

Deception Detection

Facilitator:

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NOTE: This presentation contains a substantial amount of text in this font size.
If you can't read this text easily, I strongly suggest you move forward in the room.

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A Bit About Me

1. Ph.D. in Cognitive Social Psychology, Criminal Justice, and Evaluation Research.
2. Served on faculty at three universities, taught undergrad and grad classes in Criminal Justice, Corrections, Social Psych, and Statistics.
3. Was the 97th person in the world to achieve certification through SANS/GIAC in Computer Security Leadership.
4. Worked with NSA in Berlin during the 1960s hacking Soviet crypto systems.
5. Started as a Probation Officer in August of 1970.
6. Assigned my first Sex Offender in October of 1970.
7. Worked with sex offenders for the past 40 years in almost every capacity within community corrections.
8. Developed the Structured Sex Offender Treatment Review (with Dr. Steve Brake). The SSOTR is in use in numerous states.
9. Sworn staff in Colorado - Cyber Crime Analyst – provide service to Probation/Parole in Colorado – examined over 1,400 sex offenders' computers.
10. Instructor on field computer forensics for APPA, NLECTC, HTCIA, USDOJ, DOD, ICAC and other "alphabet" agencies in the US and Europe.
11. Designed Field Search, a computer forensic program distributed free to law enforcement. Field Search is in use world-wide.
12. Master Trainer for Field Search Instructors.



Deception

Purposive false communication
intended to benefit the communicator.

Reasons Humans Lie

1. To improve social relationships.
2. To gain advantage.
3. To avoid consequences.

The Truth Continuum

TRUTH	Statement Type	Purpose	Example
	Truthful	To tell the truth.	"I pushed my spouse off the cliff." "The painting is horrible."
	Misleading - Lexical	Misleading meaning	"I didn't see my spouse fall." "The painting is unique."
	Omission	Leave out part of the event.	"Eventually, I saw my spouse at the bottom of the cliff." "I've always loved your work."
	Avoidance/Qualification	Qualified meaning	"I think my spouse slipped." "I'm not an art critic."
	Exaggeration	Distort the truth	"My spouse is extremely clumsy." "The use of color is brilliant."
FABRICATION	Fabrication	Made up story	"My spouse jumped off the cliff." "I love the painting."

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Influences on Deception

1. Consequences of being caught in lie.
2. Factual probability of being caught in lie.
3. Respondent's experience in deception.
4. Respondent's perception of interviewer's ability to detect deception.
5. Amount of time respondent had to prepare for interview or statement.
6. Structure and nature of question(s).

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Summed results from 79 studies assessing people's ability to detect lies:

**On average they were right
54.27% of the time.**

Source: Appendix 6.1; Detecting Lies and Deceit: Aldert Vrij, 2008

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Videos Citation:

Basketball 1–4 were created by Daniel Simons and Christopher Chabris. Shapes was created by Steve Most and colleagues. Research based on these demos is described in the following articles:

- Simons, D. J., & Chabris, C. F. (1999). Gorillas in our midst: Sustained inattentive blindness for dynamic events. *Perception*, 28, 1059–1074.
- Most, S. B., Simons, D. J., Scholl, B. J., Jimenez, R., Clifford, E., & Chabris, C. F. (2000). How not to be seen: The contribution of similarity and selective ignoring to sustained inattentive blindness. *Psychological Science*, 12, 9–17.

This demonstration of change blindness was created by Daniel Simons, Steve Franconeri, and Rebecca Reimer. Research on the detection of gradual changes is described in the following article:

Simons, D. J., Franconeri, S. L., & Reimer, R. L. (2000). Change blindness in the absence of visual disruption. *Perception*, 29, 1143–1154.

