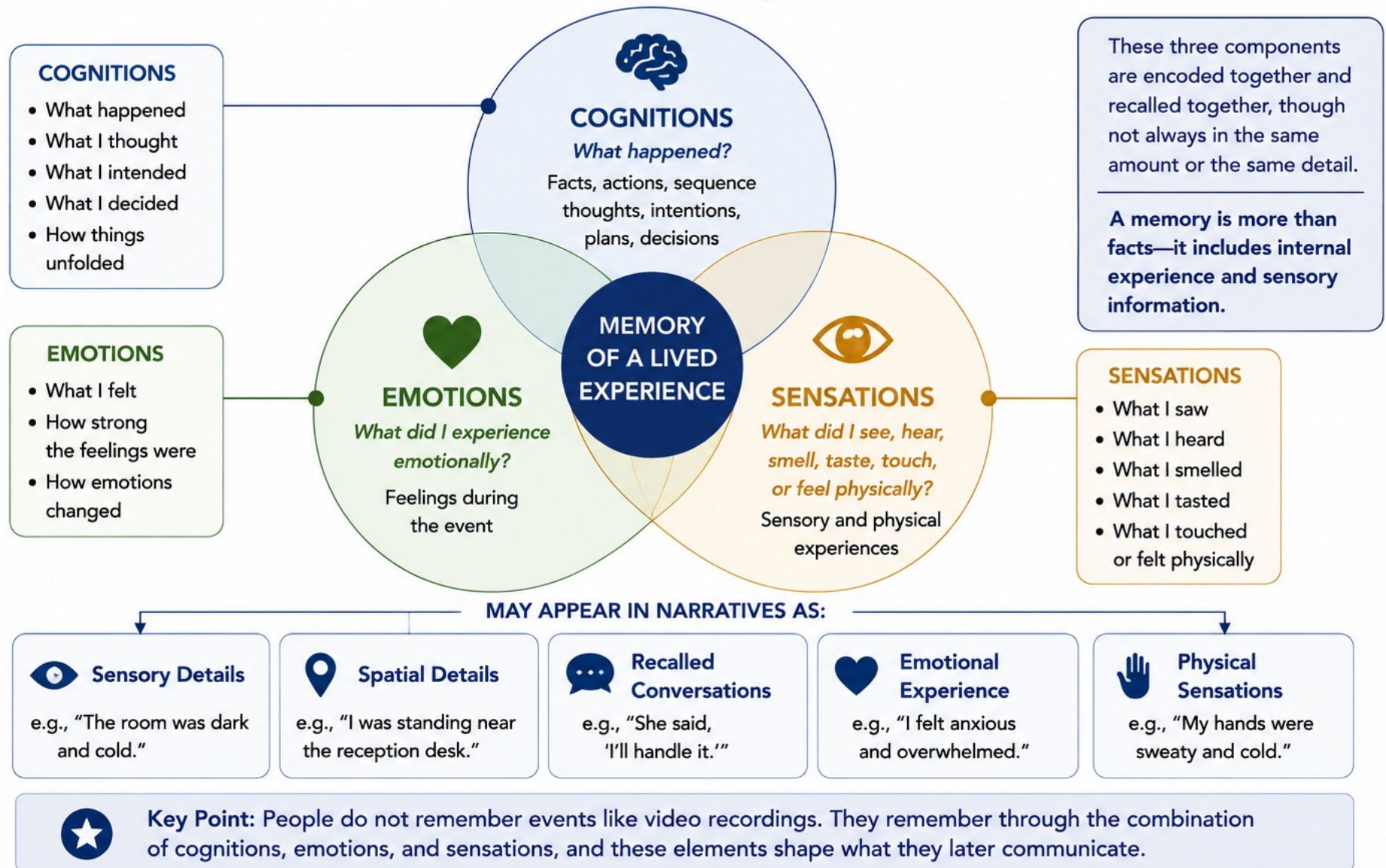


Memories of Lived Experience

Lived events are encoded as combinations of cognitions, emotions, and sensations.



The Total Communication Package

CONTEXT

The setting and circumstances that shape the interaction and give meaning to all observed behavior.



Culture

Cultural norms, values, and expectations



People & Relationships

Roles, history, power dynamics, and relationships



Language & Ability

Language fluency, verbal ability, and communication style



FACIAL EXPRESSIONS

Micro and macro facial expressions of emotion and any other facial behavior that convey mental states.



VOICE QUALITIES

Tone, pitch, volume, rate, inflection, resonance, and other vocal qualities.



TIMING & PAUSES

Pace of speaking, pauses, hesitations, and rhythm of the conversation.



WORDS

The content of what is said—the choices of words, stories, and details.

"I think what happened was..."



GESTURES & BODY

Hand gestures, posture, body movements, orientation, and physical behavior.



DEMEANOR

Overall bearing, affect, attitude, confidence, and self-presentation.



Physical Setting

Location, environment, time, and surrounding conditions



Interactional Factors

Purpose of the interaction, topic, stakes, and level of consequence



Other Influences

Stress, fatigue, health, mood, and other situational influences

TOTAL COMMUNICATION PACKAGE

All of these channels occur together and influence each other.



No single channel tells the whole story.

