

# PDD Pretest Interview

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# PDD Pretest Interview

- Introduction
- Brief explanation
- Authorization and release
- Biographical information
- Explanation of PDD sensors and psychophys
- Interview
  - Free-narrative interview
  - Semi-structured interview
- Review test questions

# Polygraph Procedure

- ◆ Pre-test interview
- ◆ Testing phase
- ◆ Test data analysis
- ◆ Post-test review

## 10.3 Pretest Interview

- I. Greeting and introduction
- II. Brief explanation (informed consent)
- III. Authorization and release
- IV. Biographical / demographic data (suitability)
- V. Detailed explanation of instrumentation and procedure
- VI. **Free-narrative** or **semi-structured** interview
- VII. Review of test questions

# Interviewing Theory

- ◆ People will report information in more complete and rich detail when prompted to do so by effectively formulated interview questions
- ◆ What is the most important interviewing skill?

- ◆ Siéntese. Cierre su boca, y escuche cuidadosamente.

# Free-narrative Interview

- ◆ Simple language
- ◆ Absence of specific details or coercive techniques
- ◆ Flexibility on the part of the interviewee to choose what details will be reported
- ◆ Encouragement of an elaborate response

Powel & Snow (2007) Australian Psychologist

# Free-narrative Interview

- ◆ Ask the subject to tell you his version of the event
- ◆ Listen
  - Don't interrupt
  - Don't confront
  - Minimal encouragement
  - Redirect on-topic if digressing
- ◆ When the subject has finished
  - Ask for further clarification



# Structured Interview

- ◆ Each interviewee is present the exact same questions
  - Exact same order
  - Exact same wording
- ◆ Used in research
  - Collecting data for statistical analysis
- ◆ Can be completely automated
- ◆ Can become paper-and-pencil tasks
- ◆ Does not depend on interviewer skill

# Semi-structured Interview

- ◆ Similar to structured interviews
- ◆ Predefined grouping of topics and questions
- ◆ Framework of issues to be explored
- ◆ Questions may be presented differently to different interviewees
- ◆ Questions may be selected based on what the interviewee says
- ◆ Makes use of interviewer skill and rapport

Lindlof & Taylor (2002)

# Testing - Basics

- ◆ Stimulus ----> Response
- ◆ Measure the response
  - Measure it several times - all measurements are estimates
  - Measure it the same way every time
  - Changes in stimulus presentation or measurement method should reduce, not increase, variability
- ◆ Aggregate the data together to get a more stable estimate
- ◆ Compare the aggregated value to ipsative or normative decision thresholds
- ◆ Test administrator (examiner) is NOT the test stimulus

# Psychological Basis of Polygraph

- ◆ Emotional Theory – Fight or Flight
- ◆ Cognitive Theory
- ◆ Behavioral (conditioning) Theory

# Emotion and Polygraph Testing

- ◆ Did you do it?
  - Do you have any particular fear concerning this stimulus issue?
  - How do you feel about this stimulus question?
  - Are you going to react to this stimulus?
- ◆ Examiner must avoid becoming the cause of the examinee's emotional response to the stimulus

# Cognition and Polygraph Testing

- ◆ Did you do it?
  - Are you going to think about anything in particular regarding this stimulus question?
  - Do you remember being involved in this stimulus issue?
  - Is there anything about this stimulus that causes you to think about or remember anything you have done?
- ◆ Examiner must avoid causing confusion or cognitive dissonance

# Behavioral Conditioning (Learning) and Polygraph Testing

- ◆ Did you do it?
  - Did you eat the meat powder?
  - Are you going to salivate when I ring this bell?
  - Are you going to react when I ask you this question?
  - Do you have any behavioral experience that would cause you to react to this stimulus?
- ◆ Examiner must avoid sensitizing or desensitizing the examinee's authentic reaction to the stimulus

# Basic Behavioral Psychology

- ◆ Habituation – decreasing response
  - Becoming used (less reactive) to the presence of a stimulus
- ◆ Sensitization – increasing response
  - Learning to notice and respond to a stimulus
- ◆ Dishabituation
  - Regaining a previously habituated response potential
- ◆ Desensitization
  - Reduction of a previously sensitized response potential
- ◆ Fatigue
  - Loss of response due to physiological exhaustion
  - Does not dishabituate



# Pretest Objectives

- ◆ Allow the examinee to tell his side of the story
- ◆ Debrief the information of concern
- ◆ Develop additional detailed information
- ◆ Organize the information for the referring agent

# Pretest Goals

- ◆ Sensitize deceptive examinees to their own deception
  - Re-live the event (event specific exams)
- ◆ Habituate truthful persons to impact of being questioned during testing

# Additional Goals

- ◆ Avoid complicating, or adding to, the examinee's authentic emotional reaction to the test stimulus questions
- ◆ Avoid causing confusion, or increasing cognitive demands, regarding the test stimulus
- ◆ Avoid altering the natural and authentic sensitization and habituation processes that occur in deceptive and truthful persons

# Pretest - Theory

- ◆ Telling the story during the pretest, even if lying, and answering detailed questions will sensitize deceptive persons to the most salient issues
- ◆ Answering the questions for a neutral listener, without duress, disbelief, or harassment, will habituate truthful persons to the impact of questioning during testing

# Semi-structured Pretest - Goals

- Debrief and obtain a complete range of information
- Clarify issues, definitions, and content
- Sensitize deceptive examinees
- Habituate initial reactivity for truthful examinees
- Reassure the truthful examinee
- Cover a large range of information in an efficient manner
- Ensure consistency among professionals re interview/investigation topics
- Accomplish all this in an efficient manner

# Interviewing Tools

- ◆ Listening skills
- ◆ Questions
- ◆ Operational definitions

# Interviewing Basics

- ◆ Ask open (assumptive) topical screening questions
- ◆ Challenge denial
- ◆ Develop detailed information after an admission

# Types of Questions

- ***Topical Screening Questions***

- Invitation to engage in discussion or admission

- ***Challenging Questions***

- Response to denial or minimal admission

- ***Probing Questions***

- Develop detailed information in response to admission to Screen or Challenge Questions



# Interviewing Basics - Questions

- Open questions – require discussion or explanation
- Closed questions (yes/no) – used only to establish an unequivocal issue for further discussion
- Direct questions provide clearest flow of information
- Indirect questions reduce stigma and embarrassment
- Ambiguous questions provide insight into the interviewee's paradigm

# Questions - examples

- ***Screening Questions***

- Tell me about your history of involvement in...
- When was the last time you used any...
- How many different times did you...

