TABLE OF CONTENTS

Preface by the Co-Editors ..... *i*
Foreword by Winton L. Keenen ..... *v*
Foreword by Kristin Ottesen Kvigne ..... *xi*
Prologue by Juan Méndez and Mark Thomson ..... *xvii*

Part I:
General

1. The Science of Interviewing: How Do We Know What We Know? 1
By Christopher E. Kelly and Melissa B. Russano

1.1. Introduction and Overview 1
1.2. The Scientific Method 3
1.2.1. Internal Validity 5
1.2.2. External Validity 5
1.2.3. Ecological Validity 5
1.2.4. Peer-Review and Publication Process 6
1.3. Common Research Methodologies 7
1.3.1. Laboratory Studies 7
1.3.2. Self-Report Studies 12
1.3.3. Field Studies 17
1.4. Integrated Methods 20
1.5. Conclusion 24

Appendix A. The Logic of Hypothesis Testing:
A Methodological Primer 25

2. Do Jurors Understand the Causes of False Confession, and Do They Adjust Their Perceptions of Suspects' Confessions Appropriately? 29
By Deborah Davis and Richard A. Leo

2.1. Case Study 29
2.2. Introductory Remarks 30
2.3. Methods of Studying Lay Beliefs 31
2.3.1. Surveys: Strengths and Weaknesses 31
2.3.2. Mock Jury Studies: Strengths and Weaknesses 32
2.4. Survey Studies 34

2.4.1. What Interrogation Tactics Are Used, and Are These Permissible, Appropriate or Coercive? 34
2.4.2. What Tactics Do Interrogators Use? 34
2.4.3. Perceptions of Permissibility 35
2.4.4. Perceived Appropriateness 36
2.4.5. Perceived Coerciveness 38
2.4.6. Do False Confessions Occur, and If So, Why? 40
2.4.7. What Does a Confession Indicate About Guilt? 42
2.4.8. What Interrogation Tactics Lead to False Confessions? 43
2.4.9. When Should a Confession Be Suppressed? 45
2.4.10. Vulnerability to False Confessions 45
2.4.11. Survey Studies: Limitations and Conclusions 49
2.5. Mock Jury Studies 51
2.5.1. Effects of Interrogation Tactics 51
2.5.2. Lengthy Interrogation 51
2.5.3. Threats and Promises 54
2.5.4. False Evidence Ploys 55
2.5.5. The Role of 'Snitches' or Informants 56
2.5.6. Vulnerability to False Confessions 56
2.5.7. Sleep Deprivation 60
2.5.8. Race 61
2.5.9. Characteristics of the Confession 62
2.5.10. Mock Jury Studies: Limitations and Conclusions 65
2.5.11. Conclusions and Directions for Future Research 66

3. Background to Interviewing Vulnerable Persons 71
By Gisli H. Gudjonsson

3.1. Introduction 71
3.2. Investigative Interviewing 73
3.2.1. The Seven Key Interviewing Principles Outlined by the College of Policing 74
3.2.2. The Legal Principle of the Presumption of Innocence 75
3.3. Interviewing Vulnerable Suspects 76
3.3.1. Definition and Description of Vulnerability 76
3.3.2. The Background to the Development of PACE 77
3.3.3. The Fisher Inquiry Report and Its Failure to Accept that Suspects Can and Do Sometimes Falsely Confess to Serious Crimes 77
3.3.4. PACE Code C on Vulnerability 79

3.3.5. Fitness to Be Interviewed 82
3.4. Conceptualization of Vulnerabilities During Suspect Interviews 83
3.4.1. Evidence Base for Traits of Suggestibility and Compliance 86
3.4.2. Cumulative Disadvantage 86
3.5. The Gudmundur and Geirfinnur Cases and the Looming End to the 47-Year-Old 'Blame Game' 86
3.5.1. Brief Background to the Gudmundur and Geirfinnur Cases 87
3.5.2. Breaking the Law for the 'Greater Good' of Extracting Incriminating Statements and Confessions 88
3.5.3. Recent Developments in the Gudmundur and Geirfinnur Cases 90
3.6. Examples of the Processes and Mechanisms of Police-Induced False Statements 92
3.7. Conclusions 100

4. Rapport, Empathy and Relationship-Building During Interviews 103
By Gavin E. Oxburgh, Fiona Gabbert, Lee Moffett, Libby Ashurst and Lauren Grundy