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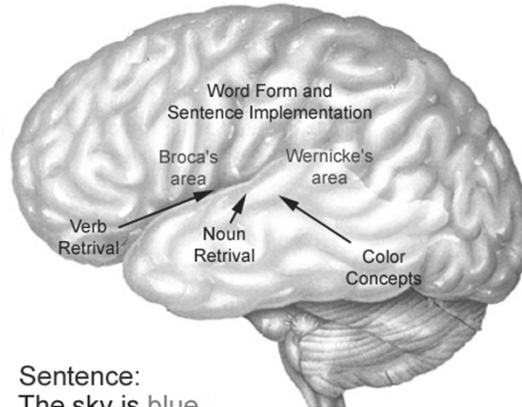


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Language involves retrieval of information from many brain areas.



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What You Do To Speak A Sentence.

1. Normal conversation is about 120 words per minute, that's about two words a second.
2. Each word must be drawn from a mental lexicon of about 80,000 words (20,000 to 150,000 depending on education).
3. Each word is selected to express an exact intention.
4. Each word must appear in the right syntactical position, in the proper tense, and with correct inflection.
5. Two words a second means about 14-20 phonemes (speech sounds) each of which requires 100 muscles to be properly toned (relaxed or tensed).

Speech requires extraordinary decision-making, rule monitoring, and motor control. In short, it is a LOT of work!

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There is some good news.

Using Discourse Analysis (examining the word usage of a respondent), we **CAN** find points in a statement that need to be probed.

Follow-up on these points can lead us to discover:

1. Omitted information.
2. Falsified information.

Understanding Language Use

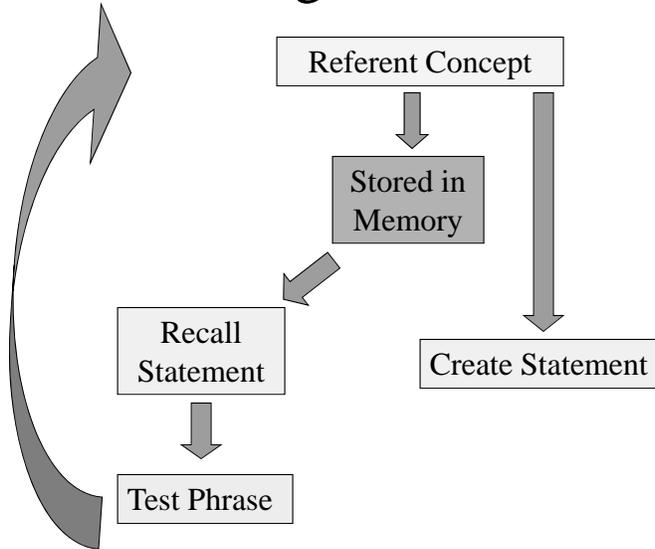
The remainder of this class teaches you simple rules for analyzing a statement. These rules are based on a combination of linguistic approaches to language.

To understand how and why these rules work, we first must understand how spoken and written utterances are generated.

Hang in there – it **WILL** make sense later 😊

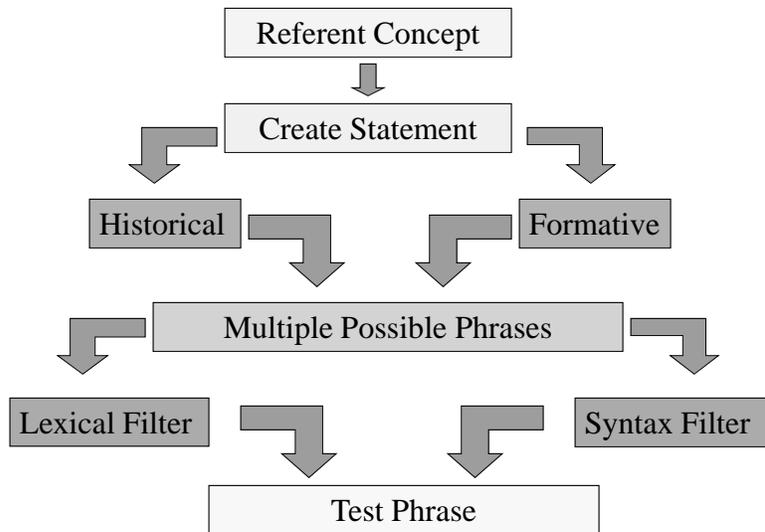


Cognition and Language



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Cognition and Language



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The Rules

There is NO reliable way to determine if someone is being deceptive in a statement based on a single or multiple indicator discussed next.

