

## Statement Analysis Interview Guide

1. Obtain original statement. Make at least 2 copies. Keep original unmarked.
2. Read for content. Count and number lines.
3. Box **incident/significant event**
4. Calculate in percentage % (PIE) for balance.
5. Record time in right column (named, o'clock time)
6. Highlight **equivocation** (words not phrases)
7. Underline **non-prompted negation**
8. Highlight **extraneous information**
9. Underline unique sensory and spatial details
10. Highlight **emotions** –not behavior—only emotions
11. Underline **persons** the first time they are mentioned and list in left margin.
12. Underline **unexpected nouns** and **changes in nouns** (draw line connecting the changes in nouns-explore what caused the change)
13. Highlight **present tense verbs describing past actions; passive voice; quality of verb; verbs/words of communication; stop action verbs** – remember not all verbs – just the ones that fall into any of these categories
14. Highlight moderating adverbs – **editing, intensifying** and **minimizing**
15. Circle **pronouns** (personal & possessive) in black. Note missing pronouns with ^.  
Note change from possessive pronoun to definite/indefinite article.
16. Circle **unexpected adjectives** in blue.
17. Reflect and analyze your results. Draft interview questions using the amplification format. Prioritize amplification questions. Conduct interview continuing to analyze. Interrogate if warranted.

# OBTAINING THE STATEMENT

- Have the interviewee write out his/her statement **PRIOR** to the interview.

- The statement should be in response to a specific **OPEN-ENDED** question.

Ex. “Tell me what happened.”

“Tell me what you did from the time  
you woke up until you went to sleep.”


“Tell me what you know about....”

- Establish the interviewee’s normal pattern of communication.
- Use 8 ½ x 11 lined paper with margins
- He/she must use a pen - not a pencil
- Allow plenty of time to write
- Minimize the process of writing a statement
- If this isn’t an option, ask the **OPEN-ENDED** question and allow him/her to answer completely before you interrupt. The audio/video recording **MUST** be transcribed verbatim.

# INCIDENT & BALANCE

- Identify the **INCIDENT** and box in **orange**.
- Where is his/her **FOCUS**?
- Is his/her **FOCUS** different from the **INCIDENT**?  
Can his/her concern be exploited during the interview?
- Determine **BALANCE** –  
**Prologue** – Before the incident  
**Incident** – During the incident  
**Epilogue** – After the incident
- **REMEMBER** – A Prologue containing more details than the Incident is *always* suspect.  
A Prologue that is longer than the Incident is *always* suspect.
- In a statement that is more likely truthful, the **Incident** will be the longest portion.

Gaining Insight Through  
**STATEMENT ANALYSIS**

  
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OUR OBJECTIVES

- To gain insight into the author/speaker's thoughts, motivations and ideas.
- To enhance our ability to detect deception & recognize the truth.
- To develop interview & interrogation strategies using the insight gained to help arrive at the truth.

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OBTAINING THE STATEMENT  
The First Step to  
**STATEMENT ANALYSIS**

  
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## THE STATEMENT

- Ideally, obtain the statement before the interview
- Purpose-lock the interviewee into the details
- Deters changes
- Focus investigation to either prove or disprove
- Must be obtained before the interrogation
- Not necessarily a confession

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## Standards for Obtaining a Hand-Written Statement

- Use notebook paper – lines and margins
- Use a pen
- Ask the person an open-ended question to elicit a narrative response
- Write the question on the top of the paper
- Allow adequate time to write

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## Examples of Open-ended Questions

- “Tell me what happened.”
- “Tell me everything you did yesterday from the time you woke up until the time you went to sleep.”
- “Tell me what you know about your wife’s disappearance.”

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### Standards for Obtaining a Recorded Statement

- Ask an open-ended question
- Let the interviewee speak in narrative form
- Do not interrupt
- Ensure you receive a verbatim transcript

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### Contamination

- Occurs when investigators impede or negatively influence the interview process, causing the subject to provide inaccurate information.

Sandoval, V.A., (October, 2003). Strategies to Avoid Interview Contamination, *FBI Law Enforcement Bulletin*, p. 1.

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### Potential Contaminates

- Environment
- Number of interviewer
- Interviewer's nonverbal behaviors
- Misleading or confusing questions
- Word choice
- Paralanguage
- Barriers

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First Steps to Analysis

INCIDENT AND BALANCE



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First Steps to Analysis

- Xerox the statement
- Read the statement
- Number each line
- Look for the incident

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The **Incident**

- The **Incident** section of the statement answers the question of what happened, how the crime occurred, and who was involved.

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## First Steps To Analysis

- Draw a box around the **Incident** in

orange

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## Balance As An Indicator Of Truth

	RABON	RUDACILLE	SAPIR
Prologue	1/3	20%	25%
<b>Incident</b>	1/3	60%	50%
Epilogue	1/3	20%	25%

"The more balanced the proportions among these narrative sections, the more indicative of truthfulness is the narrative." Rabon, D., (1994, 2003). *Investigative Discourse Analysis*, p. 35.

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## First Steps To Analysis

- Draw a box around the **Incident** in **orange**.
- Calculate the balance by counting the lines to determine the percentage of the prologue, incident and epilogue.
- Examine the largest portion.
- Note the writer's/speaker's focus.

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Was watching TV between 10:00 -  
11:00 pm - news was not on yet.  
I know because I change TV station  
to 43 (I love Raymond) <sup>at 11 pm</sup> I noticed  
a male in my kitchen/living room  
<sup>with arms crossed</sup>  
doorway put his finger to his ~~lips~~  
lips (as to tell me to be quiet).  
I yelled to my dog, Scooby + he  
growled at the guy / he grabbed  
the dog really hard by collar  
area + forced him into bathroom +  
shut door. He grabbed me by the back  
of the ~~head~~ head by my hair + put me  
on the living room floor. He told me to  
not fight him or he'd shoot me + my  
dog. He used a condom / his pants  
were at his knees + he raped me.  
He took off my clothes but ripped my  
white underwear.

When he was done he collected  
I believe the condom & wrapper  
(because I couldnt find them  
anywhere) I locked the door / went  
downstairs & threw my underwear  
in wood stove <sup>also threw in bag</sup> & took a shower.  
Went upstairs to check on my daughter  
to make sure she was alright.

He had blue eyes wore jeans,  
dark Sweatshirt (pull over) & a  
black ski mask. Was about 5'9"  
180 lbs. approx. Dont recognize voice.

Dont have any clue who he was.  
Never heard a car / my dogs would  
have barked. I didnt fight him or  
make any noises because my 11  
year old daughter was upstairs sleeping  
and I didnt want her to see it or  
him possibly hurting her.

He was a white male - may be  
between 20-30 age range - not  
sure though - no tattoos that I  
saw.

# ELEMENTS OF TIME

- Explore missing time or gaps in time.

9:30 am

10:40 am

11:45 am

1:30 pm

2:45 pm

4:00 pm



Missing/Gap in time

- Explore a “change in pace” in time.

1 line = 8 hours

6 lines = 2 hours

1 line = 4 hours

- Underline all references to o'clock time and write it in the right margin.
- Be sure and write the time exactly as it is written in the statement

## VERBAL INDICATORS OF POSSIBLE DECEPTION

"And after all, what is a lie? 'Tis but the truth in masquerade."

*Don Juan, Lord Byron*



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## Lying

- Omission vs. Commission
- Convince vs. Convey
- The deliberate camouflaging of the truth for the purpose of deceiving.

Sandoval, T., (January, 2008). Interview Clues: Words That Leave an Investigative Trail, *Law Enforcement Bulletin*, p. 1.

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## Lying by Omission – Factors to Consider

Missing Time/Change in Pace

**Equivocation**

Non-Prompted Negation

**Editing Adverbs**



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## Missing Time/Change in Pace

Underline every reference to o'clock time in the narrative.

Also, write the time in the right margin.

Use an ink pen.



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## Missing Time

- Explore "gaps" or missing time



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1105AM  
1115AM  
1207PM  
3PM  
330PM  
5PM

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## Change in Pace

- Look for how time is reported.



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800AM	510
9AM	530
1020AM	640
1105AM	730
1207PM	8PM
3PM	12AM
330PM	
5PM	

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### Missing Time/Change in Pace

- Explore all changes in time.
- Note where in the narrative the changes occur.

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### Steps to Analysis

1. Read statement for content.
1. Number every line.
1. **Box** the incident in **orange**.
1. Underline all references to o'clock time in the narrative and write it in the right margin.

