelings in church), then you'll know how much different you feel right now. You've lost something somewhere along the line. You have slipped and you can never recover without facing the truth.

34.17. You came here today with one of three thoughts on your mind. First, you wanted to clear yourself and prove your innocence. Second, you wanted to try and beat the PDD examination and be free of punishment. Third, you wanted help to face this problem and take the load off of your shoulders. We both know that it wasn't the first or the second now. So, let's get rid of that burden and let you get on with your life.

34.18. Since you did this, you haven't slept well, you don't eat the same, and you aren't the same around your friends are you?

34.19. The PDD examiner could discuss family, close friends, children. Then ask the examinee, "Could you look that person right in the eye and tell him that you didn't commit that

crime?”

34.20. Through discussion, the PDD examiner could find out who the examinee respects the most in his/her life or who he/she looks up to and then try to assume that role. The PDD examiner then talks as though he/she were that respected figure and asks the examinee what that person would want them to do. Could the examinee still tell his/her story to that person?

34.21. We've all made mistakes in our lives and those are things that we can't change. A person can never go back and undo what has been done. However, one can learn from mistakes and change so that it doesn't happen again. The important point is that a person never changes until they admit that they have a problem.

34.22. You have probably wanted to quit for a long time, but you've known all along that it would happen again unless you face the problem. The truth will act as a deterrent for the future.

34.23. I've always been curious as to what motivates a person to do something that they really don't believe is right. What caused you to make this mistake? A lot of things cause normal people to do things like this, but the damage was done at that moment. However, even greater damage is being done by avoiding it.

34.24. You committed a crime and didn't tell the truth about it, which is not unusual. However, to continue to deny it makes it very serious. Up to this point, you may have just made a foolish mistake. If you continue, then it will appear as though you wanted to do it, you enjoyed it, and are flaunting it.

34.25. Life hasn't been especially good to you so far and you've made a few mistakes like everyone else. However, right now you've got a chance to avoid the most serious mistake you could make.

34.26. Ever since the pencil was invented there have been erasers. We put erasers on pencils because we are human and we make mistakes, just like the mistake you made in this matter.

34.27. The PDD examiner could talk about the tremendous pressures that the examinee was under and how he/she finally gave into those pressures like anyone would. Then ask the examinee, “You withstood those pressures for a long time, didn't you?”

34.28. People are always thinking that they can pull off a job and never get caught. Right now, I bet you wish that you had never thought you could do this and not get caught, don't you?

34.29. An umpire once said that there is no such thing as a tie goes to the runner. The runner is either safe or is out and is neither until I say so. There is no such thing as a partial truth. It is either 100% or it isn't and I will know the truth when I hear it.

34.30. You aren't the only person to have done something like this. However, if you don't trust someone, then you will never straighten this out. You'll never be able to get on with your life in peace.

34.31. Have you ever had somebody tell you something that you knew was a lie? That's how I feel right now. What do you do when that happens?

34.32. I don't think that you meant things to happen as they did. I think that there was a reason (self-defense, help family, victim is exaggerating, etc.). If that's true, then I believe that should be known. If you don't tell the truth, then I know that you aren't sorry. If you aren't sorry, then there is no lesson learned. You aren't the criminal type and you've never been in serious trouble. Don't throw your life away now. If you keep this up it, then it will snowball until you don't even have a conscience or a sense of right and wrong.

34.33. Sooner or later, people are always caught if by no other reason than some fluke (the PDD examiner give examples). We don't need a confession to convict you. We aren't operating in a vacuum here. We have (physical evidence, eyewitnesses, your alibi doesn't hold up, etc.).

34.34. You never intended to do this. It was the circumstances or you did it to cover something else. The jury deserves to know any mitigating circumstances before they pass sentence on you. This may be the last time that you have some control over your destiny. Once you leave this room, nobody may ever again be interested in why you got caught up in this thing.

34.35. The PDD examiner could ask the examinee why he/she took the test. The PDD examiner then tells the examinee that previous examinees have requested the test because they wanted to use the instrument as an excuse to get everything off their chest. When people do something like this, they all want to tell somebody just as you do now.

