

Lesson Plans and Objectives for 1 day presentation of "The Advanced Seminar on The Reid Technique of Interviewing and Interrogation "

I. **COURSE OBJECTIVES** *(15 minutes)*

- A. Provide additional advanced tactics and techniques designed to obtain confessions from the deceptive suspect in a more expedient manner.
- B. To provide finesse tactics dealing with the psychology of interrogation to enhance the investigators ability to acquire confessions that might not have otherwise been obtained.
- C. To provide a logical guideline that maybe used to profile out any type of suspect for interrogation.

II. **COURSE CONTENT** *(15 minutes)*

- A. Advanced concepts in Behavior Symptom Analysis, Behavioral Interview and the Reid Approach to Interrogation.
- B. Difficult suspects that give the interrogator problems and specific tactics to get them to confess.
 - 1. Defiant suspects
 - 2. Neutral suspects
 - 3. Accepting suspects
- C. Profiling suspects out for interrogation.
- D. Additional interrogational tactics.

Defiance Stage

Tactics to move the suspect out of a defiant attitude

(2.5 hours)

Third person theme - A real or fictitious event about the interrogator, friend or other case depicting a similar type of crime, and the extenuating circumstances that lead to that act.

First person theme - Reasons and excuses the interrogator gives that apply directly to why the suspect committed the crime. These excuses should allow the suspect to save face.

Role Reversal - Allows the suspect to play the role of the decision maker judging two people that have committed a similar crime.

Addressing the suspect's argumentative challenges

Specific denials - recognition and verbal countermeasures

Changing the suspect's perception of the interrogator

- Argue against self interest
- Bonding statements
- Sympathy statements
- Empathy statements

Stepping down from constantly strong denials

Neutral Stage

Tactics to move the suspect out of an unconcerned attitude (30 minutes)

Challenge the suspect's values and traits

- Praise the suspect's desirable conduct within the investigation
- Stress suspect's desirable traits apparent in their life
- Imply suspect's traits are in jeopardy

Addressing the suspect's fear of consequence

Addressing the futility of suspects continued denials

Incriminating information -real & hypothetical

- use of baiting technique as a hypothetical challenge
- use of real evidence to convince suspect to confess

Acceptance Stage

Tactics to illicit the 1st admission of guilt from the suspect. (30 minutes)

Developing insight statements into themes

- Describe negative aspects of suspect's life
- Predict future effects of deception

Have suspect verbalize agreement with interrogator - The more the suspect verbalizes agreement with the interrogator's concepts, phrases, or stories, the easier it becomes for the suspect to verbalize agreement to the alternative.

Developing the negative alternate into a theme - The negative alternative used as a theme should talk about heinous reasons for committing the crime.

Profiling the suspect of the interrogation

- A. Real need crimes (Criminals)
- B. Lifestyle Crimes (Criminals)
- C. Impulse Crimes (Criminals)
- D. Esteem Crimes (Criminals)

Preliminary - discussion of "Suspect Profile Strategy Form"

Distinguishing elements which identify the Real Need crimes. *(30 minutes)*

- I. Real Need Characteristics
- II. Themes for Crimes satisfying a Real Need
- III. Alternatives for Real Need crimes.

Distinguishing elements which identify the Lifestyle criminal *(30 minutes)*

- I. Lifestyle need characteristics
- II. Themes for crimes that satisfy a lifestyle need.
- III. Alternatives for crimes that satisfy Lifestyle needs.

Distinguishing elements which identify Impulse criminals *(30 minutes)*

- I. Impulse need characteristics
- II. Themes for crimes that satisfy an Impulse need.
- III. Alternatives for Impulse need crimes.