What you can do, however, is use this information to determine **WHERE** and **HOW** to probe the statement.

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Statement Structure

The three parts of a statement should be roughly balanced.
25-50-25 is common.

“Several of my friends and I were going to Trino’s Bar. We walked down Euclid and then turned on Walton. As we approached the bar, we saw two guys standing in front of the door. The tall guy reached into his pocket and pulled out a knife. He pointed the knife at us and said ‘give me your money’. I thought about running, but he was too close and I was afraid he would cut me. I reached into my pocket and pulled out \$45 I had there. He waived the knife at me and then took the money from my hand. He and his friend then ran down the street and turned South onto Park St. We rushed inside and and told the bar tender we had been robbed. The bar tender called the police for us.”

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My friend, Tommy, and I were hanging out in front of Trino's bar. We had been standing there shooting the breeze. Then we saw a group of guys coming down the street. They were weaving all over the side walk, talking loud, and really making a lot of noise. Tommy commented that they had already had enough to drink and I laughed. As they went into the bar, one guy pulled a wad of money out of his pocket to pay the cover charge. I saw some bills drop on the sidewalk. After he was inside, I picked up the bills and put them in my pocket. Tommy never spoke to the guys and they never spoke to us. We never touched them. Tommy and I went off to shoot some pool at Wilsons. I paid for the pool with the money I got from the drunks.

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There should be roughly 2-4 sentences of text for every hour in the 'prologue' and 'epilogue'. A statement covering an entire day (roughly 15 hours) should be about 30-60 sentences long.

Significant deviations from this rule are reason to probe the statement. Shorter statements are heavily edited while longer statements are meant to be 'distracting'.

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Pronouns

Pronouns are the most important part of any statement. They show three major things which relate to anxiety in statements:

1. Presence
 - a. "I drove my car to the station."
 - b. "Drove my car to the station."
2. Responsibility
 - a. "I drove my car into the building."
 - b. "The car hit the building."
3. Affiliation
 - a. "My daughter was late again"
 - b. "The kid was late again."

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Presence

"I worked 10 hours on Tuesday."

"Worked 10 hours Tuesday."

"I talked with the boss about the problem."

"Talked to the boss about the problem."

"We spent time reading the paper."

"Spent time reading the paper."

"We took a walk to the store."

"Took a walk to the store."

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Responsibility

“I stole the money.”

“The money was stolen.”

“I smoked dope with them.”

“We smoked dope together.”

“I shouldn’t have done it.”

“We shouldn’t have done it.”

“It shouldn’t have been done.”

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A Special Case Of Responsibility.

Took

Versus

Gave

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Affiliation

“My wife and I watched TV.”

“The wife and I watched TV.”

“My friends beat the old man up.”

“They beat the old man up.”

“My son has mental health problems.”

“The boy has mental health problems.”

“We couldn’t stop the bleeding.”

“The bleeding couldn’t be stopped.”

“I wouldn’t do something like that.”

“We weren’t raised to steal.”

“It isn’t right to steal.”

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A Special Case Of Affiliation.

I
She
He

Versus

We

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Missing Time

Look for words which indicate periods of time are missing (temporal lacunae). Probe what happened during these time periods – the respondent edited them out for a reason.

Later	Afterwards	Finally
From there	Next thing I knew	Now
Then	Got there	Eventually

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Temporal Lacunae

“After we left the bar, we went to Susan’s house.”

“Now I was really late and had to hurry to get there.”

“Next thing I knew, he had a gun in his hand.”

“Then he got really mad at me.”

“When we finally got there we were surprised he was gone.”

“From there we went to the 7/11 for some coffee.”