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800AM GOT UP  
9AM DENNEY  
1020AM OFFICE MAX  
1105AM SUPER AMERICA  
1115AM MID WEST WRESTLING  
1204PM BIGGS  
DOWNTOWN JUSTICE CENTER  
3PM MY SISTER HOUSE  
330PM MY APARTMENT  
I WASHING  
5PM RUNNING ~~XXXXXXXXXXXXXXXXXXXX~~  
510 DIVEING AROUND  
~~730AM APARTMENT~~ 530 WASH VAN  
640 STOP AT RUMPKE  
730 APARTMENT  
8PM OUTSIDE OF APARTMENT.  
LOOKING FOR MARY

POLICE TOLD US TO GO TO APARTMENT  
1200AM WENT IN APARTMENTS  
FELL A SLEEP ON  
7AM GOT UP AT SHOWER

745 MCDONALDS

2 COFFEE  
3 EGGS SANDWICH  
1 ORANGE JICE

O I K C

37 WEST 7 STREET

3 FLOOR JERRY FUGUA

825AM PARK VAN PARKING LOT

830AM IN OFFICE



## **TIME – CHANGE IN PACE**

1. I got up this morning about 8:00am, got dressed, ate breakfast, and went
2. shopping for two hours. I came home, fixed lunch, and straightened up the
3. house. My neighbor, Martha, came over and we talked while watching the
4. last half of a tennis match. At around 3:00pm I took the dog to the vet for a
5. shot and stopped by the garden store on the way home. I got home about
6. 4:30pm and changed clothes and went to the fitness club. I did 20 minutes
7. on the stair climber and then did my 20 minute weight routine that consists
8. of three sets of bench presses and 3 sets of curls. I planned to use the rowing
9. machine but after waiting about five minutes for one to be available, I rode
10. the bike for 15 minutes instead. I cooled down for about 10 minutes, took a
11. shower, got dressed and went home. I arrived about 6:30, fixed and ate
12. dinner, watched TV for a couple of hours and went to bed by 10:30PM.

# EQUIVOCATION & NON-PROMPTED NEGATION

- People generally lie by omission and that may show up in the **equivocations** and/or **non-prompted negations**.
- **Equivocation** – Examples  
maybe   probably   think   kind of   sort of
- **Non-Prompted Negation** – Examples  
no   not   didn't   wouldn't   couldn't   shouldn't
- Lack of Knowledge – don't know
- Lack of Memory – don't remember/don't recall
- **ALWAYS** determine whether or not the Equivocation and/or Non-Prompted Negation are appropriate for the context in which they are written.
- Highlight all **Equivocations** in **green**.
- Underline all **Non-Prompted Negations** in **green**.

## Equivocation

- To avoid committing to what one is saying
- May be deliberate vagueness – ambiguous communication
- Examine the context in which it is used

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## Examples of **Equivocal** words

- |                                |                       |
|--------------------------------|-----------------------|
| • kind of                      | • sort of             |
| • someone                      | • something           |
| • think                        | • maybe               |
| • probably                     | • might have          |
| • may have                     | • assume              |
| • around                       | • somewhat            |
| • the the best of my knowledge | • as best as I recall |
| • possibly                     | • approximately       |
|                                | • that's about it     |

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## Equivocation

- Lack of specificity examples – **“think”, “might have”, “maybe”** and **“possibly”**
- Lack of detail examples – **“sort of”, “kind of”, “about”** and **“like”**

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## Equivocation

- Equivocal words used with respect to elements of time –  
“about”, “approximately”, “around”, and “almost”
- Examine speaker’s/author’s use
- Examine any deviations

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## Equivocation

- Highlight all words of **equivocation** in **green**.
- Examine the context.
- May be possible deception.

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## NON-PROMPTED NEGATION

### NEGATE

to deny the existence or truth of  
Merriam-Webster Dictionary

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### Non-Prompted Negation

- Premise

People forget trivial matters but  
NOT significant events.

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### Non-Prompted Negation

- "No"
- "Not"
- Contraction of "not" –  
"didn't", "wouldn't", "shouldn't", "couldn't"

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### Non-Prompted Negation

- "don't remember"
- "can't recall"
- "not to the best of my recollection"
- "don't think I did"

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## Non-Prompted Negation

- Lack of Knowledge vs. Lack of Memory

"I don't know"

*More consistent with truthful behavior.*

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## Non-Prompted Negation

- Underline all words of non-prompted negation in green.
- Examine the context.
- May be possible deception.

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1. Me and my wife had the weapon out and I thought I took the clip out of
2. the weapon. NO I took the clip out of the weapon. My wife had the
3. weapon and the weapon went off. I heard one shot go off. I know
4. something was wrong. SO ----- all I knew to do was blow in her mouth
5. I had to give her CPR. I call Brandon to call 911.

Q. Where was your wife when she had the weapon?

A. She was on the bed.

Q. Why were you and your wife looking at the weapon?

A. We got it out of the closet and were looking at it.

Q. What is your wife's name?

A. Mary Long white female age 43

Q. Did you see your wife fire the weapon?

A. No, I did not, I heard it go off.

Q. Were you and your wife in the bed when the weapon went off?

A. Yes, both of us were in bed.

Q. Do you know why your wife would put the weapon to her chest and fire the weapon?

A. I have no idea why she would.

Q. Have you or your wife had anything to drink tonight?

A. Yes, both of us had something to drink.

Q. Sam, do you want to tell us what happened?

A. We were home and we cooked some steaks and had a few glasses of wine as I know you know—back up—we had our problems in light that she had stepped out on me or whatever you want to call it—we had gotten through that and a lot of that is my fault—Bill knows that I work two jobs because you have known me for a long time. A lot of that is my fault by not being there for her. We had gotten through that. It was my fault and it is not a problem, you know, but we were having a good night, good night, good night. Uh, grilled the steaks bought me a new griddle thing that cooks on the stove. We were trying that out and I had cooked steaks and mushrooms and all this (sigh)

Q. What happened?

A. I had my pistol that I keep in the closet and I had it out and I dropped the clip out of it. My back was to her and I heard this pop and I turned around and all I could see was her eyes, just her eyes.

Q. What were y'all doing with the pistol out?

A. Honestly, I was going to shoot myself.

Q. What were y'all arguing about?

A. Problems.

Q. So, it came back up tonight?

A. Yeah it did.

Q. Did it start before dinner or after dinner?

A. After dinner.

Q. How did it come up?

A. I am not really sure how it came up. I wasn't really a big deal you know. It was just a problem. I guess my uncertainty was whether she wanted me. Whether I was doing the right thing. And like I said I realized from way back that I was not giving her the attention that she needed. I realize that. I realize



that and I'm probably as guilty on my part that I was not doing what I needed to do. It is the nature to have a good relationship.

Q. Did you talk about the divorce?

A. No, no, no. It was fun.

Q. Alright so you guys got into an argument after dinner, right?

A. Well, we didn't get into an argument. Not an argument.

Q. Were you angry?

A. No, I wouldn't say we were angry. No. I'm more angry at myself for letting our relationship go and like I said for the past month our relationship has been great, great, but you always think back why in the hell did all this relationship get into the mess that it was. You know what I'm saying.

Q. Were you yelling at each other or anything like that?

A. No, no.

Q. Then, Sam why did you get the gun out and want to hurt yourself?

A. Guilt, guilt, guilt on myself.?

Q. Was she standing next to you or what?

A. No, she was sitting on the edge of the bed.

Q. Ok keep going

A. Uh, she started taking the gun from me and I dropped the clip out of the gun and there wasn't a bullet in the chamber and I had my back to her and pop.

Q. What do you mean you had your back to her?

A. Yeah, I was sitting on the edge of the bed.

Q. Ok.

A. Pop.

Q. Well where was she at?

A. She was laying in the bed.

Question: We are in the process of talking to the security guard who was on duty.  
Would there be any reason, when he switched on the microphone, that he would have heard you say, "Who's going to take their clothes off first, you or me?" I'm not saying that you forced yourself on her or anything, but do you think she would have heard you make that statement?

Teacher: I don't recall saying anything like that to her. Maybe I said some things.  
But, lets see....no I don't think I told her that.