4.1. Introduction 103
4.2. Rapport 104
4.2.1. The Importance of Rapport 106
4.2.2. The Function of Rapport 107
4.3. Humanity and Empathy in Interviews 110
4.4. Understanding Empathy and Humanity 112
4.5. From 'Empathy' to 'Attunement'? 115
4.5.1. Objectivity and Subjectivity 115
4.5.2. Professional Relationships 116
4.6. What Is Attunement? 116
4.6.1. Training in Attunement 118
4.7. Conclusion 119

5. Forget the 'Fever Dreams' of Interrogational Torture: Science, Ethics and Policy Serve Effective and Humane Interviewing 121
By Shane O'Mara

5.1. Introduction 121
5.2. Movie Depictions of Torture 122
5.3. Cognitive Errors Underpinning the Decision to Torture 124

5.4. Torture to Enhance Interrogation Is a Demonstrable Failure, Given Its Own Goals 126
5.5. The Interrogational Torture Policy Rationale 127
5.6. What Tortures Are Employed? 128
5.7. What Do Extreme Stressors Do to the Brain? 129
5.7.1. A Point Which Cannot Be Emphasized Enough 130
5.8. Organizations and What Not to Do 130
5.9. Human Interviewing Needs to Be High Status and Prioritized 131
5.10. How Should Human Interviewing Be Institutionalized? 132
5.11. Training of Interviewers 133
5.12. The Future 133
5.13. Towards a New Science of Interviewing 134
5.14. Interviewing as a Behavioural and Brain-Sciences Problem 134
5.15. What Else Does an Interviewer Need to Know? 135
5.16. Interviewing as a Process of 'Directed Remembering' 135
5.17. Interviewing Is a Research and Operational Problem for the Behavioural and Brain Sciences 136
5.18. An Interdisciplinary Science of Interviewing 136

6. The Méndez Principles 139
By Rebecca Shaeffer, Veronica Hinestroza and Sean Tait

6.1. Introduction 139
6.2. The Méndez Principles in the Evolution of Interview Practice 140
6.3. Wide Applicability 143
6.4. How Do the Principles Achieve This New Paradigm Shift? 144
6.4.1. Principle 1: On Foundations 146
6.4.2. Principle 2: On Practice 146
6.4.3. Principle 3: On Vulnerabilities 147
6.4.4. Principle 4: On Training 147
6.4.5. Principle 5: On Accountability 148
6.4.6. Principle 6: On Implementation 148
6.5. Putting the Méndez Principles into Practice 148
6.5.1. Beyond Police: Use of the Principles by Other Criminal Justice Actors 149
6.6. Lessons from the Process 150
6.7. Conclusion 151

7. Forensic Linguistics and Interviewing 153
By Nicci MacLeod and Annina Heini

7.1. Introduction 153
7.2. Institutional Talk 153
7.3. Jurisdictional Differences 155
7.4. The Police Interview in the Legal Process 159
7.5. Rapport in Linguistic Terms 161
7.6. Beyond 'Speakers' and 'Hearers': Communicative Complexities in the Interview 164
7.7. Negotiating a Final Version 167
7.8. Vulnerability 170
7.9. Conclusion 175

8. Cultural Aspects of Interviewing 177
By Nkansah Anakwah, Nael Sumampouw and Henry Otgaar

8.1. Introduction 177
8.2. The Concept of Culture 178
8.2.1. Individualism–Collectivism 178
8.2.2. Self-Construal 179
8.2.3. Self-Presentation 181
8.2.4. Communication Styles 182
8.2.5. Power Distance 183
8.3. Cultural Aspects of Interviewing: A Review of the Literature . 184
8.3.1. Eyewitness Reports 184
8.3.2. Deception Detection 186
8.3.3. Compliance and False Confessions 187
8.3.4. False Memory Creation 188
8.3.5. Reporting of Misleading Post-Event Information 189
8.3.6. Investigator Authority and Detail Provision 190
8.4. Culturally-Competent Interviewers 191
8.5. Conclusion 192

9. Does Interviewing Affect Suggestibility and False Memory Formation? 193
By Henry Otgaar, Sanne T.L. Houben, Peter Muris and Mark L. Howe

9.1. Introduction 193
9.2. The Creation of False Memories 194
9.3. False Memory Theories 197
9.4. Interviewing and False Memory 198

9.5. The Evidence So Far 200
9.5.1. Interviewing After Misinformation 200
9.5.2. Interviewing Before Misinformation 203
9.6. Concluding Remarks and Future Directions 207

