



# Child Abduction Response Plan

*An Investigative Guide (3<sup>rd</sup> Edition)*



Federal Bureau of Investigation  
Behavioral Analysis Unit  
Quantico, Virginia

# Child Abduction Response Plan 3<sup>rd</sup> Edition (2014)

An Investigative Guide for Law Enforcement



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## Message from the Director

As a parent, I can think of nothing more terrifying than a missing child. But for too many families, this terror is a reality. At the end of 2013, the National Crime Information Center's Missing Persons File contained 33,849 records for minor children. When I think of all those children and their grief-stricken families, I am reminded of why we do this kind of work and, like each of you, I am filled with resolve.

Saving lives, protecting the innocent, and hunting down the depraved individuals who prey upon our Nation's children are at the heart of what the FBI does.

But we cannot do this work alone. With any child abduction, time is not on our side. Those first few hours are crucial, and we need all hands on deck to recover that child and bring that predator to justice. As Director of the FBI, I am committed to providing state and local agencies with every resource at our disposal to make that happen.

This third edition of the Child Abduction Response Plan explains those resources, along with the most recent investigative approaches and techniques. I urge you to tailor this guide to meet your specific jurisdictional needs and to share it with others in your law enforcement community. I hope you never need this book, and that another child never goes missing. But if the worst happens, I hope this plan will serve as a valuable tool.

Thank you for your hard work and your dedication to keeping our Nation's children safe.

James B. Comey

A handwritten signature in blue ink that reads "James Blomey". The signature is written in a cursive style with a large, looping initial "J".



## Message from the Assistant Director Critical Incident Response Group

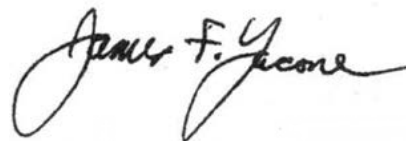
Within law enforcement there is no crisis more urgent than a missing child. As investigators we must work quickly and efficiently to collectively respond to these incidents.

The first edition of the Child Abduction Response Plan was published in 1997. This publication contained the collective knowledge and research of the FBI, and our state and local partners, nationwide. Since the publication of the first edition new technology and resources for child abduction investigations have emerged. Unfortunately, the child predators also have evolved and become more sophisticated, transient and brutal with the threat they pose to the most precious members of our society.

The National Center for the Analysis of Violent Crime (NCAVC) and our Behavioral Analysis Unit (BAU), which focuses on crimes against children, has updated the Child Abduction Response Plan. The plan is a checklist and a thorough guide for use by investigators during a critical incident where time is of the essence. Checklists are essential for those types of incidents, which we do not respond to on a regular basis.

As a special agent, assistant special agent in charge and special agent in charge of various field offices I have personally utilized and implemented the Child Abduction Response Plan, which ensured the unified command did not miss an important step in our haste to locate the missing child. This revised edition is a current composite of the most recent investigative approaches and techniques available and was derived from many of the most difficult cases, as well as research conducted by BAU and others. This guide can be modified to meet your specific needs and I encourage you to share it with everyone within your department and local law enforcement community.

As an assistant director and a father I will make all of our resources available to state and local agencies to quickly respond to and resolve crimes against our children. Please do not hesitate to request and leverage the decades of behavioral analysis and investigative expertise from the NCAVC through your local FBI field office when a child goes missing. As with all violent crimes, and especially those committed against our children, time is our adversary. Collectively, we can and will continue to make a difference.

A handwritten signature in black ink, reading "James F. Yacone". The signature is written in a cursive, flowing style with a large initial "J" and "Y".

James F. Yacone



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## Table of Contents

Message from the Director . . . . .	iii
Message from the Assistant Director Critical Incident Response Group . . . . .	v
FBI Response to Child Abduction . . . . .	ix
Introduction . . . . .	1
1. Investigative Response . . . . .	3
Phase I: Initial Response . . . . .	4
Phase II: Escalation of Resources/Investigation . . . . .	6
Phase III: Organization of Resources . . . . .	10
Phase IV: Continued Investigation . . . . .	13
2. Victimology . . . . .	15
3. Liaison with the Missing Child’s Family . . . . .	19
4. Searches . . . . .	23
General Area Search . . . . .	23
Forensic Search . . . . .	25
5. Neighborhood Investigation. . . . .	31
6. Roadblock Canvass . . . . .	35
7. Major Case Management. . . . .	37
8. Media Considerations . . . . .	41
9. Suspect Interview/Interrogation Considerations . . . . .	45
10. Resources . . . . .	49
FBI Resources. . . . .	49
Non-FBI Resources . . . . .	53
11. Appendices . . . . .	57
A. Understanding Child Abductions . . . . .	59
B. False Allegation of Child Abduction . . . . .	67
C. Non-Family Infant Abductions . . . . .	75
D. Long-Term Child Abductions . . . . .	81
12. Forms . . . . .	91
Neighborhood Investigation Interview Form	
Roadblock Canvass Form	
General Assessment Questionnaire	
Child Victim Background Questionnaire	
Free Narrative Form	
Registered Sex Offender Questionnaire	





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## FBI Response to Child Abduction

Child abductions are some of the most challenging cases law enforcement can face, requiring a timely response and appropriate application of all available resources - local, state, and federal. FBI policy requires an immediate and aggressive response without a period of waiting or monitoring on any reported or suspected child abduction or mysterious disappearance of a child. This policy recognizes that the hours following a reported child abduction are critical, and a law enforcement response during this period of time could mean the difference between life or death for the victim. The FBI response may be either a full investigation based upon articulable facts that a violation of the federal kidnapping statute has occurred or a preliminary investigation to determine whether the Federal Kidnapping Statute has been violated. Each reported or suspected child abduction presents unique and complex circumstances with respect to jurisdictional issues, available investigative resources, local law enforcement liaison, and media matters.

### Authorizing Legislation

The FBI has the legal authority to investigate crimes related to kidnapping, child abduction, the mysterious disappearance of a child, or the Internet-facilitated disappearance of a child pursuant to the United States Code (USC). The portions of the USC that relate to these crimes include, but are not limited to:

**Title 18 USC 1201** - makes it a violation to unlawfully seize, confine, inveigle, decoy, kidnap, abduct, or carry away and holds for ransom or reward or otherwise any person, ... when the person is willfully transported in interstate or foreign commerce, regardless of whether the person was alive when transported across a state boundary or the offender travels in interstate or foreign commerce, or uses any means, facility or instrument of interstate commerce in committing, or in furtherance of committing, the crime.

**Title 18 USC 1204** (The International Parental Kidnapping Crime Act of 1993) - makes it a violation to remove a child from the United States, or retains a child (who has been in the United States) outside the United States, with the intent to obstruct lawful parental rights.

**Title 18 USC 2251** - makes it a violation for any person to induce a minor to, or transport a minor in interstate commerce with the intent that they will engage in sexually explicit conduct for the purpose of producing a visual depiction, or transmitting a live visual depiction, of such conduct.

**Title 18 USC 2423(a)** - makes it a violation for a person to transport an individual under the age of 18 in interstate commerce with the intent that the person will engage in prostitution or in any sexual activity for which any person can be charged with a criminal offense.

**Title 18 USC 2423(b)** - makes it a violation for a person to travel in interstate commerce for the purpose of engaging in any illicit sexual conduct with another person.

**Title 18 USC 2422(b)** - makes it a violation to use any facility or means of interstate commerce to persuade, induce, entice, or coerce any individual who is under 18 years of age to engage in prostitution or any sexual activity for which any person can be charged with a criminal offense.

**Title 28 USC 534** (The National Child Search Assistance Act of 1990) - directs the Attorney General to acquire and preserve information from all local, state, and federal law enforcement agencies that would assist in the location of all missing persons under the age of 18 in the National Crime Information Center (NCIC), with no waiting period.

### Administrative Subpoena

Title 18 USC 3486 authorizes the use of administrative subpoenas in investigations of a federal offense involving the sexual exploitation or abuse of children (age 17 and younger) to facilitate obtaining telephone and/or Internet subscriber records relating to a specific missing child investigation. Current Attorney General Guidelines have limited the use of an administrative subpoena to only obtain information from providers of an electronic communication service or remote computing service. Furthermore, investigators may only obtain the name, address, local and long distance telephone toll connection records, telephone number or other subscriber number or identity, length and type of service, and means and source of payment.

While the administrative subpoena can be used in investigations involving 18 USC 1201, it cannot be used in 18 USC 1204 (international parental kidnapping) investigations.

### The Protection of Children from Sexual Predators Act of 1998, Public Law 105-314

To further improve the FBI's response to child abductions and mysterious disappearances of children, Congress mandated the National Center for the Analysis of Violent Crime (NCAVC) within the Critical Incident Response Group (CIRG) to provide immediate operational resources to local, state, and federal law enforcement agencies involved in these important and complex investigations under the Protection of Children from Sexual Predators Act of 1998, Public Law 105-314. The FBI's Behavioral Analysis Unit (BAU), as part of the NCAVC, is responsible for providing the operational support, research, and training mandated by this Act.

BAU operational support includes:

- Crime analysis
- Unknown offender characteristics
- Interview strategy
- Major case review
- Media strategy
- Personality assessment
- Investigative strategy
- Prosecutive strategy
- Expert testimony
- Search warrant affidavit assistance
- Communication analysis
- Risk assessment

BAU is involved in ongoing research projects regarding child abduction, child abductors who kill, false allegation of child abduction, maternal filicide, sexual exploitation of children, infant abduction, and other topics related to crimes against children. The results of these projects are available for use by investigators in furtherance of their specific investigative effort. BAU offers training to local, state, federal, tribal, and international law enforcement agencies with the goal of enhancing investigative efforts in response to child abductions, child homicides, and the sexual exploitation of children.

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## Introduction

The report that a young child has been abducted, or is missing under suspicious circumstances, generates an immediate and intensive law enforcement response to locate and safely return the missing child; and, in the event of an abduction, to identify and apprehend the abductor. There are a number of challenges involved in the investigation of missing or abducted children. For example, most child abduction cases have little immediately obvious evidence that a crime has been committed. The victims simply disappeared from where they were last seen or where they were supposed to be, or they left one location and never arrived at their intended destination. The lack of an obvious crime scene or direct witnesses can deny investigators a readily apparent starting point for their investigation.

The variety of potential explanations for a child's disappearance provides further challenges. While the common stereotype of a child abduction is of a victim taken by an evil, predatory stranger, children are also abducted by parents or other family members, as well as friends, neighbors or other individuals known to the child or their family. In addition to these scenarios, sometimes children run away from home voluntarily, become lost or injured, or may be reported missing due to a simple misunderstanding about where they were supposed to be at a particular time. Some children who are reported missing are not actually missing at all, but have fallen victim to homicide at the hands of their parents or caregivers, who report the child missing to cover up their involvement in the child's death. Investigators should consider all possible scenarios when searching for a missing or abducted child, allowing the evidence and the circumstances of the case to dictate the direction of their investigative efforts.

Additional challenges are created by the multiple avenues of investigation that must be immediately pursued in missing/abducted child investigations, requiring the dedication of significant resources. For example, there will be family members, friends and other witnesses to interview, searches and canvasses to conduct, suspects to evaluate, crime scenes to process, and mountains of information to document and analyze. These investigations often involve the coordination of multiple law enforcement agencies. There can be multiple crime scenes associated with a single child abduction case (e.g., abduction site, sexual assault site, homicide site, recovery site), each of which may be located in a different jurisdiction. These cases can be physically and emotionally draining, as investigators work around the clock to safely recover young victims. Finally, while the overwhelming majority of abducted children are not murdered by their abductors, those who are murdered are often killed relatively quickly. Therefore, in addition to other challenges presented by these difficult cases, child abduction investigations are extremely time sensitive, and it is critical that comprehensive and coordinated investigative efforts begin immediately.

How can a law enforcement agency be prepared for a call in which a child is reported missing? Does the agency have a plan in place to minimize the confusion and chaos that comes with a missing child investigation? One of the best means of addressing the challenges presented by missing/abducted children cases is for responding officers and investigators to follow specific investigative protocols developed for these types of cases. Based on the experience gained from previous child abduction investigations, and supported by research into solved child abduction cases, the FBI's Behavioral Analysis Unit (BAU) developed an investigative guide for use by law enforcement agencies responding to reports of missing or abducted children known as the Child Abduction Response Plan (CARP); this is the third edition of that guide.

## Introduction

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The CARP provides step-by-step guidance to law enforcement agencies in an easy-to-follow checklist format. It also provides sample canvass and questionnaire forms, which can be tailored to meet the needs of a specific case. It is recommended that the CARP be used as a template in any case in which it is suspected that a child may have been abducted or is missing under suspicious circumstances.

The third edition of the CARP contains improvements, additions, and modifications to further enhance the investigative response in a missing child matter. The Initial Response Section has been reworked into the Investigative Response Section to better reflect BAU recommendations. The newly designated Forms Section contains the Neighborhood Investigation Form, Roadblock Canvass Form, Child Victim Background Questionnaire, General Assessment Questionnaire, the Free Narrative Instruction, and a Registered Sex Offender Questionnaire.

In order to increase awareness regarding the different types of child abductions and the motivations and common behaviors of various abductors, this edition of the CARP includes an article on Understanding Child Abductions in the Appendices Section. The Appendices also provide information about several types of cases involving unique aspects and investigative responses. These include: False Allegation of Child Abduction, Non-Family Infant Abductions, and Long-Term Child Abductions. The information included in these appendices is intended to enhance and expand on the general recommendations provided in the checklist sections of the CARP.

Child abductions are challenging cases, but they can be successfully resolved through good, fundamental police work focused on strategies and techniques proven to be successful in past investigations. Prior experience supports the need to focus considerable resources toward an exhaustive neighborhood investigation, a well-planned and properly executed search effort, the development of background information regarding the victim and his/her family, and thorough documentation of all investigative efforts and results. Due to the multiple avenues of investigation that must be pursued immediately, law enforcement agencies should be prepared to devote significant resources to the case, particularly during the early, critical stages. The law enforcement response to the report of a missing child can potentially influence the ultimate outcome of a case, and achieve the goal of a safely recovered victim.

An investigative guide cannot possibly address the unique aspects of every missing or abducted child scenario. Agencies are encouraged to tailor the suggestions, checklists, and forms contained in this guide to fit the needs of their specific investigation.

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## 1. Investigative Response

This section of the CARP documents the recommended investigative steps for law enforcement agencies faced with a child who has been abducted or is missing under suspicious circumstances. Often, the true reason for the child's disappearance will initially be unknown, and therefore the preliminary law enforcement investigation must consider all potential explanations. Substantial resources will be necessary to address the large volume of interviews, searches, canvasses and other investigative activities that must be rapidly completed in the early stages of the case. As information from various sources accumulates, additional resources will be needed to organize and analyze the data, to ensure key information is not overlooked.

The recommended investigative actions are divided into four different phases, which represent the escalating investigative and administrative requirements of a missing child case:

**Phase I** provides recommendations regarding the initial response to the report of a missing or abducted child. In most cases, this response will be initially conducted by uniformed patrol officers and/or a limited number of investigative personnel, supplemented by additional resources if the victim is not immediately located. During this phase, the basic circumstances of the child's disappearance are obtained, and the essential information quickly disseminated. While information must be gathered rapidly at this stage, it must also be as accurate and complete as possible, since preliminary assessments regarding the nature of the child's disappearance, as well as the subsequent investigative response, are largely dependent on this early data.

### **Ransom Kidnappings**

This guide is intended to provide direction to investigations of missing or abducted children, few of which involve a ransom demand. Investigating agencies should use caution in following the general recommendations contained in this section if a ransom or other specific demand has been communicated to the parents/family of an abducted child, including instructions not to contact law enforcement authorities. In ransom cases, direct, overt contact with the parents/family by law enforcement may place the victim in additional danger. Initial communications between investigators and the family, in ransom kidnappings, should be done covertly, at least until it is determined that additional contacts or investigation can be done without further compromising the safety of the child. As in all child abduction cases, the FBI should be contacted immediately for assistance.

**Phase II** is a period of rapid escalation of resources and investigative activities. Once the basic facts regarding the child's disappearance have been obtained, and the information confirms that the child has been abducted or may be in danger, the initial responding officers should immediately request additional resources, including supervisory and investigative personnel, if they are not already on scene. The scope of the investigation will expand rapidly at this point, and significant resources will be necessary to address the simultaneous avenues of investigation in a timely manner. Phase II of this guide documents the numerous time-sensitive investigative actions that should be implemented as soon as possible during the first few hours of the investigation.

## 1. Investigative Response

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**Phase III** addresses the expanding investigation, as well as the organizational and administrative aspects of the early investigation. As the case progresses, the number of leads to be assigned and the level of resources committed to the investigation will require the initiation of a command post structure and the delegation of tasks to specific individuals, teams and/or agencies. Implementation of Phase III should generally begin simultaneously, or soon after, the initiation of the Phase II recommendations.

**Phase IV** provides general observations and suggestions regarding issues to be addressed as the case progresses. Once the initial interviews, canvasses and searches have been completed, and the priority leads covered, many of the resources that responded to the initial emergency will return to their normal duties. Eventually, the command post will be discontinued, and the primary investigating agency will return to its normal operating procedures. However, even when the majority of resources have returned to their normal duties, there will still be important investigative avenues to pursue. Many cases have been solved through the persistence of the primary investigators. This section contains recommendations for the ongoing missing/abducted child investigation.