# EXTRANEOUS INFORMATION

- Anything that does not answer the question asked is **Extraneous Information**.
- Is the interviewee using extraneous information to justify or rationalize or explain his/her actions?
- Is the interviewee using the extraneous information to fill space or “buy time” before talking about the incident? Consider this – if the incident didn’t happen the way that the interviewee alleges, her/she could be “buying time” before he has to lie by commission.
- **DO NOT** disregard **Extraneous Information** just because it doesn’t answer the question asked. You **MUST** explore it in detail with the interviewee.
- There is **always** a reason why the interviewee is providing extraneous information.
- **REMEMBER** – **Extraneous Information** is evaluated based upon the **question** asked.
- Highlight all **Extraneous Information** in **yellow**..

- Trying to Convince rather than Convey Information – Factors to consider

**Extraneous Information**

**Intensifying Adverbs**

**Minimizing Adverbs**



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## EXTRANEOUS INFORMATION

“To give a reason for anything is to breed doubt of it.”

William Hazlitt

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## Extraneous Information

- Anything that does not answer the question is **extraneous**.
- This is true if you have asked a direct question,  
“Did you take the money?”
- This is also true if you have asked an open ended question,  
“Tell me what happened.”

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### Extraneous Information

- With respect to *direct questions* –  
“Did you take the money?”  
“Did you hurt that man?”  
“Did you hurt that child?”
- Clearly the answer is either -  
YES or NO

Everything else is **extraneous information** and *must* be explored.

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### Extraneous Information

- When **extraneous information** is present we must ask two questions:
- Is the author/speaker using **extraneous information** to justify his actions/behaviors?
- Is the author/speaker using **extraneous information** to fill space?

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### Extraneous Information

- Consider this –
- If we ask a question and the person answers our question, their answer is important.
- If we ask a question and the person says something but it doesn't answer our question, then it is critically important.
- Examine the **extraneous information** carefully because he could be justifying his actions.

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Extraneous Information

- Highlight all **extraneous information** in **yellow**

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**If you will, please give me a rundown as to what happened to your arm.**

1. Ummm, I think the date was November 2<sup>nd</sup>, I'm not really sure, yeah it was November 2<sup>nd</sup>.
2. Basically ummm, there was a school bus coming out from the bus loop and when they come
3. out they usually out on their blinker top give you a good amount of time to let you know which
4. way they are going...And, this bus didn't use their blinker which way they were going so
5. normally I hold up both sides to figure out which way they are going and ummm. I know the
6. lady waiting who was sitting on this side. I was facing the school and umm the lady that was
7. sitting on this side, she was going to turn into the school so I had already stopped her. I
8. stopped the other side waiting for the bus to come out and the bus went ahead and signaled
9. right before they got up to where they were going and ummm they were going to the right, my
10. left. Ummm they went ahead and turned and when they did I went ahead and signaled for the
11. person, the lady that was sitting in the line to go ahead and turn into the school and I could
12. hear and I saw, it was white, I thought to be a Honda and I'm sticking to it's a Honda. Ummm,
13. not a brand new Honda but an older model Honda. Um, and I heard the music and I even
14. thought to myself that it was a good song. Ummm, I have a sixteen year old who just started
15. driving so.....But I remember seeing one of the Pelham parking things up in the car's....I saw it
16. up in the thing so I know they went to Pelham.

**Did it turn into the school?**

17. No, it went on straight.

“Why was that woman in our car?”

1. After work, I dropped in to Damon’s to catch the Redskins on TV. There
2. was a lady sitting next to me and we chatted briefly. The Redskins were
3. down 14-6 at halftime and we knew that both the Skins and the Cowboys
4. needed this one. The Cowboys kicked off to start the second half and we
5. ran it back for a touchdown. The crowd was going nuts. Then the
6. Cowboys fumbled on their next possession and the Skins returned it for
7. another score. People were high-fiving each other and everyone was
8. buying rounds of beer. I drank slowly because I knew I had to drive home.
9. I even eat a burger. After that, the woman who had been sitting next to me
10. asked me for a ride and so I gave her one.



# Indicators of Veracity

- The **Incident** should make up a significant % of the statement  
- Box INCIDENT in orange.
- **Unique Sensory Detail** – involves 1 of the 5 senses  
Sight-“The flames were shooting up over the house  
when I arrived.”  
Sound-“...I heard 3 pops and the car started to fill  
with red smoke.”  
Touch-“He grabbed left hand around my waist.”  
Smell-“All is could smell was a strong odor of  
gasoline or oil.”  
Taste-“After he hit me, I could taste blood in my  
mouth.”
- **REMEMBER** – Focus on the word **UNIQUE** not just sensory.
- **Spatial Detail** – very specific locations  
“I hid under the bed in the green bedroom.”
- **Emotion** – reactions to events that have immediate consequences for our welfare and *potentially* require immediate actions.  
“I was afraid.” “He was angry.” “I was surprised.”
- Underline **Unique Sensory Detail** and **Spatial Detail** in pink.
- Highlight all **Emotions** in pink.

## INDICATORS OF VERACITY

All truths are easy to understand once  
they are discovered; the point is to  
discover them.

Galileo Galilei

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### Indicators of Veracity – Factors to consider

Balance

Unique Sensory Detail

Spatial Detail

Emotion



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## Veracity

- Remember –  
The more balanced a statement the more  
likely it is that it is truthful.

Examine the author's/speaker's focus – Is it on  
the incident or somewhere else?



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## Veracity

- Truth tellers provide more details relevant to the question raised.

Matsumoto, D., Hwang, H. S., Sandoval, V. A., (2014). Ethnic Similarities and Differences in Linguistic Indicators of Veracity and Lying in a Moderately High Stakes Scenario, *Journal of Police and Criminal Psychology*, p. 2.

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## Veracity

- Unique Sensory Detail
- Think of all of the senses –  
sight  
sound  
touch  
smell  
taste

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## Unique Sensory Detail

- True memory generally includes unique sensory details:

“All I could smell was a strong odor of gasoline and oil.”



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### Unique Sensory Detail

- Sight – “The flames were shooting up over the house when I arrived.”
- Touch/Feel – “I could feel the rough edge of the knife when he rubbed it across my throat.”

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### Unique Sensory Detail

- “Gabe was holding a brown paper bag. I heard three pops and the car started to fill with red smoke.”



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### Unique Sensory Detail

- Truthful statements included more unique sensory details than deceptive ones, particularly in the criminal incident sections.

Adams, S. H., Jarvis, John P., (2004). Are You Telling Me the Truth? Indicators of Veracity in Written Statements, *FBI Law Enforcement Bulletin*, October 2004, p. 12.

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## Unique Sensory Detail

- Underline all unique sensory details in **pink**.
- Focus on “unique”.
- Notice the location of the unique sensory detail in the statement.

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## Warning Flag!

- A prologue that contains sensory detail followed by an **Incident** section that is devoid of detail is SUSPECT.



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## Veracity

- True memories had more visual detail and more information about thoughts and feelings than did inaccurate memories.

Henkel, L. A., Franklin, N., Johnson, M. K., (2000). Cross-Modal Monitoring Confusions Between Perceived and Imagined Events, *Journal of Experimental Psychology: Learning, Memory and Cognition* 2000, Vol. 26, No. 2, p. 331.

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### Spatial Detail

- A *specific* location – a place you can go.

“I hid in the closet of the master bedroom.”

as opposed to

“I hid in my house.”

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### Spatial Detail

- True memory *may* include spatial detail.

“My friends and I were standing in the right front corner of Sophia’s Restaurant in Margate around 12:45 am when the fight broke out.”

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### Spatial Detail

- Underline all spatial details in **pink**.
- Make sure the details are *specific locations*.
- Note the location of the spatial details in the statement.

