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THE MAGAZINE FOR THE POLYGRAPH PROFESSIONAL

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Vol. 54.1

looking for candidates



2021 APA Elections

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New Contact Email The APA National Office

If you need to contact the APA National Office, please **use manager@apapolygraph.org**

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DEADLINES

Deadline for March/April
issue:
March 31, 2021

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Advertising and Editorial address is
editor@polygraph.org
Subscription address is: APA, P.O. Box 8037,
Chattanooga, TN 37414- 0037.

The APA Magazine is published six times per year and is available in electronic format only. Address and e-mail changes/updates should be sent to: APA, P.O. Box 8037,
Chattanooga, TN 37414-0037,
manager@apapolygraph.org
E-mail notification is sent to subscribers when the latest publication is available.

The APA webmaster is not responsible for issues not received because of improper address information. Submission of polygraph related articles should be sent to:
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2021 CLASS & TRAINING DATES

Basic Polygraph/PCSOT Courses
January 11 – March 19, 2021 - **CANCELLED**

PCSOT Course (40 hours)
March 22 –25, 2021 - San Bernardino, California

Basic Polygraph/PCSOT Courses (10 weeks)
April 5 – June 11, 2021 - San Bernardino, California

PCSOT Course (40 hours)
June 14–17, 2021 - San Bernardino, California

Basic Polygraph/PCSOT Courses (10 weeks)
July 12–Sept. 17, 2021 - San Bernardino, California

PCSOT Course (40 hours)
Sept. 20–23, 2021 - San Bernardino, California

Basic Polygraph/PCSOT Courses (10 weeks)
Oct. 4–Dec. 10, 2021 - San Bernardino, California

PCSOT Course (40 hours)
Dec. 13 –16, 2021 - San Bernardino, California

About Marston Polygraph Academy

Our Goal is to provide the legal profession and law enforcement agencies with ethical and skilled practitioners. Our Objective is to provide students with the education and training necessary to:

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www.MarstonPolygraphAcademy.com



COVID-19 UPDATE: The safety of our students and staff has always been our highest priority! Course information, including class cancellations and new offerings, will be available in real time on our web site: www.MarstonPolygraphAcademy.com

IN MEMORIAM

Gabriel Goldstein passed away on January 3, 2021 after battling cancer. He was an Associate Member of the APA since January 10, 2002. He graduated from the Arizona School of Polygraph in April 5, 2001. He practiced polygraph in the Dominican Republic and other countries. In addition to being part of the American Polygraph Association, he was also a member of the International Association of Polygraph Professionals and Latin-American Association of Polygraph Examiners.

He was an advisor in corporate and personal security, expert in loss prevention and risk mitigation, with specialization in prevention and mitigation of kidnapping. He also served as an instructor and con-



Gabriel Goldstein

sultant for the Dominican Republic National Prosecutor's Office and National Police on topics regarding Code of Criminal Procedure and Intelligence and Investigations.

His career started in Israel Navy where he participated in important combat missions against marine terrorism. He later joined Israel Federal Police where he furthered his career in Intelligence and Investigations. He was part of the Israel Federal Police until his retirement. In 1996, he moved to Dominican Republic as security advisor for Shaf-ran Ltd. where he was a leader in security strategies for large companies across multiple industries like finance, tourism, manufacturing and government.



2020 American Polygraph Association President's Award Recipient (Posthumous) Mr. George Baranowski

As the 2019-2020 President of the American Polygraph Association, it was my honor to select (posthumously), former APA Board Member George Baranowski, as the recipient of the 2020 President's Award.

For many years, George served the American Polygraph Association and the polygraph profession with honor and dignity. As Co-Chairman of the PCSOT Committee, George was instrumental in shaping policy that has been instrumental in advancing standards in the PCSOT community. He was a frequent presenter at APA and other association seminars on numerous polygraph related topics to include PCSOT and operating a private polygraph business. George always ap-



proached board related business with an open mind and was helpful to newly elected board members. On a personal note, George was always kind and helpful to me as a new board member in learning to navigate the many aspects and responsibilities of serving on the board.

George's presence, warm smile and endless supply of jokes are greatly missed on the board and I could not think of a better final tribute to his legacy, than to choose him for the President's award.

Respectfully,
Darryl Starks
2019-2020 APA President

Editor's Note: Chairman Starks and President-Elect Ortiz noted we had omitted the 2019-2020 President's Award when we published the awards list in the magazine. I wanted to share a picture of one of the last times I was with George and Paula in Orlando, Florida. We surely miss him.



APA Awards Description

1. Al & Dorothea Clinchard Award: Honoring extended, distinguished, devoted and unselfish service on behalf of the APA membership.
2. Cleve Backster Award: Honoring an individual or group that advances the polygraph profession through tireless dedication to standardization of polygraph principles and practices.
3. William L. and Robbie S. Bennett Memorial Award: Honoring unrelenting efforts and display of ability in the interest of the American Polygraph Association
4. David L. Motsinger Horizon Award: In recognition of a new shining star in the profession or association who early in their career demonstrates loyalty, professionalism and dedication to the polygraph profession (less than 10 years)
5. John E. Reid Award: For distinguished achievements in polygraph research, teaching or writing.
6. Leonarde Keeler Award: For long and distinguished service to the Polygraph Profession.

APA Nomination Form

To nominate a deserving member, please download the form here:

[ENGLISH Version](#)

[SPANISH Version](#)

- 1) Please download the form.
- 2) Fill out all required field on the form and save the form.

Due Date: The due date for award nominations this year is June 1, 2021.

Please complete and submit the nomination form to the National Office at this email address : award_nominations@apapolygraph.org.

*Please note that forms submitted to any other email will not be considered.



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January 11 - March 19, 2021

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The American Association of Police Polygraphists





APA Social Media Accounts

AS OF JANUARY 25/2021



Facebook:
American Polygraph Association
facebook.com/www.polygraph.org
Current Followers: 1,566



Instagram:
@American_Polygraph_Association
Current Followers: 412



Twitter:
@APA_Polygraph
Current Followers: 179



2021 APA Elections

looking for candidates



**Submit your nominations
by March 1, 2021**

APA Elections Dates

March 1:

Period to submit nominations and self-nominations in writing to the National Office. Nominations must include a cover letter specifying for which office the candidate is vying.

March 26:

Last day to submit a candidate statement up to 500 words for the APA Magazine and the APA website (editor@polygraph.org)

March 28 – April 2:

Validation of candidates' eligibility to hold APA office.

April 26:

Candidacy letters published on the APA website and in the APA Magazine.

May 29:

Email notification of elections (Ensure your email address is current on the APA website; www.polygraph.org).

May 30 – June 5:

Electronic elections.

June 7:

Posting of results on the APA website.

June 20 - 26:

Runoff elections, if necessary.

June 28:

Notification to winners. Posting of final election results.

September 2:

Officers sworn in at the APA Annual Banquet.





55TH ANNUAL APA SEMINAR/WORKSHOP PALMER HOUSE HILTON CHICAGO, ILLINOIS

SUNDAY, AUGUST 29, 2021

◆ CLASSROOM A ◆

1:00 - 3:00 PM
Ethics
Roy Ortiz
APA President-Elect

3:00 - 5:00 PM
Polygraph and the Media
Lisa Ribacoff
APA Director

SCHOOL DIRECTOR'S MEETING

1:00 - 3:00 PM
ROOM TBD

◆ APA WELCOME RECEPTION ◆

6:30 - 8:30 PM





MONDAY, AUGUST 30, 2021

7:30 - 8:00 AM Break Sponsored by:

CLASSROOM A (disponible en Espanol)

Call to Order	Michael C. Gougler, APA Seminar Chair 2021
Presentation of Colors	Chicago PD
Pipe and Drum Corp	Chicago PD
The National Anthem	Chicago PD
Pledge of Allegiance	Sabino Martinez, APA President
Invocation	Barry Cushman, APA EAC Manager
Memorium	Barry Cushman, APA EAC Manager
Taps	Raymond Nelson, APA Director
APA Awards for 2020	Roy Ortiz - APA President-Elect
Welcome to New Orleans	Sabino Martinez - President
Seminar Program Chair	Michael C. Gougler, APA Seminar Chair 2021

9:15 - 9:30 AM Break Sponsored by:

9:30 AM - 12:00 Noon
Current Update on Algorithms
 Pam Shaw - APA Director
 Mark Handler - APA Editor

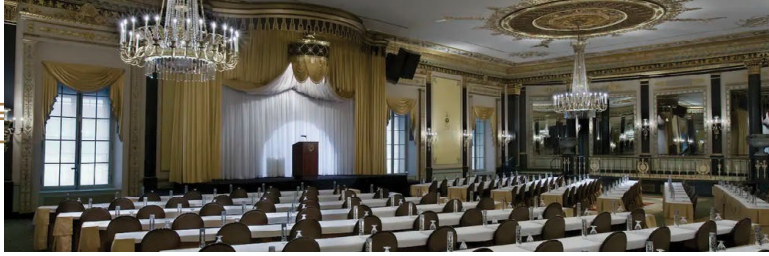
12:00 NOON - 1:00 PM Lunch on your own

1:00 - 5:00 PM
 Panel Discussion
 Walt Goodson - Moderator
 APA Director

2:45 - 3:00 PM Break Sponsored by:

(Cont'd)
Panel Discussion
 Walt Goodson - Moderator
 APA Director





TUESDAY, AUGUST 31, 2021

7:30 - 8:00 AM Break Sponsored By:

CLASSROOM A

(disponible en Espanol)

8:00 - 10:00 AM

Test question construction

Don Krapohl

APA Past President

CLASSROOM B

8:00 - 10:00 AM

PCSOT Model Policy

Erika Thiel

APA Director

9:45 - 10:00 AM Break Sponsored By:

10:00 AM - 12:00 NOON

APA ANNUAL BUSINESS MEETING

CLASSROOM A

12:00 NOON - 1:00 PM Lunch on your own

1:00 PM - 5:00 PM

**Preparing to Testify: Criminal,
Civil, and Administrative**

Tom Coffey

Doreen Velasquez

8:00 - 10:00 AM

Research Forum

Walt Goodson - Moderator

APA Director

2:45 - 3:00 PM Break Sponsored By:

(Cont'd)

**Preparing to Testify: Criminal,
Civil, and Administrative**

Tom Coffey

Doreen Velasquez

(Cont'd)

Research Forum

Walt Goodson - Moderator

APA Director





WEDNESDAY, SEPTEMBER 1, 2021

7:30 - 8:00 AM Break Sponsored By:

CLASSROOM A (disponible en Espanol)

8:00 - 10:00 AM
**Revisiting Salience and
 “Psychological Set”**
 Michael Gougler
 APA Past President
 Mark Handler, APA Editor

CLASSROOM B

8:00 - 12:00 NOON
**Scientific Testing Principles
 Made Easy: What Practitioners
 Should Know**
 Barry Cushman
 APA Past President

9:45 - 10:00 AM Break Sponsored By:

10:00 - 12:00 NOON
**ESS-M for the Field Examiner
 Level I and II**
 Raymond Nelson
 APA Director

(Cont'd)
**Scientific Testing Principles
 Made Easy: What Practitioners
 Should Know**
 Barry Cushman
 APA Past President

