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Directed Lie – The Correct or the Easy Way?

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Abstract

Lately there had been a huge push in our profession toward the use to use the Directed Lie Comparison question (DLC). The truth verification field is divided into "pro and con" towards this idea, like many things in life. This article will research whether this "new fashion" is really the correct way or the easy or lazy way to conduct psychophysiological truth verification examinations, as well as make comparisons between the advantages and disadvantages between the DLC and the Probable Lie Comparison question (PLC).

History

Let us first check what a comparison question is: A comparison question (originally known as a Comparative Response Question and later as a Earlier in Life Control Question) is a question designed to elicit responses to compare to the responses in a relevant question (Krapohl, Sturm, 2002).

Matte (1996) in the history portion of his book traces the development of the comparison question as follows:

Dr. Marston, a forensic psychophysiologist in the 1920s and 1930s in some cases, would sometimes insert a "hot question" into the test. The description of these questions corresponds to the non-exclusive comparison/control question, which were later published by Reid & Inbau in 1946. When Dr. Marston was asked by Ansley for the reason of not publishing his development regarding his usage of his "hot question" Dr. Marston explained that he did not want examinees to read and learn about it.

Reid (1966) in his book explains that the control question will elicit stronger reactions than the relevant question by the truthful person as he will not be lying to the relevant question, but the guilty will be focusing only on the relevant questions.

Nate Gordon (2017) in his book explains that these questions were designed to cause the innocent examinee to react stronger to these questions and in this way to allow them to be determined truthful.

Tracing the development of the DLC, Matte (1996) in his book mentions that L. S. Fuse reported in 1982 that the DLC has been used for about 16 years.

The question asked is what was the reason for starting to use it? We can find an explanation in Nate Gordon's book (Gordon, 2017). He explains one reason for it was motivated by government examinations. When an examiner needed to test a senior ranking examinee the examiner often encountered problems developing previous life issues. Gordon also mentions that this method gained popularity because it requires less skillful examiners.

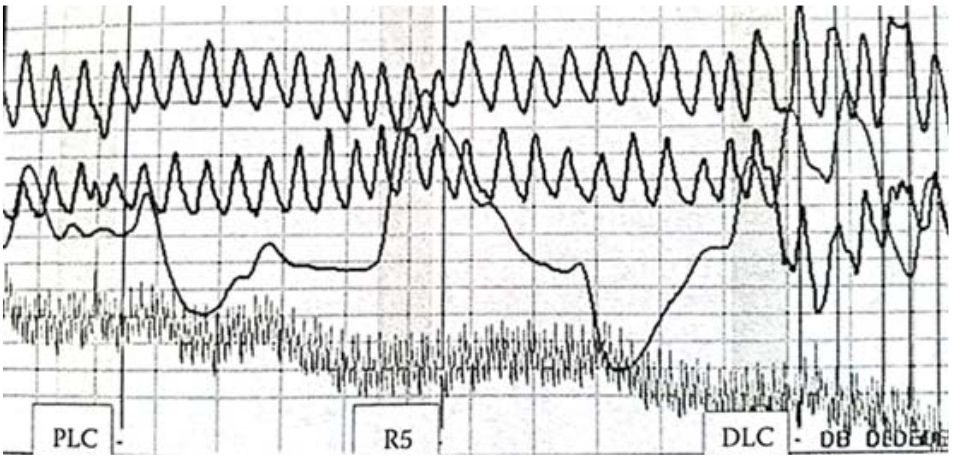
We find a similar justification for the DLC in the terminology reference (Krapohl, Sturm, 2002) Donald Krapohl and Shirley Sturm authored. They explain, "there is some concern about vulnerability to countermeasures; the true strength of the DLCs are that they can be standardized much easier than the PLCs, they are less intrusive, and their effectiveness is less subject to examiner skill".