35. Subliminal - Nonverbal Selling

35.1. Delmar (1985) described subliminal selling as tapping into the unconscious needs of the customer to make a sale. Within the PPD examination setting, we as PDD examiners attempt to tap into the unconscious needs of the examinee to obtain the confession/admission. This is done by nonverbally selling ourselves while being able to read the examinee's subliminal body language.

35.1.1. The naturally born PDD examiner is only a myth. Success comes from trial and error along with life experiences. A successful PDD examiner's smoothness, charisma, and charm have been perfected through hard work.

35.1.2. There are two key obstacles that you have to overcome before you can learn the

skills of subliminal selling.

35.1.2.1. The first obstacle is yourself. Fear and rejection is shown through your nonverbal behavior. Your nonverbal behavior must support your verbal message. For example, sitting back in the chair with your hands on your head and telling the examinee that you really want to help him/her. The examinee is receiving two messages: (1) that your body position is not sending a believable signal and (2) your verbal message appears to be insincere.

35.1.2.2. The second obstacle is reading the examinee. You must be able to properly read the examinee's nonverbal behavior to tell whether or not you are doing well in presenting your themes. For example you start to talk about integrity and the examinee turns his head towards you and appears to be interested.

35.2. The examinee will test you by presenting obstacles to see if he/she can resist you. He/she wants to see if you are going to be persistent enough to continue.

35.2.1. You have to display a strong character to get by this stage. Think of your own experiences buying a car. Do you automatically buy the first car you see or do you resist the salesman in hope that he/she will give you more information or a better deal.

35.2.2. Sell yourself so that the examinee feels that he/she wants to buy what you are offering.

35.2.3. Slow everything down including moves, gestures, and rate of speech. Also, lower your to provide assurance.

35.2.4. If your gestures are quick, jerky, and sporadic, you project an image of being nervous, anxious, and fearful.

35.3. Develop a Style of Self-Confidence Despite Your Fears and Nervousness

35.3.1. Seek out positive role models and imitate parts of their techniques in a similar way that you pick up different ideas from other PDD examiners.

35.3.2. The techniques you use must be imprinted in your unique personal style. Do not try to become someone else.

35.3.3. Practice taking the sting out of rejection. It is not the end of the world. A person may fail many times, but he/she is not considered a failure until he/she stops trying. If you fear rejection, your aura becomes negative. Deliberately get involved in situations where you know you cannot win. It offsets that fear of rejection.

35.4. Handling a Resistant Examinee

- 35.4.1. You must offer good, credible themes.
- 35.4.2. Maintain good eye contact.
- 35.4.3. Square your face and shoulders at the examinee.
- 35.4.4. Do not talk to him/her from an angle.
- 35.4.5. You should be able to see both of the examinee's ears at the same time.
- 35.4.6. Offer understanding without an apology.

35.5. Breaking Down the Examinee. You can recognize when the examinee is breaking down by watching for some of the following characteristics:

- 35.5.1. Lower lip may appear moist.
- 35.5.2. Cradling his/her chin in his/her hand. He/she is beginning to evaluate your theme.
- 35.5.3. Scratching his/her head or neck. At this point, he/she is probably thinking:
 - 35.5.3.1. "Maybe this guy has something?"
 - 35.5.3.2. "Let me listen a little longer."
 - 35.5.3.3. "Maybe I was wrong."
 - 35.5.3.4. "Is there another side to this situation?"
- 35.5.4. He/she looks at you to see if your gestures (i.e., nonverbal behavior) are agreeing with what you're saying (i.e., verbal behavior).
- 35.5.5. May give you a positive nod.
- 35.5.6. Eyebrows may move slightly.
- 35.5.7. Pupils enlarge.

35.6. Selling to the Examinee's Emotions

35.6.1. Also known as pushing the "hot button." You must find the button that motivates the examinee to buy what you are selling. He/she may not give you the answer because it could be unknown to them.

35.6.2. If the examinee does know his/her hot button, then he/she may disguise it as part

of his/her resistance.

