Detecting Deception in Verbal and Written Statements

Virtual Seminar

Wednesday, November 8, 2006
12:00 Noon – 1:30 p.m. Eastern
11:00 a.m. – 12:30 p.m. Central
10:00 a.m. – 11:30 a.m. Mountain
9:00 a.m. – 10:30 a.m. Pacific

Presented by:

John Dietz, CPP, CFE
David Lewis, MA, CFE
PRELIMINARIES

- IDENTIFY SELF AND INTERVIEWEE.
- STATE PURPOSE.
- ESTABLISH RAPPORT.
- GO OVER BACKGROUND INFO.
- NORM THE SUBJECT.

ONLY ABSOLUTE:

- THERE ARE NO ABSOLUTES!
WAYS TO OBTAIN INFORMATION

- WRITTEN
- ORALLY
THIS STATEMENT IS THEIRS

- SET NO PARAMETERS.
- START AT THE BEGINNING.
- END AT THE END.

RECALL VS CONSTRUCTIVE

- **RECALL MEMORY**
  - TRUTHFUL FROM THEIR PERSPECTIVE
  - STORY FROM WHAT IS REMEMBERED

- **CONSTRUCTIVE MEMORY**
  - COMBINATION OF TRUTH & LIES
  - DECEPTION = MADE UP OR LEFT OUT
  - “PITFALLS” OF MADEUP STORY
ANALYZING THE STATEMENT

- USING LINGUISTICS TO DETECT DECEPTION

NOUNS

- PEOPLE, PLACES, OR THINGS
- USED AS SUBJECTS AND OBJECTS
- IDENTIFYING NOUNS
- IDENTIFYING “CHANGES” IN THE USE OF NOUNS
PRONOUNS

- REPLACE NOUNS
- IDENTIFYING PRONOUNS – I, YOU, HE, SHE, IT, WE, YOU, THEY, MINE YOUR, OURS, ETC.
IMPORTANCE OF IDENTIFYING PRONOUNS

- SHOW POSSESSION
- SHOW RESPONSIBILITY
- PRONOUN SUBSTITUTE
- CAN BE ABSENT – VERY SIGNIFICANT
- TOO MANY I’S
VERBS

- ACTION WORDS
- PAST TENSE
- PRESENT TENSE
- FUTURE TENSE
- FIRST PERSON
- THIRD PERSON

MODIFIERS

- ADJECTIVES – MODIFY NOUNS
- ADVERBS – MODIFY VERBS
- PREPOSITIONS, CONJUNCTIONS, & INTERJECTIONS
- QUALIFIERS – NO DEFINITE STATEMENT
- SKIPPING INFORMATION
REAL TIMES

- AM & PM
- SIGNIFICANCE
- WILL HELP DETERMINE TIME OF CRIME/EVENT
NARRATIVE TIME

- INVOLVES STRUCTURE OF STATEMENT
- MINOR OR INSIGNIFICANT EVENT
- MAIN EVENT
- AVOIDANCE OR CONCEALMENT OF MAIN EVENT
- OUT OF ORDER CHRONOLOGICAL STEPS

WRITING MISTAKES

- CROSS OUTS = STRESS ERRORS
- INSERTIONS = VERY IMPORTANT INFORMATION
“NO PROOF” STATEMENTS

- NO ONE KNOWS.
- NO ONE SAW.
- THERE’S NO PROOF.
- QUESTION YOURSELF, “HOW DO THEY KNOW?”
MULTIPLE SUSPECT ELIMINATION USING THE DIRECTED QUESTION INTERVIEW

JOHN H. DIETZ, CFE, CPP

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WHY IT WORKS

- We learn to lie from an early age.
- Conversely, we are taught to tell the truth.
- We prefer to be deceptive rather than outright lie.
- Timing is critical.

BENEFITS OF THE DQI

- Saves time & resources
- Easy way to eliminate the truthful
- Prods the uncooperative along
- Can be in written or verbal form
- Establishes commitment
FORMAT

- STATE SITUATION IN “HARD” TERMS.
- STATE PARAMETERS OF SITUATION.
- FOCUS ON ONE SITUATION OR OFFENSE.

CRITICAL QUESTIONS

- DO YOU THINK THE SITUATION ACTUALLY OCCURRED?
  YES = _TRUTHFUL_; NO = DECEPTIVE
- WHO WOULD YOU ELIMINATE AS A SUSPECT AND WHY?
  VOUCH = TRUTHFUL; VOUCH FOR NO ONE = DECEPTIVE
CRITICAL QUESTIONS

- WHO WOULD YOU NOT ELIMINATE AS A SUSPECT AND WHY? VOLUNTEER NAMES IS TRUTHFUL.
- WHAT DO YOU THINK SHOULD HAPPEN TO THE PERSON WHO DID THIS? STRONG, APPROPRIATE PUNISHMENT IS TRUTHFUL, NO OPINION IS DECEPTIVE.

