



LINGUISTIC STATEMENT ANALYSIS TECHNIQUE

A One-Day course in the Fundamentals of Detecting Deception, Truthfulness,
and Hidden Meaning in written language

By
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LSAT Introduction

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It was Friday the 15th. I went out with my girlfriend Julie Brown to the Town and Country Roadhouse. I was very drunk. I think I had 4 mixed drinks, 2 shots & 3 beers in about 3 hours. At 1:30 am when they were closing the bar we were standing outside with several others trying to figure out where we wanted to go. It was decided IHOP restaurant was where we would go. One of the guys I had been dancing with (I can't remember his name) and a very large African-American man named Peter said I should go with them. We were all joking about having sex instead of pancakes. I got into Peters car with him & the other man. We were supposed to follow my girlfriend. I think I was almost asleep when I realized we were not going the right direction. Peter & this other man said no we were going to Peters instead. I said I wanted to go to the IHOP rest. & told them both that my friends would be worried about me. Peter told me that he would take me to the IHOP if I really wanted to go & not to worry. We got to his house – Maple Terrace Apts. & we went inside. Peter hugged me & asked if I was okay. I said no I was scared & that I really wanted to leave. Again he assured me that it was okay & he wouldn't worry about hurt me. I think the other guy passed out on the couch. I don't remember going upstairs or getting undressed all I remember is lying on a bed & feeling like I was going to pass out. Next thing I know Peter is hovering over me & penetrating me. Again I told him I didn't want to do this – I did not struggle or fight I just layed there, like it wasn't really happening. When he was done he rolled over and I'm not sure how long we lay there – I was in shock. I asked him to take me home or IHOP rest. & he said no he was too drunk. He rolled me over & proceeded to have sex w/me again. But this time I tried to push him off & roll away – He told me to relax because this was what I wanted – I said no I don't – I want to leave. For whatever reason he stopped & rolled off me. I kept insisting I wanted to leave & he kept telling me no. Finally, he called out to someone – he said it was his nephew – another African American man. I assume he was sleeping there, but he drove me to my car in the Lago Vista Mobile home park. I couldn't get into Julie's so I crawled into the car & cried myself to sleep. I must have been there over an hour before Julie & Scott showed up worried & looking for me. ¶ I did not call the Police & yes I took a shower Sat about 8 am. I wasn't sure what to do. I just felt dirty & stupid.

1:30 am
tense x 2
passive
memory

tense

hyphen
emotion

memory
XXX
tense

hyphen
emotion
hyphens

hyphens

hyphens
tense

emotion

I have analyzed the attached statement from the alleged sexual assault victim and have outlined my conclusions and observations below.

Validity Assessments

Pronouns..... **Fail**
Terminology..... **Pass**
Responsibility..... **Fail**

BDA ratios..... **Fail**
Perceived time..... **Pass**



Human nature dictates that truthful people and deceptive people use different thought processes. These processes are “hard-wired” into the human brain. Regardless of race, language, education level, intelligence, or any other factor, human beings all use the same thought processes when it comes to telling the truth and being deceptive. The German professor Undeutsch first specifically announced the assumption about a qualitative difference between statements based on experienced events (memory) and statements based on fabricated accounts.¹

It is not important for our purposes to know why it is true. We could discuss the psychological theories that could account for it, but it wouldn't be necessary for us to effectively utilize the technique. It's like driving a car. Nobody has to know the theories and mechanics behind the internal combustion engine in order to drive a car. Likewise, we don't have to know that the thought processes of truthful and deceptive people are different. They just are and that's all we have to know.

The LSAT technique is a compilation of the studies several disciplines of detecting deception based upon trends in language². These include Statement Psychology, Statement Validity Analysis, Statement Reality Analysis and Criteria Based Content Analysis. The validity of LSAT and its relatives has not been established as much scientifically as it has empirically through successful application, although scientifically supported validity is showing great potential. Specific trends in language or linguistic signals were revealed by researchers that showed a strong correlation with deception and truthfulness. Additionally, trends in the actual structure of the statement were discovered to have the same correlations. Not only are the words important to determining the veracity of statements, but also the manners in which people compose them are important.