35.6.3. Look for the nonverbal clues that you are in the right area. The examinee's:

35.6.3.1. Face may brighten.

35.6.3.2. Eyes may blink less.

35.6.3.3. Eyes may get larger.

35.6.3.4. Grin might resemble that of the Cheshire cat in the Alice and Wonderland story.

35.6.3.5. Lips may moisten.

35.6.4. You have to give the examinee a rationalization to help explain what he/she did to his/her spouse, commander, peers, or anyone else.

35.7. Points to Remember

35.7.1. The most powerful messages that you can send to the examinee is:

35.7.1.1. Mental toughness.

35.7.1.2. Willpower.

35.7.1.3. Persistence.

35.7.1.4. Tenacity.

35.7.2. This will show the examinee that you can go the distance. You must show these qualities with your body and face and reinforce them with your words. Hold your position, use clear expressions, and hang in there.

36. Pre-Test/Post-Test Interview Appeals - Homespun²

36.1. The Football Story. During the pretest interview, the PDD examiner relates that asking questions can be compared to coaching a football game. "You have the ball and instruct the quarterback to hit a player in a down and out pass pattern. He does, but the ball is dropped. You still have several downs to go. So you have the player run a different pattern and, again, he drops the ball. Third down, another pattern, and he still drops the ball. Now, it's the fourth down and you kick the ball away. What are you going to say when you get that player off the field? You will ask him, 'Where's your head because it isn't on the game?' That is how I conduct this exam. If on one question, one time, you drop the ball, then I am not concerned. However, if every time I ask you a question and you drop the ball, then you have a problem and I am going to tell you about it." If the examinee is DI/SR, then the first comment should be "You dropped the ball."

² Taken from Samuel L. Braddock, Director, Troy University Polygraph Center, Atlanta, GA.

36.2. Let us get that gun off the street. Right now all we have is a stolen weapon. If that gun is used in a bank robbery and someone dies, then we not only have the theft, but also murder. Worse yet, if a child finds that gun and shoots another child or themselves, then how could you live with yourself?

36.3. Crossroads of your life. You are at a point in your life when you have to choose which path you are going to take. I am not offering you the easy road. It will be rocky and hard to climb. Many pick the easy way and end up lost forever. You need to decide now if you want that burden off your back and go down the right path. You can change your life from this point on.

36.4. One's price tag. We all have a price tag or value on our life. We either add or take away from that value based on one's actions or lack of actions. Right now, your value is in the red and I am telling you to stop subtracting from your value and start adding to it by doing what is right.

36.5. Skeleton in the closet. It is not what you may have done in your past that worries me as much as what you are not telling me right now. If there is something in your past that the other side can use against you, then we need to talk about it.

36.6. A man is a man. A man isn't a man until he acts like one. Anyone can be a boy. Rank and position do not make you a man. The manner in which an individual handles a situation depicts if he is a man or not. So, are you man enough to face this situation or are you going to act like a boy?

36.7. Cow in the mud (especially good for the country boy/girl). You know that when a cow gets stuck, she fights to get out but only ends up deeper. She will keep it up until she collapses and dies. The way to save her is to throw a rope around her and pull her out. This is what I am trying to do with you. Pull you out of the mud before the worst happens.

36.8. Blue light special. If you and I were in K-Mart together and we turned down an aisle and saw a \$20.00 bill on the floor, we would bump heads trying to pick it up. Does this make us real crooks? No. Now, what if a senior citizen comes up and says, "Boys, did either of you find a \$20.00 bill?" At this point, we have to decide whether we are going to be honest or a crook. That is where we are now. The PDD examination is asking if you are going to be honest or not about this incident.

36.9. Change in blood volume (sex cases). Based on human physiology, the penis gets erect due to an increase in blood volume. This blood has to come from somewhere. Most men don't have an I.V. inserted into their arm, so from what part is the blood drawn from. It comes from the head and that's why some people can't think clearly and do something that they normally would not.