12:00 Noon - 1:00 PM Lunch On Your Own

1:00 - 5:00 PM

1:00 - 5:00 PM
**A Review of Honts. et al.
 Comprehensive Meta-Analysis
 on the Comparison Question Technique**
 Mark Handler
 APA Editor

(Cont'd)
**A Review of Honts. et al.
 Comprehensive Meta-Analysis
 on the Comparison Question Technique**
 Mark Handler
 APA Editor





THURSDAY, SEPTEMBER 2, 2021

7:30 - 8:00 AM Break Sponsored By:

CLASSROOM A (disponible en Espanol)

8:00 - 12:00 NOON
False Allegations of Child Sexual Abuse and False Confessions: An Analysis of Counterintuitive Behaviors
Dr. Aaron Pierce
Governor-appointed Chair
Texas Council on Sex
Offender Treatment

CLASSROOM B

8:00 - 10:00 AM
Legal Update
Gordon Vaughan
APA General Counsel

(Cont'd)
False Allegations of Child Sexual Abuse and False Confessions: An Analysis of Counterintuitive Behaviors
Dr. Aaron Pierce
Governor-appointed Chair
Texas Council on Sex
Offender Treatment

10:00 AM - 12:00 NOON
Practical Polygraph Issues
Raymond Nelson
APA Director

9:45 - 10:00 AM Break Sponsored By:

12:00 Noon - 1:00 PM Lunch On Your Own

1:00 - 5:00 PM
Computer Scoring for the Field Examiner
Tom Coffey, Chicago PD

1:00 - 5:00 PM
How to Have a Trauma Informed Approach as a Polygraph Examiner
Erika Thiel
APA Director

(Cont'd)
How to Have a Trauma Informed Approach as a Polygraph Examiner
Erika Thiel
APA Director

APA ANNUAL BANQUET AND AWARDS

6:00 - 6:30 PM COCKTAILS

6:30 PM DINNER





FRIDAY, SEPTEMBER 3, 2021

7:30 - 8:00 AM Break Sponsored By:

CLASSROOM A
(disponible en Espanol)

CLASSROOM B

8:00 - 3:00

8:00 - 10:00 AM

Family Man to Family Annihilator:
Chris Watts Case Study
Graham Coder, FBI SA
Tammy Lee, CBI Agent

9:45 - 10:00 AM Break Sponsored By:

(Cont'd)

Family Man to Family Annihilator:
Chris Watts Case Study
Graham Coder, FBI SA
Tammy Lee, CBI Agent

12:00 Noon - 1:00 PM Lunch On Your Own

(Cont'd)

1:00 - 3:00 PM

Family Man to Family Annihilator:
Chris Watts Case Study
Graham Coder, FBI SA
Tammy Lee, CBI Agent

3:00 PM
CLOSING REMARKS
ROY ORTIZ
APA PRESIDENT





About Hilton EventReady with CleanStay

Our Commitment

Partnering with customers to deliver an elevated standard for events across the attendee journey: CleanStay Standards, Flexible, Safe and Socially Responsible

Hilton has developed EventReady with CleanStay, a global meetings and events program designed to create event experiences that are clean, flexible, safe and socially responsible. EventReady will provide curated solutions with creative food and beverage, thoughtful technology resources, elevated standards and practices with redesigned spaces for physical distancing, and reimagined ways to meet and gather. The goal is to create a safe and comfortable environment for event planners and their attendees.

HILTON EVENTREADY WITH CLEANSTAY KEY FEATURES:

CleanStay Standards

- **Hilton CleanStay Standards** provide elevated cleanliness and sanitation across the entire attendee journey. A cleaning protocol is completed to verify an event space is sanitized and disinfected thirty minutes prior to event start.
- **Hilton CleanStay Event Room Seal** is applied once the room is properly cleaned, set and EventReady.
- **Sanitizing Stations** will have prominence in primary entryways as well as key high traffic areas including inside and outside event space(s), meal and beverage service areas, public restrooms and congregating areas.
- **Vendor compliance to all standards** and floor plans submitted to hotel for approval in advance of event.
- **Completed EventReady Room Checklist** provided to planners.

Flexible

- **Sales and Customer Partnerships** grounded in transparency and in the importance of shared objectives. Providing flexible pricing, space options and contract terms.
- **Responsive** to meet the evolving needs of customers. Small Meetings offer with simplified EXPRESS* agreements.
- **Hilton EventReady Playbook** delivering expert guidance and curated resources for topics such as: Hybrid Meetings/Technology, Wellness, Creative Networking, Transportation/Logistics and Community Service.

* Available from opted-in hotels.

Safe and Socially Responsible

- **Respecting physical distancing** with creative and customized event sets and meal services.
- **Inspiring food and beverage menus: thoughtfully served, timely and flexible.** Meals, services and operational procedures adhering to physical distancing regional regulations, amplified hygiene & sanitation requirements, additional space to accommodate attendee flow.
- **Industry-leading contactless check-in and check-out** with Digital Key at more than 4,700 properties globally.
- **Environmental impact** solutions measured by LightStay, Hilton's award-winning corporate responsibility measurement platform.
- **Community service experiences** to support and uplift the local community.

ABOUT HILTON CLEANSTAY

Hilton CleanStay with Lysol protection

The global Hilton CleanStay program is setting the new standard of hotel cleanliness and disinfection in Hilton properties around the world. Hilton has partnered with RB, maker of Lysol & Dettol to develop Hilton CleanStay so guests can enjoy a worry-free stay.

WHY HILTON EVENTREADY WITH CLEANSTAY?

Event planners and attendees are expecting a higher standard of cleanliness than ever before. Our sales, catering and event teams are committed to working with customers to achieve their business objectives through delivering event experiences that **provide peace of mind from start to finish.**

3 OF THE TOP 4 ACTIONS A HOTEL CAN TAKE TO MAKE GUESTS FEEL SAFE ARE ABOUT **ADDITIONAL CLEANING**

Source: Proprietary Hilton Research, March 2020

64% WANT BETTER SAFETY/ CLEANLINESS STANDARDS FROM BRANDS

Source: State of the Consumer #5, Suzy, May 8-13, US only

HOW IS HILTON EVENTREADY WITH CLEANSTAY UNIQUE?

Hilton EventReady with CleanStay

will deliver clean, flexible, safe and socially responsible events supported by our **proprietary EventReady Playbook** which provides expert guidance and curated resources for topics including hybrid events, creative event sets and sustainable practices for the entire attendee journey – all backed by **Hilton Hospitality** from dedicated Team Members.

WHAT'S NEXT?

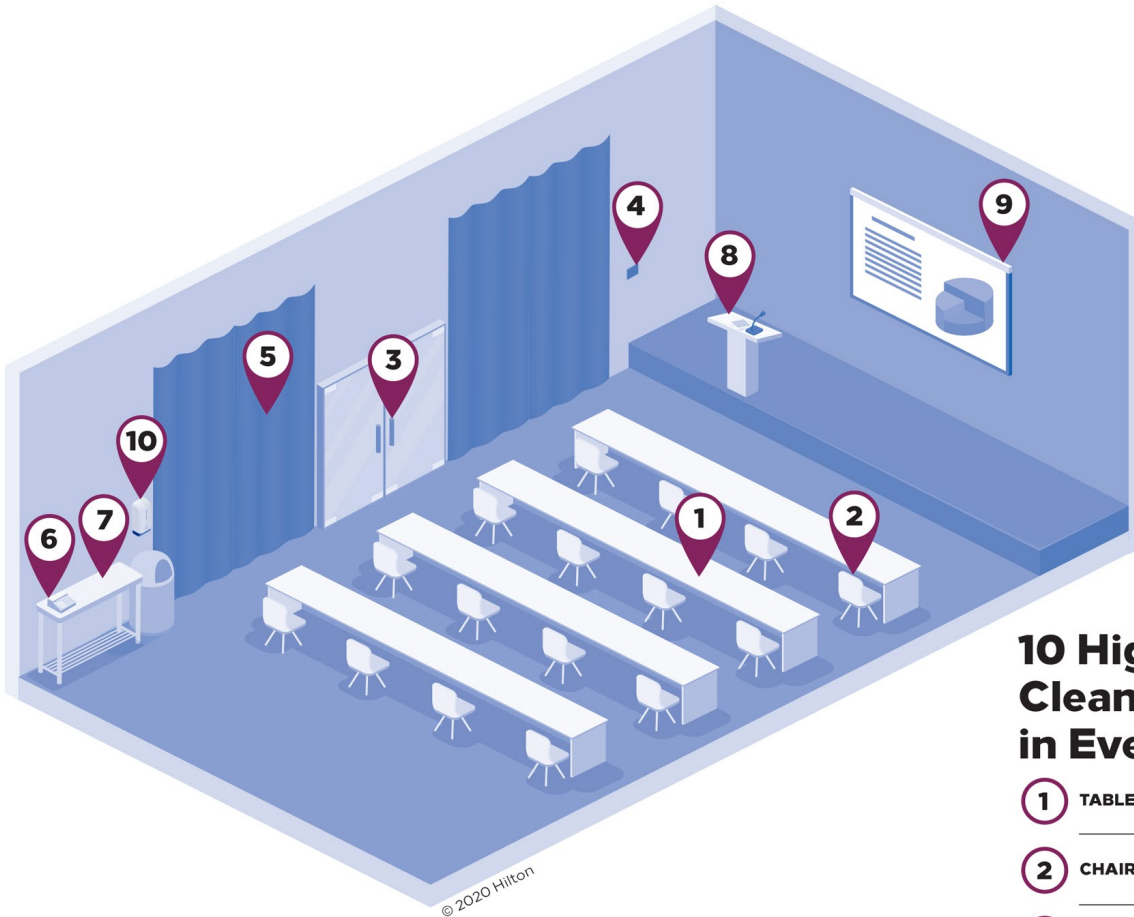
- July 13 Public Announcement
- July/ August Hotel Training And Program Roll-Out
- August Live Globally



June 2020



Hilton EventReady™ with CleanStay



10 High Touch, Clean Areas in Event Space

- 1 TABLES

- 2 CHAIRS

- 3 DOOR PULLS

- 4 THERMOSTAT & LIGHTING CONTROLS

- 5 WINDOW SHADE & DRAPE CONTROLS

- 6 ROOM PHONES

- 7 STATIONARY ROOM FURNITURE

- 8 PODIUM & STAGE ITEMS

- 9 AUDIO VISUAL EQUIPMENT

- 10 SANITIZING STATIONS





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- **Attending an accredited training is only one of the requirements for admissions to the American Polygraph Association. Please visit the APA website to see what is required for school accreditation and which schools meet those standards .**



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APA Accredited Programs

As of 02-01-2020

For an up to date list please visit:
<https://www.apapolygraph.org/home>

AMERICAN INTERNATIONAL INSTITUTE OF POLYGRAPH

Director: **Charles E. Slupski**
 Address : **619 Highway 138 W Suite C
 Stockbridge, GA 30281**
 Country: **USA**
 Phone: **770-960-1377**
 Email: **aiipolygraph@aiipolygraph.comcast-biz.net**
 Website: **www.polygraphschool.com/**

BACKSTER SCHOOL OF LIE DETECTION

Director: **Allan Schierer**
 Address : **2263 Princess Street
 Kingston, ON, K7M 3G1**
 Country: **Canada**
 Phone: **613-507-4660**
 Email: **aschierer@limestonetech.com**
 Website: **Backster.net**

BEHAVIORAL MEASURES POLYGRAPH TRAINING CENTRE, UK

Director: **Don Krapohl**
 Address : **Behavioural Measures UK c/o Paul
 Cannon Suite 24, Arms Everytne
 House Quay Road Blyth
 Northumberland England NE24 2AS**
 Country: **United Kingdom**
 Phone: **803-463-10-96**
 Email: **donkrapohl@C3Acorp.com**
 Website: **no website**

CANADIAN POLICE COLLEGE POLYGRAPH SCHOOL*

Director: **Shaun Smith**
 Address : **1 Sandridge Dr.
 Ottawa, Ontario K1G 3J2**
 Country: **Canada**
 Phone: **613-990-5025**
 Email: **CPCregistrar.CFC_NCR.CFC_HQ@rcmp-grc.gc.ca**
 Website: **www.cpc-ccp.gc.ca/en/pec**

CENTRO DE INVESTIGACION FORENSE Y CONTROL DE CONFIANZA S.C.