*Note: Many of the recommendations contained herein require consent or legal process. Investigators should consult with their agency's legal counsel and/or their prosecutor's office as soon as possible to ensure compliance with applicable laws and practices in their jurisdiction.*

The first priority in a missing child investigation is to locate and safely recover the child. Whatever the cause of his/her disappearance, the longer the child remains missing, the greater the chances are that he/she will fall victim to some type of harm. Finding and recovering the child should be the primary consideration behind all investigative decisions and actions.

### Phase I: Initial Response

To be conducted as soon as possible upon notification of a missing or abducted child

- 1.01** Identify and separately interview the reporting party and any other witnesses present at the scene. Obtain the basic facts regarding the child's disappearance, including exactly when and where the child was last seen, the identity of the last person to reliably see or interact with the child, and whether there is any information about or description of a potential suspect and/or suspect vehicle.
- 1.02** Obtain the full name, age and current physical description of the child. Obtain a recent photograph of the child, preferably one that reflects their typical, day-to-day appearance. Glamour or special event photographs, which may not depict the child's normal appearance/attire, should be avoided unless there are no other suitable photographs available.
- 1.03** Determine if the child has any medical, emotional, or psychological conditions that would endanger the child's welfare or influence the search/investigative efforts.
- 1.04** Obtain a detailed description, and photographs if available, of the clothing the victim is believed to be wearing, as well as all other items the victim is thought to have in his/her possession (e.g., backpack, purse, jewelry, cellular telephone).

- 1.05** Conduct a detailed search of the immediate area where the child was last seen. Specifically target areas where a child may hide or become trapped. If the child is reported missing from his/her home, ensure a thorough search is made of the residence, including all child-size areas therein, and any other structures and vehicles on the property.
- 1.06** If the exact location where the child was abducted or was last seen can be identified, secure it as a crime scene until it can be searched and examined for possible evidence.
- 1.07** Dispatch all available officers to the area surrounding the last known location of the victim, focusing on secluded places where an offender might have quickly taken the victim (e.g., empty parking lots, abandoned houses/buildings, wooded areas, parks, etc.). Flooding the area with officers provides the best opportunity to quickly locate the victim and/or to prevent the offender from removing the victim from the area.
- 1.08** Considering the circumstances of the abduction and the nature of the neighborhood, use officers in marked vehicles to set up checkpoints at logical traffic chokepoints around the perimeter of the area. Obtain consent to search each vehicle (including the trunk) entering/exiting the area, in an effort to locate the victim. Keep a log of all vehicles/individuals that transit through the checkpoint. Note whether the vehicles were searched, or if consent to search was refused. Maintain the presence of marked units as long as possible in the neighborhood. This will inhibit opportunities to remove the victim from the area, provide another means to obtain information from the public, and reassure residents in the area.
- 1.09** Provide information regarding the disappearance, including the child's photograph, description, clothing, last known location, and any available suspect and/or suspect vehicle information, to the communications/dispatch desk for immediate dissemination within your agency and to all area law enforcement agencies. Ensure the victim is entered into the National Crime Information Center (NCIC) as a missing person, along with any suspect information.
- 1.10** If the facts of the missing child incident are within jurisdictional guidelines, immediately activate the local, state, or regional AMBER Alert. Consult the local or state AMBER Alert Coordinator for current guidelines in the area. *(See Section 10 for more information on the AMBER Alert.)*
- 1.11** Obtain information regarding cellular telephones, tablets and/or any other portable electronic devices belonging to the victim, particularly those believed to be in his/her possession. Immediately forward any telephone numbers, service providers, and any other identifying data for these devices to investigators tasked with analyzing/tracking data from portable electronic devices. Submit preservation requests to the service providers, who will maintain data until it can be obtained via proper legal service. Consider the use of exigency requests if appropriate. The FBI's Cellular Analysis and Survey Team (CAST) can assist with the acquisition and analysis of cellular telephone data. *(See Section 10 for additional details and contact information regarding CAST.)*

Newborn infants are not common targets of non-family child abductors, but when infant abductions occur the abductor is usually a woman who takes the infant to keep as her own. Due to the unique and challenging aspects to infant abductions, BAU has developed investigative and media recommendations that have proven successful in these types of cases. *(For investigative and media recommendations on non-family infant abduction investigations, see Appendix C.)*



## 1. Investigative Response

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- 1.12** Notify the local FBI office and provide information regarding the circumstances of the victim's disappearance and the status of the investigation. The local FBI office can provide immediate resources and assistance, and can facilitate the response of other specialized FBI services. *(See Section 10 for more information on FBI resources available in child abduction investigations.)*

### Phase II: Escalation of Resources/Investigation

To be initiated immediately in known/witnessed abduction cases, or within the first few hours of a child reported missing under suspicious circumstances

While most child abduction victims are not murdered by their abductors, those who are murdered are often killed relatively quickly— generally within a few hours of their abduction. It is critical that comprehensive investigative efforts begin immediately with resources quickly deployed to the area.

- 1.13** Contact the local news media, and request that the information regarding the disappearance, including the victim's photograph, description and clothing, be immediately disseminated. Provide clear instructions as to the telephone number that should be used to contact the law enforcement agency conducting the investigation. Post the information on the agency's social media sites. *(See Section 8 for more details on the use of the media.)*
- 1.14** Establish a temporary forward command post near the area where the victim was last seen, using a mobile command post vehicle or other suitable nearby location. This will provide a base of operations to coordinate the searches, canvasses and other investigative activities, as detailed below, that will be conducted in the immediate area. The forward/mobile command post should be established at a location separate from the victim's residence.
- Note: This temporary forward command post is not the location where the overall coordination of the case will be managed. That location, the fixed incident command post, will be discussed below in Phase III.*
- 1.15** Conduct a preliminary canvass in the neighborhood where the victim was abducted or last seen. The purpose of this preliminary canvass is to quickly determine if there are potential witnesses who saw the victim and/or anyone else in the area around the time of his/her disappearance, and to obtain any other information that can provide direction to the early stages of the investigation. The information obtained, the addresses canvassed and the identity of each individual interviewed should be documented. A more comprehensive neighborhood investigation will be conducted once sufficient resources are available. *(The neighborhood investigation will be discussed in further detail in Phase III and in Section 5.)*
- 1.16** Document the presence of all vehicles located in the vicinity of the abduction. Consider the use of video-equipped patrol cars to document the location and license plates of vehicles in the area. Conduct vehicle registration inquiries on these vehicles and compare the names of the registered owners against the results of the neighborhood canvass interviews.

- 1.17 Secure the missing child's room as a potential crime scene as it may be necessary to obtain sources of known samples of the child's hair, body fluids, and fingerprints, such as bed linens, caps and/or hooded clothing, hair brushes/combs, and toothbrushes.
- 1.18 Determine if personal items that the victim would commonly have in their possession (e.g., backpack, purse, cellular telephone, chargers, keys, favored shoes/clothes, etc.), are missing along with the victim, or are accounted for at the victim's residence or other location.
- 1.19 Obtain a duplicate of the clothing the victim was wearing at the time of disappearance and any personal items believed to be in their possession. If appropriate, immediately publicize this information to the media and consider incorporating it into the missing child flyer. Maintain the items for future forensic comparisons.
- 1.20 Initiate a detailed timeline documenting the activities/locations of the victim, associated events, and individuals pertinent to the investigation, up to the time that he/she was reported missing (as detailed above). Expand as appropriate to include additional individuals and/or time periods.
- 1.21 Identify the window of opportunity for the child's disappearance (as detailed above) and ensure investigators conducting interviews and suspect assessments have access to the latest updates.

### **Timeline/Window of Opportunity**

One of the primary objectives in the early phase of the investigation is to establish a timeline documenting the activities/locations of the victim, associated events, and individuals pertinent to the investigation, as a means to identify the window of opportunity for the child's disappearance.

The **timeline** is a comprehensive listing, by date and time, of the child's known activities and locations for the time period preceding his/her disappearance, and extending at least through the time he/she was reported missing. The activities, events, and locations of the child's parents/caregivers, as well as any potential suspects, should be included on parallel timelines for comparison with the victim's timeline.

The timeline will help to develop the **window of opportunity**, which is the period of time between the child's last confirmed sighting, independent of the family, and the date/time the child was reported missing. The window of opportunity will assist investigators in reconstructing the events surrounding the child's disappearance, focusing investigative efforts, and in assessing potential suspects based on their availability during the window of opportunity. All information included on the timeline should be independently corroborated as much as possible (i.e., confirmed by other witnesses, security videos, telephone records, store receipts, etc.), and the source of the corroboration noted on the timeline.

- 1.22 Prepare a case-specific missing child flyer for dissemination in the community. This flyer should include the aforementioned photograph of the victim. The flyer should also depict photographs of the clothing the victim was wearing and/or other items in his/her possession at the time of the disappearance. Unique characteristics of the missing child, such as birthmarks, scars, tattoos, health condition, etc., should be noted. Additionally, the flyer should publicize the telephone number, and website/email address dedicated to the investigation.

## 1. Investigative Response

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- 1.23** Establish and advertise a single, toll-free telephone number dedicated to the investigation that is answered 24 hours a day. If possible, the line(s) should be traceable and recorded. Additionally, a case-specific website and/or e-mail address should be established. *(See Section 8 for additional details regarding the use of the media.)*
- 1.24** Utilize Reverse 911 notification system for both landline and cellular telephones (if available) to disseminate information concerning the missing child.
- 1.25** Identify any desktop or laptop computers, tablets, cellular telephones, gaming systems and other computing devices that the victim and other family members had access to, as well as email addresses, social media sites, passwords, and any online identities. Quickly review recent emails, chats, and other online communications for any information pertinent to the investigation. The FBI's Computer Analysis Response Team (CART) can assist with the retrieval and analysis of computer data. *(See Section 10 for additional details and contact information regarding CART.)*
- Note: The purpose of this preliminary review is to quickly identify if there are any recent communications that could be relevant to the investigation and to the child's location. A more detailed and comprehensive analysis of the missing child's computer, telephone and other devices is recommended as a part of the comprehensive victim background investigation.*
- 1.26** Identify and secure the missing child's known play areas, comfort zones and any other relevant locations as potential crime scenes.
- 1.27** Conduct comprehensive interviews with pertinent witnesses (e.g., family members, close associates). These witnesses should be separated and interviewed immediately, and their statements compared with known information. *(See Section 2 for details regarding the investigation into the victim's background.)*

### **Free Narrative**

The Free Narrative is an excellent tool for use in obtaining an uncontaminated account of the events surrounding the victim's disappearance from individuals close to the incident. It can be a nonthreatening, yet effective, way of eliciting valuable information from the following individuals: last to see the victim, last to interact with the victim, reporting complainant, parents and/or caregivers, and other close family members/associates.

Additionally, this technique can be used with individuals who are developed as suspects during the course of the investigation. The Free Narrative can assist in identifying inconsistencies associated with the timeline, the window of opportunity, and alibis as well as suggesting additional investigative avenues and possible themes for use in more directed interviews. *The Free Narrative form is provided in Section 12* and may be modified to fit the circumstances of a particular case. Provide plenty of paper and a pen (not a pencil), and set no time limit.

Ideally, a free narrative statement should be completed prior to any interviews being conducted. If that is not feasible, it should be completed prior to any in-depth or confrontational interviews, or polygraphs.

- 1.28** Assign someone other than the lead investigator(s) to be the primary liaison with the missing child's family. (*See Section 3 for additional information regarding the Family Liaison Investigator.*)
- 1.29** Obtain copies of security videos from all businesses, residences, and any structures in the area of the abduction and along travel routes that may have been used by the victim and/or the offender to enter/leave the area. Depending on the local geography, population density, commercial development and traffic patterns, this may include locations that are some distance away from the victim's last known location. Investigators conducting the video canvass should be equipped with the technology and devices necessary to acquire video recordings from a variety of different recording systems. The FBI maintains Digital Imaging and Video Recovery Teams (DIVRT) that can assist in the efficient recovery of video surveillance footage, and editing of such for immediate use in media and social networking media outlets. Review video surveillance recordings for possible lead information (e.g., identification of persons in the area who may be witnesses and/or suspects).
- 1.30** Determine if traffic/red light/bus cameras, license plate readers, or other video recording devices are utilized in the area of the abduction or in logical travel routes to/from the area. Obtain copies of any recordings for future analysis.
- Note: It is essential to seize the recordings as soon as possible, generally within 24 hours, so that crucial footage is not recorded over or lost. Ensure the manager of each business is contacted as all employees may not be aware of a video recording system. It is recommended that all video be seized, whether or not the investigator or owner believes it contains useful images. (See Section 10 for additional information regarding DIVRT.)*
- 1.31** Follow up with telecommunication providers to obtain telephone records, including text messages, for all relevant telephones identified in the investigation.
- 1.32** Obtain the recording of the original 911 call or other initial call to law enforcement.
- 1.33** Search trash cans/dumpsters in the area and identify those searched with chalk, paint or other identification method. If the victim has not been recovered, trash cans/dumpsters may have to be searched again.
- 1.34** Contact local government and commercial trash companies to delay trash collection in the vicinity of the abduction/last seen location and consider segregating the trash from the missing child's neighborhood. Obtain information about trash collection schedules, transfer stations, landfill locations, and specific dump sites in the event subsequent investigation determines that a search of these locations becomes necessary.
- 1.35** Notify the appropriate prosecutor's office regarding the facts of the case, and establish an expeditious means of obtaining court orders/search warrants, and other legal process requiring the cooperation and participation of the prosecutor's office.
- 1.36** Ensure there is good communication regarding the status of the case, both within the primary investigating department and with surrounding agencies. Patrol officers and other department personnel not directly engaged in the investigation should be kept apprised of the changing aspects of the case, and should have copies of photographs/description of the victim. It is likely that if a tip is received, uniformed patrol officers will be the first responders.

## 1. Investigative Response

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- 1.37 Obtain aerial photographs of all relevant areas for use in organizing searches, canvasses, etc. Current photographs will provide the most accurate depiction of the area at the time of the disappearance.
- 1.38 If applicable, document/record all incoming and outgoing communications (e.g., telephone calls, emails, text messages, etc.) involving the missing child's family.

### Phase III: Organization of Resources

To be initiated in conjunction with, or shortly after beginning, the investigative steps recommended in Phase II, and generally by the second day of the investigation at the latest

- 1.39 Establish the command structure of the investigation, designating a lead agency whose representative will be in charge of the overall effort.
- 1.40 Establish a fixed, incident command post at a law enforcement facility or other suitable location well away from the crime scene and/or the missing child's residence to ensure appropriate security.  
*Note: This is separate from the temporary command post initially set up in the area where the victim was last seen. (See Section 7 for additional information regarding major case management.)*
- 1.41 Lead investigators should be appointed, who are responsible for the investigative direction of the case. They should see all incoming leads, review the results of completed investigative tasks and interviews, and prioritize future investigative efforts; therefore, lead investigators should limit their time away from the command post. It is recommended that two lead investigators be assigned, so that if the investigation continues for an extended period of time, there will always be someone available who has comprehensive knowledge regarding the case.
- 1.42 An administrative coordinator should be appointed to handle personnel scheduling, equipment and supplies, and other administrative and logistical matters.
- 1.43 Depending on the needs of the case, a full-time investigator may need to be assigned to work with prosecutors to write court orders/search warrant affidavits for searches of property/vehicles, cellular telephone and computer records, and other tasks requiring legal process.
- 1.44 A team leader should be assigned and a team assembled to conduct a comprehensive, well-documented search effort for the victim, beginning with his/her last known location and searching outward. This should be repeated for any other areas developed by the investigation. Any space or container large enough to conceal the victim should be thoroughly searched, including, but not limited to, abandoned cars/buildings, vacant lots, rural areas, trash cans/dumpsters and bodies of water. *(See Section 4 for additional information regarding searches for the victim.)*
- 1.45 A trained crime scene unit should be assigned to conduct forensic searches of the area where the child was last seen, the child's residence, and any pertinent vehicles or other areas developed during the investigation. Processing of all identified crime scenes or other areas should be conducted by a crime scene unit. *(See Section 4 for additional information regarding forensic searches.)*

## 1. Investigative Response

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- 1.46** A team leader should be assigned and a team assembled to conduct a comprehensive neighborhood investigation in the area where the child was last seen, the child's residence, area in which the child was recovered, and any other areas developed by the investigation. A neighborhood investigation involves interviewing and searching the properties, including vehicles, of all persons in the targeted area, and identifying any persons who may have been present during the time the child disappeared. *(See Section 5 for additional information regarding the neighborhood investigation.)*
- 1.47** Designate one law enforcement representative, preferably a Public Information Officer, to coordinate all media releases and press conferences on behalf of all involved agencies.
- 1.48** Contact companies that have commercial vehicles operating in the area (e.g., taxicabs, buses, delivery trucks, etc.). Identify and interview any drivers that were in the area during the date/time that the victim disappeared. Determine if the vehicles were equipped with video cameras, and if so, obtain the recordings for future analysis.
- 1.49** A team leader should be assigned and a team assembled to conduct a roadblock canvass at logical streets/intersections surrounding the victim's last known location and, if applicable, the area in which the child was recovered. Roadblock canvasses should be conducted on the day following the child's disappearance during the same time period that the child was last seen. The roadblock should be repeated the same day/time of the incident in the following week. *(See Section 6 for additional information regarding the roadblock canvass.)*
- 1.50** A team leader should be assigned and a team assembled to conduct a comprehensive investigation into the victim's background and family dynamics. The goal is to develop a comprehensive picture of all aspects of the child's life, including his/her normal behavioral patterns, and any recent changes or deviations from those patterns. *(See Section 2 for additional information regarding victimology.)*
- 1.51** A team leader should be assigned and a team assembled to identify and interview sex offenders residing in or adjacent to the area, including both those who are registered and otherwise known to law enforcement. Those with extensive and/or violent sexual criminal history should be prioritized. *(See Section 12 for the Registered Sex Offender Questionnaire.)*

BAU research showed that approximately three-fourths of non-family child abductors had some type of criminal history (1). Crimes such as assault, burglary and theft were more common in the criminal histories of child abductors than sex offenses or crimes against children, with only a small minority of abductors being registered sex offenders (1). Since the motivation of child abductions is often sexual in nature, identifying and interviewing local sex offenders is viable, but may be lower in priority to other investigative leads.