36.11. Jonah and the whale. Jonah was asked by God to go to a certain village and preach.

Jonah disobeyed and got into a boat going the opposite direction. A storm came and the boat was about to sink. The crew knew Jonah was the cause, but he denied it. The crew threw him into the sea. A whale came along and got him. For 40 days and 40 nights, he remained inside the belly of that whale until he made right his wrong. Then God had the whale deliver Jonah to shore, so he could correct his wrong. This PDD examination is like the whale, you are wrong and will remain so until you're willing to change and do right.

36.12. You want me to say I did it. At times, the examinee will say, "I know what you want me to say. You want me to say I did it." Most PDD examiners respond, "No, I want to hear the truth." The examinee then rationalizes that he/she tried to confess, but the examiner would not let him/her. When the examinee makes this comment, tell him/her that this is the first time that his/her heart, soul, and mouth agrees with the results of the PDD examination.

36.13. Are you saying that because of this I will not get hired? What I am saying is that this is part of the process that will be considered. The people making the decisions will be looking at all the facts before making their final decision.

36.14. The examinee might make comment such as, "Why do I have to take a PDD examination? Don't you trust me? In my grandfather's day, a person's word was their bond. If they said they would do something, you could count on it." The PDD examiner could respond with comments such as, "Unfortunately, in today's society, that's not true anymore. So, we have to use the best available source to confirm the truth. I hope that this examination proves that your word is the truth and regain my faith in mankind."

36.15. So what if you have made a mistake. It's not the end of the world. Many people have made mistakes. If we kicked everyone out because they had made a mistake sometime during their life, there wouldn't be anyone left. Mainly, the concern is not that you made a mistake, but what do you plan to do about it?

36.16. Two types of people fail my test. The first one is a crook and he/she just wants to see if he/she can "beat" me. When he/she realizes that it cannot be done, he/she terminates or asks for a lawyer. The other really wants to work things out. I am the first one that would not buy his/her denials. I am convinced that the reason you are still here is because deep down inside you want to get everything out in the open. Otherwise, you would have never come here in the first place.

36.17. Rumors. Right now, we both know that people are talking. Usually people do not say good things because they enjoy talking about bad things. You know that they are saying the worst about you. The best way to handle this is with the truth. This will help you to be able to look anyone in the eye and admit that you screwed up, but you were able to face it. This will stop the rumors.

36.18. Do another test? I could do another test. I could wallpaper this room with tests.

However, it will not change anything until you tell me the truth. What you have done is like last year's snowfall. It has fallen and disappeared. You cannot change the past. You have to live with it and make the best of a bad situation.

36.19. Can I trust you in combat? The problem is not if you're a crook or not, but what will happen next week if a war starts and we are on the line together. My concern is not if you stole something, but can I trust what you say and do. Our lives could depend on each other's truthfulness.

36.20. School of hard knocks. There are basically two schools of knowledge. One is by formal training, books, and college. The other is earned the hard way through life's experiences, which we call the school of hard knocks. Your background suggests you've completed the school of hard knocks and picked up quite a lot. There's no way I could bluff you with any kind of show. You would see right through it. So, I am going to tell you like it is. It is up to you what you plan to do about it. As the old saying goes, "you can lead a horse to water, but you can't make it drink."

37. Defense Mechanisms - Stress and Coping.

37.1. PDD examiners should have an understanding of the factors that affect the examinee's stress levels and how they cope with the stress. In every organization, there is at least one person who stands out because of his/her ability to resolve just about any issue. He/she can turn an unsolved case into a solved case or obtain the truth through a confession when others have failed. The same holds true for PDD examiners. There are some examiners who consistently arrive at conclusive results and go on to resolve the issue. This is probably due to a combination of factors, but one thing does appear obvious. These PDD examiners understand how to regulate the examinee's stress and anxiety levels. It may be intuitive in the beginning, but soon the successful PDD examiner perceives how the examinee copes with stress. This perception helps the PDD examiner to gauge such things as setting the comparison questions and judging if the examinee is psychologically focused on the issues in question. The PDD examiner realizes that when he/she perceives a high level of stress, he/she may have to spend time reducing that stress to an acceptable level in order to collect quality tests. For an examinee that appears not to have any concerns about certain parts of the test, the stress may have to be induced to facilitate responding.