Director: **Jaime Raul Duran Valle**
 Address : **Rodriguez Saro #523, Int. 501-A
 Col. Del Valle
 Del. Benito Juarez Mexico, D.F.
 C.P. 03100**
 Country: **Mexico**
 Phone: **011-52-55-2455-4624**
 Email: **informacion@el-poligrafo.com**
 Website: **el-poligrafo.com**

ESCUELA DE INTELIGENCIA Y CONTRA-INTELIGENCIA:

Director: **Lt. María Camila Jiménez Bayona**
 Address: **Carrera 8A No. 101 - 33
 Bogota**
 Country: **Colombia**
 Phone: **--**
 Email: **no email**
 Website: **www.esici.edu.co/**

*Admission is limited to government or law enforcement students only.



ESCUELA NACIONAL DE POLIGRAFIA

Director: **Raymond I. Nelson**
Address: **Barrio Guadalupe, Edificio Hermitage
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Email: **Raymond.nelson@gmail.com**
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Colonia Tisapan de San Angel,
Mexico City, 01059**
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Email: **lg151@balankan.net**
Website: **no website**

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Country: **Israel**
Phone: **972 3 575 2488**
Email: **office@gazit-poly.co.il**
Website: **http://www.polygraph-school.com/
en**

INTERNATIONAL ACADEMY OF POLYGRAPH:

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Country: **USA**
Phone: **954-771-6900**
Email: **dci@deception.com**
Website: **www.deception.com/polygraph_
school.html**

INTERNATIONAL POLYGRAPH STUDIES CENTER

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Address: **Insurgentes Sur # 1877, Piso 2,
Oficina 204, Col. Guadalupe Inn
Del. Alvaro Obregón
Mexico D.F. 06700**
Country: **Mexico**
Phone: **(55) 5533 7349**
Email: **iptc@poligrafia.com.mx**
Website: **www.poligrafia.com.mx**

KOREAN SUPREME PROSECUTORS OFFICE POLYGRAPH ACADEMY*

Director: **Cheol Bang**
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Country: **S. Korea**
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Email: **roomiron@gmail.com**
Website: **no website**

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LATINAMERICAN POLYGRAPH INSTITUTE

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 Website: **www.latinamericanpolygraph.com**

MARSTON POLYGRAPH ACADEMY:

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 Phone: **909-554-3883**
 Email: **info@marstonpolygraph.com**
 Website: **www.marstonpolygraph.com**

MARYLAND INSTITUTE OF CRIMINAL JUSTICE:

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Millersville MD 21108-0458
 Country: **USA**
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 Email: **MDMICJ@aol.com**
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 Website: **no website**

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 Website: **www.mindef.gov.sg/**

NATIONAL CENTER FOR CREDIBILITY ASSESSMENT*:

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Fort Jackson, SC 29207-5000
 Country: **USA**
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 Website: **www.ncca.mil**

NATIONAL POLYGRAPH ACADEMY

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 Country: **USA**
 Phone: **859-494-7429**
 Email: **shaw.national@gmail.com**
 Website: **www.nationalpolygraphacademy.com**

NCTC POLYGRAPH INSTITUTE:

Director: **Elmer Criswell**
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 Phone: **717-861-9306**
 Email: **register@counterdrug.org**
 Website: **www.counterdrug.org**

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PEAK CREDIBILITY ASSESSMENT TRAINING CENTER

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Country: **USA**
Phone: **239-900-6800**
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Website: **peakcatc.com/**

SCHOOL OF INTELLIGENCE AND COUNTERINTELLIGENCE (THE NATIONAL POLICE OF COLOMBIA)*

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Email: **programaacademicopoligrafiapc@gmail.com**
Website: **www.policia.gov.co**

THE POLYGRAPH INSTITUTE

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San Antonio, TX 78258**
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Email: **info@thepolygraphinstitute.com**
Website: **thepolygraphinstitute.com**

TUDOR ACADEMY

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Email: **info@tudoracademy.com**
Website: **www.tudoracademy.com**

VIRGINIA SCHOOL OF POLYGRAPH

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Virginia**
Country: **USA**
Phone: **703-396-7659**
Email: **polygraph11@comcast.net**
Website: **http://virginiashoolpolygraph.com**

VOLLMER POLYGRAPH

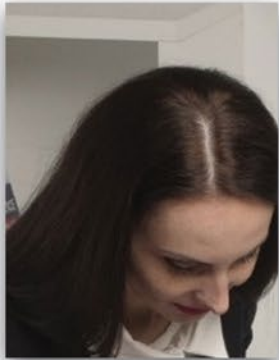
Director: **TBD**
Address: **22600 Savi Ranch Parkway A-13
Yorba Linda, CA, 92887**
Country: **USA**
Phone: **(800) 295-6041**
Email: **inquire@vollmerinstitute.com**
Website: **www.vollmerinstitute.com**

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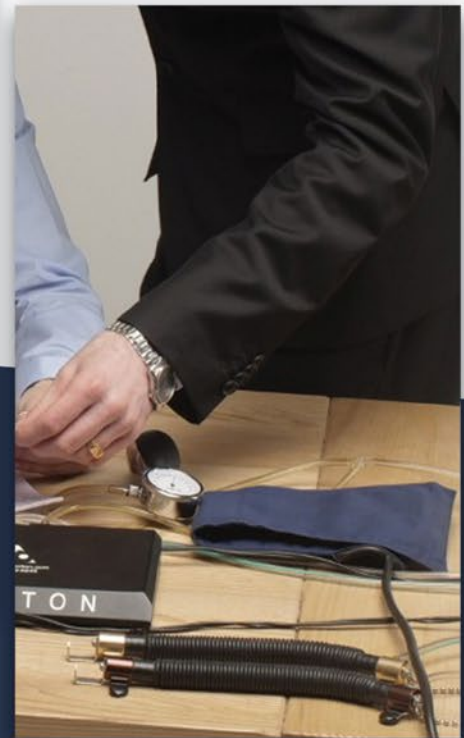
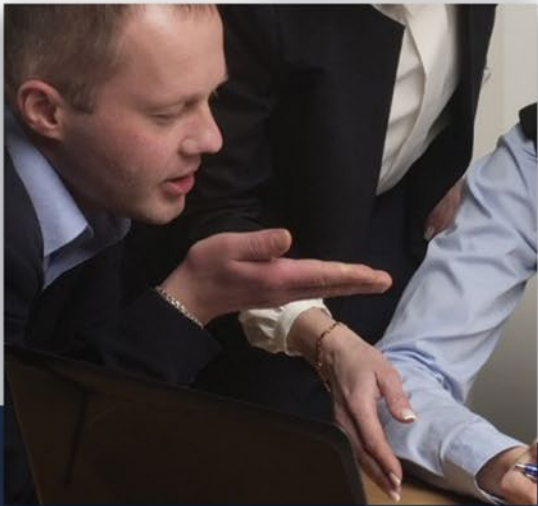




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COVID-19 UPDATE

President's Message Sabino Martinez Jr., President

Greetings to all and I hope you find yourselves in good spirits.

As you know, we will be celebrating the 100th anniversary of polygraph in the United States at the 55th Annual APA Seminar that is scheduled to be held August 29 through September 3, 2021 in Chicago. The conference will be held at the historic Palmer House Hotel.

Registration for the APA Seminar is now open. Because of the pandemic the Palmer House is currently closed but is scheduled for reopening in March 2021. The Seminar Committee is in close contact with both the hotel and our National Hilton Account Manager. The hotel has, graciously, waived any penalties based on room use or food and beverage spend so, organizationally, the APA is able to go forward with the seminar with minimal financial risk.

Currently, the City of Chicago has limited space of 50 persons per gathering - which does not accommodate the plans we have for our seminar attendees. We believe that by the time of the seminar this limitation will not be in place or it will not be large enough to hold the seminar. While we are keeping open a contingency plan to move the seminar to another location if the hotel does not reopen or if Chicago maintains gathering limits, we fully anticipate that the Seminar will go forward in Chicago

You are encouraged to register now for the Seminar, but we ask that each person make a decision about personal health risks that might remain by the time of the Seminar.



The APA will refund any registration fees up until the time of the Seminar should you choose not to attend. It is suggested, however, that you hold off on making airline reservations – unless they are fully refundable – until we can provide more definite information from the Palmer House and the City of Chicago regarding any potential limitations to the size of the event.

We look forward to seeing as many of you as possible and we hope that we can accommodate all of those that wish to attend.

I ask that you keep informed as to our possible seminar changes and hope that you stay safe and healthy. I also want to take this time to extend my condolences to John Schwartz's family, you are in my prayers. God bless you.

Les mando saludos a todos y espero que se encuentren bien y sobre todo de buen ánimo

Les informo que este año celebramos 100 años del inicio de la poligrafía en Estados Unidos dentro de nuestro 55º seminario, que se tiene programado para llevarse a cabo en la ciudad de Chicago de agosto 29 a septiembre 3 de 2021 en el hotel Palmer House.

Por lo pronto la registraci3n para el seminario se ha iniciado, sin embargo, por causa de la pandemia el hotel en este momento se encuentra cerrado con planes de abrir en marzo de 2021. Nuestro comit3 de seminarios estar3 en contacto diariamente con la oficina Nacional de Hilton por si hay alg3n otro cambio. Afortunadamente el hotel nos ha dado facilidades con respecto algunos servicios, como los cuartos, comida y refrescos, que permitir3n evitar costos adicionales y poder llevar a cabo el seminario en sus instalaciones.

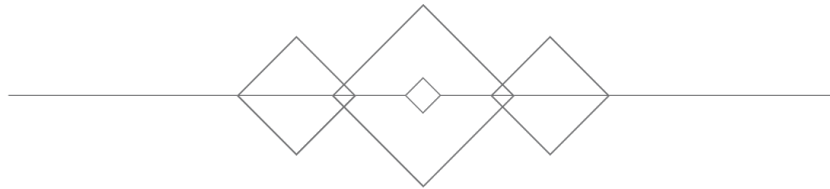
No obstante, la ciudad de Chicago tiene un espacio limitado de 50 personas por reuni3n, situaci3n que no se adapta al n3mero de asistentes que a3o con a3o asisten a nuestros seminarios, por lo que creemos que si la ciudad no cambia esta directriz podr3a no celebrarse el seminario en dicho lugar. Ante esto mantenemos abierto un plan de contingencia para trasladar el seminario a otro estado, pero por el momento nuestros planes se mantienen sin cambio.



