

THE REID NINE STEPS OF INTERROGATION

Step One:

DIRECT POSITIVE CONFRONTATION

- A. "I have in this file the results of our investigation into the (issue). The results of the investigation clearly indicate that you are the person who (issue)".
- B. Behavioral pause to assess the verbal and nonverbal reaction.
- C. Truthful Reaction:

Nonverbal	Verbal
Leans forward	Spontaneous, sincere denial
Maintains eye contact	Firm, strong tone of voice
Sincere expression of Shock or disbelief	Hostile or angry
- D. Deceptive Reaction:

Nonverbal	Verbal
Slouches in the chair or moves it back	Says nothing
Drops eye contact	Vague, evasive denial
Changes posture (barriers)	Weak tone of voice
- E. Transition - *"I want to sit down and spend some time with you to see if we can get this thing straightened out. Here is what I think that we are looking at..."*
 - Sit down
 - Place file on the side
 - Assume interrogational posture
 - Begin Theme development

Alternative Confrontation Statements

“Jim, the results of our investigation indicate that you have not told me the complete truth about (issue).”

or, the results of our investigation indicate that you are still withholding information about (issue).”

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

“Jim, as you know I’ve interviewed everyone in the area and you are the only one we can not eliminate from suspicion.”

Step Two:

THEME DEVELOPMENT

- A. In a monologue the interrogator proposes to the suspect reasons and motives that will serve to psychologically justify or excuse the suspect's criminal behavior.
- B. General Rule: attempt to place the blame for what the suspect did on some person or set of circumstances other than the suspect himself.
- C. The theme is developed as to why the suspect committed the act, not if he committed the act.
- D. Theme statements:
 - You're a good, honest hard working person who made a mistake in judgment due to ... (shift the blame) someone else's carelessness; someone else's idea; financial pressure; victim; etc.
 - Contrast with something more serious
 - Use personal stories (self, family, friend, or a subject in a similar situation)

Example of Theme Language

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

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

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

Example of Theme Language

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

Step Three: HANDLING DENIALS

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

"Can I say one thing?"

"Just let me explain..."

"But sir..."

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

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

- Bill wait just a minute
- Mary hold on for a second
- Jim let me just explain one thing

Combine with physical gestures:

“stop sign” with hand; turning your head away

- D. Truthful suspects usually do not ask to talk, and they do not move beyond step three - their denials strengthen

Step Four: OVERCOMING OBJECTIONS

- A. An objection is a statement or reason that is offered to allegedly prove that an accusation is false: "I don't need any money – I've got plenty of money" in the bank." Normally offered by only the guilty.
- B. Introductory phrases are used to indicate an objection: "That's impossible"; "That's ridiculous"; "I couldn't have done that".
- C. When the objection follows, use statement of agreement or understanding, and discuss how bad it would be if the objection was not true.
- D. Sample Dialogue:
 - S: "I would never do something like that." (Introductory phrase)
 - I: "Why is that Jim?" (Draw out objection)
 - S: "I don't need money; I have plenty of money in the bank." (Objection)
 - I: "I hope that's true Jim, because then that tells me that this was a spur of the moment thing where maybe you needed some money right away and it was left out when it shouldn't have been and you gave into temptation." (Positive discussion indicating that if the objection was true then that speaks favorably for the subject)

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

 - "But Jim, I don't think that you planned this thing out."

Step Five: PROCUREMENT AND RETENTION OF SUSPECT'S ATTENTION

- A. The suspect is on the defensive, may withdraw and focus his thoughts on punishment.
- B. Interrogator attempts to regain the suspect's attention by intensifying the theme and by establishing physical closeness.
- C. Physical gestures of sincerity are used to establish attitude of understanding.

*Nine Steps of Interrogation***Step Six: HANDLING SUSPECT'S PASSIVE MOOD**

- A. The suspect is becoming less tense, appears defeated, is listening to your theme and may begin to cry.
 Handling tears:
 Do not stop; do not embarrass the subject
 Congratulate them – “I’m glad to see those tears because that tells me that you’re sorry, aren’t you? Aren’t you?”
- B. Intensify the theme and brief it down to one or two sentences, underlying the essential elements.
- C. Begin introducing the components of the alternative question while remaining in close physical proximity.

Step Seven: PRESENTING AN ALTERNATIVE QUESTION

- A. The alternative consists of a question in which the suspect is offered two incriminating choices concerning some aspect of the crime - based on an assumption of guilt.
- B. The alternative should contrast an desirable action (good reason) with an undesirable action (bad reason).
- C. The alternative should be followed by a supporting statement in which the interrogator tells the subject that he thinks it was done for the good reason.
- D. Examples:
- Did you plan this thing out or was it just something that happened on impulse? I’m sure it was just on impulse, wasn’t it?
 - Has this happened several times before or was this the first time? I’m sure it was just the first time, wasn’t it?
 - Did you need the money to take care of your family or were you just going to use it for gambling or to buy dope? You were going to use it for your family, weren’t you?
 - Was this your idea or did your buddies talk you into it? I think you got talked into it, didn’t you?