37.2. Recognition of how the examinee copes with stress and anxiety is extremely important. This can be analyzed in the pretest interview during the collection of biographical data, setting the comparisons, and reviewing the case facts. With a little understanding on your part, an examinee will voluntarily tell you how he/she has coped with life stressors in the past. You should make mental notes on the information he/she provides because a deceptive examinee may summon a similar coping style during the post-test interview/interrogation. The more you understand about how the examinee copes with stressful situations, the easier it will be for you to regulate it. A successful interview/interrogation is partially due to being able to temporarily

cloud the subject's problem solving abilities.

38. Defense Mechanisms - Factors Involved in Stress that are Related to Interviewing.

38.1. Understanding the subject's life stressors will help you conduct a proper pretest interview (e.g., setting controls and psychological set) and post-test interview. If you understand a person's past or present frustrations and how he/she confronts or avoids them, then you will be in a better position to conduct a more effective pretest and post-test interview.

38.2. Frustrations that contribute to life stresses.

38.2.1. Failure

38.2.1.1. Work.

38.2.1.2. School.

38.2.1.3. As a son or a daughter.

38.2.1.4. Self-worth. "Everything I do turns out wrong."

38.2.2. Limitations beyond one's control (i.e., helplessness).

38.2.2.1. Unemployment.

38.2.2.2. Terminal illness of one's self or loved one.

38.2.2.3. Physical impairments.

38.2.2.4. Economic losses.

38.2.3. Guilt

38.2.3.1. Loss of a child.

38.2.3.2. Could have prevented an accident.

38.2.3.3. Involved in a crime, which was not your idea.

38.2.4. Loneliness

38.2.4.1. Divorce or separation.

38.2.4.2. Loss of close friends.

38.2.4.3. Relocation.

38.3. Conflicts that contribute to life stresses.

38.3.1. Approach-approach: Two positive choices that require a decision.

- 38.3.1.1. Job satisfaction and a promotion is offered that requires relocation.
- 38.3.1.2. Two favorite movies are aired at the same time.
- 38.3.1.3. Deciding between two social events to attend.

38.3.2. Avoidance-avoidance: Two negative choices that require a decision.

- 38.3.2.1. Having a tooth pulled or root canal.
- 38.3.2.2. Guilty person decides between taking a PDD examination and being deceptive or not taking the examination and leaving others to think he/she has something to hide.
- 38.3.2.3. Guilty person lying to all the relevant questions or making an admission.

38.3.3. Approach-avoidance: A choice that has a positive and negative result.

- 38.3.3.1. Eating ice cream and getting fat.
- 38.3.3.2. Telling the truth and being punished.
- 38.3.3.3. Taking a PDD examination for a positive urinalysis test. If the examinee is NDI, then the charge is dropped. If the examinee is DI, then he/she is prosecuted.

39. Defense Mechanisms - Adjusting to Stress

39.1. Solution Orientated - Conscious decisions (interpersonal).

39.1.1. Retreat.

- 39.1.1.1. Physically leave.
- 39.1.1.2. Change jobs.

39.1.2. Confront

- 39.1.2.1. Resolve the conflict by making a choice.
- 39.1.2.2. Take direct action to end the frustration.
- 39.1.2.3. Compromise by assessing and analyzing the problem and generating options.

39.2. The next section involves compromises with reality. It consists of a failure on the part of the examinee to adjust to conditions as they stand. This person attempts to evade responsibility and sets up a defense for his/her actions. The purpose of these measures may be to safeguard the individual's reputation, to protect self-respect, to preserve pride, or to keep ego/image intact.

39.3. Defense Oriented: These are styles that people use unconsciously (intrapersonal) to handle stress, which are commonly known as ego defense mechanisms. We are concerned with identifying ego defense mechanisms that are taken to an extreme. All ego defense mechanisms

are similar in that they are employed unconsciously. Most of us resort to one or another of these at various times.