- 1.52** Coordinate with local probation and parole officers to identify their clients who live, work, or otherwise frequent the area where the child was last seen. Ensure these officers are provided possible suspect and vehicle information.

## 1. Investigative Response

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- 1.53 Identify and interview all individuals who may have had some reason to be in the neighborhood during the timeframe of the abduction. This would include any customers at commercial establishments, delivery personnel, construction workers, mail carriers, utility service employees or any other persons temporarily present in the neighborhood.
- 1.54 Assign investigators to develop comprehensive background information regarding any suspects, including: interviews with suspects' friends, family members, co-workers, employers, and other associates; the identification and analysis of data from cellular telephones, tablets, computers, and/or any portable electronic devices, storage media, or online accounts belonging to or used by any suspects; and searches of all law enforcement, public, and commercial databases. (*For information regarding suspect characteristics, see Appendix A on Understanding Child Abductions.*)
- 1.55 Prepare a detailed timeline for any suspects that have been developed.

### **Suspect Timeline**

A suspect timeline is a comprehensive listing, by date and time, of the suspect's known activities and locations for the time period prior to, during, and after the child's disappearance. The timeline will help to develop the suspect's availability during the window of opportunity and his activities before and after the disappearance. All information included on the timeline should be thoroughly and independently corroborated.

- 1.56 Schedule daily briefings of all task force personnel to ensure pertinent investigative information is provided to the case investigators in a timely manner. These briefings should initially occur twice a day, thus ensuring task force members are aware of case information that may impact their respective case responsibilities.
- 1.57 Establish a computerized lead management system to track, manage and analyze case information. The lead management system should have search capabilities for greater efficiency. Ensure all relevant case information is quickly uploaded into this system.
- 1.58 Utilize a standardized information intake form to ensure uniformity in case documentation.
- 1.59 Ensure all information obtained prior to the development of the lead management system is uploaded into the database as soon as it is established, thus assuring no data is lost in the transition.
- 1.60 Obtain crime data, calls for service and field interview reports for the area where the child was last seen, and review reports of criminal activity such as attempted abductions, sexual assaults, suspicious persons/vehicles, and other crimes that may be sexual in nature (e.g., prowling, voyeurism, exhibitionism, trespassing). Review moving and parking violation notices of vehicles and drivers cited in logical crime scene areas.
- 1.61 Speak with patrol officers who work the area that includes the location where the child was last seen, obtaining information regarding the neighborhood dynamics and local crime problems.



- 1.62** Utilize crime/intelligence analysts to provide assistance to the investigation. The following analytical support may be useful in child abduction cases:
- Preparation of timelines, link charts, maps, and other analytical products
  - Searching of the FBI's Violent Criminal Apprehension Program (ViCAP), NCIC (including offline searches), and other law enforcement databases
  - Searching of public/commercial databases
  - Conducting open source research
  - Interactions with analysts from other governmental/non-governmental agencies
  - Information dissemination through ViCAP Alerts/National bulletins
- 1.63** Contact the National Center for Missing and Exploited Children (NCMEC), (800) 843-5678, for resources (e.g., flyer distribution, the LOCATER System, Team ADAM deployments, attempted abduction reports). (*See Section 10 for additional information concerning NCMEC.*)
- 1.64** Prior to releasing any investigative resources to return to their normal duties, ensure all pending searches, canvasses and other investigative leads have been completed, documented and submitted to the lead agency's investigative file.

### Phase IV: Continued Investigation

- 1.65** Review and evaluate the investigation conducted to date, ensuring the completeness of all canvasses, searches, interviews, and other investigative activities; case resolution is often in the details that were previously overlooked. Consider supplementing the original investigative team with additional investigators who can provide a fresh perspective to the review process. Continue or redo canvasses, searches, interviews or investigation in any areas that are incomplete or inadequate.
- 1.66** Organize the case file into a logical order allowing information to be easily retrieved and managed by current and future investigators. This may include the creation of checklists/folders for specific individuals or locations pertinent to the investigation, to ensure the inclusion of data from all sources.
- 1.67** Continue to expand and refine the victim timeline, and to evaluate the window of opportunity for the child's disappearance. Review timelines for any potential suspects, ensuring that all information and alibis are independently corroborated and documented.
- 1.68** Identify any discrepancies in witness or suspect statements and resolve through additional interviews, searches or other investigation. Suspects should not be eliminated unless there is a thoroughly corroborated alibi or physical evidence that clearly excludes the suspect from the possibility of having committed the abduction.
- 1.69** Consider the use of Global Positioning Systems (GPS) to track movements of suspect vehicles.
- 1.70** Identify local events and projects that could have brought individuals from outside the area into the community prior to or during the time period that the victim disappeared, (e.g., construction sites, business conventions, fairs/carnivals, sporting events, etc.) for potential lead value.



## 1. Investigative Response

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- 1.71** Maintain public interest in the case through continued use of the media. Consider releasing investigative updates, holding vigils for the victim's return, and using rewards to generate public interest.

### Rewards

The use of rewards to solicit information is not generally effective in child abduction investigations as members of the community will typically volunteer information in cases involving child victims without the promise of reward. Additionally, most child abductors are solitary offenders and not likely to talk about the abduction. However, rewards can be useful in generating media and public interest when there have been no significant recent developments to maintain the public's attention to the case. *(See Section 8 for additional information about the use of media.)*

- 1.72** Investigators and victim specialists should maintain periodic contact with the victim's family. This will assure the family that the case is still being investigated and provides investigators with opportunities to obtain new information from the family.
- 1.73** Continually assess the potential causes for the victim's disappearance to determine the most logical investigative course of action. When the victim's whereabouts remain unknown for a significant period of time, there are three potential explanations: the victim is missing voluntarily, the victim is deceased, or the victim is being controlled/held captive. Investigators should not assume the victim is deceased based solely on the length of time the victim has been missing. Therefore, ongoing investigative strategies should consider the possibility the victim is alive and being controlled/held captive by an offender. *(See Appendix D for information regarding long-term child abductions.)*
- 1.74** If the victim is recovered alive, he/she should be immediately transported to a medical facility for a physical evaluation, sexual assault examination, and evidence recovery. Investigators should conduct a limited interview with the victim to obtain enough information to identify the offender, ensure the safety of other potential victims, and to determine appropriate preliminary charges against the offender. A more comprehensive interview of the victim should occur after the initial processing and reunification with the victim's family have been completed. Consider the use of a trained child forensic interviewer for the comprehensive interview of the victim.
- 1.75** Victim specialists should be immediately notified upon the recovery of the victim so that services for the victim and/or the victim's family may be initiated.

An investigative guide cannot possibly address the unique aspects of every missing or abducted child scenario. Each case is unique, and investigators should apply their experience and common sense to the steps outlined in this guide, adopting the recommendations that are relevant for their case, excluding those that are not, and identifying additional investigative actions that may not be listed. Investigators should remain flexible, allowing the evidence and the circumstances of the case to dictate the direction of the investigation.

**Never give up!** Missing children have been successfully recovered and returned to their families many years after their initial disappearance. No matter how long the case remains unsolved, maintaining focus on the details of the case and carefully reviewing the early investigation, ensuring every possible suspect was resolved may eventually lead to a resolution.

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## 2. Victimology

Victimology, a comprehensive collection of personal information regarding the missing child and his/her immediate family, is a crucial aspect of a missing child investigation. The background and family dynamics of the child will often play an important role in determining the level and nature of the child's risk of victimization. The majority of abducted children are victimized by individuals known to them – family, friends and other acquaintances. It is possible that the identity of the offender may be furnished by family or friends of the victim; discovered in the victim's journals, emails, or social media contacts; or developed through some other detail of the victim's life.

According to information from the FBI's National Incident-Based Reporting System (NIBRS), the most common child abductors are parents and other family members, who are responsible for almost one-half of all child abduction cases. An additional one-quarter of child abductions are perpetrated by acquaintances, including neighbors, family friends, or other individuals involved in some type of prior contact with the victim (2).

When strangers abduct children, they generally target potential victims who are alone and vulnerable. Identifying the victim's typical route to school, after-school activities, usual hang-outs, and other places the victim frequents, will provide investigators with opportunities to locate the potential abduction site.

It is strongly recommended that a detailed account of the victim's physical, mental and emotional condition, as well as his/her personality, lifestyle, habits, friends/associates and normal activities, be developed as soon as possible. The goal is to develop a comprehensive picture of all aspects of the child's life, including his/her normal behavioral patterns, and any recent changes or deviations from those patterns.

The Child Victim Background Questionnaire (CVBQ) is useful in obtaining this critical information. (*See Section 12 for a copy of the CVBQ.*) As noted on the form, multiple sources, each familiar with the missing child, should be asked to fill out the questionnaire; this may include family members, neighbors, teachers and coaches, friends/schoolmates, and church youth leaders. There are often aspects of a child's personality or behavior that are only known by certain individuals, making it crucial to obtain information from multiple sources. Additionally, since in the early stages of the investigation the true nature of the victim's disappearance is unknown, all information obtained from family members, friends and associates of the victim should be cross-checked and verified by other sources as much as possible.

The following are specific recommendations regarding the background investigation into the victim:

- 2.01** Identify and separately interview all immediate and extended family members (to include their spouses, boyfriends/girlfriends, or other close associates) who reside in or frequent the victim's residence. These individuals should be questioned regarding their knowledge of the circumstances surrounding the victim's disappearance, and background information about the victim; including his/her physical, mental and emotional condition, personality, lifestyle, habits, friends/associates and typical activities. The CVBQ should be utilized as a template, but investigators should feel free to expand the questionnaire should additional avenues of inquiry develop during the interviews.

## 2. Victimology

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- 2.02** Identify friends, school mates, neighbors and other associates of the victim and conduct interviews as detailed above.
- 2.03** Determine who has normal “parental control” over the victim. This would include biological parents, step-parents, foster parents, divorced/estranged parents, or any others who exercised guardianship of the child. Identify known or suspected conflicts between any of these individuals.
- 2.04** Obtain information regarding cellular telephones, tablets, chargers, and/or any other portable electronic devices belonging to the victim, particularly those believed to be in his/her possession. Immediately forward any telephone numbers, service providers, and any other identifying data for these devices to the investigators charged with tracking and/or exploiting the data from portable communication devices. The FBI’s Cellular Analysis and Survey Team (CAST) can assist with the analysis of cellular telephone data. *(See Section 10 for additional details and contact information regarding CAST.)*
- 2.05** Identify any desktop or laptop computers, tablets, cellular telephones, gaming systems, flash drives, and other computing/storage devices that the victim and other family members had access to, as well as passwords, email addresses, social media sites, and any online identities. Determine what types of websites or communication software are utilized by the victim and his/her friends to communicate. Review all emails, chats, searches, and other online communications and writings of the victim, and other family members as appropriate, noting the topics of the communications and the identity of the individuals with whom they have been communicating. The FBI’s Computer Analysis Response Team (CART) can assist with the retrieval and analysis of computer data. *(See Section 10 for additional details and contact information regarding CART.)*
- 2.06** All individuals interviewed about the victim should be asked if they communicate with the victim via cellular telephone, email, social media, or other communications devices/software. For those who do, request consent to view/copy communications on their cellular telephones or other devices regarding any recent communications with or about the victim. Ask them about the social media sites, communication software, and/or email addresses known to be utilized by the victim.
- 2.07** Obtain consent to search the victim’s room and seize any personal writings, diaries, drawings, or other items that may provide clues into his/her disappearance, as well as insight into the victim’s friends, personality or interests. Review any photographs found, identifying all individuals. Look for any references to relationships or communications with any individuals. The nature of the room’s décor and the items within, such as pictures, posters, music, etc., can provide additional insight into the victim’s personality and interests.
- 2.08** Search trash cans in the victim’s room/bathroom for any items of evidentiary or lead value.
- 2.09** Determine whether Child Protective Services (CPS) or similar agencies have ever had contact with the family, and if so, the nature of the incident. Follow up on any previous incidents, and interview the CPS case workers and/or responding officers to obtain details regarding the incident(s) and their interaction(s) with the family.
- 2.10** Determine if any family members have experienced recent stressful events such as relationship issues, employment difficulties, and/or financial problems.

- 2.11 Identify any criminal history/activity involving the victim, family member(s), or any other individuals associated with the victim's family or residence. Follow up on any previous law enforcement calls for service to the residence, and interview the responding/investigating officers to obtain details regarding the incident(s).
- 2.12 Determine any history of illicit drug and/or alcohol abuse by the victim or any family member.
- 2.13 Determine any physical disabilities, illnesses or mental health concerns associated with the victim, including the details of any regular medications or treatments.
- 2.14 Obtain proper parental releases for medical/dental/mental health records. Contact health care providers to obtain copies of the victim's records.
- 2.15 Document any recent appearance changes in the victim (e.g., weight loss/gain, hair style change, clothing, etc.).
- 2.16 Document any recent personality or emotional changes in the victim.
- 2.17 Identify hobbies and/or involvement in clubs, sports teams, or any other organizations. Determine the most recent participation by the victim. Identify/interview all members, including adults.

### **False or Misleading Information from Parents/Caregivers**

There may be times when a parent or caregiver of a missing child says or does something which results in them becoming a suspect in the victim's disappearance. For example, a parent or caregiver of a missing child may provide false information to investigators, even when they are not responsible for the disappearance and/or death of the victim. Because parents and other caregivers generally want to be viewed as caring, responsible, and attentive, they may give false or misleading information about the timing of the disappearance, the level of supervision provided to the victim, and/or some other aspect of the case, which they believe may negatively affect their image. In other cases, parents/caregivers may have specific theories about the reasons for the disappearance, and may make up stories or distort the facts in order to support those theories. Therefore, investigators are cautioned against basing culpability solely on parents/caretakers providing false or misleading information. (*For information on assessing the possibility of parental/caregiver involvement in the disappearance of a child, see Appendix B.*)

- 2.18 Interview the victim's teachers, review the contents of the victim's locker, and seize the victim's current schoolwork and any other personal writings, diaries, or drawings they may have done at school. Additionally, interview guidance counselors, school resource officer, and any other staff members identified as having interactions with the victim. Obtain copies of the victim's school records, report cards, yearbooks, etc.
- 2.19 If the victim was employed, identify and interview co-workers and supervisors. Obtain the victim's work records including his/her personnel file, time sheets, etc.
- 2.20 Determine the current financial status of the child's family, including any large or recent debts, any life insurance policies involving the child, etc.

## 2. Victimology

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- 2.21** Identify and interview any babysitters or routine caregivers of the missing child.
- 2.22** Consider the culture of the family and any bearing it may have on the incident. This includes religious beliefs and customs, racial or ethnic prejudices, language barriers, etc.

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## 3. Liaison with the Missing Child's Family

### The Role of the Family Liaison Investigator

As noted previously, an important aspect of a child abduction investigation is the information and evidence obtained from the missing child's family. However, families of missing or abducted children will be experiencing a wide range of emotions as they struggle to understand what has happened to the victim, and to cope with the stress and overwhelming demands of the investigation. Law enforcement should be cognizant of these emotions and dynamics and how they may impact relationships between the missing child's family and law enforcement personnel, potentially influencing the course of the investigation. In order to obtain a comprehensive understanding of the family dynamics, assist the family in dealing with the emotional and operational aspects of the investigation, and to facilitate open lines of communication with the family, a primary and secondary Family Liaison Investigator (FLI) should be assigned.

It is suggested that an investigator other than the lead investigator be assigned to serve as the FLI. In a routine investigation, the lead investigator is often expected to handle nearly every aspect of a case, including directing the investigative team, briefing management, prioritizing leads, and conducting interviews, including those with the victim's family. Though this concept may be practical in routine criminal investigations, it is impractical and cumbersome during major case investigations, such as those involving a missing or abducted child. Requiring a lead investigator to assume too many tasks and responsibilities may overwhelm even the most competent and experienced investigator and adversely affect the case investigation. Additionally, the lead investigator can maintain greater objectivity if he/she is not the main contact with the family.

#### Parents/Caregivers Reactions

No one can predict how parents/caregivers may act after their child disappears. Family members may exhibit a wide range of reactions in such crises and may not always respond in an expected manner (e.g., crying, being upset); some reactions to stress may appear unusual or contrary to our expectations. However, without an understanding of the individual's baseline emotions and behavior, it is difficult to assess how they may react to a stressful event. For example, parents may appear highly suspicious or engage in questionable behaviors, and yet the investigation later reveals that they had no involvement in their child's disappearance. Parents/caregivers may provide incomplete, inaccurate or false information because of their need to present their family, themselves, or the victim in a positive manner. Though it is reasonable that the investigative team will need to resolve these inconsistencies, investigators should avoid basing their assessments of family involvement in the child's disappearance solely on the emotions, behaviors and statements of family members.