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

- A. Following acceptance of an alternative, use a statement of reinforcement: "Joe, I was sure that that was the case all along".
- B. Use open ended questions to obtain details of the offense.
- C. Obtain corroboration - facts that only the guilty would know.

Step Nine: CONVERTING AN ORAL CONFESSION INTO A WRITTEN CONFESSION

- A. Use third party to witness the oral confession.
- B. Forms of written confession: written by suspect, written by interrogator, recorded, taken down by stenographer.
- C. **Establish the voluntariness of the statement**

INTERVIEW OUTLINE *

* This condensed outline was prepared by Mr. Steve Greiner, Dean at Crystal Lake Central High School and is included with his permission.

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

ATTITUDE

TRUTHFUL	DECEPTIVE
Composed	Overly anxious
Concerned	Unconcerned
Cooperative	Defensive
Open	Overly polite
Direct	Evasive
Sincere	Complaining
	Guarded

POSTURE

TRUTHFUL	DECEPTIVE
Upright, but not rigid	Slouched
Frontally aligned	Create barriers
Leaning forward with interest	Erratic changes
Open	Fixed and immobile
Fluid posture changes	No frontal alignment
SPC not made during response to key questions	SPC made during response to key questions.

GESTURES

TRUTHFUL	DECEPTIVE
DO NOT “fidget” while answering key questions	May “fidget” Pick, pull, rub, wringing hands Tapping Cover mouth or eyes Touch nose

VERBAL RESPONSES

TRUTHFUL	DECEPTIVE
Denies in general	Deny in specifics
Realistic words	Less harsh words
(Steal, murder, possession)	(Take, borrow, may have contact)
Memory-reasonable Responses	Memory-too good or too bad
<ul style="list-style-type: none"> • Direct • Spontaneous 	Responses
	<ul style="list-style-type: none"> • Mental block • Mumbles • “I swear to” • “To be honest...” • Not showing possession “my, their, his...”

EYES

TRUTHFUL	DECEPTIVE
Makes eye contacts	Avoids eye contact during key questions

THE INTERVIEW PROCESS

- **Non-threatening questions**

Biographical info School info – *age* *address* *classes* Casual conversation

- **Investigative questions**

Allow them to tell their story

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

“What were your feelings” Ask probing/clarification questions

Develop information to ascertain motive and opportunity

- **Behavior provoking questions**

Different Types

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

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

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

- **Principle**-truthful people feel free discussing the issue and offer specific details
- **Truthful people**-spontaneous, ‘absolutely not’ ‘no way’
- **Deceptive people**- Stalling “Ah...me?” may repeat the question, may nod “no”

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

- **Principle**--truthful people offer spontaneous, direct and sincere denials.
- **Truthful**-- spontaneous, ‘absolutely not’ ‘no way’
- **Deceptive**-- Stalling “Ah...me?” may repeat the question, may nod “no”

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

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

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

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

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

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

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

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

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

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

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

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

- **Principle**—(see Start Off principle) truthful people will want to exonerate themselves.
- **Truthful**--“I’ll be proven innocent.”
- **Deceptive**—Use qualifiers such as “it should prove I’m innocent.”

Bait questions: The interviewer implies the possibility of developing incriminating evidence, and asks the subject how he would explain such evidence.

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

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

- **Interviewer response** “so there is a chance”

INTERROGATION

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

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

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

1. DIRECT POSITIVE CONFRONTATION STATEMENTS

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

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

TRUTHFUL

- lean forward
- maintain eye contact
- sincere expression of disbelief
- spontaneous firm denial, strong firm tone.
- They are not just going to accept it.

DECEPTIVE

- drop eye contact
- move away
- say nothing change posture
- vague evasive denial
- weak tone

TRANSITION: **1. Sit down, facing subject 2. Place file on the side 3. Begin ‘Theme Development’**

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

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

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

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

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

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

EXAMPLE THEME STATEMENTS

- a. You are a good honest hard working person who made an error in judgment due to
"Good person in wrong place at the wrong time..."
- b. Contrast what a person has done with something worse-- "You weren't hurting anyone", "you weren't dealing" "no one got hurt"
- c. Personal stories (fictional) of a similar nature "I had a friend/cousin who did this when I was young..."
- d. "Not so much what you did, but that you are sorry...that makes a huge difference."

3. HANDLING DENIALS

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

First names (Jim...Jim...Jim...)