Como último asunto a tratar, se les anima a dar inicio con su proceso de inscripción al seminario, no sin antes considerar los riesgos de salud y directrices estipuladas para viajar a otros países. La APA reembolsará cualquier cuota de inscripción hasta el momento del Seminario si decide no asistir. Así mismo, se sugiere que se demoren un poco para reservar vuelos hasta estar seguros de viajar, ya que en ocasiones es más difícil conseguir reembolsos en las aerolíneas y que podamos proporcionar información más definitiva de la Palmer House Hotel y la ciudad de Chicago con respecto a cualquier posible limitación al tamaño del evento.

Esperamos ver a la mayor parte de ustedes y que podamos acomodarlos si desean asistir.

Les pido que se mantengan informados sobre nuestros posibles cambios en el seminario y espero que se mantengan seguros y saludables. ¡Hasta Pronto!



Board of Directors' Reports

Roy Ortiz
President Elect

Winter, soft numbers and hard numbers...



First miracle of the day, sunrise at Palm Springs, California.

As I write this article there are “48” days until the end of winter (March 20). Everyone should be planning, there are “202” days (August 29) until the APA’s 55th Annual Seminar and Workshop in Chicago, Illinois.

Keeping with the “Winter and numbers” theme, the average iceberg has “90%” of its mass below the waterline. This reminds me of all the dedicated volunteers (Above the waterline but remain hidden in the shadows) that keep the APA working and moving forward. “Thank you.... very much”.

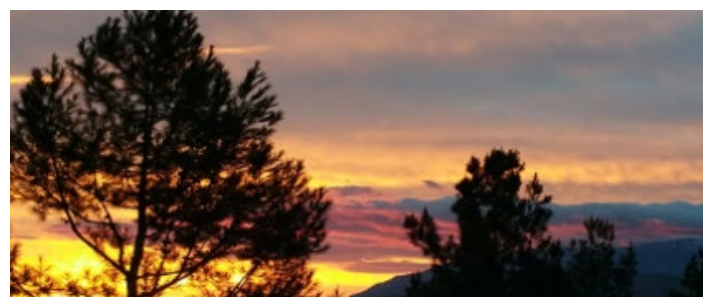
Hopefully, this bimonthly digital magazine reaches you before the next Board of Directors (BOD) meeting in “54” days (March 26). Your ideas, concerns and questions are of the utmost importance, please email them to anyone on the BOD. I should not forget to acknowledge the ef-

forts of the National Office Manager Lisa Jacocks and Assistant Jennifer Crawley, they are both priceless.

I realize that Lisa Ribacoff is the BOD’s social media guru, but I will share a few Internet ideas for you to consider. APA members circle the globe and have similar challenges that we may encounter. How do we know if they have the solutions to our problems, a different approach or use computer hardware/ software we never utilized? Easy, just share your issues and ask for help. I recently joined “3” social media polygraph groups: American Polygraph Association, Southern Africa Polygraph Federation and the Latin American group “Polygraph and Credibility evaluation”. You never know where in the world you may end up, to administer a polygraph exam. It is always a great strategy to know the “lay of the land”, ahead of time.

Despite COVID19 issues, the BOD continues to serve the needs of the APA members. Stay healthy...family first....

Happy Trails...



Darryl Starks
Chairman

Greetings, my fellow APA Members. I hope this correspondence finds you and your loved ones doing well. I am pleased to report that your Board Members continue working with their Committees and making progress for the APA, in spite of these difficult times.

In the next few weeks, the board will meet for our regularly scheduled mid-year meeting (travel restrictions permitting), in preparation for our annual seminar later this summer in Chicago, IL. Registration for the 2021 Chicago Seminar is now open, so please take full advantage of this opportunity.

Thought COVID-19 continues to be an unknown factor in future planning, measures are still underway for our annual seminar award nominations and the 2021 APA election cycle. Please be one the lookout for future announcements, as your participation in each of these processes is vital to the success of our association.

Please remain safe and vigilant as we continue to navigate these challenging times and I look forward to seeing you all this summer in Chicago!

Onward and Upward!

Mike Gougler
Seminar Chair

APA 2021 Seminar Dates & Updates 55th Annual Seminar and Workshop

Fellow Professionals,

Plans are moving forward for the 55th Annual APA Seminar to be held August 29 through September 3, 2021 in Chicago. The conference will be held at the beautiful historic Palmer House Hilton Hotel.

The Palmer House Hilton is, currently, closed because of COVID restrictions on group sizes in Chicago (at the time of this report limited to 50 people) and hotel room demand during the pandemic. However, the Seminar Committee has been working with both the Palmer House Hilton and our National Hilton Account representative and have been given strong assurance that the Palmer House will be opening by April 2021 and that - by the time of the Seminar in late August 2021 - COVID restrictions should be significantly relaxed. Additionally, the Palmer House has implemented strict COVID cleaning protocols that we will share as the seminar date approaches.

The APA Seminar Committee and the Board of Directors will continue to follow developments regarding COVID and will continue to provide updates regarding



the seminar. At this time, however, the expectation is that the APA will celebrate the 100th anniversary of polygraph in the United States with the 55th Annual Seminar.

Despite the COVID issues, we are based on the quality training classes being offered, the cancellation of last year's annual seminar and the very favorable room rate anticipating a large turnout. Please register and make your reservations early, as we expect to sell out our allotment of rooms.

We are exploring several opportunities for scheduled events. We will have a mid-week event to a Chicago White Sox game. We also anticipate having the Sunday reception and Thursday banquet.

A tentative schedule of classes will be posted on the APA website in January or February. The schedule will be finalized at the APA winter board meeting. Please remember to nominate deserving individuals for the various APA awards as we will be announcing those at the seminar.

We anticipate that interpretation services will, again, be offered in Classroom A on Monday through Friday for all classes. For those wanting to take advantage of these services, the cost will be \$100 per person if you pay at the door. Those paying in advance before arriving at the seminar will be charged \$50. Please take advantage of the discount by registering and paying early so we can better project

the number of headsets required. (No headset will be issued without payment.)

I would again like to thank all of our sponsors for their support.

See you in Chicago.

Michael Gougler
Seminar Chair

Donnie Dutton **Director**

WELCOME 2021. Boy do I hope this is a year that the world gets back to some form of normalcy. I can tell you that my life has certainly changed since March of 2020; wearing of a mask, staying 6 feet apart, washing my hands until raw, trying to stay home and not go out – whew, that has been hard. I am starting to see that some of the people I know are now getting the vaccine and soon hope I too will be among them. I know it's a personal choice to get vaccinated but I for one am going to take the leap of faith and hope that it works.

Since the swearing in of the new board I have been involved with Chip Morgan and his committee looking into some form of a certificate for members or specific groups. I don't feel it is my place to comment on this further but know that Chip is working on wrapping up this committee and a report should be coming shortly.



The PCSOT committee headed by Erika Thiel has also been working on the new purposed model policy and I think that too will be concluding soon. It seems that the committee has almost a consensus on the final product and then off to the presses it should go. Again, since I am on that committee I don't feel I should comment further and will let Erika report on those results.

One thing I hope all of you will do is NOMINATE someone for an award. At this moment in time, we have one nomination. I know that with COVID it has slowed everyone down on the who is doing what around the polygraph community but please do some searching as there are so many people deserving of an award and now is an outstanding chance, if you nominate someone, then they will stand a really good chance of getting that award. Please visit <https://www.Polygraph.org> and under the tab 'About Us' you will see the dropdown for "APA awards description/nomination form". Please read the descriptions, select the one that most fits the person you are nominating and press the submit button once you have filled it out and you're done.

On another note, please do not forget about the William J. Yankee Memorial Scholarship. That information can be found again under <https://www.polygraph.org> and at the top tab labeled "training", click on the dropdown and you will see the link to that page which will give clear instructions on who and what is needed to apply. This is a great opportunity for

someone who is contemplating becoming a polygraph examiner.

In closing I hope that all of you are safe and hope you are making plans to be at our annual seminar this year in Chicago. Mike Gougler has worked hard putting together a program that will be sure to provide anyone attending with new information. We can only hope by then the COVID pandemic has left this world.

Stay safe, COVID free and I hope to see you at the seminar

Jamie McCloughan
Director

I hope everyone is staying healthy and happy. I will keep my report brief.

As I mentioned in my last report, the Education Accreditation Committee (EAC) is looking at new ways to streamline processes and innovate education and training. There have been adjustments made to accommodate the inspection process during the epidemic, due to travel restrictions. That solution includes a virtual inspection done electronically via streaming video applications. The current solution is a temporary necessity in order to ensure an education and training program's accreditation doesn't lapse. The virtual inspection will be followed by an onsite inspection at a later date. However, if the EAC finds the virtual inspection process to be robust and viable, it may be recommended as part of the process to



the Board of Directors in the future. It is still too early to determine the viability of the process at this point.

If you have any questions or suggestions on anything else APA or polygraph related, please feel free to contact me. As always, may those who are fighting for our freedom against threats, both foreign and domestic, be safe, and have Godspeed in their return to friends and loved ones.

Chip Morgan
Director

May Every Test be Truthful

As an APA Director, my job is to be your voice on the Board of Directors as we guide our organization and profession. I have been gratified by the tremendous outpouring of support I have received from you, the members, so far during my tenure. I continue to solicit your comments, gripes, complaints, suggestions and attaboys. Feel free to contact me at any time.

Many members have contacted me with the complaint that polygraph instruction and articles increasingly emphasize technology over interpersonal communication. In particular, some people do not like a reliance on using written scripts during the pre-test interview. I understand that point of view and thought I would use this director's report to talk about communication. Anything I say here is my personal opinion, based upon my training and experience (one of the most used phrases

in all American jurisprudence and one demanded by the courts in law enforcement affidavits and testimony).

I do not agree with a rigid, dogmatic approach to conduct pre-test interviews. Each person is different and must be approached in a unique way; one that they understand. To do otherwise is to lose a large portion of your audience (in this case, examinees). Furthermore, I do not teach nor use a script-based approach. Having to read someone else's script is like teaching from someone's else's notes or PowerPoints, if it's not your own manner of speaking, it will inevitably sound stilted and unnatural. I give our students a checklist of things they should cover in the pre-test; how they get there is up to them.

Polygraph is an interesting blend of art and science. Science in the form of our methodology and test data analysis procedures. Art in the form of the pre and post test interviews associated with the polygraph process.

In recent years, there has been far more written emphasis on the methodology of polygraph than on interviewing. Webster defines methodology as "a body of methods, rules, and postulates employed by a discipline: a particular procedure or set of procedures."

It is easier to train examiners on methods, rules, formats and test data analysis than it is to train them on becoming better interviewers. The biggest reason is this



aspect of our profession (methodology) relies on rules. Rules are easy to train. The other aspect (interviewing) recognizes that every individual represents an unknown variable and no singular approach will be effective on everyone. Effective interviewing is much harder to train.

By far, the largest variable in polygraph testing is the examinee. Every person that comes in your door is a combination of different values, experiences, intellect, biases and beliefs. No one approach will be effective in establishing enough of a “working rapport” to permit good communication between the examiner and examinee. We may need a different approach for every examinee.