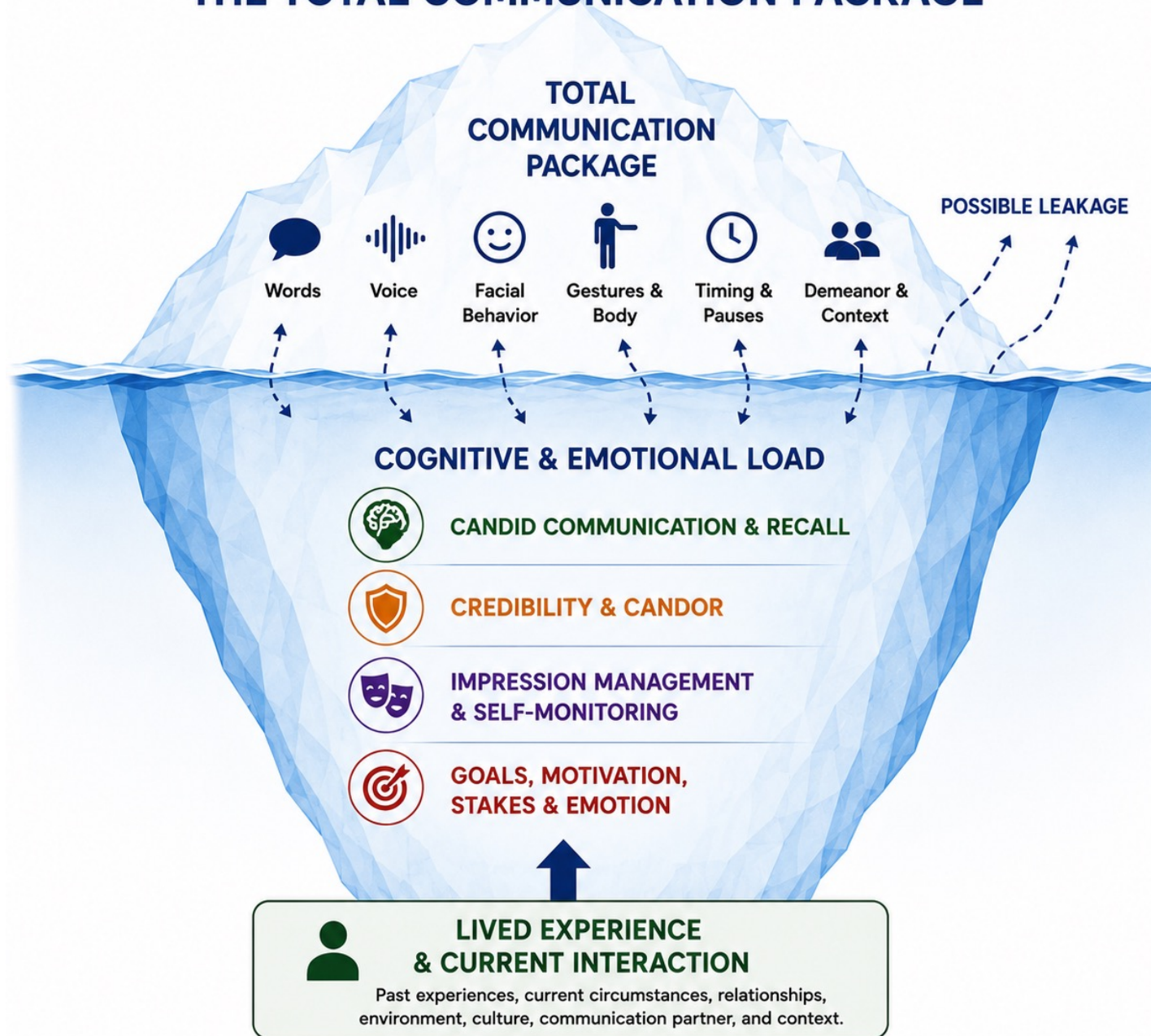
Accurate understanding comes from integrating all channels within the context.

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FIGURE 1
**PSYCHOLOGICAL PROCESSES THAT INFLUENCE
THE TOTAL COMMUNICATION PACKAGE**



There may be more to the story than what we can observe.

MEMORY

"Truth"

Cognitions

- Facts about what happened

Sensations

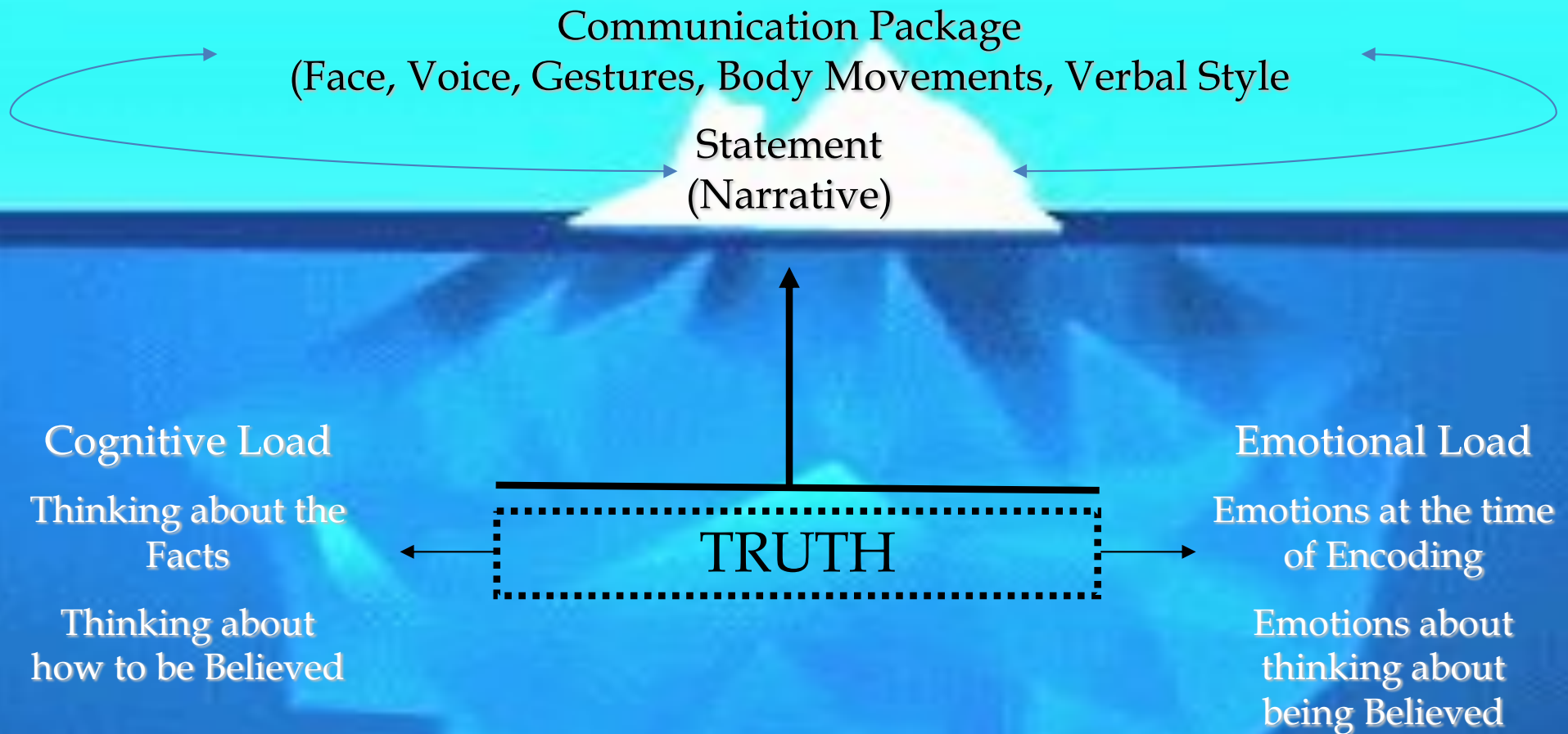
- That occurred at the time of the event