Distinguishing elements which identify Esteem criminals*(30 minutes)*

- I. Esteem need characteristics
- II. Themes for Esteem need crimes
- III. Alternatives for Esteem need crimes

Additional interrogation tactics (supplemental)*Home study*

Interrogation of juvenile offenders

Themes for obtaining knowledge

Playing one against the other

Interrogation of suspect on multiple crimes

Increasing the suspects initial admissions

Reid General Issue Behavioral Analysis Interview/Interrogation
Test for Advanced seminar

1. 3rd person themes (stories about other people) are a recommended technique to use when a suspect is in the defiant stage of interrogation. T or F
2. Challenging the suspect's "traits" is an effective means to have the suspect become more emotionally involved in the interrogation? T or F
3. If the interrogator accentuates the negative side of an alternative, the positive side of the alternative is more acceptable to the suspect? T or F
4. An interrogator should conclude an "insight" statement by telling the suspect "A night in jail will get you to tell us the truth"? T or F
5. When an interrogator develops "insight" statements, the negative aspects of the suspect's life since the crime took place are discussed? T or F
6. If the suspect says, "I didn't steal \$582.73." They have voiced a specific denial. T or F
7. When an interrogator uses the concept of "role reversal" the suspect is asked to play the role of the decision maker? T or F
8. If the interrogator has related a personal financial problem to the suspect, the interrogator has attempted to psychologically "bond" with the suspect? T or F
9. The interrogators use of the "baiting technique" can be used to convince the suspect that incriminating evidence has been developed? T or F
10. Under no circumstance should an interrogator address the suspect's fear in confessing the crime? T or F
11. A person steals \$1,000.00 from the safe in the office at work. The person who stole the money has a spouse who recently lost their job and they are now

- having a difficult time making their monthly bills. This is most likely a Real need crime. T or F
12. Lifestyle criminals are usually individually living below their means. T or F
13. Real need offenders are usually 1st time offenders. T or F
14. Impulse criminals usually have aggressive personalities. T or F
15. My boss tells me I'm fired and to pick up my last pay check at the end of the day. I go out to the car, get a gun and shoot my boss. This is an example of an Impulse crime. T or F
16. Esteem criminals commit crimes to reassure themselves of their worth and security? T or F
17. A child molester, drive-by shooter, and computer hacker are examples of Esteem criminals. T or F
18. One of the best themes to use to get a Real need criminal to confess would be to blame the Real need for making the suspect act out of character. T or F
19. A good theme for the Esteem criminal would be to blame the suspect's lifestyle for making him commit the crime. T or F
20. Rage, anger, stress, fear humiliation are factors which may be present in Lifestyle crimes. T or F

LESSON PLANS AND OBJECTIVES FOR 3 DAY REGULAR PROGRAM ON "THE REID TECHNIQUE OF INTERVIEWING AND INTERROGATION"

DAY 1

Introduction (30 minutes)

I. Course Purpose

A. Provide the finest training available on interviewing and interrogation

II. Course Objectives

A. Provide the fundamentals necessary to conduct a proper interview and interrogation

B. To provide a structured frame of reference for those interviewers who have some experience but also may not have had any formal training in the area.

C. Improve the efficiency of all participants in obtaining the truth from suspects, witnesses and victims in a legally acceptable manner

III. Course Content Overview (30 minutes)

IV. Distinguishing between interviews and interrogations (15 minutes)

A. Interviews trying to determine whether suspect committed issue under investigation

B. Interrogation - reasonably sure suspect committed issue under investigation and trying to get them to admit it.

V. Legal Aspects of Interviewing and Interrogation (15 minutes)

(16 page supplement to be used by students as homework assignment)

- A. Miranda
- B. Confession voluntariness
- C. Legal status of trickery and deceit
- D. Accusatory confrontation

VI. What makes an excellent interviewer/interrogator (15 minutes)

BEHAVIOR SYMPTOM ANALYSIS (2 hours)

I. Introduction

A. Definition

- 1. Verbal
- 2. Non-verbal

B. How to use behavior symptoms during interviews and interrogations

C. Principles of behavior symptom analysis

II. External factors influencing behavior symptoms

A. How important is issue to suspect?

B. What types of suspect are you dealing with?

C. Control over the suspect

III. Internal factors influencing behavior

- A. Intelligence
- B. Emotional stability

- C. Juveniles

- D. Cultural differences

- E. Medical

IV. Five points to follow when evaluating behavior

BEHAVIORAL ATTITUDES TYPICAL OF TRUTHFUL OR DECEPTIVE
SUSPECTS *(1 hour)*

Non-verbal behavior symptoms indicative of truth or deception

- I. Body Postures
 - A. Truthful
 - B. Deceptive

- II. Gestures and movements indicative of deception
 - A. Deceptive try to retreat from threatening situations
 - B. Physical activities to reduce tension associated with lying
 - 1) Posture changes
 - 2) Personal & grooming gestures
 - 3) Protective gestures
 - 4) External gestures