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1 Im a student at midway high school on  
2 Fridays we go to a 3<sup>rd</sup> period class called midway  
3 matters and he is the teacher there! Over the  
4 last couple months I have grown a trust worthy  
5 relationship with officer Hamilton. In the process of  
6 the trust worthy relationship I have told him  
7 some person information about me. Over the  
8 process of getting to know him he has always  
9 made comments on my low-cut shirts. I would  
10 say okay and pull my shirt up & other times I  
11 would ignore him to me I never thought about it but  
12 it does make me feel uncomfortable. March the 19<sup>th</sup>  
13 he made a comment about how I would be a  
14 good pole dancer. this has been going on about a  
15 month! When he made the comment about being a  
16 pole dancer I tried to shake it off but it offended me  
17 because im not a bad kid like that.  
18 the same day he told me I would be a good pole  
19 dancer he said everytime I see you wearing a  
20 low-cut shirt ima bring you a dollar! He made a  
21 comment saying everytime I look down stairs I see them  
22 meaning my chest! I was kinda scared because he

23 is someone I trust to say such a comment. He was  
24 walking me to 7<sup>th</sup> period when he gave me the  
25 dollar and told me to bend so he can see down my  
26 shirt which I did not thinking! the whole class period  
27 I thought about it it made me start feeling low about  
28 myself like what kind of person would do that. the feeling  
29 I am feeling now is hurt and discourage of myself for letting  
30 it get this far. he walks me to most of my classes  
31 every day and gives me hugs not thinking that  
32 im the only one he does that for. My friends  
33 have started to ask me why he walks me to  
34 classes I just said im not sure.  
35 since all this has occur it has really  
36 upset me to the point Monday morning  
37 I will not return I feel so ashamed of myself  
38 I cant bear to go up there. I have never felt  
39 like this to me im not sure how ima look at  
40 myself anymore to me he really hurt me thru  
41 out this. He took away the way I look at myself.



## Emotion

- What is it?
- Where should it appear in a statement?

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## Emotion

- Defined: As transient, bio-psycho-social reactions to events that have consequences for our welfare and *potentially* require immediate actions.

Matsumoto, D. and Hwang, H.S., (2013). Facial Expressions, *Nonverbal Communication Science and Applications*, p. 17

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## Basic Emotions

- fear
- anger
- contempt
- disgust
- happiness
- surprise
- sadness

Ekman, P., (2003). *Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life*, p. 58.

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## Basic Emotions

- fear (scared, terrified, afraid, horrified, panic, dread)
- anger (furious, enraged, incensed, irate, mad, seething)
- contempt (despise, defiance, disdain, scorn)
- disgust (nauseate, repel, repulse, loath, offensive, aversion)
- happiness (fortunate, glad, cheerful, merry, joy, blessed)
- surprise (amazed, startle, rattle, stun, astonish, astound)
- sadness (depressed, dismal, gloomy, sorrow)

Merriam-Webster Thesaurus online, various pages

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## Emotion

- Highlight all emotions in **pink**.
- Make sure it is true emotion and not behavior.
- Note the location of the emotions.

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## Warren Holmes Suggestions for Determining between True Recall and Fabrication

- Forcing the person to be more explicit is one of the best ways to tell if the person is speaking from true memory recall or fabricating an event:

Q. Who else knows this besides you?

Q. Who else witnessed what happened?

Q. Who was the first person you told about what happened?

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# NOUNS

- **Noun** – a word that is the name of something.
- Underline all **persons the first time mentioned** in pen and list them in the *left* margin. Only list the person the first time they are mentioned.
- Pay attention to the order in which people or things are mentioned. People will talk about who or what is more important to them first.
- Pay attention to proper introductions. If an appropriate introduction is missing, we must explore why. Also, explore the nature of the relationship.
- **Unexpected nouns** – “the tragedy vs. the murder”  
“some people vs. my wife and daughters”
- **Change in noun** – “lady-----woman” “dudes---guys”
- Underline in **blue** any **Unexpected nouns** and **Change in Noun.**

## Parts of Speech Definitions

**Noun** – the name of a person, place or thing or idea

*Example* – The **cat** was playing with the **ball**.

**Pronoun** – a word that replaces one or more nouns

*Example* – **He** left **us** there.

**Verb** – a word that expresses action or state of being – always has a subject

**Action** verbs tell what action a subject is performing.

*Example* – I always **read** before I **go** to bed.

**Linking** verbs link the subject to another word in the sentence. The other word either renames or describes the subject. The most common linking verbs are forms of the verb “to be”: be, am, is, was, are, were

*Example* – Greg **is** my friend.

**Adjectives** – a word that modifies a noun or a pronoun. Adjectives usually answer one of the following questions: “What kind? Which one(s)?

How many? How much?

*Example* – Meredith has **beautiful** eyes.

**Adverb** – a word that modifies a verb, adjective or other adverbs. An adverb answers the questions: When? How? or To what extent?

An **intensifying** adverb makes the verb or adjective stronger.

*Example* – Tamara **quickly** ran to help those who were in trouble.

*Example* – I was **really** scared that night.

A **minimizing** adverb makes the verb or adjective weaker.

*Example* – I was **simply** trying to help her.

An **editing** adverb indicates that there is missing information.

*Example* – I finished packing. **Later**, I went to the airport.

**Articles** – **Definite** articles main job is to indicate the presence of a definite noun – a specific thing.

*Example* – We got into **the** car that was parked outside.

**Indefinite** articles main job is to indicate the presence of any number of nouns – one of many.

*Example* – We are considering **a** study. She is **a** good friend.

# Parts of Speech

**Sentence Example** - He swerved quickly but the car hit two pedestrians on the sidewalk. A man helped them until an ambulance arrived. The driver was really upset.

**Nouns** – name persons, places and things  
**car, pedestrians, sidewalk, man, ambulance, driver**

**Pronouns** – substitute for nouns  
**He, them**

**Verbs** – express action or state of being  
**swerved, hit, helped, arrived, was**

**Adjectives** – describe nouns and pronouns  
**two, upset**

**Adverbs** – describe or modify the meaning of verbs, adjectives or other adverbs  
**quickly, really**

**Conjunctions** – connects words, phrases and clauses  
**but**

**Prepositions** – establish a relationship between a noun and the rest of the sentence  
**on, until**

**Articles** – help define nouns  
**the, a, an**

## NOUNS

a word that is the name of something  
(such as a person, animal, place, thing,  
quality, idea, or action)

Merriam-Webster

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## Nouns

- From a statement analysis perspective, there are three things that we will consider with respect to **nouns**:
- **Persons** in order of appearance in the statement
- Unexpected nouns
- Changes in nouns

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## Nouns

- **Persons mentioned in statement**
- Underline the person the 1<sup>st</sup> time they are mentioned in the statement
- List the word that refers to the person in the left margin of the paper

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### Persons mentioned in the statement

- Examine the order in which people appear in the statement
- Generally there is a reason for why people are mentioned in a certain order
- Sometimes it is just the order in which they appeared in the narrative
- Other times it is who is important - that is why they are listed first

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### Order of persons mentioned

- Note:

Be sure to note the order co-defendants talk about each other.

“Me and Frank were just driving around. Tim was in the back.”

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### Unexpected Nouns

- Explore the unexpected.
- Why did he choose this noun?
- Underline in blue any unexpected noun.

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### Unexpected Nouns

- The tragedy vs. The murder
- The gentleman vs. The attacker
- The person vs. The woman
- Someone vs. The man/woman/child
- The thing that happened vs. The rape

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### Unexpected Nouns

"I was in my car, stopped at traffic light. When I looked up, my driver side car door was opened and I felt 3 sharp blows to my head. The next thing I knew there was ~~3~~ 2 persons in the car behind me, yelling at me to drive."

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### Changes in Nouns

- People don't change how they refer to someone for no reason at all.
- When we have a change in noun it is critical that we find out what caused the change.
- Is the person being viewed differently and why?

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### Changes in Nouns

- Underline in **blue** any change in noun and connect them with a line.
- Examine what occurred between the first time the person, place or thing is mentioned and when the “name” changes.

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### Homicide Case

- The killer.....
- The criminal.....
- The person.....
- The maniac.....
- That sick man

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### Homicide Case

- The killer.....
- The criminal.....
- The person.....
- The maniac.....
- That sick man

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### Changes in Nouns - Introductions

- In healthy relationships, proper introductions are the norm –  
“My husband, Mike, and I went to lunch.”
- If the introduction is missing, one is left to wonder about the nature of the relationship and it *could* signal a problem –  
“Mike and I went to lunch.”

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### Changes in Nouns-Introductions

“My wife and I left home about 9 am and went to the marina where we keep our boat. My wife and I left the marina in the boat around 10:30 am. I picked up some fuel and odds and ends at the boat store and then she and I headed out for Captain’s Cove, about 5 miles out. Arriving around 11:30 am, I anchored the boat and then my wife and I started to swim. It was about 11:50 when I noticed that Sandi was no where to be found.”

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### Changes in Nouns - Introductions

- Perpetrators often find it difficult to admit to harming a family member.
- The husband could not admit that he had killed his wife. At the end, he distanced himself from the spousal relationship by calling her Sandi.