Emotions

- That occurred at the time of the event

Cognitive & Emotional Load	IM Features	What you may see/hear verbally	What you may see/hear nonverbally
Worried about not being believed	Tell the facts as they occurred	Spatial detail	Emotions and other NVB consistent with the statement or context
		Unique sensory detail	
		Structural balance	
		Emotions	

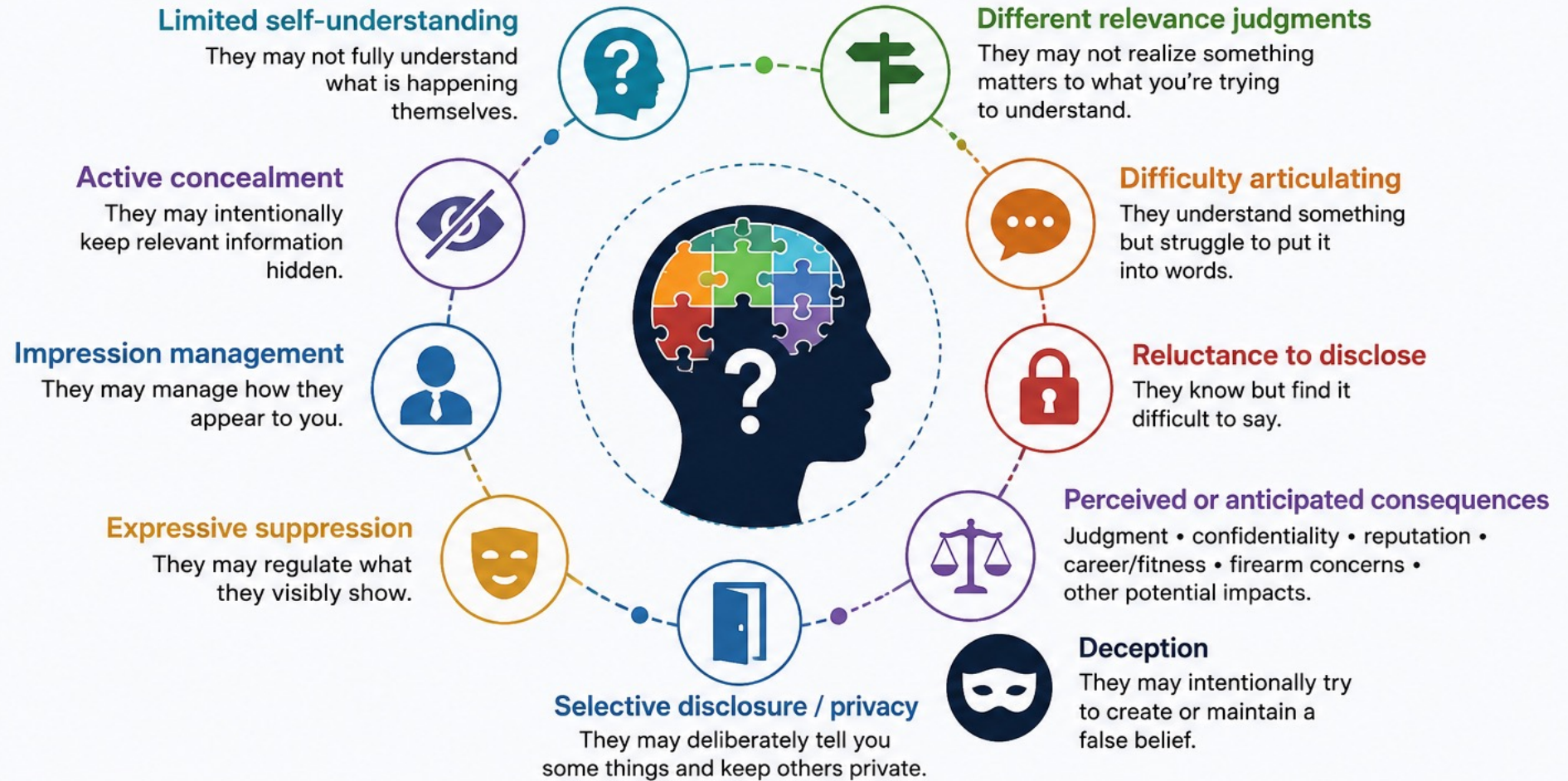
Veracity Indicators – Consistencies



Why We May Not Yet Have the Whole Story

There are many reasons why we might not be getting all of the information.

The reason is *not always*— or *only*—deception.



Several can occur at the same time.

*Incomplete information tells us that our understanding may be incomplete.
It does not tell us why.*

What Might We Notice?

Observable landmarks that may tell us our understanding is incomplete.

Any of these can have multiple explanations.



GAPS

Information appears missing, incomplete, or unexpectedly sparse.

Listen / watch for:

- Unexpectedly little information
- Important or relevant information not mentioned
- A question not really answered
- An unexplained gap in the timeline or narrative



These may reflect memory limits, relevance judgments, privacy, reluctance, or intentional concealment.



AMBIGUITIES

Meaning is unclear, qualified, or difficult to pin down.

Listen / watch for:

- Equivocal or noncommittal language
- Hedging or qualification (e.g., "sort of," "maybe," "I guess")
- Vague or general terms ("that stuff," "things," "some people")
- Unclear referents
- Evasive or nonresponsive wording



These may reflect uncertainty, difficulty articulating, fear, privacy, or deliberate ambiguity.



DISCREPANCIES

Different parts of the account—or different communication channels—do not align.

Listen / watch for:

- Internal inconsistency within the account
- New information that conflicts with earlier information
- Words inconsistent with known facts or context
- Words vs. face
- Words vs. voice
- Words vs. body / gesture
- Emotion inconsistent with content or context



These may reflect memory errors, misunderstanding, contextual factors, or intentional deception.



DOWNPLAYING

The significance, severity, or impact appears minimized relative to other information.