- III. Facial expressions
- IV. Eye contact
- V. Face color changes

VERBAL BEHAVIOR SYMPTOMS INDICATIVE OF TRUTH OR DECEPTION
(1 hour 15 minutes)

- I. Principles
- II. Guidelines

BEHAVIORAL ANALYSIS - **DAY 2**

- I. Preparation prior to the interview *(15 minutes)*
 - A. Gathering and analyzing the facts
 - B. "Subject Data Sheet" - work form to profile characteristics of criminal behavior
 - C. Choosing the interviewer
 - D. Preparing the suspect for the interview
 - E. Determining the sequence of the interviews
 - F. "Interview Tabulation Sheet" (scoring procedures to determine the probability of criminal involvement)
- II. BEHAVIORAL ANALYSIS INTERVIEW QUESTIONS *(4 hours)*
 (A non-accusatory interview in which a structured set of questions are asked, some of which are for the purpose of eliciting verbal and non-verbal behavior indicative of truth or deception)
 - 1. Reason for interview

2. History/You
3. Suspicion of others
- 3A. Suspicion (anyone name you)
4. Vouch for others
- 4A. Vouch for you
5. Attitude
6. Credibility
- 6A. Credibility (if suspect has been accused)
7. Opportunity
8. Motive
9. Think
10. Objection
11. Punishment
12. Investigative results
13. Second chance
14. Alibi - Details
15. Baiting techniques *(1 1/2 Hours)*
(Non-accusatory question where interviewer implies possible existence of incriminating evidence for purpose of enticing the suspect)
 - A. Procedures
 1. Obtain appropriate commitment

2. Establish credibility of bait question
 3. Explanation of real or fictitious evidence
 4. Introductory phrases
 5. Face saver
- B. Specific use of baiting technique to break suspect's alibi
- C. Additional baiting suggestions for unique investigations

III. OPTIONAL INTERVIEW QUESTIONS *(15 minutes)*

1. Previous questioning
2. Approached by anyone
3. Borrow
4. Rating techniques (1-10 scale)
5. Hypnosis
6. Percentage of similar behavior
7. Easiest M.O.
8. Discussion with loved one

DAY 3

Step 1 DIRECT POSITIVE CONFRONTATION *(30 minutes)*

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

B. Behavioral pause to assess the verbal and non-verbal reaction

C. Transition - 'I want to spend some time with you to see if we can get this thing straightened out'

D. Modified approach: "Based on the results of your interview it indicates you have not told me the whole truth about the (incident)."

Step 2 THEME DEVELOPMENT *(3 1/2 hours)*

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

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

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

Step 3 HANDLING DENIALS *(15 minutes)*

A. Many deceptive suspects introduce their denials with permission phrases: "Can I say one thing?"; "Just let me explain. . . ."; "But. . . ."

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

C. Truthful suspects usually do not ask to talk, and they do not move beyond step 3 - their denials increase.

Step 4 OVERCOMING OBJECTIONS *(15 minutes)*

A. An objection is a statement or reason that is offered to allegedly prove that an accusation is false: "I don't even own a gun" (in an armed robbery case). Normally offered by only the guilty.

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

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

Step 5 PROCUREMENT AND RETENTION OF SUBJECT'S
ATTENTION *(15 minutes)*

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

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

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

Step 6 HANDLING SUSPECT'S PASSIVE MOOD *(15 minutes)*

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

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

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

Step 7 PRESENTING AN ALTERNATIVE QUESTION *(30 minutes)*

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

B. The alternative should contrast an undesirable action

with a desirable action, and be followed by a supporting statement.

C. "Did you plan this thing out, or was it just something that happened on the spur of the moment? I'm sure that it was on the spur of the moment, wasn't it, Joe?"

Step 8 **HAVING THE SUSPECT RELATE THE VARIOUS DETAILS OF THE OFFENSE** *(15 minutes)*

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

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

C. Obtain corroboration - facts that only the guilty would know.

Step 9 **CONVERTING AN ORAL CONFESSION INTO A WRITTEN CONFESSION** *(15 minutes)*

A. Use third party to witness the oral confession

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

C. Establish voluntariness and full, detailed substantiation