CRITICAL QUESTIONS

- SHOULD SOMEONE WHO WOULD DO SOMETHING LIKE THIS GET A SECOND CHANCE? NO = TRUTHFUL YES = DECEPTIVE.
CRITICAL QUESTIONS

- HAVE YOU BEEN COMPLETELY TRUTHFUL IN ALL OF YOUR ANSWERS? WHY SHOULD WE BELIEVE YOU? WHAT WOULD YOU SAY IF WE LATER DETERMINED THAT YOU LIED?
  ALWAYS ASK IN THIS ORDER. WE ARE TRYING TO ELICIT A STRONG DENIAL.

CRITICAL QUESTIONS

- WHY WOULD SOMEONE DO SOMETHING LIKE THIS? DON’T KNOW OR EMOTIONAL NEEDS = DECEPTIVE
- DID YOU EVER THINK ABOUT DOING SOMETHING LIKE THIS EVEN THOUGH YOU DIDN’T GO THROUGH WITH IT?
  YES OR NOT REALLY = DECEPTIVE
ART, NOT SCIENCE

- ONE DECEPTIVE ANSWER DOES NOT INDICATE GUILT.
- WE “WEIGH” THE DQI’S.
- SPREAD THE DQI’S TO DETERMINE NORM FOR GROUP AND VARIANCES.
- USE STATEMENT ANALYSIS.
- LOOK AT DQI AS TRUTHFUL PERSON.
- SKILL REQUIRES PRACTICE & DEDICATION.

REMEMBER THERE ARE NO ABSOLUTES!
We are asking for your assistance today in a situation that is serious. Please try to help us.

We are investigating the theft of two [redacted] from [redacted] that were taken from the [redacted] on [redacted]. The theft occurred on [redacted] at [redacted].

We are asking for your assistance in providing information about the theft. Please provide any information you have about the theft, including any witness statements or other relevant details.

Your assistance is appreciated.

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8. Do you think the situation actually occurred?
The report is explicitly missing, I believe.

9. Who would have a chance to do something (like)
    Several personal levels, various in his own

10. How would you distinguish a suspect and why?
    Could eliminate. Employees simple ran the
    task but too much if they were not, not making
    mistakes would be different. Also, some I knew in
    that department.

11. Who would use the name of a suspect?
    Individuals at one less visible, who held a position
    or regular staff-level with the company and who would
    experience if they were doing their work in

12. Why do you think someone would do something like this?
    Some cases might be more, who did not want to
    someone the person looks or maybe indications.

13. Is there any reason you can think of why someone would use you as a suspect?
    Probably because I have access to the information
    that is in my field. I also have directly no controls
    at this time of my activities, so that doesn't matter.
USING DQI DURING THE INTERVIEW/INTERROGATION

- ANSWERS MAY SHOW MOTIVE/RATIONALIZATION FOR CRIME

PAY PARTICULAR ATTENTION TO 5 MOST IMPORTANT CAUSES/WHY SOMEONE WOULD DO SOMETHING LIKE THIS. USE TO MINIMIZE AND JUSTIFY CRIME.
USING DQI

- WHEN SUSPECT EXPLAINS ACTIVITIES ON DAY IN QUESTION, COOROBORATE BY INVESTIGATION.
- WATCH OUT FOR ABSENCE ON DAY CRIME IS DISCOVERED!!
- WHEN SUBJECT EXHIBITS CLASSIC SIGNS OF DECEPTION, CONFRONT WITH DECEPTIVE RESPONSES IN GREAT DETAIL. – RESERVE AS LAST STEP.

THE END

- USE THE TECHNIQUE.
- CALL UPON US TO HELP.
- MAKE CASES!
Instructors:

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**CPP, PCI and PSP Virtual Forum Sign-In Sheet**

Program Title: _____________________________________________________

Program Date: _____________________________________________________

Please clearly **print** the name and ASIS number of every attendee at your location.

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<tr>
<th>NAME</th>
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<th>Cert. Name (CPP, PCI, PSP)</th>
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Signature of Registered Individual (Verifying Attendance of All Individuals Listed Above and that All Individuals Listed on Form Hold Either the CPP, PCI or PSP certification):

Return to: ASIS Certification Department, 1625 Prince Street, Alexandria, VA 22314. Fax: 703-518-1515.

*(feel free to copy sheet as necessary)*

Revised 7/28/03
ASIS International

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November 8, 2006

If you prefer to submit your evaluation online, please go to: http://eval.krm.com/eval.asp?id=11178

1. Overall rating.................................................................
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

2. Content................................................................................
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

3. Audio quality.................................................................
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

4. Ease of registration.........................................................
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

5. John Dietz...........................................................................
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

6. David Lewis.......................................................................... 
   - Excellent
   - Very Good
   - Good
   - Fair
   - Poor

7. Would you participate in another virtual seminar?..............
   - Yes
   - No

8. Did the web component add to the value of the virtual seminar? ...................................................
   - Yes
   - No

What was your overall impression of the event and the virtual seminar format? Any additional comments?

PLEASE KEEP WRITTEN COMMENTS WITHIN BOX

Name (optional): ____________________________