Introduction

The two primary goals for this class are:

- 1) Teach you how to gain the maximum amount of information that is contained in a statement.
- 2) Teach you how to detecting deception and truthfulness in peoples' written and spoken statements.

For purposes analysis, the statements we will deal with in our coursework describe activities that occurred in the past. The manner in which truthful and deceptive people recall past occurrences is of the utmost importance. Put simply, truthful statements come from memory while deceptive statements do

¹ Undeutsch, U. Beurteilung der Glaubhaftigkeit von Aussagen. In U. Undeutsch (Hrsg.), Handbuch Forensische Psychologie, (1967) pp.26-181. Göttingen: Hogrefe

² Max Steller, Institute of Forensic Sciences, Istanbul University;Berlin. Assessing Credibility of Children's Statements about Sexual Abuse: <http://www.istanbul.edu.tr/enstituler/adli/forensic/steller2000.htm>; on June 29, 2000



memory viewed through the filter of LOGIC. The essence of LSAT lies in our ability to recognize those linguistic signals that tell us whether the statement came from memory or was altered by logic.

Truthful statements come from memory. Deceptive ones don't.

All humans use the same strategies and tactics to deceive. We have all lied at various times in our lives, some of us more than others. If you've ever listened to someone talk and you developed a gut feeling that they were not telling the truth, it is not coincidental. Since we all use the same inherent tactics to deceive, our mind recognizes this and creates the gut feeling that the person is deceptive. It recognized this because *you have used the same tactics*, most of the time without realizing it. LSAT identifies the signs that these deceptive tactics and validates your gut feeling.

Retrain Your Brain

In order to be truly effective and accurate in this discipline, you must re-program your mind to think from a different perspective. We will treat every statement, whether written or spoken, as an object. It is not a story. It is a structured object that stands on its own. There is no person attached to it. It is self-contained.

LOGIC is what our common sense tells us should be true about what we experience.

This accounts for differences in memory; varying perceptions and opinions.

Logic is the thought process by which we come to the wrong conclusion with confidence

Some concepts in LSAT will contradict logic.

Linguistic Signals

LINGUISTIC SIGNALS

PRONOUNS

Pronouns have tremendous significance. Nearly 90% of hidden confessions located within statements are produced by pronouns. Also, if taken literally, pronouns are not subject to interpretation by the subject's personal dictionary. "I" means alone. "We" means the subject is not alone. We can depend upon pronouns.

PRONOUNS

I, me, my, mine, you, yours, him, his, he, she, her, hers, it, its, they, them, their, theirs, us, we, our, ours, myself, yourself, himself, herself, ourselves, themselves, someone, something, somebody, thing

By first identifying all the pronouns from the beginning to the end of a statement, it causes us to review the statement as an object (pronouns) and not read the story. We will slow down to search and locate.

Two very important pronouns are "I" and "We". We already know that the statement will lack credibility if the subject does not take responsibility by starting it with "I". It also represents the subject him/herself, and therefore the subject will use great care in how they use it. If "I" is used improperly, omitted, or changed, it has tremendous implications, leaning toward deception. "We" has equal importance since "we" includes "I". First, it indicates that the people that make up "we" are willing participants. This is of particular importance in cases of sexual assault and kidnapping.

Secondly, when a subject writes or tells about what happened, it is highly unlikely that nobody else will be involved in the event. The lack of "we" might tell us that:

- the others were not significant enough to mention,
- there is emotional distance between the participants or,
- the author may be trying to conceal someone's presence in the story.
- the author is under a tremendous amount of stress

Considering Alternative Descriptions

Consider the different ways one could conceivably write the sentence, "*We went to the store.*"

- He and I went to the store
- I went to the store with him.

Notice the use of "with". "With" tells us that there was either physical or emotional distance relating to the person that the subject was "with". We should be aware that this could indicate a conflict in their relationship at that time in the statement.

We should look closely to see if the content to determine what caused the choice of language. "With" does not always have to indicate something bad or sinister. It could be attributed to something as simple as being in the same place at the same time, but doing two different things.