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“Tell me what happened.”

1. A Native American man between the
2. age of 19 – 25 it appeared. Entered my
3. home around 1:00 AM. I was in bed when
4. I saw a large shadow standing outside my
5. room. I asked whoes here, what’s that. The
6. man entered my room. He was about 5-9 – 5-11.
7. had glasses, short black hair, and was wearing
8. a red T-shirt and a black leather jacket.
9. I’m not sure if it was totally black. He said
10. something along the lines of me doing him. I
11. said no and to get out he leaned over
12. me I was in bed. I tried to push him
13. a – way. He slapped me in the face and my
14. glasses flew off. He tried pushing me down
15. again. I started screaming and saying
16. please no, stop! I was fighting at that time.
17. I kicked him with my right foot
18. somewhere around the groin area, and
19. started flinging my arms towards his
20. face. I punched him two times. As I
21. started screaming louder. He left and
22. I called 911. I also felt something
23. under me as I was speaking w/ the
24. respondent. There was a small knife
25. sharp blade with a brownish/orange
26. handel.

WITNESS

OCEAN CITY POLICE DEPARTMENT  
Ocean City, Maryland

DATE \_\_\_\_\_

CC# \_\_\_\_\_

Name X [REDACTED]Address X [REDACTED]Date of Birth X [REDACTED]Phone X [REDACTED]

Seasonal Address \_\_\_\_\_

Seasonal Phone \_\_\_\_\_

X 9/3/05 2:00 am there I was... fellin sexy like usual. Ben & I left Fish tails & we were doin what two half light guys would do. Lookin for someone to play with like a woman type. We got on bus & bullshited with people & these two ~~guy~~ guys told us they had a party to go to with only women. That was good - We had stopped at a couple of peoples places completely randomly, but they invited us. So after stopping at a couple of places we followed these dudes to the apperant party. & we walked up on ocean front side street. I was chillen with lime green shirt dude & he made a wierd advance, I would call it sexual to distract me. & It did just that. When I finally became uncomfortable I realized that something wierd was in

Signature X [REDACTED]OFC Signature J Johns




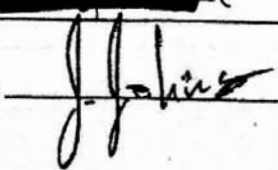
OCEAN CITY POLICE DEPARTMENT  
Ocean City, Maryland

CC# \_\_\_\_\_

Date \_\_\_\_\_

Statement of: \_\_\_\_\_

the air. I have a sense for that thing  
so seriously when I turn around my cousin  
was straight up knocked the fuck out in  
a bush. I saw the guy in a white pole  
which we had been walking with for a couple  
of blocks, tearing ass towards the beach.  
Me not really being so swift, had no  
clue that Ben just got robbed until I asked  
him. Then I felt kinda stupid because I never  
saw I coming - I ran around the beach  
to catch him, but had no idea where he  
went. My statement is 100% true & come  
from the heart.

Signature OFC Signature 

# VERBS

- A word that expresses an action, an occurrence or a state of being.
- **RULE** – Past Action = Past Tense  
**Be Suspect** if Present Tense Verbs are describing Past Actions  
Look for changes from past tense verbs to present tense and back to past tense.  
“I saw a man. Then, he grabs me and pulls my hair...”
- **REMEMBER** – Missing Person Exception
- **Verbs of Communication and Events that “mask”**  
**Communication** – Examples – **talked, met for lunch**
- **Stop Action Verbs** – something or someone interrupted the action. We want to find out what and if the action was ever completed. Examples – **started, began, initiated**
- **Passive Voice** – Why is the interviewee concealing the identity of the actor? Example –  
“Punishment **was given** to her.”
- **Quality of Verbs** – Why did the interviewee choose this verb?  
**hurt** vs. killed, told vs. **asked, poked** vs. shoved
- Highlight all **VERBS** that fall into the above categories in **blue**.

### Words That Camouflage Action

**Principle:** People may hide their actions by using present tense to describe past action, passive voice to distance themselves from their actions, or “uncompleted” action verbs when something interrupted the action.

<b>What to Look For</b> Does the writer go from past tense to present then back to past? “I woke up, got dressed, <i>meet</i> Stan, drove to work.” Does the writer use passive voice? “The pistol was fired by someone.” Does the writer use an “uncompleted” action verb? “I started to pack my bags.” Who or what interrupted?	<b>Specific Probes</b> Walk me through your morning. Tell me about meeting Stan.  Tell me about the pistol being fired. Did you fire it? You said you “started to pack your bag.” Did you finish packing? Did something interrupt you?
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### Words That Convey Conversation

(e.g., talked, spoke, chatted, discussed, e-mailed)

**Principle:** The conversation may be pertinent to the incident being investigated.

<b>What to Look For</b>  What was the conversation about?  When did the conversation occur in the relation to the crime?  Who did the conversing?  Were different words used to describe any conversation and, if so, why? Were different words used to describe any conversation with the same person or with another person?	<b>What to Look For</b>  Tell me what you talked about. Was this talk cordial, emotional, angry? When did you two talk? What time was it? Who else was present when you talked? Who might have overheard you? What happened after you talked? Who initiated the talk? Who said what to whom? You said, “He and I talked.” Tell me about this. You said, “We chatted.” Tell me more about this chat.
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### Words That Camouflage Conversation

(e.g., met for coffee, ate lunch, watched TV, and we laid in bed)

**Principle:** People typically engage in verbal interaction during social activities.

<b>What to Look For</b> What was discussed during the activity? (Pursue line of questioning as per above)	<b>Specific Probes</b> Tell me about your meeting for coffee. What did you talk about? When did you meet? Who else was there?
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## Active Voice

One of the two voices that verbs are divided into, the other being passive voice.

In verbs in the active voice, commonly called active verbs, the subject of the verb performs the action described by the verb.

Example: “The boy threw the ball.” “Throw” is in the active voice since the subject of the verb, boy, is doing the throwing.

Example: “Her mother was driving the car.” “Driving” is in the active voice since it is the subject of the sentence that is doing the driving.

## Passive Voice

The voice of a verb where the subject is the recipient of the action of the verb.

Example: “Mary was kicked by her brother.” The verb “kick” is in the passive voice. Mary is the recipient of the “kick” so “kick” is in the passive voice. Had it been in active voice it would have read, “Her brother kicked Mary.”



## VERBS

a word (such as *jump*, *think*, *happen*, or *exist* ) that is usually one of the main parts of a sentence and that expresses an action, an occurrence, or a state of being

Merriam-Webster

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## Verbs

- From a statement analysis perspective, there are five things that we will consider with respect to **verbs**:
- **Present tense verbs**
- **Verbs/Words of communication**
- **Stop action verbs**
- **Passive voice**
- **Quality of verbs**

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## Verbs

- Present Tense:  
"I am scared."
- Past Tense:  
"I heard a gun shot and then someone ran."
- Future Tense:  
"I will find her."

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### Present Tense Verbs

- From a statement analysis, present tense verbs used to *describe past actions and behaviors* are critical.
- Highlight all present tense verbs that *describe past actions and behaviors* in **blue**.
- We aren't highlighting all verbs, just present tense verbs that *describe past acts*.

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### Present Tense Verbs that Describe Past Acts – Not the Norm

- If present tense verbs are used to describe past actions and/or behavior, ***always be suspect***.

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### Exception to the Rule

- Missing Person Case
- Present tense verbs ***are*** the norm when family members speak about the missing person.
- "Oliver **is** a wonderful little boy."
- **NOT**
- "Oliver was a wonderful little boy."

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### Christa Decker Case

- Decker reported,

“He **was** such a good baby.”

“He **was** so funny.”

“He **was** the one I was attached to.”

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### Present Tense Verbs that Describe Past Acts – Not the Norm

- Past tense verbs **should always be used** to provide information about past actions/behavior. This is the norm.
- If present tense verbs are used to provide information about past actions/behavior, we should be *very suspect*. It is not the norm.
- EXCEPTION - Missing person case
- Family members should speak about the missing person in *present tense*.

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### Verbs

- From a statement analysis perspective, there are five things that we will consider with respect to **verbs**:
- Present tense verbs
- **Verbs/Words of communication**
- Stop action verbs
- Passive voice
- Quality of verbs

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### Verbs/Words of Communication

- If the writer or speaker uses ANY verb or word that describes ANY form of communication, probe for details.
- We constantly communicate throughout the day, so why was this conversation important enough for him to mention in this statement?
- Highlight *all verbs/words of communication* in **blue**.