39.4. Repression

39.4.1. Involuntarily preventing dangerous or painful thoughts from entering the consciousness.

39.4.2. Must be perceived as truly threatening to the integrity and functioning of the person.

39.4.3. Example: Blocking out the details of a traumatic experience (e.g., rape, kidnapping, earthquake, etc.).

39.5. Denial - Form of Self-Protection.

39.5.1. Refusal to face the situation or problem in an objective manner.

39.5.2. Avoid or deny an unpleasant reality.

39.5.3. Refuse to accept a problem as a problem.

39.5.4. Examples:

39.5.4.1. An aging athlete who refuses to quit playing the game. The athlete insists that he/she can play as good as ever.

39.5.4.2. "I did not steal anything."

39.6. Fantasy. Overcoming frustrations by an imaginary attainment of goals.

39.6.1. Examples:

39.6.1.1. Storytelling.

39.6.1.2. Get-rich-quick schemes.

39.6.1.3. Daydreaming.

39.6.1.4. When confronted with DI/SR results, the examinee claims that he/she will get back at you or get off "scott-free" because he/she is an important person and knows high-ranking VIPs.

39.7. Projection

39.7.1. Avoiding unpleasant consequences of behavior by shifting the blame for failures,

difficulties, and inadequacies on others.

39.7.2. Frequently utilized by calling attention to the shortcomings of others for the purpose of distracting attention from one's own faults and undesirable behavior.

39.7.3. Examples:

39.7.3.1. PDD examiner blames an ignorant examinee for not getting the matter resolved.

39.7.3.2. PDD examiner blames the examinee for conducting a “bad” test.

39.7.3.3. The examinee blames the girl for leading him on.

39.8. Displacement

39.8.1. Discharging of pent-up emotion, usually hostility, on objects or people less dangerous than those that initially aroused the emotions.

39.8.2. Usually displayed in a single event and not a lifestyle.

39.8.3. Examples:

39.8.3.1. Angry with his wife for the meal being served, the husband picks a fight with his son or abuses the dog.

39.8.3.2. During the interview, the examinee suddenly starts kicking the desk.

39.9. Rationalization

39.9.1. A form of self-justification by which a person hopes to explain to others, perhaps even to himself/herself, that his/her actions are the basis of “reasonable” motives.

39.9.2. Attempting to justify actions by presenting good and worthy reasons for the behavior rather than the real reason(s) that actually motivated the behavior.

39.9.3. Saving face by trying to prove that the behavior is rational and justifiable and thus worthy of social approval.

39.9.4. Successful rationalizations are ones that have the ring of truth, but are not completely truthful.

39.9.5. Examples:

39.9.5.1. “I could have won the race today had the track not been wet.” Perhaps, the track was wet, but somebody else won the race because he/she was faster on that wet track.

39.9.5.2. During the interview, the examinee tells you that he/she did not steal the

money, but had borrowed it.

39.9.5.3. During the setting of comparison questions, the examinee tells you “I only steal from big companies. They can afford it and it doesn't hurt anybody.”

39.10. Emotional Insulation

39.10.1. Here the person reduces their emotional involvement in situations that are viewed as disappointing and hurtful.

39.10.2. Emotional insulation provides a protective shell that prevents a repetition of previous pain, but it reduces the individual's healthy, vigorous participation in life.

39.10.3. The individual may attempt to avoid failure by not trying.

39.10.4. Examples:

39.10.4.1. A PDD examiner avoids conducting what appears to be a difficult examination because he/she is afraid that he/she cannot resolve it.

39.10.4.2. A student avoids taking a college course because of possible failure.

39.10.4.3. An athlete avoids a competition because he/she may lose in front of others.

39.10.4.4. An examinee tells the PDD examiner that he/she did not date much because he/she was afraid of being turned down.

39.11. Intellectualization

39.11.1. This ego defense mechanism is related to both emotional insulation and rationalization. Here the emotional reaction that would normally accompany a painful event is avoided by a rational explanation that takes away personal significance and the painful feeling. Emotional disassociation can be good as long as it does not become excessive.

39.11.2. Prisoners waiting execution often use intellectualization. For example, the prisoner states “So they'll kill me and that's that” while he/she shrugs his/her shoulders. This suggests that the emotions appropriate to the thought have somehow been isolated.