Example: *"I was watching T.V. with my son."*

Possibilities:

- a. Conflict/disagreement.
- b. One was watching T.V. while the other was doing something else.
- c. Both were watching but the subject really didn't want to.

Pronouns: Possessive v. General

"My wife" → "The wife"

"I went out to start my car. The car wouldn't start."

A modification involving a change from possessive to a general reference indicates an upgrade or downgrade of the thing described, at that point in the statement. Look for what might have caused the change.

Deceptive Pronoun Strategies

Changing the pronoun: " ~~They~~ I went to his house alone".

A change pronoun represents a point in the story where the author abandoned a thought and exchanged it for another. The original thought still exists but is being withheld, making it deceptive. The fact that it involved a pronoun requires that the deception involve the concealment of someone's identity, making it hyper-deceptive. The changed pronoun is likely to be the highest form of deception.

Linguistic Signals: Pronouns

Changed Pronoun



I left him the way I found him.

Omitting Pronouns; *"Got up, had breakfast, and took a shower".*

Omitting a pronouns tells us that the author is either trying to conceal someone's identity who was present along with the author or that the author has a serious lack of commitment to the information they've offered. By omitting the pronoun, the author avoids revealing the presence of one or more people while still telling us what happened. This causes the reader to make an assumption, which we are nearly always willing to do. We automatically assume the pronoun is "I".

Linguistic Signals: Pronouns

Missing / Omitted Pronouns

⊗ *"Went to my girlfriend's house, went*
out to eat and saw a movie." ⊗

*Missing pronouns: an attempt to conceal identity or a
serious lack of commitment to what they wrote.
The information can't be trusted.*

Misusing a Pronoun: *"After he raped me, we left the room and he acted like nothing happened".*

Since "we" means a good, close relationship and willing participants, it is completely unexpected that the author will use "we" once the description of the violent or traumatic event begins in the story. "We" not only reflects the nature of relationships, but also of the general atmosphere. When the story is describing a traumatic event like a crime, the author's perception of the circumstances will deteriorate and will likely resort to using different language choices to describe "we" such as "He and I" or "with".

Additionally, a deceptive thought process may use pronouns to mislead and confuse the reader. Specifically, one strategy is to conceal identities by using the pronoun "they" when the author is aware of only one person. We call this the "Plural vs. Singular Conflict".

"He asked his friend to hand him a condom. They handed him a condom..."

Misused Pronouns

1. “We” where it isn’t expected (Arson)
2. Singular v. Plural Conflict

Validity Assessment #2 Pronouns

Changed Pronoun? 

Omitted Pronoun? 

Misused Pronoun? 

MODIFIED TERMINOLOGY: SITUATIONAL LANGUAGE CHOICE

As things and people are brought into a statement, they can be referred to in many ways. We want to be aware that when there are modifications to subsequent references, it is not by accident and is significant. We must ask ourselves, “*Why did the person change the way they refer to this?*” We may not always find out, but it is of the utmost importance that we make every attempt to find out.

When language changes, something real caused it to change.

Modified terminology will occur in a statement when a perception contained in the subject’s mind changed. Alternatives will occur not only with references to people, but also with objects and activities. When a modification occurs, we need to look within the activities described in the statement to tell us what caused the modification. This is part of the process of de-ciphering the subject’s definition.

Example:

“A man with a gun came in...”

“He held the pistol to my face...”

“He shot the weapon into the ceiling...”

A modification in terminology that is not justified by the events in the statement is a very strong sign of deception. It does not happen for no reason or by coincidence. The reality that caused the change should be somewhat apparent. If not, the person is likely to be concealing the “reality” indicating deception.