The examiner must be flexible and adaptable during interviews. Use all the tools in your tool belt if necessary to communicate. Without proper communication, there is no way to know if your polygraph test questions – relevant and comparison – mean anything to the examinee. As we know, if the questions have no importance (salience) to the examinee, we cannot expect an adequate physiological response.

Let me provide an example: when I was a young examiner, the polygraph profession used primarily probable lie “controls” (later the term changed to comparisons) in specific issue testing. I was taught by Cleve Backster to interview examinees about the “control” questions following the test, to ensure that they had been effective or “worked as designed.”

In one particular case, I used the then popular comparison question “Between the ages of 15 and 30 - did you lie to someone who loved and trusted you?” as one of the 3 time-barred (exclusive) comparisons. In the post-test analysis, I saw where that comparison had elicited little or no response in any of the administered tests. I questioned the examinee about the comparison.

The examinee was a man of about 40 years who said “I grew up in foster homes, I never knew my parents. I bounced from foster home to foster home. I committed various crimes and was eventually charged and sent to prison on my 19th birthday. I was sitting here thinking that I don’t believe anyone has ever loved and trusted me. That question didn’t mean anything to me.”

I had been guilty of projection. Projection is the attribution of one’s own ideas, feelings, or attitudes to other people or to objects. In short, I believed that everyone had someone who had loved or trusted them.

Since that experience, I have spent far more time in pre-test interviews and have made it a point to attempt to know examinees’ beliefs, experiences and attitudes. It has paid off enormously in obtaining pre-test information, admissions and confessions. That is why my own personal belief is that fully automated veracity assessment systems will never be as effective as the examiner-examinee relationship in polygraph. In fully automated



approaches, no pre-test interview is conducted; hence no information is obtained. There is also no opportunity for an examinee to get relief from troublesome pre-test information.

In a more recent example, I was talking with a man who had just been released from prison after spending 10 years incarcerated. I was trying to lay the foundation with him to use directed lie comparisons. I asked him “Have you ever done anything you regret?” to which he replied “No.”

Now, this guy had just spent 10 years in prison and he didn’t regret committing the act (Rape) that cost him a third of his life!

My point is that the people we deal with in polygraph frequently have thinking errors. A Psychiatrist I work with stated “It wasn’t their good thinking that got them here in the first place.” As a result, using “canned” comparison questions (asking everyone the same thing) is certainly not the approach I advocate.

Recently, the clinical director of a very large treatment group stated *“I have observed that the polygraph examiners we use are very different. The examiners that “fail” everyone don’t tend to get much information during the testing process. Some examiners consistently obtain more admissions from our (PCSOT) clients than other Polygraphers. Those examiners also have far fewer people who fail the polygraph. I have to think those things are related.”*

I believe he is correct, examinees show up at our offices with a story to tell; things they are worried about. We get that story from them, give them an opportunity to “unload that baggage” and then they tend to test NDI/NSR.

I always tell new students “Ted Bundy could have “passed” a polygraph. He just needed to tell the examiner about the 30 murders he committed during the pre-test interview.”

The better we do our jobs, the more truthful (NDI/NSR) charts we should collect. My personal (as yet unattainable) goal is to collect all NDI/NSR charts. That would mean I have done a perfect pre-test interview!

I will always emphasize interviewing over technology in the polygraph process. After all, that is the primary reason we polygraph people, to find out information to aid in our decision making.

May all your tests be truthful,

Chip Morgan

DirectorMorgan@polygraph.org
lieguy@gmail.com

Pam Shaw
Director

Hello fellow APA members,

I hope you are doing well and are off to a wonderful start to the new year. Things



have been fairly quiet on the APA front since our last Board reports given the holiday season and a continued cautious beginning to 2021. Despite the on-going pandemic, there seems to be hope on the horizon that national seminars and in-person trainings will resume, at least by the latter half of the year. This fortunately means things are looking positive for the upcoming APA seminar in Chicago, and of course, we hope to see you there!

The work of the Membership Committee has continued smoothly over recent months, which is in large part due to the ever-present and dedicated efforts of the National Office staff. As always, a huge shout out to them and the work they do! While many of you are already members and only think of membership issues when it's time to renew, I would like to once again ask for your feedback and thoughts about how the Association could serve you better. I'm not asking about anything regarding becoming a member, but rather, now that you are a member, what you would like to see happen within our association? What services could we provide that would enhance the value of APA to you as a professional? There is a heart of service among many on the board, but we would love your input to help generate ideas and guide future efforts. Please email and let me know what's on your mind. I know, I know...that's just asking to open Pandora's box, but hey, I really do want to know!

My best to each of you in the coming months and I look forward to sharing

more updates and information in the next board report.

All the best,
Pam Shaw

Erika Thiel
Director

I hope that everyone had a wonderful holiday season throughout the month of December. As promised in my last board report, the PCSOT committee has picked up where we had left off and we have started reviewing and revising the changes to the PCOST model policy. As life continues to have its ups and downs, we are not as fast moving as we were the first time around. My goal is still to have something to present at the winter board meeting, but I cannot make any promises to that at this time. Many of us; including the reader of this report, have suffered through various trials of life throughout this pandemic and the best thing we can do at this time is be sentient to each person's struggles and losses and approach those situations with patience and grace.

I would like to thank each member of the PCSOT committee as well as every examiner who has reached out to me with ideas they would like to be considered for polygraph in general. Team collaboration is how we will get through this time. I appreciate and respect every single one of



you for a multitude of reasons and I cannot share enough gratitude for working alongside and collaborating with so many intelligent examiners whether they are on or off a committee.

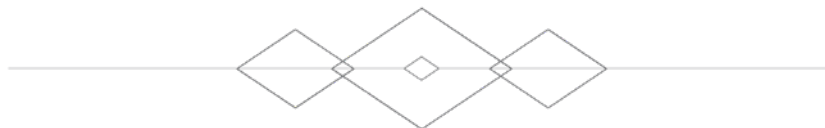
I encourage each person to continue to take care of themselves during this pandemic. Whether this means taking extra precautions, getting vaccines, and/or caring for loved ones who are high risk. Ensure that you are doing all that you can for you and your families to help not suffer the loss and grief others have faced during this time. For those who you have lost, you are all in my prayers. For those of you who are lucky to say you have not lost, you are in my prayers as well.

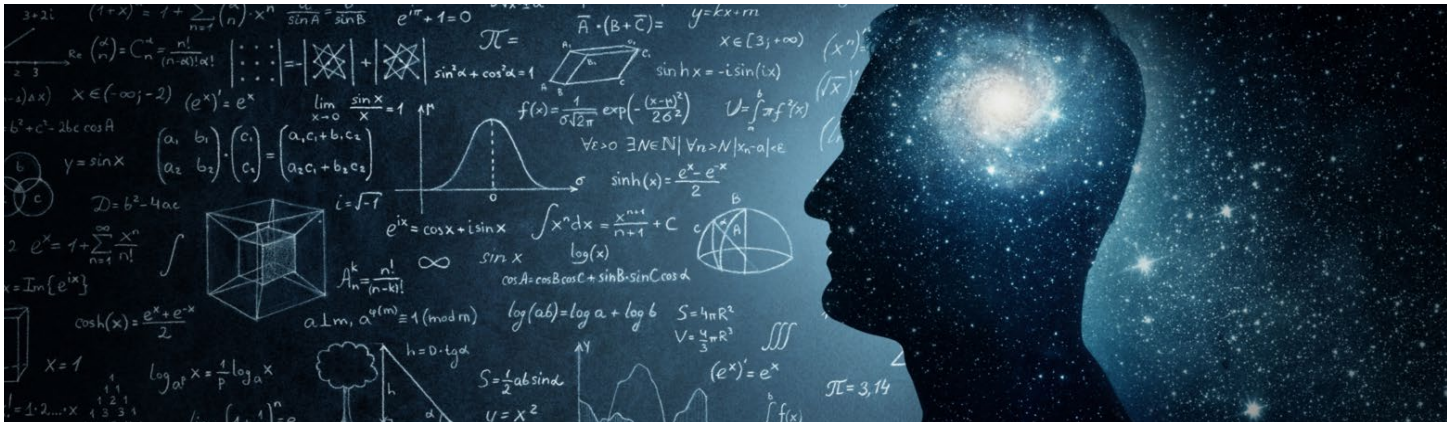
Espero que todos hayan tenido una maravillosa temporada navideña durante todo el mes de diciembre. Como prometí en mi último informe de la junta, el comité de PCSOT ha retomado donde lo habíamos dejado y ha comenzado a revisar y revisar los cambios a la política del modelo PCOST. A medida que la vida sigue teniendo sus altibajos, no nos movemos tan rápido como lo hicimos la primera vez. Mi objetivo todavía es tener algo que presentar en la reunión de la junta de invierno, pero no puedo hacer ninguna promesa al respecto en este momento. Muchos de nosotros; incluido el lector de este in-

forme, hemos sufrido varias pruebas de la vida a lo largo de esta pandemia y lo mejor que podemos hacer en este momento es ser conscientes de las luchas y pérdidas de cada persona y abordar esas situaciones con paciencia y gracia.

Me gustaría agradecer a cada miembro del comité de PCSOT, así como a cada examinador que se ha acercado a mí con ideas que les gustaría ser considerados para el polígrafo en general. La colaboración en equipo es la forma en que superaremos este momento. Aprecio y respeto a cada uno de ustedes por una multitud de razones y no puedo compartir la suficiente gratitud por trabajar y colaborar con tantos examinadores inteligentes, ya sea que estén dentro o fuera de un comité.

Animo a cada persona a seguir cuidándose durante esta pandemia. Ya sea que esto signifique tomar precauciones adicionales, vacunarse o cuidar a seres queridos que corren un alto riesgo. Asegúrese de hacer todo lo posible por usted y sus familias para ayudar a no sufrir la pérdida y el dolor que otros han enfrentado durante este tiempo. Por aquellos que han perdido, están todos en mis oraciones. Para aquellos de ustedes que tienen la suerte de decir que no han perdido, también están en mis oraciones.





Five Minute Science Lesson: Science, Pseudoscience, Science-fiction, Science-theater and Apologetics

Raymond Nelson

Science

Science is a systematic method for acquiring and developing knowledge. All scientific knowledge and all scientific ideas begin as *hypotheses* or suggestions or questions about how reality and the universe work: what is it? How does it work? How can we use it? And so on.

The process of science involves the formulation observation and analysis of data to test our hypotheses. A fundamental aspect of science is that results should be *replicable* or *reproducible* by others. Hypotheses cannot be accepted on the mere persona or personality of the originator or inventor, and instead must be tested before acceptance. A basic requirement for any good hypothesis is *falsifiability*. Quite obviously, results that cannot be replicated or reproduced will be of little use

to others. That is scientific ideas must be formulated in a manner for which there is some conceivable way of obtaining data or evidence from reality to test or show whether the idea or hypothesis is false. If there is any evidence to show an idea is inconsistent with reality then it is a false-hypothesis and must be rejected.

Because the universe and reality is large and complex it is not possible to obtain all information. For this reason, scientific knowledge is often developed with sample data that are intended to represent reality and the universe – and can often do so if the data is obtained in a manner that is reasonably unbiased.