39.11.3. Examples:

39.11.3.1. The hurt over a parent's death is reduced by saying that he/she lived a full life and died without pain.

39.11.3.2. During the pretest interview of a rape victim, the woman expounds upon statistical and medical information rather than showing any emotional response.

39.11.3.3. During the post-test interview/interrogation of a spy, the examinee reduces acts of espionage to a game of strategy and money for personal gain.

39.12. Compensation

39.12.1. A type of ego defense mechanism that involves an effort to make up or offset some personal deficits through the development of other qualities. The deficit may be real or imaginary, physical or mental, that may either interfere with achievement or prevent the person from obtaining social recognition.

39.12.2. The fundamental factor to be found in this ego defense mechanism is the feeling of basic inferiority resulting from mental or physical incompetence.

39.12.3. Such reactions may take many forms and may represent constructive, deliberate, task-orientated behavior. For example, a person attempts to overcome a physical handicap through increased persistence. Wilma Rudolph, crippled and unable to walk until she was eight years old, became an Olympic track winner.

39.12.4. Examples:

39.12.4.1. The physically unattractive boy or girl may develop an exceptionally pleasing personality.

39.12.4.2. The puny boy may turn from athletics to scholarship.

39.12.4.3. An examinee that brags about all the females he has had sexual intercourse with may be compensating for the inability to maintain a loving relationship with a female.

39.13. Reaction Formation

39.13.1. Preventing dangerous desires from being expressed by exaggerating opposed attitudes and types of behavior as barriers. Generally, this occurs by saying one thing, but meaning the opposite. This ego defense mechanism is recognized by its extreme behavior.

39.13.2. The person may conceal hate with a façade of love, cruelty with kindness, or desires for sexual promiscuity with moralistic sexual attitudes and behavior.

39.13.3. On a simple level, reaction formation is illustrated by the old story about the spinster who looks hopefully under her bed each night for fear that a man may be lurking there.

39.13.4. Examples:

39.13.4.1. The examinee displays an extreme attitude about hating homosexuals while he/she may be questioning his/her own heterosexuality.

39.13.4.2. The examinee demands the severest penalty under the law for an offense that he/she has committed or has attempted to commit.

39.14. Undoing

39.14.1. Undoing is designed to negate some disapproved thoughts, impulse, or act. Basically, it is an attempt to make up for some wrongdoing.

39.14.2. Undoing apparently develops out of early training in which a child learns that once he/she apologized, made some restitution, or was punished for disapproved behavior, the misdeed was negated. This allowed him/her to start over with a clean slate.

39.14.3. The opportunity for confession and assurance of forgiveness in some religions appears to meet a deep human need to be able to get rid of guilt feelings and make a new beginning.

39.14.4. Examples:

39.14.4.1. The examinee gambles and is involved in prostitution, but faithfully donates to the church.

39.14.4.2. Unfaithful husband buys flowers for his wife.

39.14.4.3. The examinee states to the PDD examiner, "I didn't steal any of that money, but I'll pay it back."

39.15. Identification

39.15.1. Enhances feelings of personal worth and importance by identifying with someone who has what the examinee desires.

39.15.2. Examples:

39.15.2.1. A Secret Service agent assigned to protective duties begins to identify with the VIP (power).

39.15.2.2. Initially a boy may identify with his father and uses him for a model. As the boy reaches adolescence and adulthood, the mechanism of identification is expanded to include a wide range of persons and groups.

39.16. Regression

39.16.1. Regression is a form of taking refuge in the past when unable to meet the demands of a current difficulty. Faced with a problem, the person retreats to an inferior type of adjustment and does not attempt to meet the current difficulty.

39.16.2. Regression is characteristic of many forms of serious mental disorders.

39.16.3. Example:

39.16.3.1. During the interview/interrogation, the examinee moves backward in time to earlier stages of life when attempting to resolve the situation. An illustration of the sequence of events would be talking, threatening, crying, and then throwing a tantrum.

Appendix A

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Appendix B

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