MODIFIED TERMINOLOGY EXAMPLE: PEOPLE

*It was Friday the 15th. I went out with my girlfriend Julie Brown to the Town and Country Roadhouse. I was very drunk. I think I had 4 mixed drinks, 2 shots & 3 beers in about 3 hours. At 1:30 am when they were closing the bar we were standing outside with **several others** trying to figure out where we wanted to go. It was decided IHOP restaurant was where we would go. **One of the guys** I had been dancing with (I can’t remember his name) and a very large African-American man named Peter said I should go with them. We were all joking about having sex instead of pancakes. I got into Peters car with him & **the other man**. We were supposed to follow my girlfriend. I think I was almost asleep when I realized we were not going the right direction. Peter & **this other man** said no we were going to Peters instead. I said I wanted to go to the IHOP rest. & told them both that my friends would be worried about me. Peter told me that he would take me to the IHOP if I really wanted to go & not to worry. We got to his house – Maple Terrace Apts. & we went inside. Peter hugged me & asked if I was okay. I said no I was scared & that I really wanted to leave. Again he assured me that it was okay & he wouldn’t ~~worry about~~ hurt me. I think **the other guy** passed out on the couch.*



WHAT CAUSES LANGUAGE TO CHANGE?

1.

2.

3.

4.

5.

6.

7.





CONNECTING PHASES

An adverb clause connects one part or sentence of the statement to another. Some are insignificant, but several are indications that the subject intentionally removed important (class 3) information from the statement and is a strong indication that deception is present.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

_____ = *"I put the deposits in the bank bag and put them on a shelf under the counter and I cleaned up. After I cleaned up, I went to get the money and it was gone."*

INFORMATION GAPS

The shortest way of saying something is the best or most effective way to do it. When words are put into a sentence that lengthens it, it is significant. There are certain words that when added are significant and in the case of the *information gap*, indicate that a description of a length of time and class 3 information was intentionally omitted. These are the words that one needs to be aware of that qualify as information gaps:

Before	During	After

Example #1: *"I crossed the street. When I got to the other side I went into the building."*

Example #2: *"I started to cross the street. When I got to the other side..."*

Started, began, commenced, etc. tell us that either:


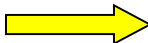

1. The action was interrupted. If the statement is credible, the interruption should be described.
2. The person is intentionally omitting time and information from their statement, indicating deception.

Information Gaps are similar in significance to adverb clauses. They differ because the strategic and structural reasons behind the omission of information are different and therefore require them to be examined independently of the adverb clauses. Additionally, they also denote a significant portion of missing time in addition to omitted information. This should cause the investigator to explore this possibility from a different approach during an interview/interrogation.

EXTRANEOUS INFORMATION

When we ask a person question, *"What happened?"* we expect information that answers this question. Anytime a person fails to answer this question it is very important. There are a number of ways this can happen without the person even realizing it. This information is extraneous or beyond the boundaries (IBB) of the question and statement. Many times this information appears to be trivial and insignificant to us, but the writer put it there because it was important to them and they wanted us to know. Anytime someone fails to answer the question, *"What happened?"* we need to take a very close look at it and try very hard to determine what caused it.

Why, What Didn't, and Why Didn't Events Happen

- | | | |
|--|---|---------------------------------|
| 1. <i>Why</i> something happened |  | High sensitivity |
| 2. What <i>didn't</i> happen |  | Very High sensitivity |
| 3. <i>Why</i> something <i>didn't</i> happen |  | <u>Hyper</u> sensitivity |

Do not make the mistake of interpreting IBB as necessarily being one of deception. It simply tells us what the person deems to be very sensitive information in their mind, often without them even knowing they've offered it. This sensitivity might lead us to the motive for the crime/event.



Why signals: 1. 2. 3.

Negative signals: 1. 2. 3. 4.
5. 6. 7.

Note: Clusters of sensitivity are far more significant than isolated signals.