- ***Challenge Questions***

- Response to denial or minimal admission

- ***Probing Questions***

- Develop detailed information in response to admission to Screen or Challenge Questions

# Screening Question Examples

- Tell me about your history of involvement in...
- When was the last time you used any...
- How many different times did you...
- How often do you find yourself engaging in...
- Can you give me some information about...

# Challenge Question Examples

- Are you sure?
- Is that your final answer?
- Not even one single time?
- How about during high-school or college?
- What about as a juvenile or young adult?
- Is that the truth?
- Are you going to pass or fail this test with that answer?
- Is it possible that it was more times than that?
- Why are you minimizing that right now?
- What is your reason for not discussing the whole thing?
- What is the rest of the story?

# Challenging and Confronting Denial

- ◆ Confrontation = point out a problem
  - Accusatory and direct
  - Requires a known incident or allegation
- ◆ Challenging denial
  - No known incident
- ◆ Always challenge denial of high base-rate behavior
- ◆ Challenge low base-rate behavior judiciously
- ◆ Don't challenge anything more than 2 or 3 times

# Probing Question Examples

- How many times?
- When was the very last time?
- How much...
- Where did that occur?
- Who else was involved?
- Who else knew?
- Who found out / how was it discovered
- Where did you get the idea...
- Tell me about your reasons for...

# Probing Questions - Drugs

- Use
- Sale / profit
- Distribution / transport
- Manufacture / prepare
- Store / hide / keep secret

# Probing Questions – Organized Crime

- Associates
- Profit / benefit
- Assist
- Lie or cover up
- Provide information
- Contact with
- Approached by
- Intimidated by
- Knowledge of activities



# Probing Questions – Foreign Contacts

- Contact with anyone
- Business associates
- Expected profit or benefit
- Assist in any objective
- Lie or cover up any information
- Provide information
- Approached by
- Intimidated by
- Knowledge of activities

# Probing Questions – Foreign Contacts

- Contact with uniformed or un-uniformed foreign officials
- Business associates in any foreign country
- Expected payment, profit or benefit from that travel
- Assist with any objective of foreign government or any agency or bureau of any foreign government
- Provide information
- Approached by
- Intimidated by
- Knowledge of activities

# Operational Definitions

- Describe what each behavior would look like if were observed by others
- Should be consistent among professionals
  - Investigators
  - Personnel administrators
  - Risk adjudicators
  - Supervising officers
  - Treatment providers
  - Polygraph examiners

# Operational Definitions 6.0

- ◆ Examiners should ensure that every behavior of concern to the multi-disciplinary supervision and treatment team will be anchored by an operational definition that describes the behaviors of concern
- ◆ Operational definitions should be common among all referring professionals, and should use language that is free of vague jargon
- ◆ Should be easily understood by the examinee

## 6. A. Physical Sexual Contact

- ◆ Refers to rubbing or touching another person's sexual organs (i.e., breasts, buttocks, genitalia) whether over or under clothing, if for the purpose of sexual arousal, sexual gratification, sexual stimulation or sexual “curiosity.”
- ◆ Includes having, allowing, or causing another person to rub or touch one's own sexual organs, whether over or under clothing, for purposes of sexual arousal, sexual gratification, sexual “curiosity,” or sexual stimulation.
- ◆ Also includes any sex-education lessons, sex play games, ‘doctor’ or ‘show-me’ games, ‘mommy and daddy’ or ‘house’ games, ‘spin-the-bottle’, strip-poker’, ‘truth-or-dare’ or other sex-play games, or sexualized wrestling or horseplay activities
- ◆ Also includes sexual petting activities (sexual hugging & kissing)

# Espionage (TES, 1997)

Normally refers to the intentional, unauthorized release of classified information/material to a foreign government or power, with the intent to or reason to believe that the information/material would injure the government or give an advantage to the foreign power. For purposes of this project, espionage would be the improper copying, removal, transportation or release of project information or materials. Engaging in espionage would include being contacted by someone or contacting someone for the purposes of providing information about the project. Whether you have personal involvement or were simply assisting someone else or if you have knowledge of an unreported act of espionage--that would be considered espionage during this project. Espionage during this project would include acts that were of your own initiative or at the request of someone else (a superior or employer). If you have been approached, if you were recruited, if you were trained or were involved in the planning of, or if you were tasked to engage in an act of espionage during this project, you have engaged in espionage during this project. Your motivations might have been money or ideology or loyalty (following directions) and you may or may not have received any compensation, monetary or otherwise. If you have been involved in any of these activities, you have engaged in espionage during this project.

# VII. Review of Test Questions

# Take Home Points

- Semi-structured interviews are organized groupings of topic and questions
  - Topical questions
  - Challenging questions
  - Probing questions
- Flexible administration of interview schedule
- Interviewer is a subject-matter expert
- Sensitize deceptive examinees
- Habituate truthful examinees
- Provide detailed and organized information to the referring agent, risk adjudicators, and risk managers



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