Dr. Charles Honts in his research (Honts, Reavy, 2015) states the following: *Probable-lie comparison questions can be difficult to administer in field settings and require psychological sensitivity,* sophistication, and skill on the part of the examiner to obtain an accurate outcome *Unfortunately, many polygraph examiners lack adequate training in psychological methods and do not understand the basic concepts and requirements of using a standardized psychological test in a field setting. These problems are exacerbated when the examiner attempts to formulate individualized probable-lie comparison questions for each subject.*

We can conclude from this that employing the DLC, instead of requiring higher skills from professionals, requires less skill and allows better outcomes for less skilled examiners and leads our profession down a path toward mediocracy.

Polygraph is an art based on the sciences of Psychology and Physiology. The knowledge from the fields of psychology and physiology can be passed to almost anyone, but the art or skill of the examiner cannot. We can compare it to an analogy of a cloth manufacturing; some people will perfectly fit into clothes right off the rack, but others need adjustments. A question to all DLC enthusiastic supporters is "Would you like a family member or a friend of yours to be tested by a skillful examiner or by a mediocre one?".

Regarding the possible increase of countermeasures, with the PLC a skilled examiner can disguise the question in a few known or innovative ways. Unlike the DLC, where the examiner explains to the examinee these are the comparison questions and physiological reactions must appear to them to show reaction capability when the examinee lies or the test results can only be deceptive or inconclusive. This actually invites examinee distortions regardless if the examinee is truthful or deceptive. In addition, in this technological age, many examinees will have already searched the Internet looking for ways to cause reactions and defeat the examination. An example from Nate Gordon's book (Gordon, 2017) in which a deceptive person would show his lie on the charts correctly with no DLC.



Nelson in his article (Nelson, 2020) mentions that in PLC examiners tell the examinee that he must pass all questions otherwise he will fail the test. This obviously increases the importance of the PLC to the innocent examinee. Regarding the DLC the subject is told that it is important for the examiner to observe significant physiological responses to the DLC's otherwise it indicates the examinee lacks the ability to show physiological responses when lying, and the test outcome can only be inconclusive, This means that they won't pass the test.

In both cases the examinee is led to understand the importance of the "Comparison" questions". Again, in the PLC psychological set and salience is established to the PLC for only the truthful suspect, where in the DLC both truthful and deceptive examinees are made aware of the importance for physiological reactions to occur to these questions for them to have a truthful determination.

In both types (PLC and DLC) we find the letter "L". The letter "L" stands for the word "Lie". As in any scientific research we cannot compare "cats and dogs" so the question becomes what is a lie? The best definition which we can give is: **"A false statement made with deliberate intent to deceive; an intentional untruth".** Let us ask ourselves, does an examinee feel that he or she is lying when instructed to answer no? Why should they? The examinee knows in his or her mind they are not deceiving the examiner. They are only complying with orders. This actually decreases the natural psychological set created by the PLC for the truthful examinee. In the truthful examinee's mind the relevant questions can affect his future while the

comparison is only fulfilling an order. The DLC actually appears to increase the rate of both false/positives and false/negatives

Let us make a table of pros and cons:

Pros of DLC	Cons of DLC
1. Easy to administer. 2. Less examiner professional skill required. 3. Helps avoid intrusiveness.	1. Causes the examiner to be less professional. 2. The effect of complying with an order will not elicit a proper balanced reaction which might increase the false positive rate. 3. Makes it easier for the examinee to recognize the need and place where they should produce CM's. 4. This can make the examinee fear that the examiner will use this chart against him and present him as a liar

In our research we tried to look for a situation and format that would create a similar situation as the DLC, and decided to use the standard Acquaintance/Stimulation Test.

Matte in his book (Matte, 1996) describes the history of the stimulation test as being introduced by Keeler (1936) as a test to determine the examinee's reaction capability. The way he administered it was to have the examinee pick a card then instruct the examinee to give a negative answer to all of the test questions concerning which card was picked. The examiner would then demonstrate to the examinee the accuracy of the test by identifying the card the examinee selected and lied to by giving a speech of how great the deceptive reaction was and how easy it was to distinguish between the examinee's truth and lies.