### FLI Interactions with the Missing Child's Family

A FLI should explain what will occur during the investigation and the steps that law enforcement is taking to find the child, address the family's questions, and keep them apprised of the status of the investigation. A FLI will prepare the child's family for specific investigative steps, such as the numerous law enforcement interviews and follow-up questions, and the likely need to preserve and process the family residence as a potential crime scene. The FLI can also assist in obtaining the family's consent to the search-

### 3. Liaison with the Missing Child's Family

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es. The FLI can explain to the family how items such as photos, diaries, drawings/sketches, computer files, and social media communications will aid in the investigation and in the development of leads. Requesting information and/or records such as medical/dental/mental health records, DNA, fingerprints, hair samples, etc., and explaining how these items could assist in the investigation requires a more sensitive approach.

The emotionally intense situation of a missing child investigation creates an environment in which a family is asked to share very intimate details of their lives and activities with law enforcement. Revealing vulnerabilities to the FLI can lead to a sense of closeness between family members and the FLI, which can easily cross over from a professional law enforcement relationship to an inappropriate emotional attachment. To avoid this situation, a FLI should be clear about his/her role and respect boundaries with the family in order to retain objectivity and good judgment.

The following recommendations are provided regarding liaison with the missing child's family:

- 3.01** Prior to meeting with the family, the FLI should obtain a briefing by the lead investigator about pertinent case details, and what information is appropriate to be released to the family. The FLI should participate in regular case briefings in order to stay informed about the status of the investigation, and to report pertinent information about the family to the investigative team.
- 3.02** The FLI should work closely with victim specialists, who can coordinate with outside resources to provide support, resource referrals, and financial assistance to victims and their families. For example, the victim specialist may be able to provide the family information about mental health professionals who are available to assist them through the difficult investigative process, and beyond as necessary. The FLI can also provide an armed presence to maintain security and safety for the victim specialist. (*See Section 10 for additional information regarding FBI Victim Specialists.*)
- 3.03** The FLI should:
  - Provide a general overview of the planned investigative activities, the resources devoted to the case, and what the family can expect to happen during the initial investigation.
  - Discuss with the family the FLI's role and duties and provide a contact number for the family to reach the FLI at any time, day or night.
  - Observe behavior exhibited by family members and determine how each family member has reacted to prior stressful events in his/her life and whether the current behavior is consistent with his/her typical reactions to stress. The FLI should report this information to the lead investigator, as it may become significant as the investigation progresses.
  - Keep the family informed, to the extent possible, regarding any significant events or important case developments. For example, if a body is recovered and has not yet been identified as the missing child, the FLI should tell the family before the information is released to the public.
  - Inform the family that the media and others may attempt to obtain information about

### 3. Liaison with the Missing Child's Family

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the family and will request interviews with them. The FLI should caution the family that information they tell the media may be disseminated to a wider audience, which may impact the public's perception of the family and/or interfere with the investigation.

- Coordinate with the lead investigator and the lead agency's Public Information Officer to offer recommendations to the family regarding the advantages and disadvantages of media interviews, press conferences, and the potential impact on the investigation. They can help guide the family in media interactions to include what the family should and should not say to the media.
- Assess which family members may be best suited to make public appearances, or if a relative or non-family spokesperson should be designated to represent the family.
- Inform the family that it is standard operating procedure for family members to take a polygraph examination and explain why it is a useful tool. The family may be more cooperative if the FLI broaches the subject of the polygraph, rather than an unfamiliar member of the investigative team.
- Communicate any of the family's questions or concerns to the lead investigator and determine how to best address these issues. Responding quickly to the family's concerns will serve to encourage the family's communication, cooperation and trust in law enforcement.
- Constructively channel the family's efforts to assist and support the investigation through activities such as completing the Child Victim Background Questionnaire, distributing flyers, and participating in press conferences/vigils.
- Maintain a log of all relevant activities/events within the residence.
- Monitor any outside contacts with the family to avoid unnecessary or unwanted distractions that could interfere with the investigation and/or cause the family further emotional distress.
- Ensure the main telephone line(s) for the family is kept open for calls pertinent to the investigation.
- Look for indicators that suggest a family member may be responsible for the child's disappearance. The FLI may observe signs that the potentially-responsible family member is concealing or destroying evidence and/or misdirecting the investigative focus.
- In situations in which a family member is developed as a suspect, provide input to the investigative team regarding the initial approach of the suspect, the development of interview themes, and the selection of the most appropriate investigators to conduct the interview/interrogation.
- Assist with the notification of the family about the recovery of the child, whether alive or deceased.
- If recovered alive, inform the family that prior to reunification the child will be examined at a hospital for a medical evaluation and to collect anything that might be of evidentiary value (e.g., fingerprints and/or DNA). Additionally, the child should be interviewed by a trained child forensic interviewer for information regarding the offender and other details



### 3. Liaison with the Missing Child's Family

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of the abduction. The family should be advised that it may take some time before they will be able to physically reunite with their child. A victim specialist can counsel the family regarding appropriate reunification methodology.

- If recovered deceased, inform the family about the procedures associated with the processing of the crime scene, body recovery, and the identification of the victim. The victim will undergo a forensic examination to collect evidence and determine the cause of death. The family should be advised that there may be a delay in the release of the victim's body to them.
- Explain to the family why law enforcement personnel and resources are likely to be reduced or redirected when the investigation continues for a significant period of time without resolution. As resources are reduced, the FLI might be reassigned to other duties that lessen his/her interaction with the family. The FLI should introduce the family to the individual who will take over the primary liaison role in order to maintain a smooth transition and the family's continued trust and cooperation.

Interactions with the family of a missing child includes both investigative functions and victim/family-focused support requiring that an investigator and victim specialist work collaboratively in order to effectively address the important duties involved in this assignment.

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## 4. Searches

Searches are one of the key components of an investigation into a missing or abducted child. Since the safe recovery of the victim is the primary goal of the investigation, searches for the victim will be one of the first investigative steps to be initiated. As documented in Section 1, a preliminary search for the victim in the area immediately surrounding the child's last known location should be conducted as soon as possible. Once additional resources are available, a more expansive search effort will be necessary, requiring significant planning and coordination.

Searches should also be initiated in selected areas for physical evidence related to the child's disappearance. It is recommended that crime scene technicians and forensic evidence specialists such as members of an FBI Evidence Response Team (ERT) be used to process any potential items of physical evidence. All FBI field offices have at least one trained Evidence Response Team for use in these types of investigations.

For the purposes of the CARP, the two types of searches will be defined as:

- **General Area Search** - a physical search for the missing child
- **Forensic Search** - a formal collection of potential physical evidence

As in all searches, when in doubt as to the legality of the search, secure the area in question and consult the primary jurisdiction's legal counsel or prosecutor. Consent-to-search authorizations should be documented and search warrants obtained when necessary or prudent.

Canine search units are often utilized in missing child investigations. Due to the variability in the training and capabilities of individual canines and handlers, information regarding the use of canines in missing/abducted child investigations is included within this section.

### General Area Search

As noted above, the general area search is a physical search for the missing child and therefore, should include any location, space or container large enough to conceal a living or deceased child. The search should begin at the location where the victim was last seen, and expand outward from that point. The search of occupied residences and/or locked structures should be coordinated with the Neighborhood Investigation team leader. Information such as witness accounts, cellular telephone data, the victim's background, and other facts developed during the investigation can be used to help determine logical search locations.

General area searches must be well-coordinated, controlled, and preferably conducted by personnel trained in search and rescue techniques. These searches should be supervised and documented by law enforcement. A search team leader will be responsible for overseeing the assignment of areas of responsibility, documenting all assignments, and carefully reviewing the results to ensure thoroughness. This reduces the possibility of duplication of efforts as well as the risk of areas being missed. Whenever possible, the use of a trained Search and Rescue Team or other trained law enforcement search team is recom-

## 4. Searches

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mended. If available, use of military personnel and resources from National Guard Units or nearby military installations may be advantageous, particularly in situations in which there are areas to search. The identities of all participating personnel must be recorded and verified. Additionally, the areas searched, as well as the date/time(s) of the search, should be documented for future reference.

BAU research into child abduction homicides reflects that victims are often killed relatively quickly, and in close proximity to where they were abducted. Nearly half of the homicide crime scenes and over a third of the body disposal sites were located within a half-mile of the abduction site (3). Nearly three-quarters of homicide crime scenes and two-thirds of body disposal sites were located within five miles of the abduction site (3). It is recommended that the area within a half-mile of the abduction site be searched immediately. Quickly saturating the area with significant resources provides the best opportunity to locate and recover the victim.

It is recognized that searching large areas for small children is extremely difficult, and is complicated by factors such as the geographic features, population density, weather, and the nature of the residential/commercial development in the area to be searched. Since significant percentages of crime scenes and victim bodies have been recovered within five miles of the abduction site, it is recommended that as much of that area be searched as is feasible.

If private citizens or volunteer organizations are utilized, it is appropriate to require identification all participants. All volunteers must be given clear instructions, closely supervised, and their search efforts thoroughly scrutinized and documented.

The following locations should be searched:

- Wooded areas
- Bodies of water
- Fields/orchards/farms
- Vacant lots or buildings
- Alongside roadways/alleys
- Abandoned vehicles, refrigerators, freezers, etc.
- Trash cans/dumpsters/trash disposal sites
- Known neighborhood hangouts (arcades, convenience stores, etc.)
- Parks/playgrounds
- Construction sites
- “Attractive nuisances” (shafts, wells, culverts, drainage ditches, underpasses, sewers, pools, etc.)
- Other areas identified through the investigation

The following are additional considerations related to general area searches:

- 4.01** The search area should be divided into clearly defined sections, which are assigned to specific individuals/teams. These individual teams are responsible for searching their area of assignment for the victim or any items of potential evidence, and reporting the results to the search team leader.
- 4.02** Large-scale aerial view maps, city/county maps, or photographs with grid lines should be utilized to coordinate and document ground area searches.

- 4.03** The maps/photographs utilized to coordinate the search should be maintained and displayed in the command post. They should include the different sections, the search status of each section, and the name/contact information for the individual responsible for each section.
- 4.04** Maintain a written log of all search participants and the area(s) they searched. If volunteer organizations are utilized, identification and criminal histories should be obtained for each participant.
- 4.05** If possible evidence is located, leave the item in place, secure the area, and immediately request crime scene processing personnel.
- 4.06** Consider the use of experienced canine units. See additional information at the end of this section regarding the use of canines in searches for missing children.
- 4.07** If specific information suggests that the body of a deceased victim may be in a landfill, contact the FBI's Evidence Response Team and/or the National Center for Missing and Exploited Children (NC-MEC) for guidance on conducting landfill searches.

There may be circumstances in which specialized resources, such as dive teams, fire departments, park rangers, aviation units, or search and rescue teams are needed to provide assistance in the search of remote or challenging terrain. Early notification of these entities will ensure quicker response when needed. *(See Section 10 for additional information regarding resources available for use in general area searches.)*

### Forensic Search

The goal of a forensic search is to identify, document, and collect potential evidence for subsequent forensic analysis. A well-trained and well-equipped team of experienced crime scene investigators is crucial for the effective recovery of the evidence needed to assist in solving complex investigative matters, such as those involving the mysterious disappearance or abduction of a child.

Due to the myriad of situations that can exist, it is impossible for this guide to cover all conceivable aspects of a mysterious disappearance or child abduction related forensic search. Each missing child case should be assessed on an individual basis to ensure all locations potentially containing forensic evidence are processed by a trained evidence response team.

Prior preparation should include the procurement of the proper tools, equipment and packaging materials necessary for the collection of the evidence. Additionally, the required paperwork for proper documentation of the crime scene process should already be decided upon and ready for use. Forensic search team personnel assignments, based on areas of expertise, should be made prior to the actual processing of the targeted site.

Once the team is in place and ready to begin processing the scene, a systematic procedure must be followed. When a forensic search is initiated, the targeted physical site must be properly secured, and a detailed log of who enters/departs the scene must be maintained. Any individual without a specific reason to enter the scene, including law enforcement managers, should not be allowed access until the processing is complete.

## 4. Searches

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Forensic searches should include, but not be limited to, the following locations:

- Known abduction site
- Area where the child was last seen
- Residence/child's bedroom
- Victim recovery site
- Areas of documented sightings of the child
- Homicide, sexual assault, or other identified crime scenes
- Suspect/offender (fingerprints, DNA sample, head/pubic hair standards)
- Suspect/offender's residence, vehicle, storage areas
- Suspect/offender's employment location(s)
- Other locations frequented by the suspect/offender
- Any other locations developed by the investigation

Particular attention should be focused on any medium that may store digital evidence such as, computers, tablets, flash drives, memory cards, gaming systems or any other device with digital memory capability.

The following recommendations are provided regarding forensic searches:

- 4.08** Process the child's room for physical evidence, to include latent fingerprints, hairs, fibers, other trace evidence, body fluids, and other items of potential evidentiary value.
- 4.09** If known fingerprints of the child are unavailable, obtain items believed to have been handled by the missing child (e.g., hairbrush/comb, toothbrush, personal papers, computer, CDs, toys, etc.) from which latent prints may be obtained.
- 4.10** Obtain known hair or DNA samples of the child. Sources may include: hairbrushes, hooded clothing, hats, toothbrush, bed linens, etc.
- 4.11** Collect known blood samples from the biological parents of the missing child for possible future identification purposes.
- 4.12** Obtain elimination fingerprints and known DNA samples of anyone believed to have prior access to the area of the search.
- 4.13** If the missing child is recovered alive, ensure the child is examined by a Sexual Assault Nurse Examiner (SANE) or Forensic Nurse Examiner (FNE) for the collection of physical evidence and medical evaluation.

- 4.14** Whether the child is recovered alive or deceased, ensure the child is examined for the presence of foreign body fluids/hairs, unknown fibers, latent fingerprints; and that fingernail scrapings are collected. The child's clothing and any other items recovered along with the child should also be processed for forensic evidence.
- 4.15** Photograph and process all potential crime scenes for physical evidence, to include latent fingerprints, body fluids, trace evidence (e.g., soil, carpet fibers, hairs, glass fragments, paint chips), insects, plant life, bindings, weapons, etc.
- 4.16** Secure and search all logical routes from the abduction site to the assault and/or recovery site for items belonging to the victim or discarded by the offender.
- 4.17** Fully photograph the offender (front and side view), paying special attention to any scratches, bruises, teeth/bite marks, scars, moles, birthmarks, tattoos, etc.
- 4.18** Obtain a set of major case prints from the offender.
- 4.19** Obtain known samples of blood, saliva, head and pubic hair, penile swabbings, fingernail scrapings, dental impressions, etc. from the offender.
- 4.20** Search/process the offender's residence, storage areas, vehicles (including rentals and other vehicles the offender had access to), and nearby trash containers for any possible physical evidence, to include latent fingerprints, body fluids, trace evidence, etc.
- 4.21** Search the offender's residence for all clothing/shoes that match witness accounts of what the offender was wearing at any time during the incident. Also, ensure any evidence of the laundering or disposal of clothing/shoes is properly documented.
- 4.22** Search the offender's work location, to include lockers, vehicles (personal and company-owned), accessible computers, and storage areas.
- 4.23** Seize the offender's mobile telephones, cameras, computers, tablets and any additional medium that may store digital data files such as, flash drives, memory cards, gaming systems, etc., that may contain information relevant to the investigation.
- 4.24** Seize the offender's journals/diaries, media articles of interest, videotapes, DVDs, CDs, photographs (and negatives), address books, sales receipts, credit card receipts, storage and/or rental unit receipts, telephone bills, gasoline receipts, records of bank/ATM transactions, etc., and any other items that may contain information relevant to the investigation.
- 4.25** Check for receipts or other documentation pertaining to the recent sale, repair, painting or cleaning of vehicles by the offender since the date of the abduction.

Any questions regarding processing of crime scenes may be directed to the FBI Evidence Response Team (ERT) Coordinator within the local FBI field office.

## 4. Searches

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- 4.26** Consider additional forensic techniques that may not have been available during the initial crime scene search, such as alternate light sources, electrostatic lifts, chemical reagents, presumptive tests, etc.

### The Use of Canines in Missing Child Investigations

Canines can play an important role in both general area searches and crime scene processing. It is important that canines used in missing child investigations are certified annually by a nationally-recognized independent organization. Canines that are not properly trained for a specific type of search can potentially divert investigative resources to non-productive search areas.

The FBI Evidence Response Team Unit, Forensic Canine Program has resources for use in missing/abducted child investigations, as well as contacts for other certified canine teams. (*See Section 10 for additional information.*)

There are five specific types of search canines that are typically used in searches conducted during child abductions:

- **Live-find** dogs are non-person specific and used to screen large outdoor areas for live persons. The dogs are trained to locate live persons, but often can locate the recently deceased.
- **Victim recovery** dogs, also known as cadaver or human remains detection dogs, are used to locate the smell of human decomposition odor. Victim recovery dogs are useful in both the search and crime scene processing phases of an investigation. The odor of human decomposition begins immediately after death and can be detected by properly trained canines even in the absence of recoverable remains. Items in contact with a recently deceased child (e.g., vehicle, car seat, blankets, suspect's clothing) may be easily identified. As such, a victim recovery dog is not limited to the role of searching for a body and may provide intelligence to refine search locations.
- **Human scent evidence** dogs, also known as trailing dogs, are person-specific and pre-scented at the start of the search on scent pads collected from the crime scene. Human scent traces should be collected for both the victim and the offender. Offender scent traces provide more opportunity for case resolution than working with only victim scent traces. Offender scent traces can be collected from any object that has come into contact with the offender, including the victim's body and clothing. Collected and properly stored, human scent traces remain useable for years after collection. Human scent evidence canines can be used in searches that may include, but are not limited to the following:
  - Offender's path away from the abduction site
  - Location where the child was last seen
  - Recovery site
  - Body disposal site
  - Documented sightings of the child
  - Comparison of collected scent traces to suspects

When collecting human scent traces, it is imperative to document all individuals known to have been in contact with the scent article before and during the collection process.