EXTRANEOUS INFORMATION: SIGNALS OF SENSITIVITY

.....would take me to the IHOP if I really wanted to go & not to worry. We got to his house – Maple Terrace Apts. & we went inside. Peter hugged me & asked if I was okay. I said no I was scared & that I really wanted to **leave**. Again he assured me that it was okay & **he wouldn't worry about hurt me**. I think the other guy passed out on the couch. **I don't remember going upstairs or getting undressed** all I remember is lying on a bed & feeling like I was going to pass out. Next thing I know Peter is hovering over me & penetrating me. Again I told him **I didn't want to do this – I did not struggle or fight I just layed there, like it wasn't really happening**. When he was done he rolled over and **I'm not sure how long we lay there** – I was in shock. I asked him to take me home or IHOP rest. & he said no he was too drunk. He rolled me over & proceeded to have sex w/me again. But this time I tried to push him off & roll away – He told me to relax **because** this was what I wanted – I said no I don't – I want to **leave**. For whatever reason he stopped & rolled off me. I kept insisting I wanted to **leave** & he kept telling me no. Finally, he called out to someone – he said it was his nephew – another African American man. I assume he was sleeping there, but he drove me to my car in the Lago Vista Mobile home park. **I couldn't get into Julie's so** I crawled into the car & cried myself to sleep. I must have been there over an hour before Julie & Scott showed up worried & looking for me.

Emotions

The naming of emotions can play a significant role in determining truthfulness from deception. When considering the description of an emotion in a statement, it causes us to examine the very foundation of how a deceptive person thinks versus a truthful one. Refer to our premise back on page 5: “Reality is not logical”. To make this point we will refer to the following two statement segments:

Segment #1: “...the car broadsided me and I spun around hard. I couldn't control it. I hit a telephone pole on the north side of the intersection and stopped. My door was smashed in and I couldn't open it. A guy



stuck his head in the window and asked me if I was okay. I said yes and crawled out through the passenger door. I sat down on the curb and started to cry. I was so scared..."

Segment #2: *"...a guy in a ski mask came busting through the door and pointed a gun in my face. I was afraid he would shoot me. He asked me to put all my money in a bag..."*

It seems LOGICAL that emotions should manifest themselves at the peak of a traumatic event (Segment #2). However, REALITY dictates that emotions manifest themselves after the event (Segment #1). If you've ever used the phrase, "*It happened so fast I didn't have time to be scared*" you have experienced reality. Your recollection of the event is exactly as it actually happened because it came from memory. However, if the event doesn't come from memory, the deceptive person thinks logically that the emotion should directly coincide with the peak of the event.

Deceptive people logically rationalize (incorrectly) that certain behaviors reflect guilt. Expressing emotion is one of these behaviors. Subsequently, they may avoid describing or connecting themselves to emotion as a strategy to appear guiltless. It seems to reason that if a deceptive person didn't experience an emotion, they either would avoid mentioning it or they would mention it in the logical place, at the peak of the event. Look for these signals.

Corrections

Corrections and cross-outs are an indication that the subject's memory was taking them one direction (truthful) and their editing mechanism caused them to change direction (not so truthful). Make a reasonable attempt to determine what the person was writing when they changed the direction of their statement but don't make the mistake of assuming you know or coming to a conclusion based on questionable interpretation. Knowing the actual direction the statement was headed may give important insight into the reality contained within the statement. Note though, that the more important issue is the change direction from memory to something else, which is a strong indication that deception may be present at that point in the statement.

Memory

"The last thing I remember is going outside with him".

"I don't remember him taking off my clothes, all I remember is lying on a bed..."

"I don't recall ever having given her the information".

As you read these phrases you will realize that they are written in the present tense which means the person is no longer in the memory mode and is aware of the presence of the reader/listener, who exists only in the present or future. These lack credibility and we should suspect deception is present.

Keep in mind also that it wouldn't occur to anyone to write or tell about something they don't remember. If they don't remember it, it wouldn't enter the statement. This seriously detracts from the credibility of the statement. Consider also that to say the words "*I remember*" lacks credibility as well because the entire statement is what they remember, so isolating one part and qualifying it as what "*I remember*" is not valid and is most likely an attempt to embellish or convince the reader.

The word "recall" at face value seems to have the same meaning and significance as "remembering". However, *recall* is a much more formal reference and carries with it a higher level of stress and tension. Its use may be a sign of a greater level of resistance to offer information whether the information was prompted or not. Look for the issue related to "recall" to be a very sensitive one for the author.