Some examiners show the chart to the examinee to convince him about the efficiency of the instrument. Unfortunately, in many cases there was no reaction, so the examiners did some adjustment to the GSR tracing for the purpose of convincing the examinee the test was accurate. Many examiners believe the chart should not be shared because it may increase the examinee's knowledge concerning countermeasures.

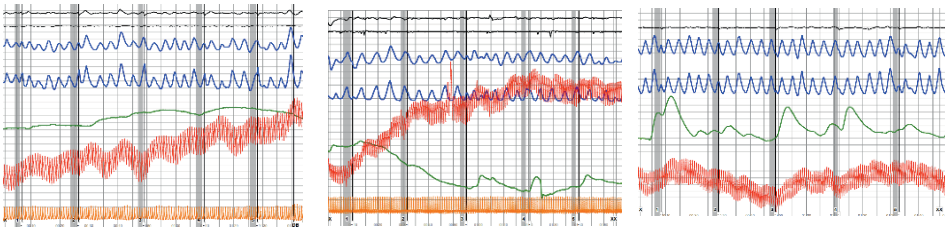
The request from the examinee to lie to see his reaction in the DLC is equal to a acquaintance/stimulation test. When examiners have been asked by us how often the charts actually show significant reactions on the selected number/card the answer

we received many times are, "we don't see reaction on the selected number". From the experience of Shurany, he finds more reaction on the number when he employs a "hidden card test" (the examinee picks a card and doesn't show it to the examiner as originally used by Keeler) than to a known number test. Shurany believes that in the hidden card test the curiosity introduced into the test creates a strong factor resulting in more identifiable results.

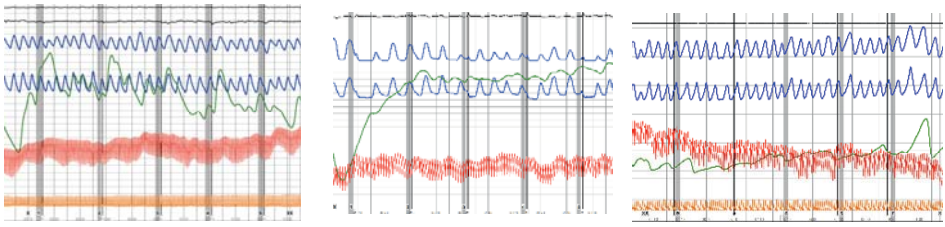
In order to see the reaction in a stim test a fellow examiner was asked to send charts of his stimulation test.

We received 12 charts, some of which are shown below.

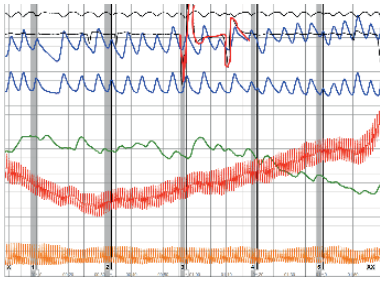
Group A



Group B



Group C



Out of the twelve charts we found seven with anticipatory reactions as demonstrated in group A, four showed no reaction to the number as demonstrated in Group B, and one indicating possible CM's to the number selected (the movement is emphasized in RED).

Excluding the chart where a CM was employed, 36.36% of the cases we did not see significant reactions to the selected number.

In our research we decided to check the reactivity of the "key" (the number the examinee chose) question on a "stimulation test." In order to make it more similar to a CQT (Comparison Question Test) and not to a POT (Peak of Tension) the numbers were not reviewed and asked in an ascending order which is usually the procedure in a POT.