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### Verbs/Words of Communication

- |                  |                        |
|------------------|------------------------|
| • talked         | • met for lunch        |
| • spoke          | • went out for a smoke |
| • chatted        | • called               |
| • discussed      | • emailed              |
| • argued         | • texted               |
| • deliberated    | • hooked up            |
| • disagreed      | • chilled              |
| • had a dialogue | • watched TV           |
| • got together   | • drove                |

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### Verbs

- From a statement analysis perspective, there are five things that we will consider with respect to **verbs**:
- Present tense verbs
- Verbs/Words of communication
- **Stop action verbs**
- Passive voice
- Quality of verbs

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### Stop Action Verbs

- Verbs that reference an action started by someone in the statement without any indication that the action was completed.
- Our concern is who or what interrupted the action or behavior and was it ever completed?
- Highlight all **stop action verbs** in **blue**.

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### Stop Action Verbs

- began
- started
- commenced
- initiated
- proceeded
- tried
- about

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### Stop Action Verbs

"I began to work on my bookcase. Later I finished it."

VS.

"I built my bookcase." "I worked on my bookcase and finished it." "I finished my bookcase."

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## Verbs

- From a statement analysis perspective, there are five things that we will consider with respect to **verbs**:
- Present tense verbs
- Verbs/Words of communication
- Stop action verbs
- **Passive voice**
- Quality of verbs

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## Passive Voice

- Typically, we speak in active voice –

Actor → Performs Action → On Object  
 “Someone assaulted him.”

- The person who is responsible for the act is spoken about first.

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## Passive Voice

- When we use passive voice, we are distancing the actor from the act.

Object → Receives Action → By Actor  
 “He was assaulted by someone.”

- Use of passive voice is a possible indicator that the writer/speaker is trying to conceal the identity of the actor.

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### Examples of **Passive Voice**

- "My gun has been stolen."
- "She was attacked by someone."
- "The knife went in. I pulled it out."
- "My girlfriend was shot. Then I was shot."
- "Some money was stolen by someone."
- "The man was robbed by someone."
- "The building was broken into."

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### **Passive Voice**

- Use of passive voice is a strong indicator that the writer/speaker is trying to conceal the identity of the actor.
- Highlight all **passive voice** verbs in **blue**.
- Examine any pattern of use.

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### **Verbs**

- From a statement analysis perspective, there are five things that we will consider with respect to **verbs**:
- Present tense verbs
- Verbs/Words of communication
- Stop action verbs
- Passive voice
- **Quality of verbs**

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## Quality of Verbs

- Explore the choice of verb used. Always ask yourself why did the writer/speaker choose this verb.
- Highlight all **quality of verbs** in blue.

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## Examples of Quality of Verbs

- |               |     |         |
|---------------|-----|---------|
| • told        | vs. | asked   |
| • forced/made | vs. | went    |
| • killed      | vs. | hurt    |
| • hit         | vs. | touched |
| • stole       | vs. | took    |

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## Examples of Quality of Verbs

- “He **asked** me to get into the car.”

vs.

- “He told me to get into the car.”



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***“Tell me what you did yesterday from the time you woke up until the time you went to sleep.”***

I got up around 6 a.m. while he stayed in bed. I took Harley, my lab, for a walk since I knew no one around here was going to take the time to walk him. We got back, I showered & made myself some oatmeal. He came down about 8am & he and I talked. And then I left to pick up Stan, my partner from work about 8:20. Met Stan and we drove in his car the 5 ½ hrs. to Richmond. We chatted the whole way. We got to our rooms at 2p.m. and I started to get cleaned up. That's about it.

## Statement of Step-Father in Sexual Abuse Case

1. On July 5<sup>th</sup> of this year, a woman from social services and a cop came out
2. to the house. They said they wanted to talk to me about Joann. I knew
3. my wife had gone to the police because evidently somethings had been
4. said by Joann that tended to involve me as suspected of molesting her or
5. something. I talked to the social service worker and the police
6. detective. I told them I had no idea of these things or why these things
7. were said by Joann. Pam and Joann have lived with me since last year,
8. and we get along real good together. The only thing that I can think of is
9. that I try to be a real father to Joann and that means that sometimes
10. punishment is given to her. She doesn't like this and I guess that's only
11. natural. But as far as molesting her, I can state here and now that I
12. have no recollection of anything of that nature ever occurring between
13. us.

Special thanks to Tony Sandoval and Wendell "Buddy" Rudicille for use of this statement.

We are investigating the event you report happened on Friday at the Courthouse. Please describe the incident in detail.

1. After arriving back to work from my lunch, I came (walked) up to the “back door” of
2. the Justice Center. Sgt. French was sitting on the table w/ Sgt. George. I spoke
3. to both of them. Sgt. French opened the door and let me in. Judge Springer came up
4. in the car with Leslie, her assistant and Rozanne Morgan . Judge Springer showed
5. me her dolls from her happy meal. (This struck me oddly, as I had just been to the
6. McDonald’s on exit 66. I didn’t remember seeing anyone’s car I thought I might
7. know as I went around to the drive-through.) I also spoke with the custodian. I went
8. upstairs thinking about all the work the afternoon required. I walked past the bailiffs
9. post and noticed a man in a dark navy or black shirt sitting there. I think that he was
10. on the phone. I gave a curtsey nod to this person, not wanting to interrupt. \*only
11. people who are authorized can be there. I thought he was an officer. I needed to
12. go to the restroom. I did not have a key so I walked into the Jury room’s Ladies
13. room. I have done this in many times past, having worked there in the bldg some
14. years before. I washed my hands, urinated and washed my hands again. I flushed
15. the toilet by using my foot on the lever. I washed my hands again. Then I
16. opened the door to the restroom, holding the paper towel I had just used. As I
17. was fixing to go outside, there was a tall man standing in the doorway of the
18. restroom. His arms were positioned on either side of the door frame. I first
19. noticed how large this man was then I noticed that he had a gun in his hand. I
20. then I noticed that he had a gun in his hand. I knew what he was planning to do
21. to me. He grabbed me in a bear hug holding both arms beside me and bore me

22. down to the floor. I wimped out and did not fight him. I could see the only thing is  
23. he would hit me with his gun. He held both my hands over my head and put the gun  
24. out of my reach. He then placed his left arm over my sternum and held me there  
25. while he unfastened my pants and pulled them down. The left leg was sort of  
26. inside out over my shoe (left) the right was down to my knee. He pulled my  
27. panties to the side and inserted his penis and ejaculated. I guess he caught his  
28. breath a second and then got off and got his gun, his belt and pulled up his pants.  
29. Leaving with his belt in his hand. At this point I felt humiliated, disgusted and  
30. sick. I get up, clean myself up and tell myself “act normal.” I dried out the sink,  
31. checked the floor for spots. I did not want someone else to step in my mess. I  
32. am beginning to feel some anger so I walked around the building to see if I  
33. would see him. I sort of thought about turning him in. It is my belief that  
34. without any witnesses who would believe me. I did not see him again. So I  
35. went back into my office and started back to work.

# ADVERBS

- A word that describes a verb, an adjective or another adverb.
- **Editing Adverb** – missing information  
**later, so, that, then, next, after that**
- Start with the information prior to the use of the **Editing Adverb** and have the interviewee tell you about all conversations, actions, behaviors, thoughts that were edited out. Explore these areas carefully.
- **Intensifying Adverb** – Convincing rather than conveying information? **very, really, pretty, quite**
- **Minimizing Adverb** – Downplaying actions?  
**only, simply, merely, just**
- Highlight all **Editing, Intensifying and Minimizing Adverbs** in **orange**.

## ADVERBS

a word that describes a verb, an adjective, or another adverb, and that is often used to show time, manner, place, or degree

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## Moderating Adverbs

- From a statement analysis perspective, there are three things that we will consider with respect to adverbs:

- **Editing Adverbs**
- **Intensifying adverbs**
- **Minimizing adverbs**

School House Rock, ABC (1974)



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## Moderating Adverbs

- Editing, Intensifying and Minimizing Adverbs as a group can be referred to as moderating adverbs.
- Highlight all moderating (**editing**, **intensifying** and **minimizing**) adverbs in **orange**.