Command phrases, and physical gestures (hand up, turn head away)

"Jim, wait just a minute"... "Jim, hold on for a second"... "Jim, let me explain something"

4. OVERCOMING OBJECTIONS

- Use a statement of agreement or understanding
- Discuss how bad it would be if the objection were not true.
- "That's ridiculous" " That's impossible" "I couldn't have done that " "I don't need any money, I've got plenty in the bank"

5. PROCUREMENT AND RETENTION OF THE SUBJECT'S ATTENTION

- Attempt to regain the subject's attention by intensifying the theme and physical closeness.
- Physical gestures of sincerity are used to establish an attitude of understanding.

6. HANDLING A SUSPECT'S PASSIVE MOOD

- Suspect is listening to theme, becoming less tense, appears to be defeated

- Begin introducing components of the *alternative question* (see #7), stay physically close.

Tears: Beginning of a confession --don't stop talking, don't embarrass them.

- Intensify the theme--cut down to 1-2 lines emphasizing the most important elements.

“Jim, I’m glad to see those tears, it shows me your sorry, aren’t you, aren’t you, aren’t you?”

7. PRESENTING THE ALTERNATIVE QUESTION

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

EXAMPLES:

“Jim, did you plan this out or was it impulse? It was impulse wasn’t it Jim”

“Jim, is this something that has happened before or was it the first time? It was the first time wasn’t it Jim?”

“Jim, did you need the money for your family, or did you use it to buy drugs? it was for your family, wasn’t it Jim”

“Jim, was this your friends idea or was it your idea? It was your friends idea, wasn’t it Jim?”

IF NO RESPONSE:

“Jim, if you don’t say anything to straighten this out, you are allowing people to say the worst about you”

8. HAVING SUSPECT RELATE THE VARIOUS DETAILS OF THE OFFENSE

- Following acceptance of an ‘alternative’ use statement of reinforcement
 - “Jim, I was sure that was the case all along”.
- Use open ended questions to obtain details of the offense.
- Obtain corroboration--facts only the guilty would know.

9. Converting an oral confession into a written confession

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

If you realize during the examination, that the subject is not guilty, start to back down from the subject being the key person to ...

- a. You know who did...
- b. You know something about....
- c. You withheld about...

DO NOT APOLOGIZE.

PRACTICAL EXAMPLE FOR A THEMED EXAMINATION

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

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

1. WAIT 3-4 SECONDS--Assess the verbal and non-verbal reaction

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

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

“Jim, I know that you are a good, hard working person (start the ‘yes’ head nodding) who just made an error in judgment due to John’s carelessness, if he wouldn’t have left his locker open, there would have never been a problem. When people leave things out and not locked up, what do they think is going to happen, these people create their own problems.(nodding) I know that you are a good person who made an error in judgment. It’s not you’re fault that he left his locker open, he needs to be more responsible for himself, John creates this situation, and by no fault of yours, you’re put into the situation that John created by his own carelessness, not locking the locker, these things are going to happen. John should have locked the locker, plain and simple, what did he expect? I know that you’re a good hard working person that just made an error in judgment due to John’s carelessness”

5. MOVE IN PHYSICALLY

- a. physical gestures of sincerity to establish attitude of understanding
- b. If needed: Hand up, turn head away if subject is trying to speak, then reply with

“Jim, let me explain something” ...then continue with theme (see above)

OR

- c. If subject begins to cry...

“Jim, I’m glad to see those tears, (if applicable) it shows me you’re sorry, aren’t you aren’t you, I know that you’re a good person that made an error in judgment, and you’re sorry, I know that you’re a good person that wants to do the right thing, I know the only reason you had the error in judgment is because of John’s carelessness and I know that you want to make this right. Now the first thing that you need to do to make this right is to be sorry for what happened. Now I know that you want to do the right thing because

you're a good person and you're sorry, and you want to make things right. Right? I know you do. You're sorry, right Jim? You're a good person that made an error in judgment and you're sorry, and you want to do the right thing, after all, it was just an error in judgment, it doesn't mean you're a bad person, good people make mistakes....GET CLOSE.. keep talking and start introduction of alternative Q...Keep working to get the head nodding 'yes' "Jim, has something like this happened before or is this the first time? It was the first time, wasn't it Jim? Wasn't it, it was, wasn't it? I know that you're a good person that just made an error in judgment, and I know that you're a good person and want to do the right thing, it was the first time, and you're sorry, and you want to do the right thing, right Jim? Jim? Jim? Isn't that right Jim?" Nodding.....If necessary....."Jim, if you don't say something to straighten this out right now, you are allowing people to say the worst about you, and you don't want that, you're not that kind of person, you're a good person that made a mistake, it was the first time, and you're sorry,keep nodding.... that's what happened isn't it, Jim, Jim, Jim.....after getting the nod...Jim, I knew that was the case all along..."