The larger process of science involves the aggregation and integration of different pieces of knowledge about different aspects of reality and the universe. When



different cannot be reconciled with each other it is not possible that they are both correct, and this can be an indicator to scientists about an area of needed scientific study. Although it may not be humanly possible to ever know everything about the universe and reality, some areas of scientific knowledge are at this time highly developed to a point at which we do not expect new or emerging data or evidence to change or controvert what we think we know. These areas of scientific knowledge are sometimes referred to as *laws of science*.

Pseudoscience

Pseudoscience is a term that is used to refer to activities and discussions that are intended to be perceived as scientific, but which fail to conform to the requirements of science and the scientific method. Other terms such as *junk-science and cargo-cult-science* have also been suggested. Some obvious indicators of pseudoscience are easily observed, such as reliance on hypothesis that are un-falsifiable, or reliance on hypothesis that are known to be inconsistent with reality. Reliance on hypothesis that cannot be easily found or reconciled with the broader process of science is another indicator of pseudoscience. Related to this will be a lack of synergy with other areas of science and scientific knowledge – an inability to learn from or offer meaningful contribution to the larger scientific process.

Disconnection and isolation from, or even disdain for, the larger scientific commu-

nity is also a harbinger of pseudoscience. Reliance on persona or personality as a basis for which to ask others to accept ideas as valid – vs. expecting the principles, data and evidence to stand for itself - can also be an obvious indicator of pseudoscience. In a practical sense, reliance upon pseudoscience instead of science can increase the risks to individuals and communities.

Science-fiction

Science-fiction, also referred to as *sci-fi*, is an area of entertainment – including movies, books, comic-books, and other art-forms – intended as an imaginative or speculative portrayal or contemplation about reality and the universe and what might be accomplished through science and technology. Science-fiction is often set in an imaginary future, and can also refer the imagined past or history. Science-fiction does not pretend to be science, but serves instead as an artistic and entertainment outlet to stimulate wonder and creativity about what exists, how it works, and what can be done?

An interesting aspect of science-fiction is that ideas from science-fiction – such as traveling to the moon, robotics, video-telephone conferencing, and computers that interact verbally with humans – can sometimes become a focus for scientific and technological development in reality. Science-fiction can also serve as social and ethical commentary, such as when depicting Utopian or dystopian possibilities. Although highly developed science-



fiction can include speculation about the scientific advances and technological solutions required to construct the fictional universe, science-fiction differs from pseudoscience in that it does not pretend to offer real-world solution in the present-day.

Science-theater (performative science)

Science-theater, or science-washing, is a process of using scientific sounding discussion, scientific words, and scientific concepts in unscientific ways. The primary goal of science theater or performative science is to make a scientific impression – for example to achieve an economic or social objective – without making correct use of scientific knowledge and the process of science. Science-theater or science-washing differs slightly from pseudoscience in that it can occur in areas of actual science, though with little regard for the correct use of scientific information. Examples of science-theater can include misusing scientific terminology simply to make a *sciency* impression, and can also include the misattribution or misrepresentation of scientific authorities, such as when referring vaguely to the notion that some scientists somewhere have worked out some very complicated area of knowledge that is not yet completely worked out. *Bogus-pipeline* activities and *placebo* treatments can be an example of science-theater, and can begin to cross the boundary of pseudoscience, when these used in field practice, but can also be useful research tools for understanding observer effects and

expectation biases. Another example of science-theater can include over-hyping the current status or capabilities of our available scientific knowledge or knowledge or technology. Misrepresenting the meaning of statistical information can be another example of science-washing or science-theater. For example, offering statistical conclusions with insufficient information to reproduce a result. Also, misrepresenting the practical meaning of a p-value, or misinterpreting correlation as indicative of causality.

Whereas pseudoscience is intended to convince others to believe in scientific capabilities or information that are inconsistent with reality, science-theater is a more subtle attempt to convince others to misunderstand, and often overestimate, the strength and capabilities of our knowledge and conclusions in some area of activity where scientific capabilities may, in reality, actually exist, albeit with more uncertainty or limitations than than the theatrical washing would convey. Reliance on science-washing, or science-theatrics, in stead of science is ethically questionable because it can have real-world consequences that can affect the future of both individuals and communities.

Apologetics

Apologetics referred initially to theological discussion that was intended to facilitate the reconciliation of religious beliefs with critical argument and other existing social practice and tradition. The term is used more broadly today, referring to a

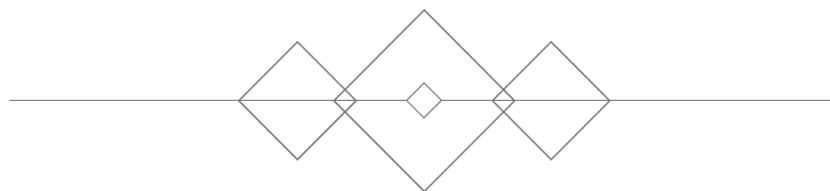


variety of discussions intended to reconcile different sources of information. The term itself harkens back to the notion of a defense against accusation. Implicit in the apologetic tradition is an expectation for rational solution to different points of view. In the scientific context, the term apologetics is used to describe unscientific methods in which a proponent or advocate attempts to reconcile a hypothesis with reality while forgoing the fundamental scientific principle of falsifiability.

In a broad sense, apologetics is a form of science-theater or pseudoscience in that it attempts the impossible goal of attempting to prove a hypothesis is correct. In contrast, the scientific method of falsifiability allows us to accept a hypothesis as a working theory if it is both supported by evidence and not inconsistent with other information or knowledge about reality. The scientific method requires us to remain interested in the limits of our knowledge and attend to information that would indicate that our hypotheses are incorrectly. On the other hand, apologetics is a form of *motivated-reasoning*, for which there only one foregone conclusion is ac-

ceptable. Because they are inherently vulnerable to confirmation bias, in which only supporting information is accepted which all contrary information is rationalized or rejected, apologetic activities in the scientific context can lead to misdirected and misinformed knowledge and dysfunctional or ineffective professional activities.

Fundamental to the error of apologetics and motivated reasoning is an unrealistic expectation for perfection, and lack of interest in possibilities other than the preselected conclusion. Many scientific decisions are, in reality, imperfect and are valid because the weight of scientific evidence, often quantified probabilistically when the evidence cannot be measured physically, supports one hypothesis or conclusion more than another. Reliance on apologetic knowledge and motivated-reasoning can contribute to ineffective practical solutions and will have the long term effect of confusing and saturating our knowledge with information and conclusions that are insufficiently reconciled with real-world activities and real-world problems.



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PCSOT for Thought

Erika Thiel

There is an interesting concept that we all talk about and know of, but how many of us follow through on it? This is the concept of *due diligence*. According to the Merriam Webster Dictionary, there are two definitions of due diligence. One is a law definition, and one is a business definition. The law definition is “*the care that a reasonable person exercises to avoid harm to other persons or their property*” (2021). The business definition is “*research and analysis of a company or organization done in preparation for a business transaction (such as a corporate merger or purchase of securities)*” (2021).

The importance of these two definitions is essential for a PCSOT examiner to understand. As an example, many PCSOT examiners often find themselves learning the balance between a private practice, abiding by state and local laws, and following the Health Insurance Portability and Accountability Act (HIPAA) standards. The variability of how much each

examiner has to pay attention to these three concepts truly depends on how they are conducting their business. An examiner who follows a strict containment model approach may be less concerned about HIPAA and more concerned about probation rules. An examiner who adopts more of a collaborative approach may work more with therapists as a covered entity as defined by HIPAA. Those who balance working between a therapist and officer may be equally concerned about both HIPAA and probation rules.

Regardless of containment versus collaboration, due diligence should be taken seriously. This goes beyond being informed of what local laws and regulations are supposed to be followed. This even goes beyond the American Polygraph Association Standards of Practice for testing and PCSOT testing. We all know what we *should do*, but how many of us actually do it?



How many PCSOT examiners record all of their sessions both audio and video? If you as the reader sat there aghast and said, “well everyone does that!” Then you have been misinformed. There are many states where PCSOT exams are allowed in front of judge despite there being not audio or video recording. Some may argue “well as a covered entity, we do this to protect the client’s HIPAA rights,” but that simply is not educating oneself on the laws and rules of HIPAA. There is nothing in HIPAA that says you cannot audio and video record someone. There is however a lot of guidance on how one can keep electronic documentation that meets HIPAA standards. To say that an audio or video recording would violate a person’s HIPAA rights simply means that the examiner has not educated themselves on current HIPAA practices. If you would like more information on electronic storage that meet HIPAA requirements, please feel free to read this article.

<https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html>. There really is no justifiable excuse not to audio and video record a session these days. If anything, it truly helps with that acronym we all know and love of CYA.

What about quality assurance? How many examiners have their work looked at a minimum of once a year? How many examiners have their work looked at by the same person every time they request someone to quality control their work? Donald Krapohl and Donnie Dutton have shown how bias can occur in scoring in their paper

Believing is Seeing: The Influence of Expectations on Blind Scoring of Polygraph Data (2018). If you have not read this study, take a moment to read it before continuing on. <https://apoa.memberclicks.net/assets/docs/APA-journal.Articles/2018/journal%2047%282%29%20preview%202.pdf>

The reason Donald Krapohl and Donnie Dutton’s paper is so important to this point is because bias in scoring occurs on a much deeper level than just suggesting the outcome prior to scoring. Once an examiner becomes accustomed to how another person scores, they are going to likely review those tests in favor of the examiner’s judgement as opposed to the data itself. The reasoning for this comes down to basic psychology; we will inherently use protective measures to protect ourselves from rejection. With the acknowledgement that there will always be exceptions, humans ultimately do not want to feel singled out. This fact can be part of the reason why someone may not choose to be quality controlled, may choose the same person to quality control their work, or the quality controller ends up agreeing with the person because it is a reflection of themselves as a teacher or because they want the person to keep coming back to them for quality control. It takes a strong individual to review a person’s work start to finish and offer constructive criticism and disagree with the findings, especially when a prior relationship exists to any degree.



What if the relationship does not exist between the examiner and the reviewer? Or what if the relationship exists due to local laws and the reviewer is not up to date on the current practices and research that exists in polygraph? How do we prevent the blind leading the blind in these types of situations?

This brings up the concept of using algorithms as a form of quality control instead of peer reviewing techniques. Sometimes there is no choice but to use the same person or people for quality control measures for many legitimate reasons. Examiners may find themselves in this situation and say, “well there is nothing more I can do because I have no choice.” However, that simply is not true. Examiners can, and in my opinion, should be using algorithms to look at their work after every test. This does not mean that the algorithm should replace a peer review but should be used in conjunction alongside peer review. When an examiner takes the time to learn how to use the algorithms that exist to look at their work, the analysis can be done immediately. Examiners can learn more about their data quality and may even be able to start actions in correcting their own self-identified bad habits. Are algorithms perfect? Of course not, but they are immediately available and are significantly less biased than our coworkers looking over our charts.