EXTRANEOUS INFORMATION: MEMORY

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PUNCTUATION

Punctuation, like all other aspects of language relating to LSAT, has significance. Sometimes the punctuation used has significance in itself. Other times it is a modification to the trend of punctuation that is significant. Note the following punctuation signals.

- Hyphens -- _____
- Parenthesis () _____
- Quotation marks “ ” _____
- Ellipsis marks ... _____

EXTRANEOUS INFORMATION: PUNCTUATION

..... hurt me. I think the other guy passed out on the couch. I don't remember going upstairs or getting undressed all I remember is lying on a bed & feeling like I was going to pass out. Next thing I know Peter is hovering over me & penetrating me. Again I told him I didn't want to do this [] did not struggle or fight I just layed there, like it wasn't really happening. When he was done he rolled over and I'm not sure how long we lay there [] I was in shock. I asked him to take me home or IHOP rest. & he said no he was too drunk. He rolled me over & proceeded to have sex w/me again. But this time I tried to push him off & roll away [] He told me to relax because this was what I wanted [] said no I don't [] I want to leave. For whatever reason he stopped & rolled off me. I kept insisting I wanted to leave & he kept telling me no. Finally, he called out to someone [] he said it was his nephew [] another African American man. I assume he was sleeping there, but he drove me to my car in the Lago Vista Mobile home park. I couldn't get into Julie's so I crawled into the car & cried myself to sleep. I must have been there over an hour before Julie & Scott showed up worried & looking for me.

TIME REFERENCES

For our purposes, there are two types of time that we will deal with: ***Clock time and Perceived time***. Clock time refers to actual time while perceived time refers to the writer/speaker's opinion of time. When a person writes or says, "*It was 7:30 a.m.*", there is no interpretation needed to know exactly what they mean. 7:30 a.m. is the same for everyone. However, if the subject says, "*I saw her at supertime*" there is interpretation needed to determine exactly what the person means by "*supertime*".

Clock time

Clock time is very important for a number of reasons. First, it is valuable in helping us span the gap between the subjectivity of all statements and the reality hidden within them. When clock time appears in a statement, we can count on it because it's not subject to interpretation. It is one less thing we have to decipher.

Secondly, clock time will tell us where sensitive issues may exist for the writer. When describing an event and without being prompted to tell us, a person who mentions a specific clock time has told us that there is something significant about that time. Of all the times a person could write, why would they mention that specific time? It is our job to find out. Sometimes the statement will reveal it. Other times, we must work to find out. Keep in mind that for a person who committed a crime, the time of the crime is a very sensitive point and they may very well include that time in their statement.

Perceived time

Perceived time is a calculation used to determine how a person views a particular length of time. If a person writes a statement describing events that lasted over the span of two hours, the amount of information written is their perception of what two hours looks like. The amount of information written will vary based upon the veracity of the statement and is a dependable determining factor in whether deception is present. Based upon verified trends in language, it is safe to say that when a truthful person is asked to write an account of what happened during their awakened day, they will write somewhere in the range of 1 ½ to 2 written pages. When using standard 8 x 11 lined paper, this averages approximately 2 – 3 lines written per hour described. This is our internal editing mechanism at work revealing its version of perceived time. It is their brain's perception of how the day transpired. Obviously, a deviation from this average is significant.

1. Less than 1.3 lines per hour averaged indicate the subject is glossing over or omitting information. We should be alert to signs of omitted information.
2. More than 6 lines per hour (suspicious) and absolutely eight or more lines per hour (slam dunk) tell us the person is injecting more information than expected which is a tactic used by deceptive people to delay getting to the critical point in the statement. This is the point at which they must be deceptive (Deception creates guilt feelings which everyone tries to avoid).