Listen / watch for:

- Explicit minimization ("It was no big deal.")
- Behavior described as less consequential than what other information suggests
- Minimizing language about harm, risk, or impact
- Distress or emotional impact minimized verbally



These may reflect coping, self-protection, loyalty, impression management, or intentional minimization.



UNEXPECTED LANDMARKS

Something stands out as meaningful in context—even if it does not fit what was just said.

Listen / watch for:

- Unexpected emotional response
- Sudden change in expression
- Noticeable voice change (tone, pitch, volume)
- Unusual pause, hesitation, or timing shift
- Sudden change in posture, gesture, or body behavior
- An unexpected word, topic, or repeated return to a subject



These may point to emotional salience, another concern, or a topic they do not want to address.



These are signals to explore—not conclusions to draw. They help us decide what we need to understand better and what we should ask about next.



The appropriate response: **FOLLOW UP AND FIND OUT MORE.** Ask. Listen. Observe. Update.



Our goal is understanding, not winning an argument.



Multiple explanations are usually possible—several can occur at the same time.

INDICATORS ARE POINTERS, NOT DETERMINANTS

They guide us to explore— NOT to conclusions.

AN INDICATOR TELLS US:



There *may* be something here that deserves **deeper understanding**.

AN INDICATOR DOES NOT TELL US BY ITSELF:



- What the person is thinking or feeling
- Why the indicator occurred
- Whether information is being withheld or concealed
- Whether the person is telling the truth or being deceptive



WHY?

The same indicator can arise from *different* underlying processes.



INDICATOR

We notice something worth exploring.



POSSIBLE EXPLANATIONS

Many different reasons could explain it.



FOLLOW UP

Ask, listen, observe, and gather more information.



BETTER UNDERSTANDING

We revise our understanding as new information emerges.



The appropriate response to uncertainty is not to guess harder.
It is to get more information.

ONE INDICATOR—MANY POSSIBLE EXPLANATIONS

What we notice is only the starting point.

EXAMPLE

During an interview, you ask:

WHAT WE NOTICE (THE INDICATOR)



OFFICER:
“Everything at home is fine.”



Silence
(about 2 seconds)



Subtle voice change
(softer, quieter, slight drop in pitch)



Fleeting sadness in expression
(< 1 second)



MANY POSSIBLE EXPLANATIONS



Marriage trouble

He is hurting about his relationship.



Concern about a child

Something is going on with his child.



Spouse is supporting him

He is thinking about his spouse's health or stress.



Another memory was triggered

The question reminded him of something else.



Emotion regulation

He is holding back feelings or staying composed.



Impression management

He wants to appear strong and in control.



Concealment

He is leaving something out on purpose.



Deception

He is intentionally giving a false impression.



Something may deserve further understanding.
We do not know which explanation—if any—is correct.

WHAT DO WE ACTUALLY KNOW?



Only this:
Something may be worth exploring further.

The indicator does not tell us why it happened, what the person is thinking or feeling, or whether information is being withheld.

THE APPROPRIATE RESPONSE: FOLLOW UP



LISTEN



OBSERVE



STAY CURIOUS



“You said everything at home is fine.
Tell me more about what’s been going on at home.”



Indicators are pointers.
Our job is to find out more.

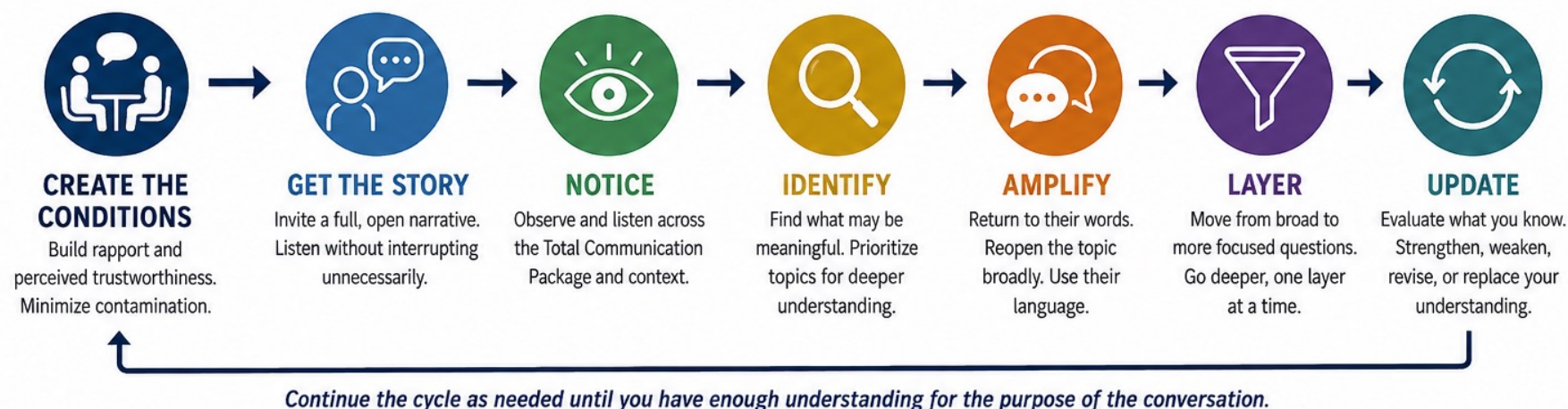
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BLOCK 5

FROM INFORMATION TO UNDERSTANDING

Using the Humintell Method in Supportive Conversation

Help the person tell their story. Listen and observe. Ask better questions.
Develop a deeper understanding.



This is the Humintell Method in action.

We continually ask better questions, obtain more information, and infer better again. Understanding deepens through a respectful, iterative conversation.