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## Lying by Omission – Factors to Consider

Missing Time/Change in Pace

**Equivocation**

Non-Prompted Negation

**Editing Adverbs**



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## Editing Adverbs

“Most liars tell the truth up to the point where they want to conceal information, skip over the withheld information, and then tell the truth again.”

Schafer, J. Let their Words Do the Talking Verbal Cues to Detect Deception.  
*Psychology Today*, March 6, 2011.

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## Most Commonly Used **Editing Adverbs**

- then
- so
- after
- when
- as
- while
- once
- next



School House Rock, ABC (1974) & Schafer, J. (2007). *Grammatical Differences Between Truthful and Deceptive Written Narratives*.

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## Editing Adverbs

- Because **editing adverbs** are markers for withheld information/actions/behavior, we want to close the information gap by having the writer/speaker account for everything that was going on during that time---if it is a time period that is important to us. This could be a critical point in their statement.

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## Capitalizing on **Editing Adverbs**

- In order to keep the interviewee from becoming frustrated, we may need to preface the question with self-deprecating remarks such as:

"I'm a little confused. Please explain...."

"I want to make sure I understand you correctly. Did you say....?"

"Help me to get a mental picture about..."

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## Convince Rather than Convey

- Trying to Convince rather than Convey Information – Factors to consider

Extraneous Information

**Intensifying Adverbs**

**Minimizing Adverbs**



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### Intensifying & Minimizing Adverbs

- Someone who is trying to convince you of something is concerned about how he is being perceived.

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### Intensifying Adverbs

- |                              |                 |
|------------------------------|-----------------|
| • really                     | absolutely      |
| • literally                  | "I swear"       |
| • certain                    | "honest to God" |
| • simply                     | totally         |
| • so – depending on usage    |                 |
| • again – depending on usage |                 |
| • completely                 | very            |
| • heartily                   | quite           |

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### Minimizing Adverbs

- only
- simply
- just
- merely

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4-11-12

Col.  
State Patrol  
City, State

Dear Sir:

I wish to file a complaint about a City Trooper John Doe. I was recently stopped by him for speeding and immediately he started making advances to me. He finally wound up asking me for sex and I consented. He did not write me a ticket as we immediately went into the woods and had sex in my car. I have now found out I have a sexually transmitted disease. I think I gave it to him. My husband has found out and he has the disease too. I just think it is wrong that this trooper asked me for sex and I know it was wrong that I consented to it. I have notified the health department of my sexual contact with him. I just thought you'd want to know too because there are probably a lot of them doing that.

RECEIVED

APR 13 2012

Dept. of Public Safety  
Commissioner's Office

# Pronouns

- As a general rule, use of the Pronoun “I” shows commitment to the action or activity on the part of the person speaking.
- Pay close attention to a change in Pronoun usage. If the interviewee has used the Pronoun “I” and now it is missing, be suspect. Explore that part of the statement or the topic that they are discussing during the interview and try to find out why they aren’t committing to what they are saying.
- If proper introductions are missing, explore the relationship.
- The Pronoun “WE” is a strong word that suggests that a relationship exists.
- If a victim uses the Pronoun “WE” in describing her actions with the suspect, you must ask yourself 2 questions:
  1. Does the victim know the suspect?
  2. Did the incident happen the way the victim alleged?
- In a date rape situation, there should be a “WE” at the beginning of the statement and then disappear when actions are no longer consensual.
- As a general rule, people are quick to claim possession of things, places and people who are important to them. Pay close attention to a change in Possessive Pronoun usage. If the interviewee has used Possessive Pronouns and now it is missing, be suspect. Find out why they are distancing themselves from the person, place or thing.
- Circle *all* Pronouns in pen.

## PRONOUNS

a word (such as *I, he, she, you, it, we, or they*) that is used instead of a noun or noun phrase  
Merriam-Webster

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## Pronouns

- From a statement analysis perspective, there are four things that we will consider with respect to **pronouns**:
- Singular Personal Pronouns
- Missing Pronouns
- The Pronoun “We”
- Possessive Personal Pronouns

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## Pronouns

- Circle all pronouns in the statement with a pen.
- Note missing pronouns with either a small circle above where the pronoun should be or with a ^ where the pronoun should be.
- Pay close attention to where in the statement pronouns disappears and specifically which pronouns disappear.
- Pay close attention to whether or not pronouns reappear and where in the statement this occurs.

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## Singular Personal Pronouns

- Personal Pronouns represent specific people or things.
- Examples of Singular Personal Pronouns:

<b>I</b>	<b>Me</b>
<b>You</b>	<b>He</b>
<b>Him</b>	<b>She</b>
<b>Her</b>	<b>It</b>

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## Singular Personal Pronouns

- General rule:
- Use of personal pronouns tells us acts or behaviors of a specific person.
- **He** ran to the car.
- **She** walked to the park.
- **They** were angry.

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## Singular Personal Pronoun - I

- General rule:
- When someone uses the pronoun "I" it is very important because the person is committing to actions or behaviors that he/she did.
- **I** drove to the game.
- **I** was scared.
- **I** spoke with Tom.

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### Singular Personal Pronoun - I

- General rule:
- When the pronoun “I” has been used in the statement and then it disappears,
- It is important to note where in the statement the pronoun “I” disappears and
- It could signal tension at that point in the statement

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### Plural Personal Pronouns

- Personal Pronouns represent specific people or things.
- Examples of plural personal pronouns:  
**We**  
**Us**  
**You**  
**They**  
**Them**

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### Personal Pronoun - We

- A powerful word that indicates that a relationship exists.
- Pay attention to where in the statement “we” is used.
- Take note of who is included in the word “we”.

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### Personal Pronoun-We

- If the pronoun “we” is used in a stranger sexual assault case, you *must* ask 2 questions:
- Did she know the rapist?
- Did the rape actually occur?

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### Personal Pronoun-We

- But...what if it isn't a stranger sexual assault but a “date” rape?
- You expect to see the pronoun “we” at the beginning of the statement, but when things turn sour the “we” will disappear.

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### Possessive Personal Pronouns

- Personal Pronouns represent items/things/places that belong to specific people.
- Examples of Possessive Personal Pronouns:

<b>Mine</b>	<b>Yours</b>
<b>His</b>	<b>Hers</b>
<b>Ours</b>	<b>Theirs</b>

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## Possessive Pronouns

- General rule:
- Possessive pronouns show ownership.
- Use of possessive pronouns tell us who or what belongs to someone.

Put the dog in his bed.

Lilly is his daughter.

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## Possessive Pronouns

- Sometimes the speaker/author will replace the possessive pronoun with a definite or indefinite article rather than simply omit the possessive pronoun.

- my house      vs.      the house
- my kids        vs.      the kids
- my dog         vs.      the dog

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## Singular Personal Pronoun - I

- General rule:
- When possessive pronouns have been used in a statement and then disappear or are changed to articles, it is important to note which possessive pronouns disappear and where in the statement this occurs.
- It could mean that the person is distancing himself from the person, place or thing.

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Ada Police Department

Witness Statement (under oath)

CASE #

Incident Under Investigation

Sexual Assault

Date 9-10-11 Time 11:25 AM

Place

Name

Phone

Social Security Number

of Birth

Tell me What Happend. I entered my home through the back door to retrieve some items. I was approached from behind. When I turned around I was faced with someone. I was hit on the right front of my forehead <sup>with a hand</sup>. I was then carried to the up stairs of my home. I was thrown on the bed, held down and cut about my body with what appeared to be a razor, box cutter type thing. Some clothing items were cut off others were pulled off. I struggled, yelled. I broke loose, hit the person with a chair, dazed <sup>the person</sup> for a second. The person threw me back onto the bed. I then rolled to the floor. I was in and out. I woke, called for help. Person was masked, dark clothing, gloved. Seemed to be male. Tall. Medium build. Did not speak.

There are 1 page(s) to this statement and the facts contained therein are true and correct.

Signature of witness

Sworn and subscribed before me this 10 day of Sept. 2011 at APD  
in the County of Hardin and State of Ohio.

Signature

Official Title Notary

Commission Expires May 11, 2014

# Articles

- The Article “the” indicates a specific one.
- The Articles “a” and “an” indicate a nonspecific one.
- If you are analyzing a written statement, circle the possessive pronoun and circle when the possessive pronoun changes to an Article and draw a line connecting the pronoun and the article. Always explore what occurred to cause the change.

Example: “I took  gun out of the drawer.

Later, Michelle came over and when she was

looking at  gun she shot herself in the head.”