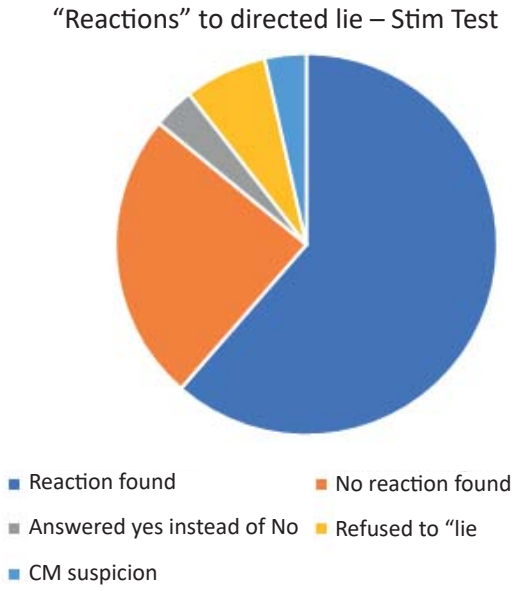
Here is the presentation we used to introduce the test:

Look John, not all people can take the test, mainly those who can't have some mental problems, based on our brief acquaintance you are not that kind of person, I correct? In order to verify your body's capability to respond correctly we are going to do short test. Before we start the test I need you to write a number between 3 and 7 on this paper (what ever number the examinee writes the examiner will add 2 numbers before the 3 and 2 numbers after the 7). Now if I ask you in this test did you write (the first number the examiner wrote) what will be your answer be? Here we expect "no" for an answer. Now if I ask you in this test did you write (the second number the examiner wrote) what will be your answer be ? Here we expect "no" for an answer. Now if I ask you in this test did you write (the number the examinee wrote) what will be your answer be? Here we expect "yes" for an answer. Now if I ask you in this test did you write (the third number the examiner wrote) what will be your answer be? Here we expect "no" for an answer. Now if I ask you in this test did you write (the fourth number the examiner wrote) what will be your answer be? Here we expect "no" for an answer. Now John, if I ask you to answer "No" on the number you wrote what will you be doing? Here we expect the answer, "I will be lying". Ok, so in the test we are now going to run I want you to answer "No" to every question, including the number you wrote ... is this understood?

We chose two examiners to participate in this research. Both examiners are private examiners, both were trained by Shurany. One was trained 17 years ago and the other 12 years ago, and both had a wide range of examinations and experience. The stimulation tests were conducted in both pre-employment and specific cases.

The research included 57 examinees, and these were the result:

Finding	No.	Percentage
Reaction found	35	61.4%
No reaction found	14	24.6%
Answered Yes instead of No	2	3.5%
Refused to "lie"	4	7%
CM suspicion	2	3.5%
Total	57	100%



The examinees who refused to lie gave the following explanations:

My values prohibit me to lie and I will not do it (1 examinee).

I came here to tell the truth and that is what I a going to do (2 examinees).

My future depends on this test and I don't know if you want to manipulate the test.

When we eliminate these three tests we have the following results:

Finding	No.	precent
Reaction found	35	71.4%
No reaction found	14	28.6%
Total	49	100%

Analyzing these results can see that in 28.6 percent the "directed lie" did not provoke a reaction. We would expect that in the stim test the percentage of provoking reactions would be higher due to curiosity.

Once a manager asked Shurany "How can we quantify and decide who is a good examiner?" The answer was "We need to check the number of errors (even though it will take time to find out) and check the number of inconclusive results," as we all know that there are no inconclusive examinees only inconclusive results.

The strongest weakness of the CQT and the common arguments of the CQT critics are twofold: we don't know the past of the examinee so how can we be sure that the PLC will work and cause sufficient strength of reaction to overcome the reactions caused by the fear of the innocent posed by the being accused of the relevant test issue, and on the other hand, how can we assure the PLC is not too powerful resulting a false negative reaction.

When using the "DLC" we have the additional factor of whether question is good enough and we add to it the following problems:

1. How much to emphasize the question?

2. Does it increase the outside issue (lack of trust)

3. It helps the examinee find the place to apply CMs.

4. Decreases the strength of the question as some examinees will consider the question unimportant.

5. Entices truthful examinees to use CMs to ensure there are reactions to the DLC and allow them to pass the test.

Conclusion

There is no reason to stop utilizing the PLC and apply something which has more problems than what we currently experience.

Acknowledgments

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