*Note: The FBI's Evidence Response Team maintains a non-destructive human scent trace collection system to collect human scent traces.*

- **Human blood detection** dogs are trained to alert to human blood. They can be used to locate potential crime scenes or items of evidence that have blood on them.
- **Cellular telephone** dogs are trained to locate cellular telephones and other portable electronic devices. They are primarily used in prisons to locate contraband cellular telephones, but may be useful in searching for victim or offender portable electronic devices.

*Note: Results of canine searches for the victim's path away from the victim's residence must be reviewed cautiously. Scent articles taken from the victim's home tend to contain the smell of other family members and may result in the canines following scent trails of family members that were searching the neighborhood after the abduction, or previous scent trails of the victim unrelated to the abduction.*

The following are specific recommendations regarding collection of human scent traces and other issues related to the use of canines in missing/abducted child cases:

- 4.27** Collect victim scent traces for future human scent evidence canine use. Shoes frequently worn by the victim are a good source for these scent traces.
- 4.28** If the victim is missing from inside a residence or other structure, collect offender scent traces at the point of entry and/or from objects believed to have been handled by the offender.
- 4.29** Consideration should be given to searching the child's residence and family vehicles with both victim recovery and human blood detection canines.
- 4.30** Once the child is recovered (alive or deceased), consider obtaining offender scent traces from the child, prior to detailed examination.
- 4.31** Once the child is recovered (alive or deceased), secure and search all logical routes to/from the abduction site to the recovery site for discarded evidence. Discarded evidence can be used for offender scent trace collection.
- 4.32** Once an offender is identified, obtain scent traces in addition to the collection of other known samples (e.g., blood, hair, DNA, etc.).

### **Processing of Crime Scenes**

Any questions regarding processing of crime scenes and the appropriate process to follow in collecting and maintaining scent items for canine use should be directed to the Evidence Response Team (ERT) Coordinator within the local FBI field office or the FBI Evidence Response Team Unit, Forensic Canine Program.



## 4. Searches

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- 4.33** Consider screening the offender's house and vehicle(s) with a victim recovery dog and a human blood detection dog. Consideration should also be given to collecting human scent traces from each seating position and the trunk of the offender's vehicle. These scent traces may be used to indicate if the victim was transported in the vehicle.
- 4.34** Search the offender's residence for all clothing/shoes that match witness accounts of what he/she may have been wearing at any time during the incident, for canine scent comparison.

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## 5. Neighborhood Investigation

The neighborhood investigation is a comprehensive effort designed to search for the child and obtain valuable information about all individuals present in locations relevant to the investigation during the time period that the child was last seen. The neighborhood investigation is one of the most crucial steps in a missing child case.

BAU has conducted extensive research into child abductors who murder their victims. While every missing child case does not end in the death of the victim, information from child abduction homicide cases can provide guidance to investigators involved in missing/abducted child cases in which the status of the victim is unknown. BAU research into child abduction homicides reflects that almost half of the homicide crime scenes and offender residences, and over a third of the body disposal sites were located within a half-mile of the original abduction site (3). These findings reinforce the importance in conducting exhaustive searches, canvasses and other investigation in the neighborhood surrounding the known abduction site, or the victim's last known location.

A neighborhood investigation is significantly more comprehensive than the preliminary neighborhood canvass discussed in Section 1, Phase II, which is primarily utilized to quickly identify potential witnesses and to assess the situation. Neighborhood investigations should be conducted in the area surrounding the location where the child was last seen, where the child was recovered, and any other areas developed by the investigation. The boundaries of the neighborhood will vary from case to case, and will be dependent on factors such as geographic features, population density, and the nature of the residential/commercial development in the area. The majority of the addresses will generally be residential, however the neighborhood investigation should include any structures in the targeted area, whether residential, commercial, industrial, agricultural, or abandoned.

The neighborhood investigation is comprised of two primary functions. The first function is to personally interview all individuals within the defined neighborhood. All persons who live or work at each address within the neighborhood should be identified and interviewed. In commercial establishments, investigators should identify and interview employees who were working during the time period the child disappeared. Additionally, other individuals, who may have had some reason to be in the area during the timeframe of the abduction should be identified and interviewed. This would include any visitors at residences, customers at commercial establishments, delivery personnel, construction workers, or any other persons temporarily present in the neighborhood. Conceptually, the neighborhood investigation is designed to recreate an "image" of the area where the child was last seen. Results obtained from the neighborhood investigation can be incorporated into the victim/suspect timelines, and used to confirm or contradict previous information.

The second function of the neighborhood investigation is to conduct a thorough search for the victim. The goal is to clear every structure and the surrounding property within the defined neighborhood area in an attempt to locate and recover the victim. While searches of all locations (e.g., large factories, warehouses, unsafe abandoned buildings) may not be feasible, investigators should allow available resources and the circumstances of the case to dictate the parameters of the search effort.

## 5. Neighborhood Investigation

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Investigators should emphasize to property owners that the sole purpose of the search is to locate the missing child; in most cases, investigators are successful in obtaining consent for these searches. Agency legal counsel/prosecutors should be consulted for specific guidance prior to initiating the neighborhood investigation.

Often, someone within the neighborhood observed an individual or activity that was related to the disappearance of the child, but did not realize the importance of what they saw until contacted by authorities. Unless the neighborhood investigation is conducted quickly and thoroughly, valuable information that may assist the investigation may be lost.

### Neighborhood Investigation Checklist

- 5.01** Assign a single team leader to coordinate the neighborhood investigation. The team leader should clearly define the parameters for the neighborhood investigation and assign specific addresses to each team. The team leader should ensure each team continues their investigation until all individuals at a specific address are identified and interviewed, and a search completed. The team leader should also keep track of the completed and uncompleted addresses, contradictory information received, and locations that additional interviews and/or searches will be required. Additionally, the team leader must review all documentation for completeness and ensure the forms are turned into the investigative team.
- 5.02** Conduct a thorough neighborhood investigation at each location where the missing child was known to have been seen. Corroborate all information through multiple, independent sources. These locations would include, but not be limited to, where the child was last seen, where the child was recovered, and any other areas developed by the investigation. Obtain consent to search for the child in all child-size containers or spaces within the residence, outbuildings, and any associated vehicles, emphasizing that the request is strictly for the safe recovery of the child.
- 5.03** Use a standardized set of questions specific for the investigation. Standardization of questions will ensure completeness and uniformity of information. A separate form should be used for each interview, and all forms from a single address should be kept together. Refusals for consent searches or interviews should be documented and the information forwarded to the command post. *(See Section 12 for a generic Neighborhood Investigation Form which can be tailored for use in a specific missing child case.)*
- 5.04** Once the neighborhood investigation teams are established, the members of the teams should stay on task until the completion of all appropriate neighborhood investigations. This will allow interviewers to identify discrepancies in responses and quickly report them to the command post.
- 5.05** All individuals present at a location, including children, should be interviewed. Interview each individual separately from other occupants. If any occupants are missed, the team should return to the address at another time. This process should continue until all occupants in each residence have been interviewed.

Be aware of cultural or community factors that may impact the neighborhood investigation (e.g., language differences, religious beliefs, attitude towards law enforcement) and prepare accordingly.

## 5. Neighborhood Investigation

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- 5.06** Identify and interview house guests of neighbors who visit or who may have had extended stays in the neighborhood during the time period that the child disappeared.
- 5.07** Identify any individuals who may have been in the neighborhood during the timeframe of the abduction. This would include any customers at commercial establishments, delivery personnel, construction workers, mail carriers, utility services, repair people, or any other persons temporarily present in the neighborhood. Provide information regarding these individuals to the command post for lead assignment.
- 5.08** Identify any local projects that could have brought individuals from outside the area into the community prior to or during the time period that the victim disappeared, (e.g., construction sites, business conventions, fairs/carnivals, sporting events, etc.) and provide the information to the command post for potential follow-up.
- 5.09** Obtain large-scale aerial view maps, city/county maps, or photographs to coordinate and track the status of the neighborhood investigation.
- 5.10** At each address, searches should be conducted of any location, space or container large enough to conceal the missing child. The searches should include all structures and vehicles on the property. Coordinate with the General Area Search team leader for the search of any large tracts of land or bodies of water located within the neighborhood. If possible evidence is located, leave the item in place, secure the area, and immediately request crime scene processing personnel.

The neighborhood investigation is not complete until the defined investigation area has been thoroughly searched, all occupants interviewed, and the results documented and communicated to the command post.



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## 6. Roadblock Canvass

The roadblock canvass is distinct from the checkpoints set up early in the investigation to search vehicles entering/exiting the area where the child was last seen in an effort to prevent the transportation of the child from the area (*See Section 1, Phase II*). The goal of the roadblock canvass is to identify individuals who routinely travel through the area of the incident (e.g., newspaper and mail carriers, delivery persons, commuters), who may have information pertinent to the investigation.

- 6.01** Conduct a roadblock canvass at logical streets/intersections surrounding the victim's last known location and, if applicable, the area in which the child was recovered. Roadblock canvasses should be conducted on the day following the child's disappearance during the same time period that the child was last seen. The roadblock should be repeated the same day/time of the incident in the following week.
- 6.02** Use a standardized set of questions to ensure completeness and uniformity of information. Individuals with pertinent information should be diverted to an area away from the traffic flow for a more extensive interview. (*See Section 12 for a generic Roadblock Canvass Form which can be tailored for use regarding a specific missing child case.*)
- 6.03** If available, distribute missing child flyers to persons interviewed during the course of the roadblock canvass.
- 6.04** The roadblock team leader should review all documentation for lead potential and ensure the forms are turned into the investigative team.

Since some jurisdictions prohibit the use of roadblocks, agency legal counsel or a prosecutor should be consulted prior to the implementation of a roadblock canvass.



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## 7. Major Case Management

The mysterious disappearance of a child can quickly evolve into a major case resulting in the quick depletion of a department's resources. A missing child investigation is a critical incident typically requiring assets from multiple local, state and federal agencies functioning as a task force. As the investigative resources assigned to the case increase, it is recommended that a command post be set up to establish the command structure, facilitate investigative efforts, coordinate resources and ensure all leads are prioritized, assigned and covered.

The ability to manage and track resources and lead assignments is key to an organized and efficient major case investigation. As such, implementation of a searchable lead management system should be done as soon as practicable.

### **Crisis Management Coordinator**

Each FBI field office has a Crisis Management Coordinator who can assist in establishing a command post and facilitate obtaining lead management software for use in missing child investigations.

- 7.01** While representatives from each involved law enforcement agency should have input into the direction of the investigation, a missing child investigation is extremely difficult to manage by committee. Therefore, immediately establish the command structure of the investigation, designating a lead agency whose representative will be in charge of the overall effort.
- 7.02** Establish a fixed, incident command post at a law enforcement facility or other suitable location well away from the crime scene and/or the missing child's residence to ensure appropriate security.

It is extremely important to provide command post personnel with the materials, resources, and space necessary to properly perform their task(s). The command post should be prepared for immediate operational activities such as working space/parking for task force members, networked computers, video review stations, an appropriate number of telephone lines with a rollover capability, televisions for monitoring local media outlets, separate meeting and/or breakout rooms, copying machines, food/drink/restroom availability, etc.

- 7.03** Assign lead investigators who will be responsible for the investigative direction of the case. They should be in a position to see all incoming leads, review the results of completed investigation/interviews, and prioritize future investigative efforts. It is recommended that two lead investigators be assigned; this will allow someone with comprehensive knowledge of the case to be available should the investigation continue for an extended period of time.
- 7.04** Assign an administrative coordinator to handle personnel scheduling, equipment and supplies, and other administrative and logistical matters.



## 7. Major Case Management

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- 7.05** Depending on the needs of the case, assign a full-time investigator to work with prosecutors to write court orders/search warrant affidavits for searches of property/vehicles, cellular telephone and computer records, and other items requiring legal process.
- 7.06** Assign a team leader and assemble a team to conduct a comprehensive, well-documented search effort for the victim, beginning with his/her last known location and searching outward. This should be repeated for any other areas developed by the investigation. Any space or container large enough to conceal the victim should be thoroughly searched, including, but not limited to, abandoned cars/buildings, vacant lots, rural areas, trash cans/dumpsters and bodies of water. *(See Section 4 for additional information regarding searches for the victim.)*
- 7.07** Assign a trained crime scene unit to conduct forensic searches of the area where the child was last seen, the child's residence, and any pertinent vehicles or other areas developed during the investigation. *(See Section 4 for additional information regarding forensic searches.)*
- 7.08** Assign a team leader and assemble a team to conduct a comprehensive neighborhood investigation in the area where the child was last seen, the child's residence, area in which the child was recovered, and any other areas developed by the investigation. A neighborhood investigation involves interviewing and searching the properties of all persons in the targeted area, identifying any persons who may have been present during the time the child disappeared, and developing leads as to what happened to the victim. *(See Section 5 for additional information regarding the neighborhood investigation.)*
- 7.09** Assign a team leader and assemble a team to conduct a roadblock canvass at logical streets/intersections surrounding the victim's last known location and, if applicable, the area in which the child was recovered. Roadblock canvasses should be conducted on the day following the child's disappearance during the same time period that the child was last seen. The roadblock should be repeated the same day/time of the incident in the following week. *(See Section 6 for additional information regarding the roadblock canvass.)*
- 7.10** Assign a team leader and assemble a team to conduct a comprehensive investigation into the victim's background and family dynamics. The goal is to develop a comprehensive picture of all aspects of the child's life, including his/her normal behavioral patterns, and any recent changes or deviations from those patterns. *(See Section 2 for additional information regarding victimology.)*
- 7.11** Assign a team leader and assemble a team to identify and interview all registered and known sex offenders residing in or adjacent to the area. *(See Section 12 for Registered Sex Offender Questionnaire.)*
- 7.12** Initiate an early dialogue with the local prosecutor's office and the nearest United States Attorney's Office. Involvement of both local and federal prosecutors will better facilitate the process of obtaining subpoenas, search warrants, arrest warrants or other case-specific legal process.

- 7.13** Schedule daily briefings of all task force personnel to ensure all pertinent investigative information is immediately provided to the case investigators. These briefings should initially occur twice a day, thus ensuring that all task force members are aware of case information which may impact how they go about completing their respective case responsibilities.
- 7.14** Establish a computerized lead management system to track, manage and analyze case information. Ensure all relevant case information is quickly uploaded into this system, which must have search capabilities.
- 7.15** Utilize a standardized information intake form to ensure uniformity in case documentation.
- 7.16** Ensure all information obtained prior to the development of the lead management system is uploaded into the database as soon as it is established, thus assuring that no data is lost in the transition.
- 7.17** Determine and clearly explain the documentation procedure that will be used by investigators to memorialize all investigative activity.

Once the various teams are assembled and involved in their respective assignments, they should not be diverted or reassigned until the tasks have been completed.

Some or all of the following components may be necessary to manage a child abduction investigation. Each component should be administered by a coordinator who has the appropriate assistance to conduct the necessary duties. With limited resources, the same individual may have to fill several positions. The successful management of a child abduction investigation is directly related to the proper staffing of these components:

- On-scene Command Staff
- Lead Investigator(s)
- Lead Intake Personnel
- General Area Search Team
- Neighborhood Investigation Team
- Roadblock Canvass Team
- Victimology Team
- Suspect Team
- Registered Sex Offender Team
- General Investigative Team
- Forensic Search Team
- Computer Analysis Team
- Cellular Analysis Team
- Media Coordinator/Public Information Officer
- Legal Team
- Specialized Teams as needed (e.g., tactical, canine, dive, air support, FBI's CARD Team and BAU)



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## 8. Media Considerations

The media can be invaluable in missing child investigations due to its ability to rapidly disseminate information to a wide audience, to support law enforcement efforts to solicit assistance from the public, and maintain the community's focus on the case. Advances in technology have created additional opportunities to interact and share information with the community. Large segments of the population rely on the Internet and social media to obtain news and information, rather than traditional news outlets. Law enforcement is encouraged to utilize both the traditional news media and social media networking to communicate with the public regarding their case.

In criminal investigations, there may be persons with crucial information that, for some reason, have not come forward. Carefully worded media releases can sometimes elicit additional information from witnesses or associates of the offender. A media release can be enhanced by inserting information about possible characteristics of the offender and/or the offender's post-offense behavior. BAU has conducted extensive research into child abductors who murder their victims.

While every missing child case does not end in the death of the victim, information from child abduction homicide cases can provide guidance to investigators involved in missing/abducted child cases in which the status of the victim is still unknown.

BAU research into child abduction homicides reflects that child abductors often exhibit some noticeable behavior changes after the commission of an abduction/murder (e.g., cleaned vehicle/residence, change in temperament, altered their appearance, etc.) (1). Information about the offender's possible post-offense behavior can be provided to the public. This may cause someone to recognize these traits in someone they know, and prompt them to call law enforcement. BAU is available to provide assistance in the preparation of media releases in missing/abducted children cases.