SEE MORE • INFER BETTER • ASK BETTER • UNDERSTAND DEEPER • ACT APPROPRIATELY

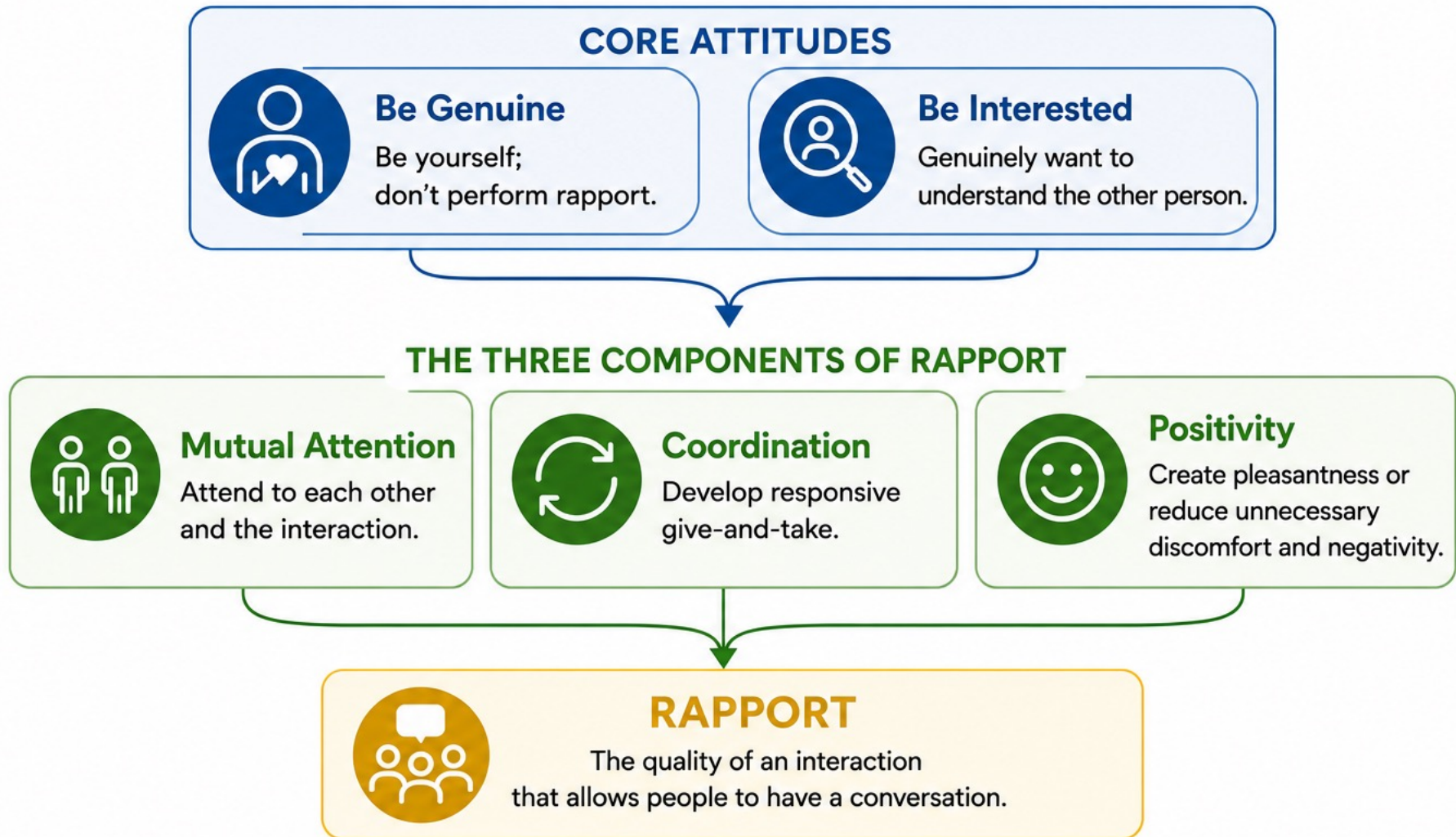
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Developing Rapport

Rapport is not a trick; it is the quality of an interaction that allows people to have a conversation.



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Developing Perceived Trustworthiness

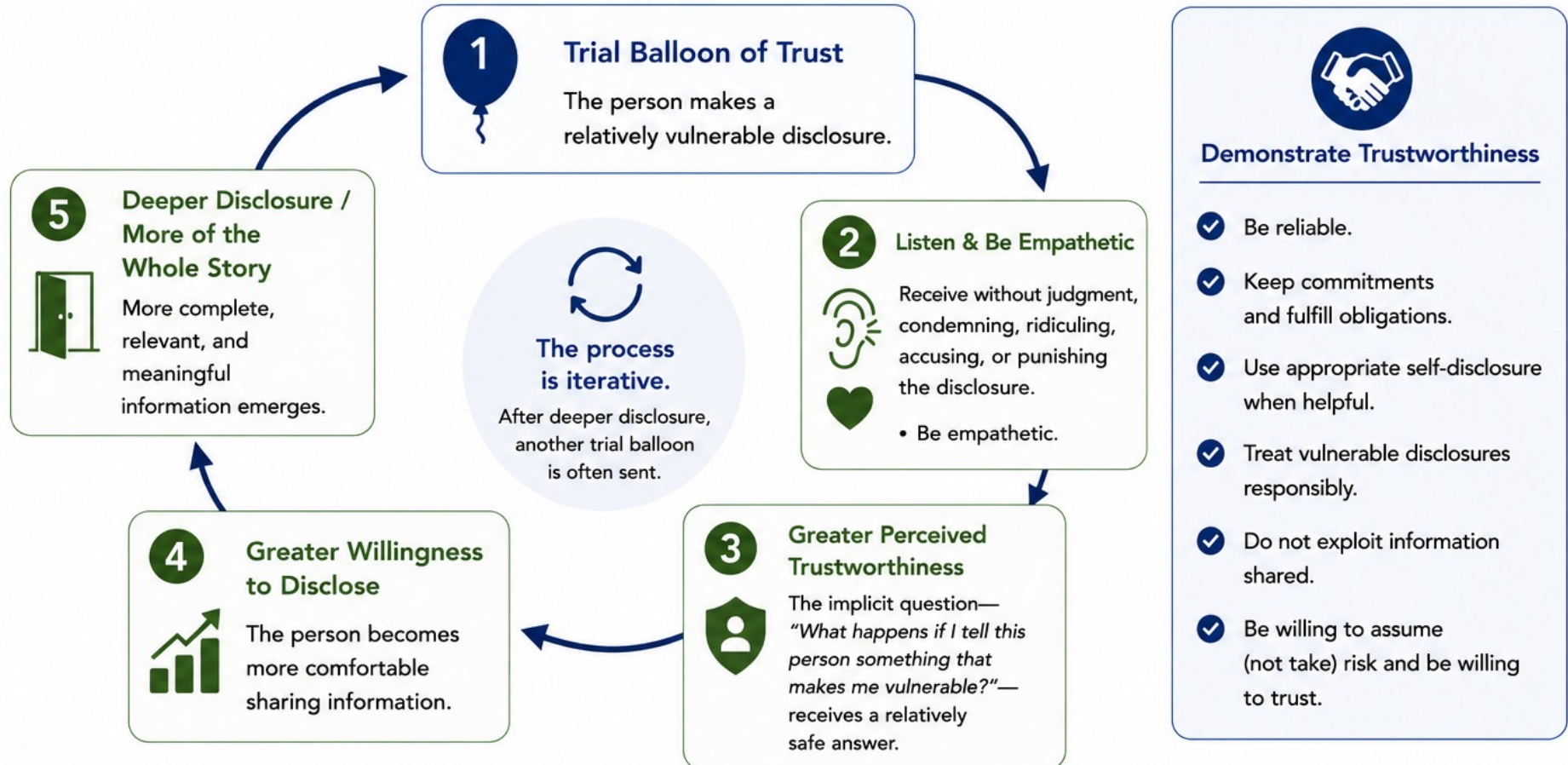
How non-judgmental listening can facilitate deeper disclosure