TIME REFERENCES

It was Friday the 15th. I went out with my girlfriend Julie Brown to the Town and Country Roadhouse. I was very drunk. I think I had 4 mixed drinks, 2 shots & 3 beers in about 3 hours. At 1:30 am when they were closing the bar we were standing outside with several others trying to figure out where we wanted to go. It was decided IHOP restaurant was where we would go. One of the guys I had been dancing with (I can't remember his name) and a very large African-American man named Peter said I should go with them. We were all joking about having sex instead of pancakes. I got into Peters car with him & the other man. We were supposed to follow my girlfriend. I think I was almost asleep when I realized we were not going the right direction. Peter & this other man said no we were going to Peters instead. I said I wanted to go to the IHOP rest. & told them both that my friends would be worried about me. Peter told me that he would take me to the IHOP if I really wanted to go & not to worry. We got to his house – Maple Terrace Apts. & we went inside. Peter hugged me & asked if I was okay. I said no I was scared & that I really wanted to leave. Again he assured me that it was okay & he wouldn't ~~worry about~~ hurt me. I think the other guy passed out on the couch. I don't remember going upstairs or getting undressed all I remember is lying on a bed & feeling like I was going to pass out. Next thing I know Peter is hovering over me & penetrating me. Again I told him I didn't want to do this – I did not struggle or fight I just layed there, like it wasn't really happening. When he was done he rolled over and I'm not sure how long we lay there – I was in shock. I asked him to take me home or IHOP rest. & he said no he was too drunk. He rolled me over & proceeded to have sex w/me again. But this time I tried to push him off & roll away – He told me to relax because this was what I wanted – I said no I don't – I want to leave. For whatever reason he stopped & rolled off me. I kept insisting I wanted to leave & he kept telling me no. Finally, he called out to someone – he said it was his nephew – another African American man. I assume he was sleeping there, but he drove me to my car in the Lago Vista Mobile home park. I couldn't get into Julie's so I crawled into the car & cried myself to sleep. I must have been there over an hour before Julie & Scott showed up worried & looking for me. I did not call the Police & yes I took a shower Sat about 8 am. I wasn't sure what to do. I just felt dirty & stupid.

1:30a

24.5
lines
÷
6.5 hrs
=
3.75
lph

8:00a



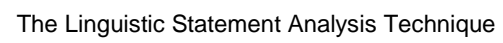
GUIDELINES FOR STATEMENT PREPARATION, NECESSARY FOR ACCURATE CALCULATION:

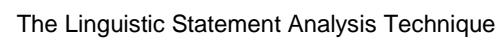
- **Type all of your statements to standardize your analyses and to make them easier to read.**
- **Use the same size font. Size 11 Arial is the best all-around size. Double space or 1.5 to allow for making notes and color-coding easy to read in the analysis process.**
- **Leave a 1" side margins. Top and bottom margins are not important.**
- **Justify (even margin on both sides) the lines on the typed page.**
- **Type the statement exactly as it was written. If words were crossed out, cross them out on the typed version. If they are blacked out, black out an equal amount of space.**
- **Do not correct punctuation, capitalization grammar or spelling. It may be prudent to disable the grammar check and automatic grammar correction on your word processor.**

Perceived Time Exercise

1	August 15, 2007 I left for work at 0700 Hrs- I arrive at Kingsland Fire Station around 0740. Was	0700
2	out doing inspection and Meeting at the City of Kingsland Planning Dept. around 1100 Patty called	1100
3	on my cell phone and told me she was having a hard time today with the leaving of her son Jerod .	
4	Sh They had two dogs an she missed the dogs-to, I told her that she has to Let go her son going	
5	to be ok and he has to be on his own. He's married and he has to get on with his life. Sh Patty	
6	said I know. I just dont feel Right - I told her I should be home around 1600 Hrs. I got tied up with	(NO! 1600)
7	an inspection that took longer than I thought it would and got home around 1220 Hrs. She told	1220
8	Me that she didnot feel feel Like cooking and could I go and Something to Eat I chang clouse and	
9	went to Saf eway and got some chicken Salad and Macaroni Cheese. <u>She And I had Supper</u> She	
10	Layed down on the couch and wached T.V. I went out to the shop and worked on my motercycle	
11	helmet. it took about 25 to 30 minits., I came back into the house sometime after 1800 Hs. Patty	1250
12	was waching CSI Las Vages and at 1900 Hs She Wached CSI My Mammie She feel asleep on	1800
13	the couch I. woke her up around 1950 And told her I wanted to watch the Ballgame. She said she	1950
14	wanted to go to bead. When I woke her 'up She did not Look good she Looked Like She was on	
15	something. Like Some type of druges. She could not walk to the beadroom I had to carry her. that	
16	was around a little After 2000 Hrs. I placed her on her back covered her up with the sheet on the	2000
17	bead. around. 2030 I checked on her and she was laying on her stomie and seemed to be ok she	2030
18	was kind of Snoring. Seemed to be ok. I went back out and Wached the ballgame an the 2100	2100
18	hr Chanel 8 news I went to bead at 2130. When I went to bead I place my Arm on her and she	2130
20	was Realy Cold. I got up <u>turned on the Light</u> went over at tuched her No responce I turn her over	
21	she was not breathing and had no heart beat . I called 911. She died in bead. I dont know why .	