Part II:
Suspects

10. The Scharff Technique 213
By Pär Anders Granhag

10.1. Introduction 213
10.2. Who Was Hanns-Joachim Scharff? 214
10.3. Scharff's Framework for Elicitation 215
10.3.1. Counter-Interrogation Tactics 215
10.3.2. Scharff's General Strategies 216
10.3.3. Scharff's Specific Tactics 218
10.3.4. The Knowledge-Illusion 218
10.3.5. Some Examples of Scharff's Subtle Tactics 220
10.4. The Scharff Technique of Today: A Journey of 80 Years 221
10.5. Research on the Scharff Technique 224
10.6. Training in the Scharff Technique 228
10.6.1. Training Professionals 228
10.6.2. Two Quasi-Experimental 'Training Studies' 229
10.7. The Scharff Technique: Limitations and Possibilities 231
10.8. The Future of the Scharff Technique 232
10.9. Some Additional Observations 232

11. The Evolution of Suspect Interview Training in United States Federal Law Enforcement 235
By Patricia Donovan and Laura Zimmerman

11.1. Introduction 235
11.2. Previous FLETC Five-Step Interview Model 236
11.2.1. Step 1: Introduction 237
11.2.2. Step 2: Rapport 238
11.2.3. Step 3: Questioning 240
11.2.4. Step 4: Summary 245
11.2.5. Step 5: Close 245
11.3. Receptivity to Research 246
11.4. FLETC's Transition to Research-Based Interview Training 250
11.5. Current Research-Based Training 254
11.5.1. Beyond Interview Training 256

12. Structured Models of Interviewing 257
By John Halley, David Walsh, Trond Myklebust and Ole Thomas Bjerknes

12.1. Introduction 257
12.2. The PEACE Model of Interviewing in England and Wales 258
12.2.1. Introduction and Historical Development of PEACE.. 258
12.2.2. *R v. Lattimore et al*. (1972–1975) 259
12.2.3. The Fisher Report (1977)..... 259
12.2.4. Royal Commission on Criminal Procedure (1977–1981)..... 260
12.2.5. The PACE Act (1984) 262
12.2.6. The PACE Act and the PEACE Model of Interviewing..... 262
12.2.7. The PEACE Model of Interviewing 264
12.2.8. The PEACE Aim and Principles in Practice..... 265
12.2.9. The PEACE Model and Formulation 266
12.2.10. Training and Education for Police Officers in the PEACE Model in England and Wales 267
12.2.11. Research on PEACE in Practice 268
12.2.12. Demonstrated Interviewing Issues in PEACE Practice 269
12.2.13. Conclusion on the PEACE Model..... 270
12.3. The PRICE Model of Investigative Interviewing in Scotland.. 271
12.3.1. Introduction and Historical Development of the PRICE Model 271
12.3.2. The Development of Interviewer Training 271
12.3.3. The PRICE Model 272
12.3.4. The PRICE and PEACE Models 273
12.3.5. The PRICE Model Training..... 273
12.3.6. The PRICE Model Formulation in Detail..... 273
12.3.7. Further Focus on the PRICE Training 276
12.3.8. The Effectiveness of the PRICE Model in Practice..... 277
12.3.9. Assessment of PRICE by the Courts 278
12.3.10. Conclusion on PRICE 279
12.4. Structured Interview Models in Other Countries..... 279
12.5. The Way Forward 281

13. The Cylinder Model..... 283
By Mattias Sjöberg, Paul J. Taylor and Stacey M. Conchie

13.1. Introduction 283
13.2. The Cylinder Model 284

13.2.1. Orientation 285
13.2.2. Motivations 287
13.2.3. Intensity 289
13.3. The Cylinder Model and Interaction Success 290
13.4. Learning to Use the Cylinder Model 291
13.5. Operational Uses of the Cylinder Model 292
13.5.1. Guiding Dialogue 293
13.5.2. Message Design 294
13.5.3. Planning 294
13.6. What's Next for Sense-making? 296
13.6.1. Experimental Demonstrations 296
13.6.2. Handling Mistakes 296
13.6.3. Interpersonal Sensitivity 296
13.7. The Cylinder Model: A Common Language 297
13.8. Conclusion 297

14. Strategic Use of Evidence: A Review of the Technique and Its Principles 299
By Maria Hartwig and Pär Anders Granhag

14.1. Introduction 299
14.2. Judgments of Reliability and Credibility 300
14.3. Passive and Active Lie Detection 301
14.4. The Psychology of Self-Regulation 304
14.5. Self-Regulatory Differences Between Liars and Truth-tellers 305
14.6. Counter-Interrogation Strategies 305
14.7. From Psychological Principles to Interrogation Strategy 308
14.8. Questioning Techniques 310
14.9. Training in the SUE Technique 312
14.10. Disclosure Techniques 313
14.10.1. The Evidence Framing Matrix 314
14.11. The Shift of Strategy Approach 316
14.12. SUE Applied to Real-World Settings 317
14.13. Concluding Remarks 318