### Recommendations

- 8.01** Release information regarding the investigation that may be helpful in generating leads from the public while withholding sensitive details in order to maintain the integrity of the investigation. In the early hours of the investigation, the circumstances of the child's disappearance, including the child's photograph and description, should be quickly disseminated. Subsequent messages can be used to personalize the child, focus on the child's safe return, and as additional information becomes available, to provide specific investigative details such as suspect or vehicle descriptions to the public.
- 8.02** Establish an online presence (e.g., content on departmental website, social media page, and/or a separate dedicated website) to be used to disseminate information and monitor the community's response. Additionally, a link to the lead jurisdiction's Internet tip site should also be included. If feasible, websites should be hosted on servers controlled by the department or other governmental agency to ensure the privacy and security of potentially sensitive case information.

## 8. Media Considerations

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- 8.03** When appropriate, use a family member or spokesperson to personalize the victim in an effort to influence the offender and those around him/her and to maintain public interest in the case.
- 8.04** In the event that the victim has any physical, emotional or mental disabilities, consider the use of a physician, nurse, or other healthcare professional to discuss the treatment needs of the child, and encourage the offender to quickly release the child so that he/she can obtain the necessary care.
- 8.05** Establish a single media spokesperson who will speak for all involved agencies regarding the investigation.
- 8.06** Hold regularly scheduled media briefings. This will ensure that any important information is disseminated to the public on a timely basis, and that the media representatives and the public know when to expect updates about the status of the investigation. Additionally, the scheduling of regular briefings may encourage the media to work more cooperatively with investigators. This may serve to prevent interruption to the investigation caused by media attempts to obtain information and/or interviews from law enforcement, the victim's family or other key witnesses.

Comments to the media should generally be positive in nature, emphasizing the resources dedicated to the investigation, the support of the community, and the large number of leads generated. This communicates to the victim, the victim's family, the community and also to the offender that the investigation is active and ongoing, and will continue until the child is recovered.

- 8.07** Monitor all online sites dedicated to the investigation for leads or comments, and forward to lead investigators.
- 8.08** Assign personnel to record all media releases, broadcasts and Internet content related to the case for future reference. It may become necessary to review media content for a specific date or period to determine what information was publically available versus information that would have been known only to police and the offender. It may also prove helpful in linking specific post-offense behavior with information released to the media.
- 8.09** Update the online sites as the investigation progresses. Consider posting additional images, such as areas or vehicles of interest or victim's clothing to maintain public interest in the case.
- 8.10** Utilize the media to advertise rewards for information regarding the child's disappearance when there have been no significant recent developments to maintain the public's attention to the case. Though the use of rewards to solicit information has not generally been a key factor in resolving child abductions (members of the community will typically volunteer information in cases involving child victims without the promise of reward), they can be useful in generating media and public interest.

- 8.11** Avoid negative words to describe the offender (e.g., monster, predator, murderer, etc.) and any references to consequences for the offender (e.g., prison time, death penalty, etc.). These types of comments may impact an offender’s interaction with the victim, decrease the likelihood of future cooperation, and complicate efforts to obtain a confession. The use of neutral terms to describe the offender may encourage individuals close to the offender to overcome their apprehension about providing information to authorities.

### **Infants Taken in Non-Family Abductions**

Historically, the overwhelming majority of infants taken in non-family abductions have been safely recovered. The effective use of the media to publicize the abduction, including emotional appeals by parents or other family members, has proven to be a key factor in the successful resolution of these cases. (*See Appendix C for specific media considerations in infant abduction cases.*)



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## 9. Suspect Interview/Interrogation Considerations

In missing/abducted child cases, suspect interviews are a critical component of the investigation. These cases bring with them a very real sense of urgency, which can pressure investigators to conduct a premature interview of a suspect. It is crucial to take time to thoroughly prepare for the interview, as this will allow interviewers to develop a better understanding of the suspect and his possible reasons for committing the crime, resulting in a higher probability of success. Law enforcement may only have one opportunity to speak with a suspect, making proper preparation essential.

Interviews should be tailored to the specific background and personality of the suspect. While the circumstances of specific types of investigations can look similar, the motivations in missing child cases vary widely. How suspects view themselves, others and the world around them is crucial to understanding the behaviors they exhibit and the possible reasons why they committed the crime.

Additionally, a comprehensive understanding of the details of the case is instrumental in conducting a successful interview. This includes knowledge of the victim and offender timelines, the existence of any physical evidence, information from previous statements made by the suspect(s), and the results of the background investigation into the suspect, victim, and the victim's family.

When developing background and personality information concerning a specific individual, and to ensure uniformity, investigators should use a standard set of questions to interview multiple co-workers, associates, friends and family members. To assist in this process, BAU recommends the use of the General Assessment Questionnaire (GAQ). The use of the GAQ assists investigators in obtaining the extensive background information used to develop interview themes specific to an individual. (*See Section 12 for the General Assessment Questionnaire.*)

Specific interview and interrogation strategies are beyond the scope of this guide; the following are general interview and interrogation principles for consideration:

- Regardless of the circumstances, these kinds of investigations are highly emotional for everyone involved, particularly when sensitive and offensive topics will be discussed during the interview. As such, the interviewer should display a neutral and professional demeanor without conveying attitudes of anger, judgment or disgust.
- Conduct the interview in a location free from distractions and interruptions.
- Avoid interviewing a suspect within his/her own environment (e.g., the suspect's residence, workplace, neighborhood, etc.).
- Ensure there are no time restraints regarding the interview process.
- Begin with an **interview**. The interview is **non-accusatory** in nature and the primary goal is to gather information that will be useful in the interrogation, the investigation and any future legal processes. When faced with a time sensitive child abduction investigation, investigators often feel pressured to rush into the interview without adequate preparation, and may also feel the need to skip the interview altogether and immediately begin an interrogation.



## 9. Suspect Interview/Interrogation Considerations

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- Ensure the nature of the interview is nonthreatening, which may serve to decrease the suspect's tension, defensiveness, and anxiety. This will allow the investigators a chance to observe the suspect's baseline behavior, making it easier to identify signs of stress later on.
- Consider using an empathic and understanding approach with the suspect. A suspect may expect the interviewer to be judgmental and hostile, since crimes against children are viewed harshly by society. A threatening approach is often counterproductive whereas a non-threatening approach has been found to be more effective.
- Ask open-ended questions, allowing the suspect to finish his sentences/thoughts/statements without interruption. Listening facilitates rapport building and encourages an environment where the suspect is sharing information. Additionally, conducting a conversational interview allows for further development of themes that are appropriate for the specific individual being interviewed.
- Avoid confrontation during the interview phase as it may inhibit the sharing of information.
- To transition from the interview to the interrogation, the interviewer should clearly, concisely and convincingly accuse the suspect. This clear accusation begins the interrogation phase.
- The interviewer should be prepared with a variety of themes based on the facts of the case and his/her knowledge of the suspect's life circumstances, motives, personality, pressures, frustrations, beliefs and concerns. These themes will likely change during the interview, but having several themes prepared will provide the interviewer with an initial template.
- Ensure the themes used are simply moral excuses for the suspect's actions and not legal justifications.
- Use themes that *rationalize* the suspect's actions.
- *Project blame* onto many things, people, situations, life circumstances, the victim, as appropriate.
- *Minimize* the suspect's actions using words or phrases, such as "just," "simply," "it only happened once."
- Be patient. The suspect has a stronger motivation to wait the investigator out and not confess than the investigator has to stay in the interview and obtain the truth and a confession.

## 9. Suspect Interview/Interrogation Considerations

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A full, truthful disclosure/confession by the offender is the primary goal of the interview and interrogation. Despite the best efforts of the interrogators, this will not occur in every case. Some offenders will not confess to a crime regardless of the interview strategy employed; however, it is important to remember that any statements they make may be useful in the investigation and prosecution (e.g., locking the offender into statements that can later be refuted with other evidence). Therefore, an interview that results in a significant amount of information from the offender can still be considered a success even without a confession or full disclosure.

Law enforcement agencies handling missing child investigations are encouraged to contact BAU to further discuss specific interview strategies best suited to the ongoing case.



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## 10. Resources

### FBI Resources

The FBI maintains 56 field offices centrally located in major metropolitan areas across the U.S. and Puerto Rico, and approximately 380 resident agencies located in smaller cities and towns. Additionally, there are currently 64 legal attaché offices located in U.S. Embassies around the world. (To find an FBI office near you, visit [www.fbi.gov](http://www.fbi.gov).) FBI field offices can coordinate the deployment of personnel to work in conjunction with local, state, tribal, federal or international law enforcement in a missing/abducted child investigation. Each FBI field office in the U.S. and Puerto Rico maintains the following resources, which are available to investigating agencies:

**Crimes Against Children (CAC) Coordinator:** CAC Coordinators are FBI special agents who assist and coordinate their respective division's efforts in Crimes Against Children matters. These agents act as the FBI's point of contact for law enforcement agencies in missing child cases, child homicide investigations, and matters involving the sexual exploitation of children in their respective territory.

**National Center for the Analysis of Violent Crime (NCAVC) Coordinator:** NCAVC Coordinators are specially trained FBI special agents who can facilitate requests and/or act as a liaison for obtaining BAU resources.

**Evidence Response Team (ERT):** ERTs can offer on-site assistance in a variety of crime scene processing scenarios, including large, complex, and complicated scenes, multi-jurisdictional cases and those involving multiple crime scenes. They can also provide assistance in human remains recovery, underwater evidence recovery, and access to forensic canine capabilities. FBI ERTs utilize standardized, consistent, and systematic methods, equipment, and documentation making their techniques legally defensible in a court of law.

**Polygraph Examiner:** Each FBI field office has at least one certified polygraph examiner who is available to assist in any violent crime investigation, such as a missing child case. These examiners are also a resource for assistance in developing interview themes for investigators, developing pertinent questions for the polygraph examination, for quality control in the interpretation of polygraph charts, and the identification of FBI polygraph examiners fluent in a variety of foreign languages.

**Crisis Management Coordinator (CMC):** CMCs can offer assistance in the establishment of a command post, and can facilitate obtaining major case management software, computer hardware, and other resources necessary during crisis situations or other high-profile investigations, including missing child investigations.

**Victim Specialist (VS):** An FBI VS is available to assist a victim and/or their family in obtaining counseling and other available services. The VS also ensures that victims of crimes investigated by the FBI are afforded an opportunity to receive services and notifications as required by federal law.

**Crisis Negotiation Team (CNT):** The FBI has trained crisis negotiators available in all FBI field offices that can provide assistance, both telephonically and in person, with assessments, strategies and negotiation resources during hostage and kidnap situations.

## 10. Resources

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In addition to the local FBI resources noted above, FBI field office personnel can coordinate the assistance of the following national specialized resources:

### **Criminal Investigative Division (CID)**

**Child Abduction Rapid Deployment (CARD) Teams:** The FBI's Violent Crimes Against Children (VCAC) Section CARD Teams consist of highly trained, experienced FBI personnel available for a fast, on-site response to a missing child investigation. CARD Team assistance can be requested through the local FBI field office's Crimes Against Children Coordinator or the Violent Crimes Against Children Supervisor.

**Cellular Analysis Survey Team (CAST):** The FBI employs agents who are specially trained to map cellular telephone data for use in criminal investigations. CAST services include historical cellular analysis, target cellular telephone geo-location and expert trial testimony. CAST assistance is available through the local FBI field office or by emailing [cast@ic.fbi.gov](mailto:cast@ic.fbi.gov).

**Digital Imaging and Video Recovery Team (DIVRT):** The FBI maintains Digital Imaging and Video Recovery Teams (DIVRT) that can assist in the efficient recovery of video surveillance footage, and editing of such for immediate use in media and social networking media outlets.

### **Critical Incident Response Group (CIRG)**

**Behavioral Analysis Unit 3 (BAU-3):** BAU-3, one of the National Center for the Analysis of Violent Crime's five specialized units, routinely assists law enforcement in a wide variety of cases involving crimes committed against child victims, including investigations of missing and abducted children, child homicides, and the sexual exploitation of children. Through their experience investigating, researching, and consulting on these matters, BAU-3 Supervisory Special Agents and Crime Analysts have developed subject matter expertise in these sometimes complex cases. BAU-3 can provide case-specific recommendations and support in missing/abducted child investigations through on-site deployment or telephonic consultation during a rapidly-evolving investigation. BAU-3 services include:

- Crime analysis
- Unknown offender characteristics
- Interview strategy
- Major case review
- Media strategy
- Personality assessment
- Investigative strategy
- Prosecutive strategy
- Expert testimony
- Search warrant affidavit assistance
- Communication analysis
- Risk assessment

BAU-3 assistance can be requested through the FBI field office's NCAVC Coordinator, or directly at telephone number (703) 632-4347.

**Violent Criminal Apprehension Program (ViCAP):** Another section of the NCAVC, ViCAP maintains a national investigative repository for violent crimes, specifically: homicides and attempted homicides that involve an abduction, are apparently random, motiveless, or sexually oriented, or are known or suspected

to be part of a series; sexual assaults committed by a stranger or those known or suspected to be part of a series; missing persons cases where the circumstances indicate a strong possibility of foul play and the victim is still missing; and cases of unidentified human remains where the manner of death is known or suspected to be homicide. ViCAP facilitates the identification of similar cases on a regional, state, and national basis. ViCAP information may be obtained through the FBI field offices' NCAVC coordinator or directly from ViCAP at telephone number (800) 634-4097.

**Surveillance & Aviation Section (SAS):** SAS coordinates the deployment of FBI personnel and aircraft (helicopter and fixed wing) in support of all FBI field divisions. Members of SAS are available to conduct ground and aerial surveillance, assist in searches to include the use of the Forward Looking Infrared (FLIR) camera system, and/or transport resources to an area of need in a critical incident such as a missing child.

**Hostage Rescue Team (HRT):** HRT is the FBI's full-time tactical team based in Quantico, VA. HRT is available to assist investigators in addressing complex threats such as hostage incidents, barricaded subjects, high risk arrests and surveillance operations. Members of HRT are adept at working in all environments and under a variety of adverse conditions. To request the services of HRT, contact the local FBI field office.

## Laboratory Division (LD)

Forensic analysis can be provided on the following types of evidence:

- DNA (both nuclear and mitochondrial)
- Blood/Semen
- Trace evidence (e.g., hairs, fibers, rope, cordage, minerals)
- Latent print
- Firearms/Toolmarks
- Questioned documents (e.g., writing on any type of substrate; indented impressions)
- Shoe/Tire tread impression
- Plastic bags
- Typewriting/printing processes
- General chemistry (e.g., powders, liquids, stains, and other materials)
- Metallurgy
- Paints and polymers
- Toxicology
- Codes and ciphers (24/7 service available at [codebreakers@ic.fbi.gov](mailto:codebreakers@ic.fbi.gov))

**Forensic Anthropology Program (FAP):** The FAP provides both laboratory analysis and operational assistance for cases involving human skeletal remains or potential human skeletal remains. For human remains, anthropological examinations can estimate the individual's sex, age at death, stature and ancestry, and provide interpretations of skeletal trauma and assist in personal identification.

**Combined DNA Index System (CODIS):** The FBI Laboratory maintains CODIS, an automated DNA information processing and telecommunications system that supports the National DNA Index System (NDIS), the State DNA Index System (SDIS), and the Local DNA Index System (LDIS). The CODIS enables federal, state, and local crime laboratories to exchange and compare DNA profiles electronically, thereby linking a variety of violent crimes, including missing child investigations, to each other as well as to previously identified offenders.

## 10. Resources

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**Other Services:** Laboratory Division personnel are also available to conduct composite drawings, photographic retouches, age progression, regression, and post mortem imagery, facial approximation from skeletal remains, and crime scene photographic documentation (including aerial photography), as well as a wide array of investigative/prosecutive aids (e.g., digitally interactive demonstrative evidence, exhibit and model creation, etc.)

**Forensic Canine Program:** The FBI's Forensic Canine Program has resources available for use in missing child investigations. Additionally, the program maintains contact with credible canine resources across the country for referral purposes. Forensic Canine Program support can be requested through the local FBI field office ERT.

### Office of Victim Assistance (OVA)

**Child/Adolescent Forensic Interviewers (CAFI):** The FBI's Office for Victim Assistance employs CAFIs who are available to interview child/adolescent victims and witnesses, including those who suffer from emotional or developmental disabilities. The CAFIs use a research-based protocol to conduct legally-defensible interviews and are available for court testimony as requested. CAFI resources can be requested through the local FBI field office.

### Operational Technology Division (OTD)

The FBI's OTD offers services in a variety of areas, which may be instrumental in a missing child investigation. OTD services include, but are not limited to:

- forensic audio/visual/image analysis and enhancement
- telephone, video, data, computer network surveillance
- digital recording technology, trap and trace devices, dialed number recorders, wiretaps, audio and video surveillance, as well as tracking and locating services

Additionally, OTD employs forensically trained personnel assigned to Computer Analysis Response Teams (CART) in each FBI field office. CART examiners can provide assistance in the seizure and forensic analysis of digital devices, including computers, cellular telephones, external storage media and other portable electronic devices. Services offered by a CART include extracting files from a digital device (e.g., files, contact/address books, dialed numbers, text/instant messages, etc.), determining when and in what order specific files were created, recovering deleted files, recovering and decrypting passwords, recovering Internet activity, and searching data using keywords. To request the services of OTD, contact the local FBI field office.