“Later we found him laying on the floor in a pool of blood.”

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Reactive Phrases

There are certain words which should always draw your attention. These words generally indicate a reaction to something edited out of the statement by the respondent. You should probe as to what happened surrounding the reactive word.

Left	Departed	Because
That is why	Since	So as

Anytime a respondent feels they have to explain their statement, PROBE.

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“We left the store and drove home.”

“Afterwards, we all had a beer.”

“Since it was so late, we decided to go home.”

“That is why we didn’t see the guy on the floor.”

“We didn’t notice the blood on the floor because it was dark.”

“After he departed, we noticed the money was missing.”

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Generalized Phrases

Probe generalized phrases, they often are designed to hide activity the respondent doesn't want to discuss.

“Messed around”

“Talked a while”

“Got ready to leave”

“Argued some”

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“We messed around for about an hour with the car.”

“She and I talked a while, then she left.”

“I got ready to leave around 9:30”

“We argued some and then decided to call it a night.”

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Open Ended Statements

Look for incomplete actions or actions noted as ongoing or ending without a start. Probe to see if the action was achieved or when it was begun and what interrupted it.

Started	Began	Tried to
Continued	Resumed	Finished

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“We started to leave the bar. John saw Henry and talked to him.”

“He began to calm down, then he began swinging at me.”

“I tried to put the fire out.”

“Harry came into the room. He continued to berate me.”

“After the knock on the door, we resumed having sex.”

“I finished talking to her and left.”

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Noun Changes

Due to lexical filtering, people use nouns in a specific way. Notice any changes in nouns, where they occur, and probe as to the meaning of the change.

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“I began counting the money. I had placed the money in the bank bag when I heard a knock at the door. It was John, my friend. We talked a while and then he left. I put the bag in the safe and went home.

The next morning the police came to my house and told me the money was missing from the store.”

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“I was walking through the park on Sunday when I saw a girl sunbathing on a blanket near the pond. I began to talk to her. The girl’s name was Harriet. She lived in an apartment nearby with her family and said she came to the park regularly. We talked for about an hour and I left.

The next day I heard some woman had been raped in the park. I was surprised when I found out it was her. I haven’t seen her in the park since the day I talked to her.”

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“My wife was very drunk. She picked up the pistol from the dresser and began to wave it around. She pointed the pistol at me and then at her as she said she wished she could die. Suddenly she pointed the pistol at her head and said ‘screw you’. The gun went off. She fell to the floor and blood was everywhere. I kicked the pistol out of her hand and called 911. I tried to stop the bleeding, but couldn’t.”

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Final Rule !

LOOK and **LISTEN** to the words the respondent uses. Don't interpret them, take them to mean exactly what is written or said. If the words don't make sense, probe the meaning with the respondent.

When probing, use the same words the respondent used, don't translate them in any way.

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“Did you take the money? - I never touched the money.”

“Do you know anything about the stolen diamond? - I don't think anyone at work would take something that didn't belong to them.”

“Have you ever smoked pot? - I never inhaled.”

“Did you murder your boyfriend? - I'm innocent of the charge.”

“Did you kill your daughter? - I loved my daughter.”

“I've never asked children into my bedroom, they follow me there.”

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Other Resources For Further Information.

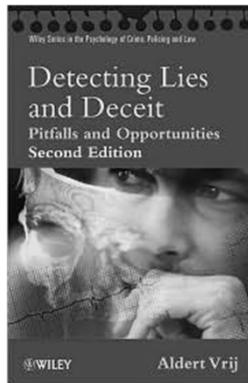


Either of these books by
Don Rabon are well worth
your time.



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Other Resources For Further Information.



Heavily research based, but an
excellent resource.

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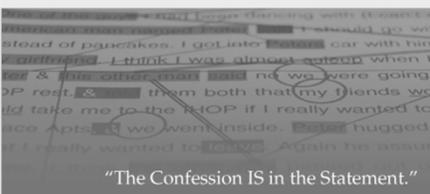
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