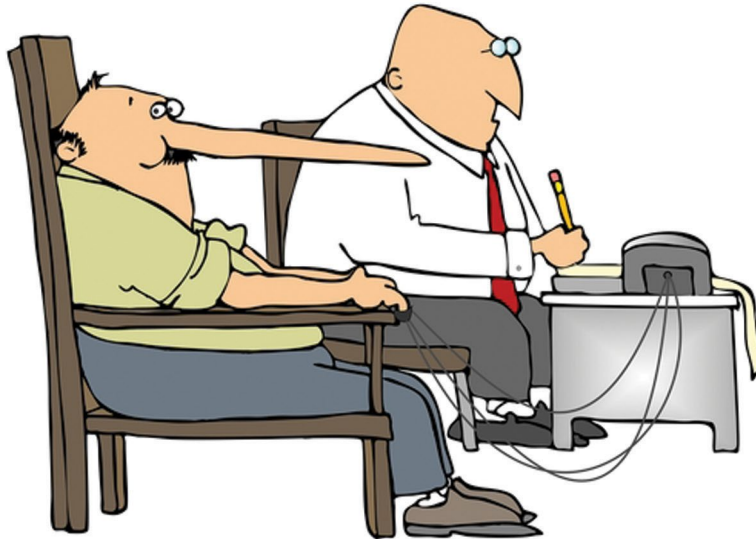
What about the definition about due diligence in business? For the most part, article has focused on the law aspects. There is the obvious due diligence in re-

gard to business of paperwork when it comes to selling one’s practice or merging with another company. However, how many consider the practices that are being done for the examinee and how those practices may change if the examiner who is selling the business is not more concerned about their due diligence and the examiner who buys the practice is. How will your reputation be reflected upon when a new examiner comes in and says “well, so and so should have really been doing all of these things.” Does this put you in potential complications? It certainly is possible.

This paper is in no way trying to suggest any type of legal, business, or mental health advice. Instead, this paper is intended to get PCSOT examiners to think about their own due diligence. When you sit back as a PCSOT examiner and ask yourself if you are being as due diligent as you possibly can, do you feel confident in your answer? Do you stay up to date on sex offender therapy and research? Do you follow a standard of practice? Do you audio and video record even though you may not always feel confident about how you appear on your video recordings? Do you feel confidence in your quality control practices? If you answered no to any of these questions, maybe it is time to ask yourself why and start looking into what you can do to become more confident in your answers.



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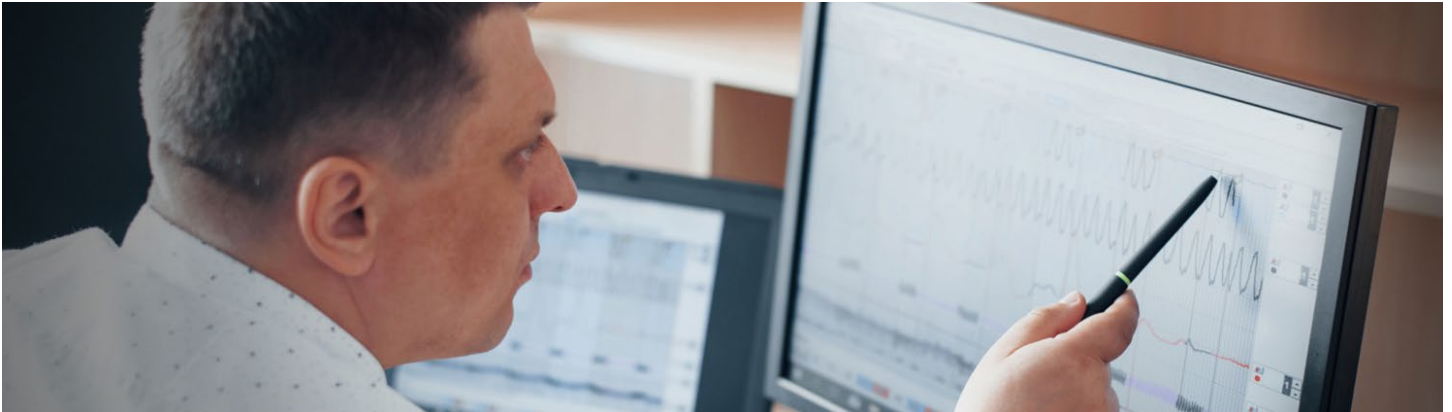


Chart Scoring Practice

Donald J. Krapohl¹

Welcome to a new year, and to a new scoring practice. This is a mixed-issue screening Air Force Modified General Question Test with two relevant questions, three probable-lie comparison questions and three charts.

The testing examiner ensured the technical quality of the charts was good. The examiner had the proper question spacing, rotated the relevant and comparison questions systematically, employed the digitized voice to ensure standardized presentation, selected proper gain settings, and used high-contrast colors to make the tracings easier to see. There were regular undulations in the cardiograph tracings that might be associated with respiration blood pressure fluctua-

tions though there were others that do not correspond with the breathing. Tonic resistance in the electrodermal channel was about 420K Ohms, in the normal range. The examinee's resting pulse was 120 beats per minute across all charts.

The school solution for the charts in the current article will appear in the March - April 2021 issue of the APA Magazine. The answer can also be found on the APA Magazine page of the APA website (www.polygraph.org) or by writing the author directly. All recommended decisions are based on the Empirical Scoring System.

Looking back now at the November – December 2020 scoring practice in the last APA Magazine, the school solution would

¹Director, Educational Services, Capital Center for Credibility Assessment (C³A). Questions, comments, and suggestions can be directed to the author at APAKrapohl@gmail.com. The views expressed in this column are solely those of the author and do not necessarily represent those of the American Polygraph Association or the Capital Center for Credibility Assessment.



be a decision of Significant Responses (SR). Because the test was a BOST, which is a single-issue screening format, the grand total score was used as the first decision rule. The score was -9. The SR was confirmed by a posttest confession.

The APA Magazine is published in PDF format. To change the size of the charts

you can click on the symbols \ominus \oplus at the top of the Adobe screen, or at the menu bar click on View > Zoom > Zoom To and then choose the level of magnification you prefer. To rotate the charts, click on View > Rotate View and then choose either clockwise or counterclockwise.

Good luck.

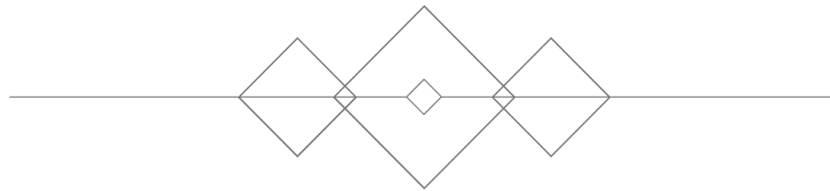


Chart 2

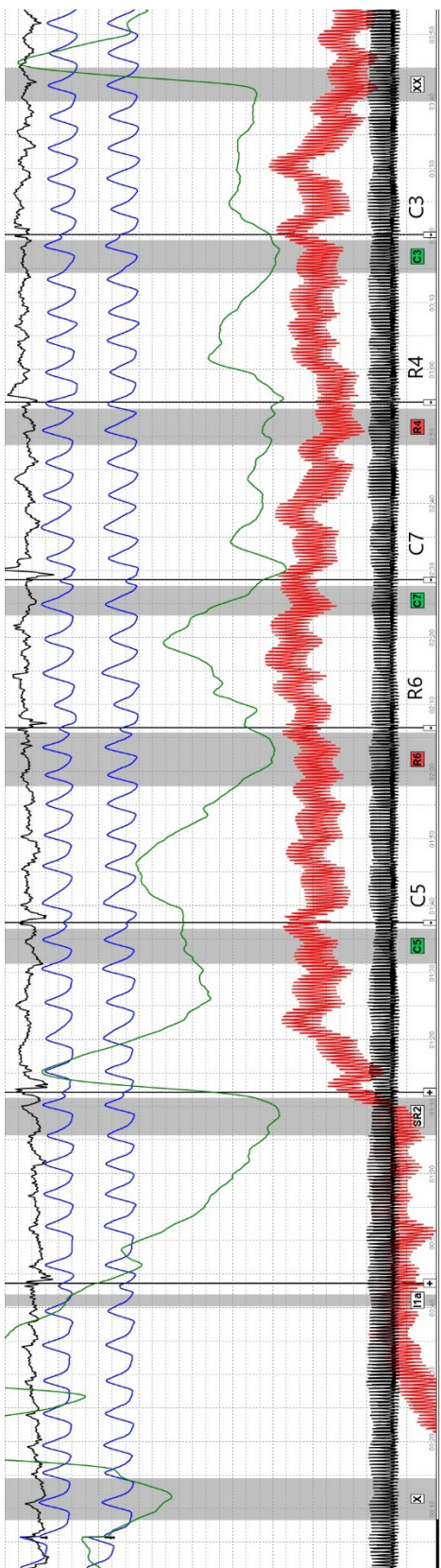
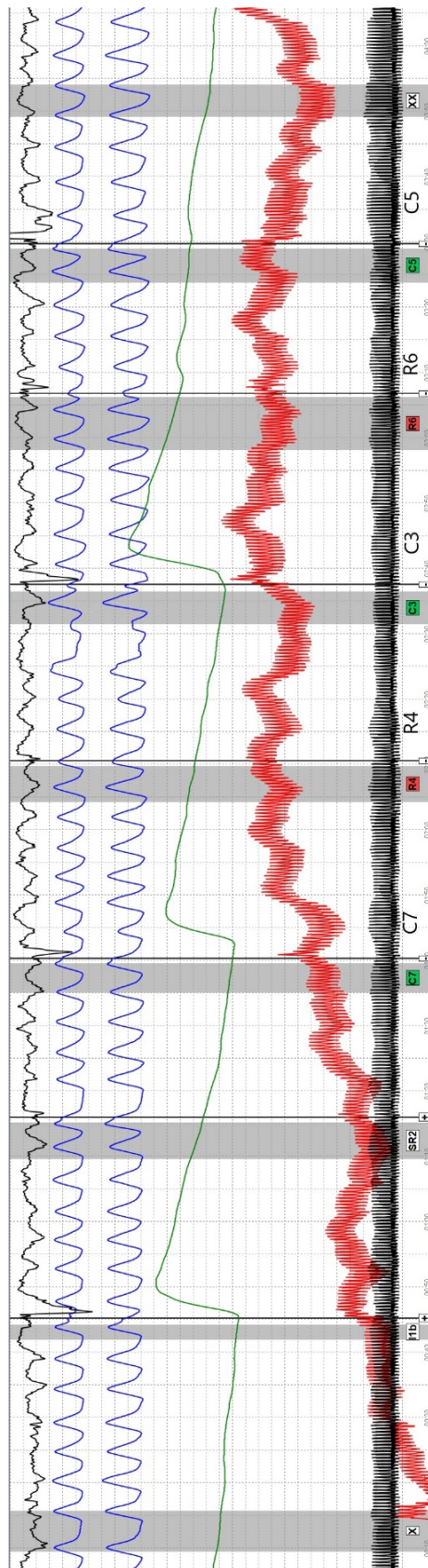


Chart 3





Practical Polygraph: Three Simple Habits for More Effective Interviewing

Raymond Nelson

It has been said that the pretest interview is the most important part of the polygraph test. In fact, the same thing can be said of running charts and test data analysis. Separation of anyone of these parts would result in an activity that would not satisfy the requirements sufficient to be referred to as a polygraph test. It is therefore moot as to which part of the test is most important. (Recall the anatomical joke about which body part is most important – for which the part that evacuates waste proved itself to be the most important by simply refusing to work and thereby inflicting unbearable discomfort on all the others.) Nevertheless, it is an enjoyable bit of hyperbole to say that the interview is the most important part, and there is little doubt that for many polygraph examiners the process of interviewing others is perhaps that most rewarding and satisfying of the various activities that are required during a polygraph test. And though there is little doubt about the importance and usefulness of the pretest

interview, it can still occur that interviewing the same topics so many times, and with so many people, can sometimes begin to become routine. Here are three simple habits that can promote more effective interviewing.