Rapport creates conditions for conversation.



Perceived trustworthiness creates conditions for disclosure.



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Minimizing Contamination

Five potential sources that can distort the information we receive

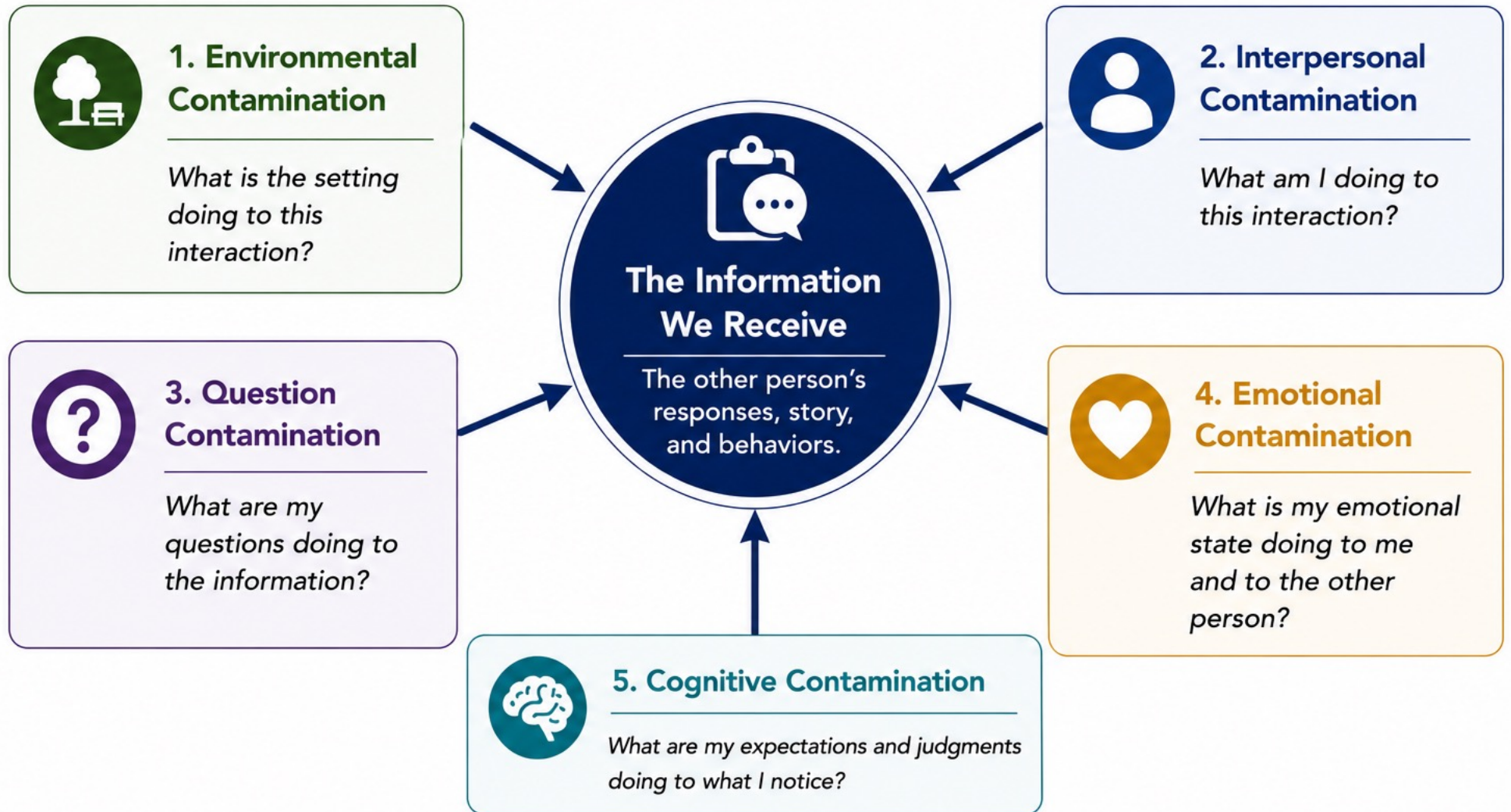


FIGURE 1