15. Observing Rapport-Based Interpersonal Techniques for Research and Training in Suspect Interviewing 319
By Frances Surmon-Böhr, Laurence J. Alison and Emily Alison

15.1. Introduction 319
15.2. The Genesis of ORBIT 320
15.3. The Humanistic Paradigm of Rapport Building 321
15.4. Interpersonal Relating and Managing Difficult Behaviour 327

15.5. Measuring Success 329
15.6. ORBIT Research Overview 330
15.7. Application to Real-Life Settings 332
15.8. Emerging Evidence Relating to Training 333
15.9. Financial Impact of Using ORBIT in the Field 335
15.10. Limitations and Future Directions 336
15.11. Conclusions 337

Part III:
Victims and Witnesses

16. The Cognitive Interview in Laboratory and Field Tests of Crime and Terrorism 341

By Ronald P. Fisher and Tzachi Ashkenazi

16.1. Introduction 341
16.2. Evolution of the Cognitive Interview 343
16.2.1. Original Version of the Cognitive Interview 343
16.3. Enhanced Cognitive Interview 345
16.3.1. Recent Updates to the Cognitive Interview 348
16.3.2. Cognitive Interview as a Toolbox 351
16.3.3. Empirical Tests of the Cognitive Interview 352
16.3.4. Terrorism 356
16.3.5. Non-Criminal Investigations 361
16.4. The Importance of Conducting Field Research 362
16.5. Comments on the Research and Future Directions 363

17. The National Institute of Child Health and Human Development Protocol 367

By Trond Myklebust, David J. La Rooy and Carlos E. Peixoto

17.1. Introductory Comment 367
17.1.1. Basic Lessons from Suggestibility Research 367
17.1.2. Basic Lessons from Memory Research 368
17.2. What Is the NICHD Protocol? 369
17.2.1. The Basic Structure of the NICHD Protocol 369
17.3. The Development of Approaches to Interview Protocols Past and Present: Differences and Common Ground 371
17.3.1. Quintilian 371
17.3.2. Stern 372
17.3.3. Modern Interview Guidelines and Protocols 372
17.3.4. Differences Between Approaches 374
17.4. Research Underpinning the NICHD Protocol 375
17.4.1. Early Field Research 375

17.4.2. Testing of a Structured Protocol 376
17.4.3. Field Research Using the NICHD Protocol 376
17.5. Further Development of the NICHD Protocol 377
17.5.1. Reluctant Children 377
17.5.2. The Revised NICHD Protocol 378
17.6. Training in Israel and the Research-Led Approach 379
17.6.1. The Opportunity in Israel 379
17.6.2. The Research-Practice Connection 379
17.7. Training With the NICHD Protocol 380
17.7.1. Challenges 380
17.7.2. The NICHD Protocol Is Not a 'Script' to Be Read to Children 380
17.7.3. The NICHD Protocol Is Not Designed as a 'One-Size-Fits All' Approach 381
17.8. Perceived Credibility of the NICHD Protocol in Legal Contexts 381
17.8.1. Legal Outcomes Are Improved 381
17.8.2. Credibility Is Improved 382
17.9. Overcoming Language Barriers 382
17.9.1. Translated Versions of the NICHD Protocol 382
17.9.2. Interpreter-Mediated Interviews 383
17.10. The Use of Additional Techniques 383
17.10.1. Body Diagrams 383
17.10.2. Field Research With Body Diagrams 384
17.11. Research Challenges 385
17.11.1. Negative Research Findings 385
17.11.2. Research Relationships 385
17.12. Future Directions and Conclusions 386

18. Achieving Best Evidence from Victims and Witnesses 389
By Laura D. Farrugia and Katie Maras

18.1. Introduction 389
18.1.1. Early Developments: The Memorandum of Good Practice 389
18.1.2. Developing 'Achieving Best Evidence in Criminal Proceedings' 391
18.2. Overview of the ABE Framework 393
18.2.1. Planning and Preparation for the ABE Interview 394
18.2.2. Conducting the ABE Interview 398
18.2.3. Witness Support and Preparation for Court 403
18.2.4. Witnesses in Court 405