Avoid mind-reading

Mind-reading, in this context, does not refer to attempts at actual clairvoyance. Instead, this term is a metaphorical way of describing a communication style that is characterized by one person acting as if or assuming that they can possibly know exactly what another person is thinking or feeling. One obvious problem with mind-reading is that we (humans in general) are not good at it. Mind-reading leads to incorrect assumptions, incorrect conclusions, and misdirected actions.

Mind-reading sometimes a characteristic of dysfunctional relationships. Psychotherapists and counselors who work



with couples and families will sometimes devote time to improving communication skills, including reducing or eliminate mind-reading, as a contributor to some forms of relational discord. Anyone who has ever had the opportunity to experience and learn from a bad relationship may know first-hand the frustration of attempting to communicate with a mind-reader. The habit or act of mind-reading can stand in the way of comfortable and authentic communication.

Few things can stop the free and honest flow of information and understanding between two persons like one person telling another what they are thinking or feeling, or what they should be thinking and feeling. Or potentially worse, one person telling another they are wrong after they have attempted to express their experiences and perspectives. It can, in the extreme, be experienced as a form of disinterest and devaluation. Quite often the best solution to dealing with a mind-reader is to reduce communication and interaction, even reducing the relationship, to the minimum level of unavoidable contact and interaction.

Avoid mind-reading is easy. All that is necessary is to develop the habit of asking people to express their own thoughts, feelings, motivations, perspectives and experiences. Equally important will be to create a context and a space for this to occur. This process starts by deciding to be interested in what the other person might express, regardless of what that may be. When the topic is sensitive or vul-

nerable, or socially awkward or objectionable – and especially when dealing with persons who may struggle with issues of shame, trauma, avoidance, people-pleasing, or dishonest communication and behavior – it will be important to convey an attitude of openness. To accomplish this is a matter of listening with the goal of understanding vs listening with the goal of forming an argument to refute what they have expressed.

When done skillfully, asking questions with an attitude of openness and interest can begin to create an interpersonal space in which the other person can express themselves with less filtering and re-framing – and less avoidance, deception, minimization and lying. In the interview context, developing the skill and habit of communication without mind-reading, instead conveying openness to the information and perspective the other might provide, while deferring the need for more critical scrutiny to a later point, will ultimately increase the ability to enjoy, experience and understand the flow of rich and interesting information.

Don't ask "why"

To be clear, *why* is very tempting and interesting question to ask. But *why* can often be an ineffective question. Questions about why someone has done something, or why someone thinks something or why someone has experienced a situation in a certain way are deep and interesting questions. They go directly to requesting the



facts and evidence – often before a person has clarified the facts and evidence, thus forcing them into a position of embarrassment and reluctance to commit to a more completely detailed discussion, lest they be wrong and embarrassed further. These questions also go directly to a discussion of motivation – which requires a combination of insight and introspection and a safe context in which to engage a discussion. Sadly, many people struggle with insight and introspection and may not have taken the time to fully understand the complexities surrounding their motivations. Motivation, we recall, is among the most central and interesting discussions in psychology, and the discussion of motivation can be set in multiple intersecting paradigms.

In practical terms the effect of asking *why* is sometimes (often) that many people cannot answer this question with complete honesty and detail, and may instead become defensive – resulting in a reduction of effective communication. Some may become more silent and less communicative. Others may begin to formulate excuses and explanations. Some others may begin to engage in distraction or deflection. The bottom line is that many people, depending on their social and psychological makeup, can experience the *why* question as critical or judgmental. As an exercise: try to imagine an angry or judgmental adult asking a child “*why’d-you-do-that?*” This will give us insight as to how some persons experience the situation when we are tempted to ask *why*.

In addition to often being ineffective as an interviewing and communication device, questions about *why* can also begin to become a form of additional barrier to effective rapport. In the clinical context we can remind ourselves that many of the reasons that people may be able to benefit from counseling or psychotherapy have underlying them an underdeveloped sense of insight and introspection – and these are sometimes related to difficulty in understanding and accepting others. In other words, part of the reason they may want or need counseling is to improve their understanding of themselves, including how and why they handle situations in the characteristic ways that fail to achieve their goals, undermine their success, or somehow contribute to a sense of dissatisfaction with themselves or their circumstances, or the others in their social milieu.

The antidote or solution to the *why*-question-problem in the interview context is this: after identifying the question we wish ask, simply take an extra moment to rephrase the question without the word *why*. For example, instead of asking “*why did you do that?*” we might ask instead “*can you tell me what you can remember about what was happening for you before you did that?*” An important consideration here is that we do merely supplant one word with another, without understanding the subtleties and nuances of the dynamic interaction between the interviewer and interviewee, else we might observe the same situation we are hoping to reduce. For example, it may



not produce the desired outcome to simply ask “how come you did that?” This is nothing more than a word substitution that may not reduce the core dynamic problem of potential conveyed judgment and may not achieve the goal of reducing defensiveness. Instead, it will be useful to use the question to establish a context of openness and interest in what they might say. For example: “can you talk about how you felt at that time?” Or “can you recall, can you tell me, what was occurring in the moments before you did that?” There are countless ways to re-frame any question. The most effective will extend beyond these simplistic examples. Most importantly, taking the time to rephrase a question without the defensiveness-inducing word *why* will almost invariably result in a more thoughtfully formulated and more effective question – with less implied judgment and better clarity – that can elicit more useful discussion and information about virtually any topic.

Listen more and talk less

Listening to and attending to others is difficult. Especially when the other may be objectionable or disagreeable, or when we have already concluded that we do not like or do not care about them. Interviewing is not for the weak and faint, and there are innumerable things that can go awry in any interview context. Listening problems – problems involving neglecting to listen – are sometimes prefixed by a meta-message (i.e., the message within the message) of disinterest in the other’s perspective.

Listening requires first creating a context in which comfortable and honest communication can occur. This begins with constructing a demeanor and attitude in which all persons, regardless of who they are or how they dress themselves, are treated with respect and dignity. It proceeds with a formation of an authentic form of interest in the person and their experiences, regardless of whether or not their lifestyle has been consistent with our own values and behavior. It is important to clarify that this does not equate to endorsing or condoning a person’s problem behavior or mistreatment of others. Instead it means only that we begin by remembering that all persons have interesting value unto themselves – simply because they are a person – and that nearly all persons will enjoy and appreciate it when another person shows interest and takes the time to listen.

A practical way to prepare to listen is to ponder this question before the interview begins: how did this person come to be in this interview today? With this view it is possible to find an attitude of patience and interest towards virtually anyone. Problems can result if we lack interest in the person – or lack interest in our own work. When the problem of disinterest is a serious one we will see the interviewer *talking at* instead of *talking with* a person – neglecting to take the time to give a person space to interact. Or limiting the interviewee’s interaction to a set of canned and planned answers to questions that can seem more like *lawyering* (i.e., trouncing



on the person with a staged argument) than interviewing. Sometimes we will even see the tendency for people to *talk past* each other (i.e., failing to notice that they are talking about two different things) as a consequence of neglecting to take the time to listen to and understand what the other has attempted to say or ask.

We can begin to observe interviewing styles that appear to be primarily oriented towards the goal of getting through the *spiel* – pausing only long enough to inhale and occasionally ask “do you understand,” before rushing into the next canned sentence – instead of getting to a point where we can gain a better understanding of the other person. In these situations it may be preferable to automate the routine and repetitive aspects of the interview – those that involve primarily the provision of necessary information to the interviewee. In the worst cases the topical or information parts of the interview are very nearly *phoned-in*, with the examiner merely physically present, though socially absent, from the actual interview situation. These interviews are characterized by an endless series of very short closed questions. *Did you X? Did you Y? Did you Z?* For which the response is an endless series of monosyllabic answers that require little, if any, attention and little if any social and psychological engagement when answering intermittently *No, No, No*. These answers have the corresponding effect of reducing the need to listen to the person being interviewed.

One of the simplest solutions to the problem of listening is to remember the 80/20 rule – or a version of this rule. Interviewers should endeavor to be listening to the other person talking 80 percent of the time. Quite obviously, it would be a misuse of time if the interviewer is provides 80 percent of the dialog during the interview process. In this case we might ask: who is interviewing whom? Short of the more serious problem of being uninterested in the interview process itself, other smaller problems can also occur. And small problems, though not catastrophic of themselves, problems can lead to larger problems when un-noticed and left un-managed. One aspect of effective risk management is to identify and resolve smaller issues so as to prevent the need to content with larger and more difficult problems. There is perhaps no greater strategy to improve the effectiveness of an interview than to listen with greater interest.

Another practical strategy to improve listening is to avoid rambling on with more than two sentences without taking the time to listen. This may be difficult for some, and it may be necessary to increase the threshold to three sentences on some occasions. The point is not to obsessively count sentences but to provide the person being interviewed with an opportunity to participate in the discussion. A rule of this type is simply a guideline, such as when in social skills therapy group we might teach that “a standard social hug is a count of two-Mississippis at max.” But it’s not going to solve every situation. On the listening, vs talking side of the interview context, a useful guideline will be to listen not only the information



content of what is being said but also for the person's perspective – this may give greater insight as to their motives. Listening for the other persons' perspective will also convey interest and respect, which is useful because most humans are intuitively aware, at least to some degree, of whether another person is interested and respectful towards them.

When interviews are often similar or routine – as they often are in polygraph screening programs – it is an opportunity to develop and make use of subject matter expertise that cannot be acquired in any other way. Professionals who interview police and public-service applicants will begin to know things about these applicants that are difficult to describe and quantify – and therefore difficult to learn about through lecture, online training and textbook examples. Similarly for those who work with persons convicted of sexual offenses. And those who interview persons in government service. How do they go about their business? How do some of these people become compromised? What are the identifiable associated risk factors? How do compromised people attempt to conceal or minimize or manage their flaws and faults? How do they rationalize their behavior? What types of discussion can create a comfortable context for truth-telling? Experienced interviewers will possess deep contextual knowledge about these important contextual things. It is therefore critical that examiners have sufficient energy in reserve to listen to the very end and be-

yond. Sometimes it occurs that the most critical parts of a polygraph interview are at the very end. The problem is that we do not always know when the end will occur, and sometimes the actual end of an interview may occur after we have ourselves decided to end an interview. Gordon Barland once advised a group of trainees to “always give it five more minutes after you have decided to quit.” The key here is in learning to make a habit of always deciding to listen more.

Interviewing is a terrifically interesting activity that requires sustained attention and sustained energy. Interviews also require sustained interest in the interviewee, along with the ability to adapt somewhat to the interview in terms of personality style and level of functioning. For this reason, it is likely that human interviewers will continue to play an important role in the polygraph test and the development of rich and useful information from the polygraph pretest interview. These suggestions are not intended to address the complete range of issues and skills surrounding the polygraph interview, and are not intended to replace the need to enter the interviewing context and polygraph profession with some interest and aptitude for this important skill. Instead, it is hoped that these simple strategies will be of some benefit to examiners who do the important and ongoing social labor that is central to effective polygraph testing.





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