THE EVALUATE CYCLE

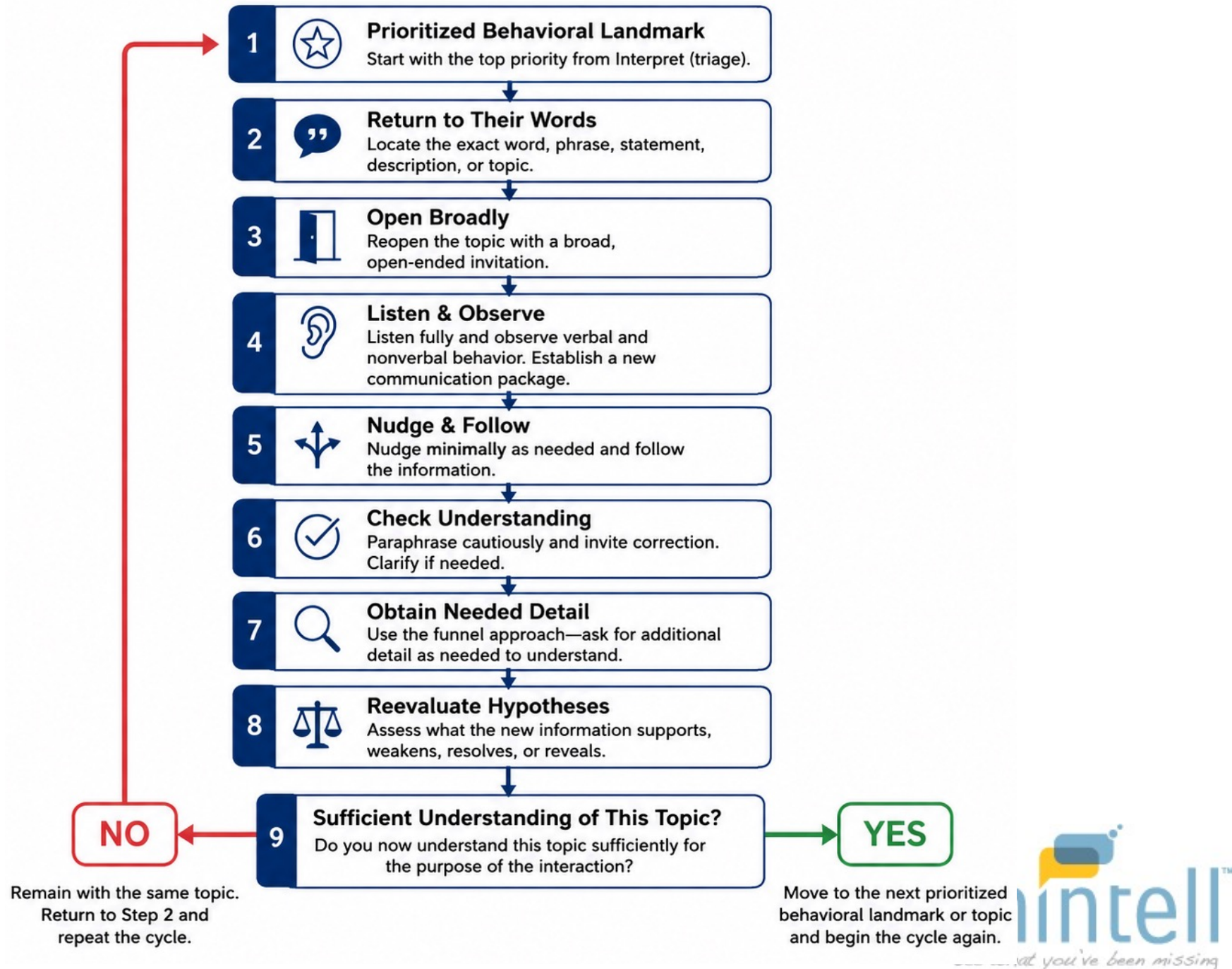
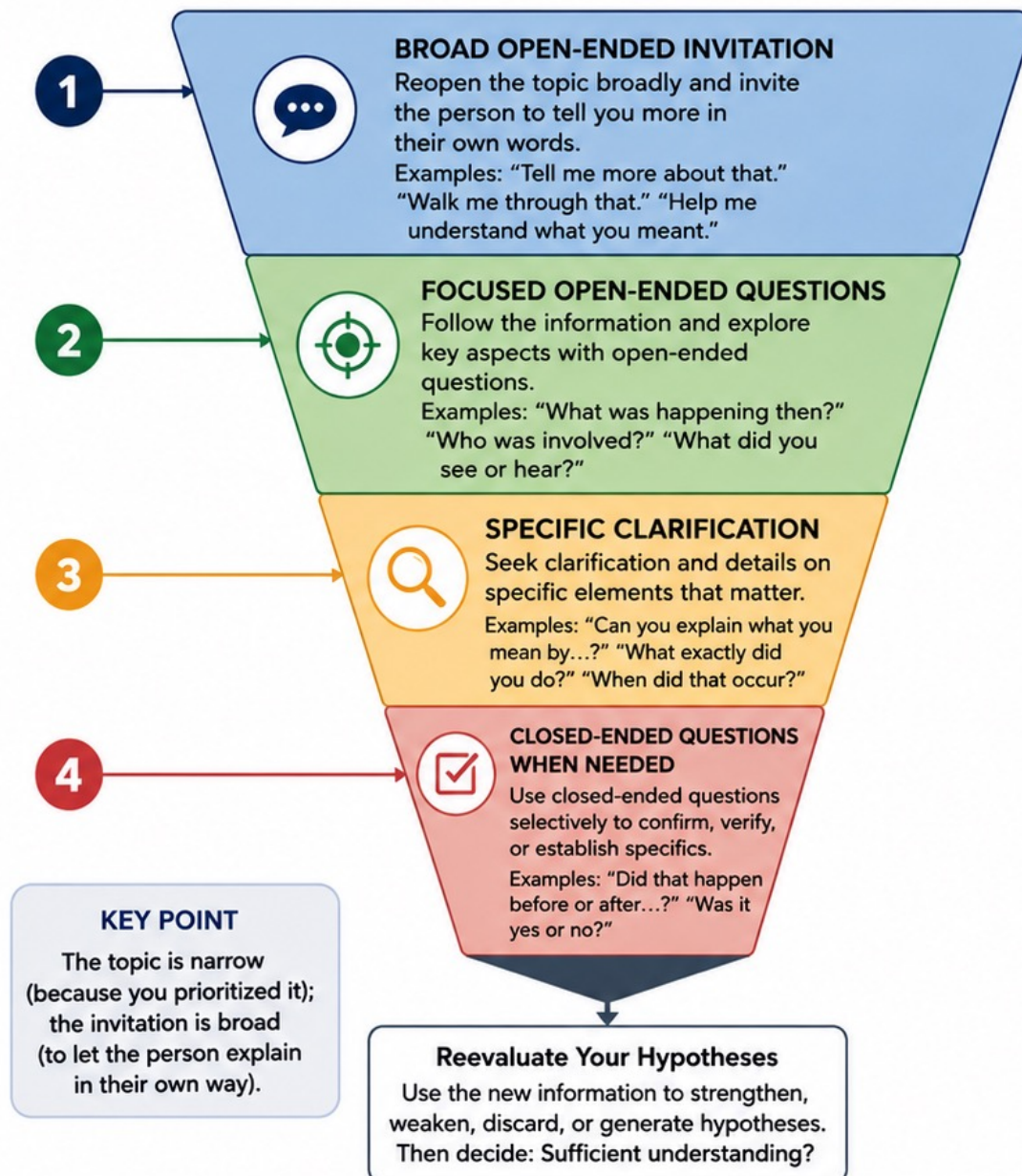


FIGURE 2

REOPENING THE FUNNEL WITHIN A PRIORITIZED TOPIC

After selecting a prioritized behavioral landmark or topic,
use the funnel to obtain the information needed to evaluate your hypotheses.