### Directorate of Intelligence (DI)

**Language Services Section (LSS):** Personnel from the LSS can provide professional language assistance, in more than one hundred languages, for missing child investigations. These services, accessible through the local FBI field office, include:

- interpretation services, in-person or telephonically
- interviews, in-person or telephonically

- translation of audio and video recording
- document translation

## Criminal Justice Information Services (CJIS)

**National Crime Information Center (NCIC):** NCIC is a computerized index of criminal justice information (i.e., criminal record history information, fugitives, stolen properties, missing persons). In addition to ensuring that information about the missing child is available to federal, state, and local law enforcement and other criminal justice agencies 24 hours a day, NCIC also provides other services useful in missing child investigations. For example, an NCIC Offline Search is a special technique used to obtain information from the NCIC databases that is unobtainable via an online inquiry. Examples include data such as partial numeric identifiers, manual name checks, inquiries about personal descriptors, and searches of NCIC's transaction logs, which may uncover other inquiries on the same individual made by another law enforcement agency.

**Next Generation Identification (NGI):** Biometrics of a subject may be searched against the NGI repositories in order to generate lead information to help identify a possible offender. The FBI's NGI System, which replaced the Integrated Automated Fingerprint Identification System (IAFIS), provides advanced biometric identification and investigation services and capabilities. NGI integrates criminal history data with biometrics associated with individual identity records. In addition to the fingerprint and latent processing traditionally performed by IAFIS, NGI has added palmprint matching, mobile fingerprint identification search capability, and an enhanced photo repository that includes facial photos as well as scars, marks, and tattoos, and a facial recognition service. The mobile fingerprint identification search capability allows fingerprints of subjects to be searched against a subset of the NGI repository from mobile fingerprint capture devices. The facial recognition service is an investigative tool that provides image searching capability of the FBI's facial photo repository. Because not all biometrics are enrolled in NGI, local and regional biometric systems should also be searched. For more information, contact the local FBI field office.

**National Sex Offender Registry (NSOR):** The Pam Lychner Tracking and Identification Act of 1996 (Lychner Act) required the Attorney General to establish a national database at the FBI to track the whereabouts and movements of convicted sex offenders. The National Crime Information Center (NCIC), maintained by the FBI, enables the NSOR to retain the current address, date of registration, conviction, personal descriptors, as well as other relevant information, for law enforcement purposes. All U.S. states, territories, and tribal jurisdictions have sex offender registration laws and are required to submit all registration information to NCIC under Title I of the Adam Walsh Child Protection and Safety Act of 2006, also known as the Sex Offender Registration and Notification Act (SORNA). SORNA maintains registry guidelines and requirements for submission into the NSOR for all jurisdictions. To query an individual in the NSOR, contact the local FBI field office.

## Non-FBI Resources

**National Center for Missing and Exploited Children (NCMEC):** NCMEC serves as the national clearinghouse for information related to children classified as lost, missing, runaway, or abducted. A database maintained by NCMEC includes the names and descriptive data for each missing child, a synopsis of the circumstances under which each child disappeared, descriptive data for suspects and/or suspect vehicles



## 10. Resources

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involved in the child's disappearance, and names and contact information for the law enforcement agency investigating the matter. NCMEC operates a twenty-four hour, toll-free hotline (1-800-843-5678) for information on missing children.

Additionally, NCMEC serves as a liaison with missing children clearinghouses throughout the United States. NCMEC's International Division provides liaison with the U.S. Department of State when an international parental abduction occurs. NCMEC can provide flyers for dissemination in a missing child case and will coordinate with a vast network of corporate partners to disseminate the flyer information (e.g., ADVO, Wal-Mart, various airlines and hotel chains, truck stops). NCMEC has the capacity to disseminate this information to the majority of law enforcement agencies within the United States.

NCMEC provides the following additional resources, which may be valuable in a missing child investigation:

**Team Adam:** Team Adam provides on-site assistance to law enforcement agencies and families in cases of missing children. Team Adam consultants are retired law enforcement professionals with years of investigative experience at the federal, state and local levels. Consultants from Team Adam rapidly deploy to sites where these cases are unfolding. They provide on-the-ground technical assistance and connect local law enforcement to a national network of resources. Team Adam consultants include experts in landfill recovery efforts.

**Lost Child Alert Technology Resource (LOCATER):** LOCATER is an advanced, web-based computer program designed to help law enforcement agencies create and disseminate missing child posters on a local, statewide, or national basis regarding a variety of child victimization matters. For more information, visit [www.locaterposters.org](http://www.locaterposters.org).

**Attempted Abductions:** The National Center for Missing & Exploited Children collects information about attempted abductions, short term "abduct and release" incidents and other types of suspicious incidents involving children. NCMEC analysts track and collect data concerning attempted abductions in an effort to identify possible patterns and provide technical assistance and resources to law enforcement. Law enforcement can request the technical assistance resources or report an incident occurring in their jurisdiction by emailing [attempts@ncmec.org](mailto:attempts@ncmec.org).

Finally, NCMEC's Case Analysis Division maintains access to an extensive number of databases available as a resource in missing child investigations. For more information on NCMEC services, resources and publications, visit [www.missingkids.com](http://www.missingkids.com).

**Non-Profit Missing Children Organizations:** There are several non-profit organizations whose goal is to assist in the recovery of missing children. These civilian organizations are generally supported by monetary donations and, in some instances, government and/or private grants. Such organizations can be of assistance to law enforcement in some or all of the following areas:

- Preparing and distributing posters/flyers which contain photographs, a duplication of the missing child's clothing, descriptive/biological data of the missing child, and a law enforcement telephone number

- Providing mental health resource support for the missing child's family
- Coordinating and maintaining public interest/involvement, including the search effort, in the missing child investigation
- Notifying law enforcement agencies concerning any details of the case that may not already be known to investigator

*Note: With non-profit organizations and law enforcement agencies having the same goal of the safe recovery of the missing child, it is imperative that all agencies work together. At the onset of the investigation, law enforcement management should clearly delineate the role the non-profit organization will take, ensuring that the non-profit organization coordinates all activities, including media statements, through the lead investigative agency.*

**AMBER Alert:** America's Missing Broadcast Emergency Response (AMBER) Alerts are agreements between law enforcement and the broadcast media to immediately transmit to the public urgent bulletins about current missing child incidents. The request for an AMBER Alert is made by the chief law enforcement officer of the jurisdiction handling the offense after ensuring all state-specific criteria have been met. The broadcasts typically contain descriptions of the missing child, the abductor, and/or the vehicle used in the abduction. During the alert, citizens are requested to contact local law enforcement if they see the child, the offender, or the vehicle. Visit [www.amberalert.gov](http://www.amberalert.gov) for more information.

**Additional Resources:** In a missing child investigation, persons with other types of specialized expertise may be needed to best address specific investigative concerns such as searches, body recovery, determining time of death/cause of death, or identification of remains. For example, search requirements may include additional manpower, computer support, aircraft, or underwater search and rescue teams. Expertise in the areas of anthropology, archaeology, odontology, and/or pediatric pathology may be needed to determine whether recovered remains are those of the victim.

The FBI can coordinate resources and identify experts who can address specific investigative needs. Some examples include:

- Anthropology
- Archaeology
- Blood pattern analysis
- Body recovery
- Botany
- Climatology
- Entomology
- Federal probation and parole
- Geology
- Odontology
- Pathology, including pediatric pathology
- Psychology/psychiatry
- Communication analysis/psycholinguistics
- Video enhancement

Investigators are also encouraged to develop their own regional database of experts for use in a local investigation.

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# Understanding Child Abductions



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## A. Understanding Child Abductions

Understanding the common characteristics, motivations, and behaviors of offenders who kidnap children can play a significant role in the successful investigation of missing or abducted children. When faced with a situation in which a child has simply disappeared, and there is little indication of what may have happened to them, knowing what often happens to children of that age/gender, and what type of offenders are generally responsible, can assist investigators in focusing their resources more effectively. Applying general knowledge regarding child abductions to the specific victim characteristics and abduction circumstances of an ongoing case can help with investigative strategies, liaison with the family, lead prioritization, suspect assessments, interview approaches, and interaction with the media.

Child abductions are not all alike. They involve different types of victim/offender relationships and a variety of offender motivations. While the common stereotype of a child abductor is that of an evil, predatory stranger, children are more frequently abducted by parents or other family members, as well as friends, neighbors or other individuals who are known to the child or their family (1, 3). According to information from the FBI's National Incident-Based Reporting System (NIBRS), the most common child abductors are parents and other family members, who are responsible for approximately 49% of all child abduction cases (1). Approximately 27% of child abductions are perpetrated by acquaintances, including neighbors, family friends, or other individuals involved in some type of prior contact with the victim (1). Strangers account for only about 24% of all child abductions documented in NIBRS (1).

Just as the victim/offender relationships in child abduction cases vary, so do the motivations of the offenders. BAU research into child abductions has identified sex, profit, and emotion-based reasons as the most common motivations for offenders to abduct children (4). Sexually motivated abductions often involve some type of sexual interaction between the offender and the victim (4), but sexual motivation can also be inferred by the removal of victim's clothing, sexual positioning of the victim's body, injuries to body parts associated with sexual interest (e.g., genitals, breasts, buttocks), and/or other evidence of sexual interest or activity (5). Profit-motivated abductions include robberies, extortions, drug-related offenses, and other cases in which financial gain is the primary intent of the offender (4). Emotion-based abductions include those based on anger, revenge, jealousy or other emotions of the offender (4). There is also a unique emotion-based motivation involving newborn victims, in which female offenders abduct infants to claim as their own child (4, 6).

*Note: Offenders often have multiple motivations for committing a crime; therefore, the reasons for committing a child abduction will not always fit neatly into a single category. The offender's intent for committing the crime is not always clear, particularly when the child is still missing.*

One of the best indicators of offender motivation in child abduction cases is the age of the victim, as the motivations and dynamics of abductions change significantly as children age (3, 4, 7). Children spend the majority of their early lives in the company of family members and other caretakers, and they lack characteristics such as wealth, possessions or sexual development that make them attractive targets for individuals outside the family (3, 7). As children age, they mature physically, emotionally and sexually. They have more mobility, less supervision, and they develop their own relationships and conflicts outside the boundaries of the family, resulting in increased vulnerability to victimization by both strangers and acquaintances (3, 4, 7, 8). Therefore, with the exception of the abduction of newborn infants by strang-

## A. Understanding Child Abductions

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ers, young children are much more likely to be victimized by family members, and older children are more likely to be victimized by strangers or acquaintances. However, these general patterns are not applicable to every child abduction case. There are some strangers who abduct young children, and there are some older children abducted or killed by family members. The general patterns discussed herein are simply the most probable child abduction scenarios, not the only ones. Investigators should consider all possible scenarios when conducting an investigation for a missing or abducted child.

### Parental/Family Abductions

As noted above, the most common type of child abductions are perpetrated by parents or other family members. Family abductions generally involve children who are abducted by a parent or other relative with the intent of permanently keeping the child, or preventing access to the child by the other parent/caregiver, often in violation of court-ordered custody rights (9, 10). Custody-related abductions occur most frequently to toddler-aged children, with two- to three-year-olds being the most common victims (9, 10). Victim gender is not usually a factor in these cases.

The overwhelming majority (97 - 99%) of family abductions result in the child eventually being safely returned or recovered (9). However, as with other types of domestic disputes, these cases often involve high levels of emotion. Many offenders view the abduction as an act of revenge or a means to manipulate or control their former spouse or domestic partner. Some family abduction cases may not be resolved for extended periods of time, and some result in injury or death to the victim at the hands of the abductor (10). Investigators should not assume that these cases will end with the safe return of the child simply because the abductor is a parent or other relative. Additionally, some of the offenders in these cases have committed suicide, and some have directed violence towards law enforcement.

Child abduction cases involving parental custodial issues or conflicts are generally reported as such to investigating authorities. Therefore, the law enforcement response resembles a fugitive investigation designed to locate and apprehend a specific, known person rather than an investigation searching for an unknown offender with an unknown motivation.

### Non-Family Abductions

Perhaps the most challenging cases for investigators are those in which children are missing under circumstances that suggest they have been abducted by a non-familial abductor. Investigators must consider a much broader range of potential offenders and motivations. However, as discussed above, the victim's age and gender will provide some guidance to investigators regarding the most likely offender type and motivation:

**Newborns/Infants:** The abduction of newborn children by non-family members is a crime that has unique characteristics. Children in this age group are abducted primarily by female offenders who intend to keep them, and claim them as their own. Fortunately, the majority of newborn children abducted for this purpose are safely and quickly recovered. *(For additional information and specific investigative suggestions regarding the abduction of newborn infants, see Appendix C.)*

**Toddlers/Preschool Children:** Toddler and preschool-aged children, from approximately age one through five, are rarely targeted by offenders other than family or close acquaintances (4). Children in this age range are still closely supervised, thus affording few opportunities for access by strangers or casual ac-

acquaintances. This is a transitional age group, with toddlers and preschool children both primarily victimized by family members and caregivers in emotion-based offenses, but with small numbers of preschool-aged children also starting to suffer increased victimization by acquaintances and strangers, similar to older school-age children (4).

The younger victims within this age range are also at high-risk for false allegations of child abduction, which are cases in which a parent or caregiver is responsible for the death of a child, and reports them missing in order to cover up the child's death. *(See Appendix B for additional information and specific investigative suggestions regarding false allegations of child abduction.)*

Sexually motivated abductions also begin to appear in this age group, particularly with older female preschoolers, and consequently, the risk of abduction for female children starts to increase during the preschool years (4). BAU research reflects the strong possibility of family involvement in offenses involving children in this age group, therefore investigative efforts for missing children in this age range should include a strong focus on the victim's family and background.

**Elementary/Middle/High School:** The dynamics of the abduction of school-age children, generally from about age six through seventeen, are significantly different from those of younger children. Abductions of children in this age range are the closest to the stereotypical image of a non-family abduction, and they are much more likely to involve other offenses in addition to the abduction, such as physical or sexual assault (1). Children in this age range spend less time under the direct supervision and guardianship of their family members, and as they gain independence and mobility, they become more vulnerable to victimization from individuals outside the family (4, 1, 8).

Family involvement in child abductions or homicides decreases as the age of the victims increases, and the overwhelming majority of abductions of school-age victims are perpetrated by either acquaintances or strangers (4). In addition to differences in the relationship between the victim and the offender, the motivations for the abduction of children in this age range also change. The primary motivation for abductions of school-age children is sex, although there are some variations based on the age (i.e., elementary, middle, high school) and gender of the victims (4). Consistent with the increase in sexually-motivated abductions, female children in this age group are abducted at significantly higher rates than male children (4).

BAU research reflects that the elementary and middle school years are when children are at the highest risk of non-family abduction/homicides (13). For elementary school-age children, sex was the most common motivation for the abduction of both males and females. Female children in this age group are overwhelmingly abducted for sexual motivations, with only limited cases involving emotion or profit (4). The motivations for the abductions of males in this age group are more evenly split, with sex, emotion, and profit motivations occurring in that order (4). Offenders were most often acquaintances, followed by strangers, with only limited numbers of family involvement (4).

The patterns for the abduction of middle school-age victims are similar to those of elementary-age victims; however, more middle-school-age children are abducted by strangers, with slightly less abducted by acquaintances (4). Sex was the overwhelming motivation for abductions of children in this age range (4).

Sex was also the most common motivation for the abduction of high school-age females, but there



## A. Understanding Child Abductions

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were higher percentages of emotion-based crimes than with the elementary or middle school victims (4). Almost one-quarter of the abductions of older teenage female victims were committed by boyfriends or ex-boyfriends in emotion-based scenarios consistent with crimes of domestic violence (4). The primary motivation for the abduction of high school-age males was profit, reflecting the higher involvement of teenage males in drug and gang-related violence (4).

### Child Abductor Characteristics

As the vast majority of non-family child abductions are motivated by sex, a logical conclusion for investigators might be that child abductors have a history of sex crimes and/or crimes against children. However, BAU research into the criminal histories of child abduction offenders reflects that is not always an accurate assumption. A BAU study of child abductors reflects that while approximately three-fourths of offenders have some type of criminal history, most of their prior crimes were unrelated to sex or children (11). Approximately one-third of the abductors in the study had a prior arrest for a forcible sex offense, and approximately one-fifth had a prior arrest for a crime against a child victim (11). In the cases included in the BAU study, very few offenders were sex offender registrants at the time that they abducted a child (11).

Child abductors in the BAU study exhibited a wide range of prior crimes, including violent crimes, property crimes, and crimes against society (e.g., drug/alcohol, disorderly conduct) (11). Among the most common crimes committed were assault, burglary, and larceny (11). Many of the offenders demonstrated long and varied criminal careers, as they averaged almost six prior arrests per offender, and had been engaging in criminal activity for an average of over ten years (11). Over 40% of the offenders had arrests in at least two states, and almost one-third had been arrested for more than three different categories of crimes (11). These findings suggest that many non-family child abductors are engaged in a variety of criminal behaviors and lifestyles, and may not be focused solely on the victimization of children (11).

Previous research by BAU and others into the victim selection patterns of sexually-motivated offenders reflects that offenders who abduct children do not necessarily have an exclusive sexual preference for them (8, 12). Rather, offenders often select children as victims because of their availability and their vulnerability, rather than specific age-related preferences (8, 12).

The overwhelming majority of non-family child abductors of school-age children are male, and most offenders abduct children consistent with their own race (4, 11). In addition to commonly possessing criminal backgrounds, unpublished BAU research reflects that a significant number of child abductors also have had some type of recent negative event or stressor in their lives, such as legal problems, mental health issues, conflicts with others, and/or financial problems (13). Child abductors have been described as low in social competence (12), and as “social marginals”, who committed crimes of opportunity rather than carefully-planned offenses targeting specific individuals (2, p. 25).