- DO NOT CIRCLE EVERY ARTICLE *only* those that are used in place of a possessive pronoun. Circle in blue.

## ARTICLES

any of a small set of words (as *a*, *an*, and *the*) used with nouns to limit or give definiteness to the application

Merriam-Webster

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## Articles

- There are two types of articles: definite and indefinite.
- Definite article – *the* - refers to a specific person, place or thing.
- Indefinite articles – *a* or *an* – refer to a person, place or thing in general.

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## Definite Articles

- When a possessive pronoun changes to an article (usually “the”), circle the article in **blue** and draw a line to connect it with the possessive pronoun that was previously used.
- We will not circle every “the” in the statement.

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## Indefinite Article

- Only circle the indefinite articles “a” or “an” when it is unexpected or if a possessive pronoun is changed to an indefinite article.
- Circle the unexpected article in **blue**.
- We will not circle every “a” or “an” in the statement.

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## **Statement by Victim in an Arson Case**

I left my house right after breakfast to join my friends at the track for the day. I drove back to my house, made a few phone calls, then went out to dinner with Stan Thompson. Stan dropped me off at my house around 10:00. After I changed my clothes I left the house to spend the night at my cousin Tom's. Around midnight we heard fire engines and got up to see what was going on.

## **Portion of the Susan Smith Statement following her Confession**

When I was at John D. Long Lake, I had never felt so scared and unsure as I did then. I wanted to end my life so bad and was in my car ready to go down that ramp into the water, and I did go part way, but I stopped. I went again and stopped. I then got out of the car and stood by the car a nervous wreck.

# Adjectives

- As a general rule, Adjectives help us get a mental picture of what occurred.
- Adjectives usually answer the questions:  
Which one?  
What kind?  
How many?
- DO NOT CIRCLE EVERY ADJECTIVE.
- *Only* circle unexpected Adjectives.
- Circle unexpected Adjectives in **blue**.

## ADJECTIVES

a word that describes a noun or a  
pronoun  
Merriam-Webster

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## Adjectives

- Adjectives describe nouns and pronouns.
- Adjectives generally answer one of three questions:
  - Which one?
  - What kind?
  - How many?

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## Unexpected Adjectives

- Most adjectives are used to help us get a mental picture of the incident. Therefore, most are appropriate and will be noted as unique sensory detail.
- Circle any unexpected adjectives in **blue**.
- Do not circle every adjective – only those that are unexpected.

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**POLICE INCIDENT REPORT  
SUPPLEMENT**

☒ CITY OF CORVALLIS  
☐ BENTON COUNTY

PAGE 3 OF 3

REPORT ON

Homicide

RECEIVED BY OFFICER

MARSHALL

B.P.S.T.  
NO.

01418

TIME

1815

DATE

06/10/82

64 Victim. Dark hair cut short with a receding hairline  
65 that was kind of funny out of that way. middle  
66 of ear-length sideburns. Inconspicuous glasses -  
67 not heavy rimmed - possibly wire rimmed or no frame  
68 around bottom of glass. Not tinted. Neatly trimmed  
69 mustache down to corner of mouth. No beard.  
70 Red white & blue plaid shirt - probably cotton  
71 type & blue jeans - not new or old - just average.  
72 Light-colored desert boots.

Brenda K. Kibler

ART. TYPE (12)	TOTAL VALUE (13)	DATE PROP. REC. (14)	VAL. REC. PROP. (15)	REC. PROP. STATUS (16)	CLEAR DATE (17)	CASE STATUS (18)	CASE NO. (21) <u>82-6824</u> CR. NO. <u>17</u>
OTHER OFFICERS INVOLVED <u>71 Kibler</u>				BADGE <u>23</u>	<input checked="" type="checkbox"/> CORVALLIS P.D. <input type="checkbox"/> B.C.S.O.	CODES CHKD. BY	
AGENCY				OFFICER APPROVING REPORT	RANK		



# Amplification

- Use the writer's statement to probe for more details in the places where he has left himself vulnerable.
- Minimize the process. Set a positive relaxed tone.
- Use the Amplification question format to ask questions about the areas of the statement where you want more information.
- The proper format is to repeat the interviewee's words verbatim – *do not paraphrase* – then follow that by asking an open-ended question.
- Example - Melissa you stated, "He made me get into the truck and pinned me down while he started driving." Tell me more about that. Then what did he say? What did you say? Demonstrate that for me.

## AMPLIFICATION OF THE STATEMENT

the particulars by which a statement  
is expanded  
an expanded statement

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## Amplification of the Statement

- Use the writer's statement to probe for more details in those places where he has left himself vulnerable.



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wiseGEEK

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## Amplification of the Statement

- The interview – minimize or downplay the process.
- Set a positive, relaxed tone.



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## Amplification of the Statement

- Amplification format
- Repeat the interviewee's words verbatim:  
"Melissa, you said that 'We were only driving for about 10-15 minutes.' Tell me more about that." or "Explain that to me."
- Use open-ended questions to encourage the interviewee to provide more details.

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## Amplification of the Statement

- Questions:
- "Melissa, you wrote, that 'He asked me how much they cost, and gave me \$30 to buy a new pair.' Tell me more about that."
- "You said, 'I ran toward the voices, screaming for help.' Go on." "Draw me a diagram."
- "You wrote, 'He pulled me to my feet and dragged me to his truck.' Describe that to me."

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## The Analogy of a Funnel



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### Questions to Assess Behavior

“Melissa, did this abduction/incident happen as you’ve told us?”

A Bi-Polar question is a closed question that should be answered “yes” or “no”.

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### Questions to Assess Behavior

“Melissa, is there any reason why someone would want to do this to you?”

Questions related to the “incident” that are designed to elicit changes in behavior that could be indicative of deceptive behavior.

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### Questions to Assess Behavior

- “Bait” questions are designed to elicit deceptive behavior by suggesting to the subject that evidence exists.

- Carefully phrase the questions.

“Is there any reason why....”

“Can you explain why....”

“Why would...”

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## Questions to Assess Behavior

- “Bait” Question

“Melissa, when we review the video tapes from the college, is there any reason why we would see something different than what you’ve told us?”



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## Amplification of the Statement

- A tool that allows you to probe for more details in areas of the statement where the interviewee has left himself/herself vulnerable.



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On the morning of August 16th, around 1:00 AM I, Lilly Smith, was woke up by my female German shepherd, Jada, needing to go outside as normal. I then went to the kitchen and got my husband's flashlight and open the front door. After I cut the outside light on she ran out the front door to the front of the house. She was then distracted by the dogs down the street and she took off running towards the mountain on Lower Mountain Rd. I yelled for her to come back but she has done this several times before. As soon as I started walking down the front steps toward her with the flashlight in her eyes she started walking slowly towards me. I've been down in my back since Sunday morning so I was walking slowly through the grass and continued to call her name loud. When I approached the dirt drive I had my attention fully on her because she started running fast toward me and I was afraid she would jump on me and hurt me but before she got to me someone tackled me from the backside and threw me to the ground face first. I started screaming "Get off me." The unknown male started hitting me in the back of my head with his fist. While he was on my back I heard Jada barking at him as if she was going to bite him and then she yelped out and of him why did she yelp ran away from us. I screamed and begged ^ for him to stop. I then got twisted around to lay flat on my back. At that time I noticed he had a dark colored hoodie on but I did not notice his face because I was trying to keep his hands from pulling

down my shorts. He continued trying to pull them down but I grabbed them and started kicking him. That's when another male grabbed me by my hair and started to drag me across the gravel road. I remember them swinging at me and laughing like they were having fun and they both smelled like tobacco. My left hand was holding my hair and my right hand trying to hold onto my shorts but they overpowered me and got them off of me. I started screaming for someone to help me but they continued to laugh at me. I even told them that I'm a cop and that made them laugh harder. They drug me to the grass and hit me several more times in my left side of my head until I finally passed out. When I came to Jayda told her to get off was laying across my chest ^ so I could roll over and get up off the ground. This is when I noticed my husband's flashlight I brought out with me was inserted handle side first inside my vagina. I looked around to see where I was located and I noticed out mailbox so I started crawling to our house on my hands and knees because I could not get up on my feet due to the fact that my back was hurting real bad. When I crawled inside our house I started screaming for Tyler to help me. When he got out of bed I told him to call 911 because some guys just attack me. Deputies arrived on scene and I went to Valley Regional to have Rapekit conducted.