26

27





PRACTICE STATEMENTS



Woke up @ 7:00 AM—ate my cornflakes – washed up for work – turned lights off and made sure everything was off at about 7:40 AM – turned the swamp cooler on and went to work with my brother and my fiancé in his VW Jetta– He dropped me and my fiancé off at Elliotts where I work and he went to work – Approx 7:45 – me and Jenny started pulling parts for our grand am car. As work went on using weed wacker on weeds at Elliotts. I think Jenny left on her way to Dez's place. About 10:00 A little later Dez and Jenny drove up to tell me my house was ablaze. After that I remember talking to an officer and a fireman my landlord showed up. We went back to work, just to leave again they needed to move my grand am. The keys were unaccounted for. They were in the house – Then I went to longmont to see my wife “fiancé” thru the whole thing with the fire and all –They took care of Jenny for several hours-we then left the hospital– I forgot to mention the Fire fighter that came to the hospital – He asked a few questions



XXXXXXXXXX

ABQ 87106

Huerfano County Police

Dear Sirs,

I was driving back to Albuquerque from Denver recently and stopped to take a break in your county, in a deserted area, and discovered what appeared to me to be human remains.

The location is Red Rocks Road north of Walsenburg. I took it west from I-25 to the top of the first hill and pulled into an old driveway on the right side that had a cable across it. I walked down the road to where some junk was dumped, noticed a smell coming from an old refrigerator whose door was slightly open, poked with a stick and a jawbone fell out. I left it alone at that point and decided I should let you know (sorry it has taken me 3 weeks to do so).

XXXX XXXXXX

Albuquerque

XXXXXXXXXXXX

Validity Assessments:

Responsibility:	Pass	Fail	BDA:	Pass	Fail
Pronouns:	Pass	Fail	Perceived Time	Pass	Fail
Terminology	Pass	Fail			

—



**CONNECTING PHRASES**

After	Later	Shortly thereafter
Afterwards	Later on	From There The next thing I knew (know)
Sometime after	Sometime later	At <u>some</u> point
Repeated Phrases	(Repeated phrases must be the end of one sentence and the beginning of the very next sentence; near mirror image with little change)	

INFORMATION GAPS

Began	Continue	Finish	Finally
Start	Proceed	Complete	Subsequently
Initiated	Resume	End; end up	Ultimately
Commence	Went on	Terminate	Eventually

(includes present tense, "ed" and the 'ing' forms of these words)

SENSITIVITY

Left, Leave, Leaving						
Depart, Departed, Departing	because	so	Since	As	due to	in order to
Exit, Exited, Exiting						

SENSITIVITY (negative)

Did not / Didn't	Should not / Shouldn't	Was not / Wasn't
Had not / Hadn't	Would not / Wouldn't	Could not / Couldn't

Includes present tense form

(Highlight entire phrase describing the negative circumstance)

PEOPLE

(proper names and noun descriptions only, NOT pronouns)

PRONOUNS (Circled)**ALL COMMUNICATION WORDS**

Said, Told, Ask, Discuss, Spoke, Talk, Conversed, Chatted, Visited, Argued,
Called, Emailed, Texted, Etc.

Margin Notes

Tense violations Emotions Personalization Hyphens Parentheses
1st "We" Times and LPH Passive language Memory
(underline occurrence in the statement and make margin note)





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