18.3. Does the Framework Achieve Best Evidence? 406
18.4. Recent Updates: Achieving Best Evidence (2022) 408
18.5. Limitations: Achieving Best Evidence (2022) 408
18.6. Conclusion 410

19. The Self-Administered Interview 413
By Fiona Gabbert and Lorraine Hope

19.1. Introduction 413
19.2. What Is the SAI? 414
19.3. Why Was the SAI Developed? 416
19.3.1. Theoretical Underpinnings 417
19.3.2. Key Research Findings 420
19.4. Adapting the SAI for Use in Different Contexts 422
19.4.1. SAI for Workplace Accident and Incident Investigations 423
19.4.2. The SAI for Missing Persons Investigations 425
19.4.3. The SAI for Road Traffic Collision Investigations 427
19.4.4. The SAI for Aviation Incidents 428
19.5. Gaps in Knowledge and Future Directions 429
19.6. Conclusion 430

20. The Timeline Technique 433
By Lorraine Hope, Wayne Thomas and Feni Kontogianni

20.1. Introduction 433
20.1.1. What Is the Timeline Technique? 434
20.2. Theoretical Background 436
20.2.1. Temporal Nature of Memory 436
20.2.2. Associative Nature of Episodic Memory 439
20.2.3. Effortful Retrieval and Cognitive Demand 440
20.3. Empirical Development of the Timeline Technique 441
20.3.1. Development of the Timeline Technique 441
20.3.2. Recent Developments in Timeline Technique Research 442
20.3.3. Summary 448
20.4. Future Research 448
20.4.1. Timeline Technique and Culture 449
20.4.2. Timeline Technique and Extended Debriefings 451
20.4.3. Timeline Technique and Deception 452
20.4.4. Extending the Timeline Technique 452
20.5. Applications of the Timeline Technique 453
20.5.1. Use in the Field 453

20.5.2. Training and the Timeline Technique 454
20.6. Conclusion 455

Part IV:
Relevant Organizations

21. The International Investigative Interviewing Research Group (iIIRG) 459
By Trond Myklebust and Gavin E. Oxburgh

21.1. Brief History and Development of Investigative Interviewing 459
21.1.1. Introduction 459
21.1.2. Interviewing in England and Wales 460
21.1.3. Background and 'Roots' of the iIIRG 461
21.1.4. Initial iIIRG Conferences 463
21.2. Research and Collaboration 464
21.3. The iIIRG Masterclasses and Annual Conferences 465
21.3.1. The iIIRG Awards 468
21.4. Other Developments of the iIIRG Between 2007 and 2019 473
21.4.1. The iIIRG Bulletin and Journal 473
21.4.2. Specialist Training and Consultancy 473
21.4.3. Sponsors of the iIIRG 474

22. From Research to Practice: The High-Value Detainee Interrogation Group 475
By Susan E. Brandon and Christian A. Meissner

22.1. Interrogation in the United States: A Legacy of Coercion and Torture 475
22.2. Out of the Ashes: A Science-Based Approach to Interrogation Is Born 478
22.3. The HIG Research Program 481
22.4. Law Enforcement Interrogations 483
22.4.1. Developing Rapport and Co-operation 486
22.4.2. Eliciting Information From Memory 488
22.4.3. Presenting Evidence or Information 489
22.4.4. Detecting Deception 490
22.5. Military and Intelligence Interrogations 491
22.5.1. Experiments 492
22.5.2. Surveys 493
22.5.3. Observations 494
22.6. Dissemination of Research Findings 497
22.6.1. Inward Dissemination 498

22.6.2. Outward Dissemination 498
22.7. HIG Best Practices 500
22.8. HIG Influence on US Training and Practice 501
22.9. Lessons Learned 503
22.10. Challenges Remain: Moving Forward 504

23. The Centre for Research and Evidence on Security Threats 507
By Paul J. Taylor and Stacey M. Conchie

23.1. Origins 507
23.2. The Structure of CREST 507
23.3. Contributing the State of the Art 510
23.4. Driving New Research 512
23.5. Knowledge Exchange 515
23.6. What Has CREST Achieved 519
23.7. Conclusion 520

24. Concluding Remarks on the Future of Interviewing and Interrogation: Advancing Science and Practice 521
By Maria Hartwig, Mark Fallon, Trond Myklebust and Gavin E. Oxburgh

24.1. Introduction 521
24.2. The Psychology of Rapport 522
24.3. The Challenge of Advancing Science and Practice 523
24.3.1. The Pitfalls of Using Unscientific Methods 525
24.4. Conclusion 529

Index 531
TOAEP Team 543
Volumes in the Publication Series 545