GUIDELINES FOR USING THE FUNNEL



Start Wide.

Begin broadly to allow the person to tell the story in their own words. Do not jump to specifics too soon.



Narrow as Information Emerges.

Let what the person says guide your next questions. Follow the information.



Clarify, Don't Contaminate.

Ask for clarification without inserting assumptions, leading language, or your preferred explanation.



Match the Professional Purpose.

Go as far down the funnel as the purpose of the interaction requires—no farther than necessary.



Reevaluate and Decide.

Use the information to reevaluate your hypotheses. If understanding is not sufficient, return to the funnel.



Stay Respectful and Nonjudgmental.

Maintain genuine interest, attention, and coordination throughout the entire process.

How far down the funnel you travel depends on the purpose of the interaction.

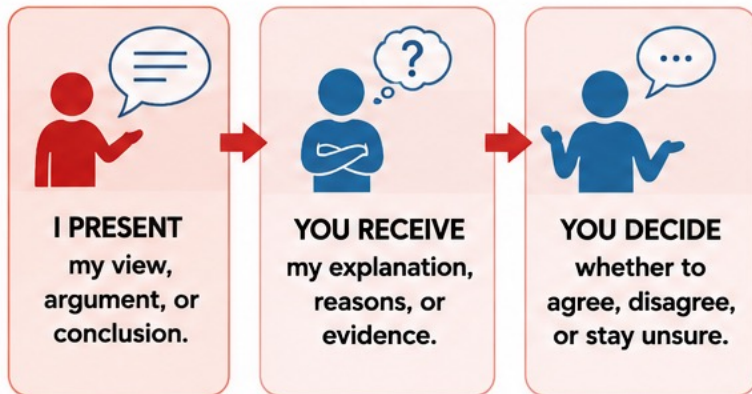
FIGURE 3

SOCRATIC QUESTIONING: HELPING PEOPLE THINK FOR THEMSELVES

Socratic questioning uses questions to stimulate thinking, deepen understanding, and help people reach their own conclusions—rather than simply accepting ours.

TELLING / PERSUADING

I provide the answers. You decide whether to accept them.



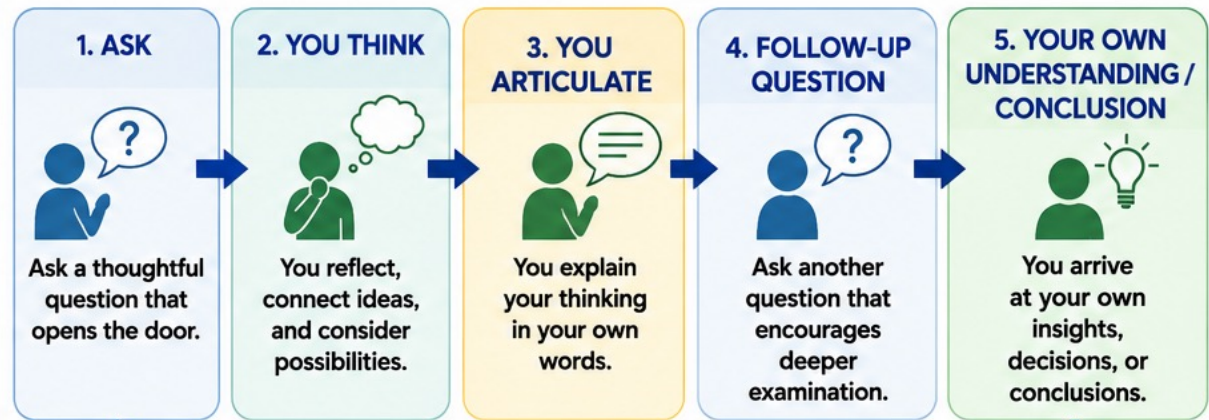
Potential Limitations

- May trigger defensiveness or resistance.
- Reduces the person's ownership of the thinking.
- Risks being perceived as argumentative or controlling.
- May stop the person from considering other possibilities.

VS.

SOCRATIC QUESTIONING

I ask. You think. You reach your own conclusions.



The cycle continues as needed.

Why Socratic Questioning Works

- ✓ Encourages deeper thinking and self-examination.
- ✓ Gives the person ownership of the ideas.
- ✓ Increases engagement and openness.
- ✓ Reduces defensiveness and reactance.

Use the Right Tool at the Right Time



- Begin with elicitive questioning to understand what the person thinks, feels, remembers, means, or is willing to disclose.
- Shift toward Socratic questioning when the goal appropriately moves toward guiding thinking, resolving issues, or supporting decisions.



Keep the Purpose in Mind

The goal is not to “win” an argument. The goal is to obtain better information, improve understanding, and support better decisions.

ACT APPROPRIATELY

Match your response to what you understand.

Your goal is to provide the right kind of support, at the right time, in the right way.

1



CONTINUE SUPPORT

- Continue the conversation
- Follow up
- Check back in

No immediate safety concerns.
Maintain connection and continue peer support.

2



BRING IN SUPPORT

- Engage peer team or wellness resources
- Connect with clinical/EAP resources
- Facilitate access to professional help

Information suggests the person needs additional support or specialized resources beyond what a peer conversation can provide.

3



ESCALATE WHEN WARRANTED

- Conduct direct safety inquiry
- Refer to supervisory or departmental resources
- Initiate referral per department protocol

Information indicates increased concern for safety, risk, or impairment that requires escalation and additional action.

4



ACT NOW WHEN SAFETY REQUIRES IT

- Immediate risk of harm to self or others
- Implement emergency response
- Follow means-safety / firearm procedures and Suffolk protocol

Imminent danger requires immediate action.
Do not leave the person alone.
Contact emergency services or act according to Suffolk County policy.



Specific thresholds, confidentiality limits, firearm/means-safety procedures, and emergency actions should follow Suffolk County policy and designated professional guidance.