Child abductors often come from the same neighborhoods or communities as their victims. Recent BAU research into child abductors who murder their victims indicated that, when the offender’s place of residence was known, over one-third lived within a half mile of the victim’s residence, and over two-thirds lived within five miles (13). Offenders who are family members or acquaintances to the victim are more likely to abduct the child from within, or around, the victim’s residence, while strangers are more likely to abduct the child from a street, park or other public location (1, 14).

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# **False Allegation of Child Abduction**



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## B. False Allegation of Child Abduction

Some children who have been reported missing are not actually missing at all, but instead have fallen victim to fatal violence at the hands of their parents or other caregivers. The offenders responsible for the death of a child in their care may falsely claim that the child is missing, or has been abducted, in order to provide an explanation for the child's disappearance, and to divert suspicion away from themselves about what happened to the child. These cases, known as false allegation of child abductions, can be extremely challenging for investigators, as it can be difficult to distinguish between an actual missing or abducted child, and a child who has been falsely reported as such. BAU research and experience with false allegation of child abduction cases can provide some guidance to early responders regarding factors in missing/abducted child cases that represent an increased probability that they may be false reports to cover up a homicide.

While children of all ages can be killed by family members or other caregivers, BAU research reflects that the victims of false allegation of child abduction cases are primarily young children under the age of five (1, 2). Nearly two-thirds of the offenders in the BAU study were the biological parents of the victims, and step-parents, friends, relatives, and other caregivers were responsible for the remainder of the cases (1, 2). These incidents often involved young parents poorly equipped to deal with the demands of parenthood, and who were also experiencing challenges in other aspects of their lives. The overwhelming majority of false allegation offenders were experiencing some type of domestic problems, including relationship issues, financial troubles, employment problems, and/or drug and alcohol abuse (2). Almost two-thirds of offenders had been involved in some type of criminal activity prior to the false allegation of abduction (2).

There were a number of reasons why the offenders killed the victims, and sometimes the deaths were unintentional. The largest percentage of victims in false allegation cases studied by BAU were killed by their caregivers because they were unwanted, and were viewed as a burden or as an impediment to a goal (1, 2). The second most likely scenario involved victims killed by their caregivers whose primary intent was to punish or abuse the victims, but the punishment/abuse went too far resulting in the victim's death (1, 2). Other motivations included revenge against a current or former spouse, sexual gratification, and mental disorder (1, 2). In most of these scenarios, offenders recognized that an investigation into the child's death would likely identify them as the perpetrator, precipitating their decision to cover up the death by making a false report of abduction.

One of the most challenging aspects of the false allegation cases in the BAU study is that the bodies of the victims were often well-hidden (1, 2). If the child's body was located, the offenders recognized that they would become a strong suspect in the eyes of the investigators. Therefore, they often took steps to dispose of the victims' bodies in a manner meant to delay or prevent their discovery. This involved actions such as putting the bodies in dumpsters or trash cans, placing them in bodies of water, hiding them under brush or trash, or traveling some distance from home and leaving them in a rural area where they were not likely to be discovered (2). The small stature of the young victims often made it easier for offenders to conceal their remains, further increasing the challenges for investigators searching for them.

## B. False Allegation of Child Abduction

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BAU research resulted in the identification of several factors commonly observed in false allegation cases that may assist investigators in assessing whether a specific case is an actual abduction or a false allegation. Taken in conjunction with other aspects of the case, the presence of a number of the below factors may reflect an increased probability that a child reported missing or abducted is actually the victim of a false allegation (2):

- The victim is under the age of five.
- There are no confirmed witnesses to the alleged abduction or disappearance, other than the reporting party.
- The victim's family is experiencing financial, relationship, employment and/or other stressful domestic problems.
- The victim's parents/caregivers had a documented history of prior criminal activity.
- There is instability in the make-up of the family household in which the victim was residing at the time of their disappearance; for example, individuals moving into/out of the household within six months prior to the offense.
- There were previous periods of prolonged separation between the victim and the family members with whom the victim was residing at the time of the disappearance, or the victim had not always resided with those family members.
- There was prior physical abuse of the victim by parents/caregivers. (This abuse may or may not have been officially reported or investigated. Information about physical abuse can come from a variety of sources, including official records, family members, neighbors, friends, etc.)

The presence of one or more of these factors does not necessarily indicate that a particular missing child case is actually a false allegation. However, the presence of multiple factors should alert investigators to the possibility of a false allegation, which should be resolved through the investigation.

The key factors identified in the resolution of false allegation cases were the recovery of the victim's body, confessions by the offender, and statements made by non-offending witnesses (1, 2). The following observations and suggestions specific to suspected false allegation cases are provided as a supplement to recommendations detailed in previous sections of the CARP:

- Initial interactions with the family should generally be supportive and non-confrontational, even when a false allegation is suspected. While information may be developed early in the investigation that suggests a parent or other caregiver is a suspect in their child's disappearance, it may be counterproductive to confront them before more comprehensive information is available. It takes time for investigators to develop a complete picture of the family background/dynamics, and to review and evaluate information obtained from neighborhood canvasses, searches, and other investigative efforts. Premature confrontational interactions with parents/caregivers or expressions of disbelief by investigators may adversely affect the relationship between law enforcement and the family and/or induce family members

to cease cooperation with the investigation before a comprehensive interview has been conducted. Since offender confessions were identified by the BAU study as a significant factor in solved false allegation cases, a non-cooperative suspect can severely limit the chances of a successful resolution.

There may be times when a parent or caregiver of a missing child provides false information to investigators even when they are not responsible for the disappearance and/or death of the victim. Because parents and other caregivers generally want to be viewed as caring, responsible, and attentive guardians, they may provide false or misleading information about the timing of the disappearance, the level of supervision provided to the victim, and/or some other aspect of the case, which they believe may negatively affect their image. In other cases, parents/caregivers may have specific theories about the reasons for the disappearance, and they may make up stories or distort the facts in order to support those theories. Therefore, investigators are cautioned against basing culpability solely on parents/caretakers providing false or misleading information.

- Searches for the victim should be immediately conducted of any space, container or area large enough to contain the victim. False allegation victims are often very young, and their bodies are frequently well-hidden in small spaces or covered by debris, trash, or other materials. Searchers should initially focus on searching the area within one mile of the reported abduction site or the location where the child was last seen, as almost half of victims' bodies were located within that area. As the search for the victim expands further from the residence or the location where the victim was last seen, searches should be prioritized for the areas along roadways and in bodies of water. The vast majority of false allegation victims' bodies were recovered outdoors, and of those, over three-quarters were found within 100 feet of a roadway or parking lot, and almost one-fifth were found within bodies of water. Trash cans and dumpsters in the areas of the reported abduction site, the victim's residence, and other areas developed by the investigation should be secured and searched, particularly in cases involving younger victims. All of the victims in the BAU study that were recovered from trash cans or dumpsters were under the age of five.
- The majority of false allegation victims in the BAU study were killed in or around their own homes. A crime scene search of the victim's residence is always recommended, even if the victim was not alleged to have been kidnapped from there. Crime scene searches should also be conducted in the area where the victim was reportedly abducted or was last seen, any vehicles that the parent/caregiver had access to, and other specific locations developed by the investigation.
- As with any missing child case, all persons in the vicinity of the area where the victim was last seen, the victim's residence, and any other locations developed by the investigation, should be identified and interviewed. Observations made by non-offending witnesses directly assisted in the resolution of one-third of the cases in the BAU study of false allegations. These witnesses may not have personally observed any obvious illegal activity, but they may be able to confirm or refute statements, alibis, or timelines provided by suspects.



## B. False Allegation of Child Abduction

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- Written statements prepared in a free narrative format by parents, family members and other caregivers can be useful in all missing child investigations, but they can be particularly helpful in suspected false allegation cases. Written statements can provide important information to investigators from the parent or caregiver’s perspective, can assist in identifying discrepancies in their story or timeline, and can facilitate the development of interview themes.

*Note: If a free narrative statement is going to be prepared, it should be done early in the investigation, and prior to any confrontational interviews or polygraphs. (See Section 12 for a copy of the Free Narrative Instruction.)*

- Consider asking parents, family members and other caregivers to conduct a video recorded reenactment of their specific activities during the time period that the victim disappeared, if the circumstances of the disappearance suggest that they were in the same residence or area at the time the victim disappeared. Much like a written statement, reenactments can assist investigators in identifying discrepancies in the parent or caregiver’s story, and facilitate the development of specific questions or interview themes.
- When reviewing information on the family’s desktop or laptop computers, tablets, cellular telephones, or other devices capable of online searches, be alert for searches (prior to the date the child went missing) related to missing children, body disposal methods, law enforcement investigation techniques, etc., that may suggest prior planning for the offense.
- When the decision is made to confront a parent or caregiver with their potential involvement in a missing child case, investigators conducting the interview should be armed with comprehensive knowledge of the case, including the victim and offender timelines, the presence of any physical evidence, and the details of previous statements made by the suspect. Interviewers should use the factual case information in conjunction with an assessment of the suspect’s personality and background, as affected by any recent or ongoing stressors, in order to identify the potential reasons for the commission of the crime. Understanding the reasons behind the crime from the point of view of the suspect can assist the interviewer with the development of interview themes and strategies. While each case and each individual is different, a low-key, non-judgmental approach is generally recommended. Interviewers are cautioned against suggesting that the suspect did not love or care for their child, or labeling them as a “bad” parent or caregiver.

Recommended areas to explore when developing interview strategies include:

- The date, time and location of the last independent, corroborated sighting of the victim by someone other than the reporting party and/or outside the immediate family
- The nature and extent of the suspect’s relationship with the victim
- The family dynamics in the household where the victim was residing, and any recent changes in the makeup of that household

## B. False Allegation of Child Abduction

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- The nature and extent of new or ongoing stressors in the household, including financial, relationship or employment problems, drug/alcohol abuse, or any other family problems
- Whether the victim could be considered unwanted or as an impediment to a particular goal in the suspect's life, such as a particular lifestyle or romantic relationship
- Whether there was evidence of neglect, physical, emotional or sexual abuse of the victim by the suspect or any other member of the household
- Whether the victim was considered difficult to handle, suffered from any physical or mental problems, or was otherwise considered a burden to family members

The above investigative suggestions are taken from the BAU publication: *False Allegation of Child Abduction: A Handbook for Law Enforcement Investigators*. This handbook provides additional information based on BAU research into false allegations, and is available from FBI field offices or the BAU. It is recommended reading for any law enforcement agency engaged in the investigation of a potential false allegation of child abduction case.

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# **Non-Family Infant Abductions**



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## C. Non-Family Infant Abductions

Newborn infants are not common targets of non-family child abductors. Infants are typically under the constant care and supervision of family members, healthcare professionals, or other individuals in caregiving roles. They also lack the characteristics that would make them attractive targets for abduction by individuals outside the family (2). However, there is one scenario in which newborn infants are specifically targeted for abduction by non-family members— female offenders who kidnap an infant to keep as their own child (1, 3).

The kidnapping of newborn infants by non-family offenders is a crime that has unique dynamics, and the BAU, in conjunction with other entities, has conducted significant research into these unusual cases. Offenders who kidnap newborn infants are almost exclusively female, and their intent is not generally to harm the victim, but rather to keep and represent the victim as their own child (1). The primary motivation behind these abductions appears to be the offender's desire to obtain a child in order to satisfy their maternal instincts, or to salvage or manipulate a deteriorating relationship with her significant other (1). The offenders believe that having a child is key to their own happiness and/or to the continuation of a relationship. Since the offender is ultimately trying to pass the victim off as her own child, this type of abduction only involves very young victims, generally birth through approximately six months old (1, 3). The gender of the victim is not usually a significant factor, but due to the nature of the crime, the race of the victim will generally match that of the offender (1).

These cases often involve significant planning by the offenders, who typically feign pregnancy prior to the abduction (1). The majority of infant abductions have taken place in hospitals, with offenders often posing as nurses, social workers or other related professionals (1, 3). However, due to improved hospital security measures around maternity wards and newborns, infant abductions in recent years have been more likely to occur in non-hospital settings, such as the victim's residence, or in public locations, such as pediatric clinics (3). Unfortunately, the potential for injury to the parent or guardian of the victim has also increased, as abductions outside of hospital settings are more likely to involve confrontations and violence (3).

Historically, the overwhelming majority of infants taken in this type of abduction have been safely recovered (1, 3). The effective use of the media to publicize the abduction, including emotional appeals by parents or other family members, has proven to be a key factor in the successful resolution of these cases (1). In many instances, the offenders are reported to law enforcement by their own family members or friends, who grow suspicious about the offender's sudden acquisition of a newborn baby. These individuals, in addition to persons who may have witnessed some aspect of the crime, as well as the offender herself, are the primary targets of the media campaign.

The following suggestions are provided regarding media releases in infant abduction investigations:

- The parents and/or other family members should be used to make a personal appeal for the return of the victim. Victims should be referred to by name, as a means of personalizing them. Photos and a description of the victim, along with any specific birthmarks or other identifying features should be included in the media release.

## C. Non-Family Infant Abductions

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- A physician, nurse, or other healthcare professional can also be used to make a plea for the return of the victim, wherein they can emphasize a newborn infant's need of constant medical care and attention. Additionally, any specific health concerns of the infant should be immediately communicated in the media release.
- Law enforcement spokespersons should avoid words such as "kidnapped" or "abducted," and should emphasize the fact that authorities believe that the person who took the victim does not intend to harm the baby, and, in fact, is probably attempting to provide adequate care (1). The emphasis should be on the safety and well-being of the baby, and in ending the emotional suffering of the parents. References to the consequences of the abduction, such as arrest, prosecution and punishment, should be avoided or minimized.
- The public should be reminded that no one close to the offender (e.g., her husband, boyfriend, mother, sister, friend, etc.) would have been present at the birth of the victim, and that the offender would likely have fabricated a cover story to explain why she suddenly has a new baby, and why the hospital released her and the baby so quickly after giving birth. Anyone who is aware of such a situation should be requested to contact authorities immediately.
- The public should be assured that DNA testing and other methods can ultimately confirm the identity of the kidnapped victim, and as such, they should not be concerned about contacting authorities regarding their suspicions.

Unlike the abductions of older children, which frequently occur in secluded locations with no direct witnesses, the abductions of newborn infants are almost always witnessed or discovered immediately, because newborns victims are under constant care and supervision. Rapid response by law enforcement to the abduction location is another reason that these cases are often solved relatively quickly. Responding law enforcement personnel should immediately seal off the area around the abduction site as a crime scene, and follow the general investigative steps as documented in this guide, including roadblocks, canvasses, and thorough searches of the surrounding area for the victim and/or evidence left by the offender. Trash cans and dumpsters in the immediate vicinity of the abduction should be searched for discarded items such as the newborn identification bracelet, nurse's uniform, or anything else that may have been left by the offender.

In the event the case is not resolved quickly, there are some additional investigative strategies unique to infant abduction cases that should be considered:

- Comprehensive interviews should be conducted of the victim's mother, father, other family members, and healthcare personnel. Specific information should be obtained from these individuals as to whether anyone appeared overly interested in the victim or in the mother during the later stages of her pregnancy. For example, some offenders have used social media to contact and befriend expectant mothers prior to the newborn's abduction.
- Offenders often spend time prior to the abduction at multiple nursery and maternity facilities, checking security procedures and sometimes even questioning staff members (1). Area hospitals and clinics should be contacted to determine if anyone was observed or tried to approach any staff members or new mothers at those locations. Obtain copies of security videos from their maternity wards for review.

## C. Non-Family Infant Abductions

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- Distribute flyers with details of the abduction and the victim to all area Women, Infants and Children (WIC) centers, hospitals, pediatricians, pharmacies, child care facilities, and social service providers.
- If the offender posed as a healthcare worker, conduct canvasses of area medical uniform supply companies.

BAU can be contacted for additional case-specific investigative, interview and media strategies.



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# **Long-Term Child Abductions**



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## D. Long-Term Child Abductions

Child abductions are generally over relatively quickly, with most victims actually spending a minimal amount of time under the control of the offender. For example, in sexually-motivated abductions, offenders generally take their victims almost immediately to some private or secluded location to fulfill their sexual needs, releasing the victims shortly thereafter. Cases involving the death of victims are also relatively short in duration, as research reflects that approximately three-fourths of children who are murdered by their abductors are killed within three hours of the time that they were kidnapped (1). Information regarding the duration of child abductions is limited, but data from the National Incidence Studies of Missing, Abducted, Runaway and Thrownaway Children (NISMAART), suggest that about 90% of all non-family child abductions last less than 24 hours (2). Therefore, while the location and condition of some victims may remain unknown for weeks, months or even years, in most cases, the victims are not under the control of their abductors for a significant period of time.

However, there are a small number of child abductions that have very different dynamics than the cases described above. These are cases in which offenders abduct children and thereafter hold them captive for time periods ranging from days to years. While relatively few in number, these long-term abductions have unique aspects that can provide significant challenges to the law enforcement agencies investigating them. BAU has initiated research into long-term child abductions in order to better understand the dynamics of these difficult cases, and to identify investigative strategies that may increase the chances of quicker resolutions and victim recoveries.

Long-term child abductions as described herein are generally defined as non-family abductions that are primarily sexually-motivated, in which the intent of the offender is to keep the victim for some indefinite period of time. While there is no specific minimum timeframe associated with long-term abductions, their duration is generally measured in days, months or years, rather than in hours. Offenders in these cases are not simply looking for immediate sexual gratification; they are seeking a long-term captive that they can control and abuse - physically, psychologically, and sexually - for a significant period of time.

### Offender Considerations

There is no specific profile of long-term abductors, and past offenders have exhibited a variety of personalities, backgrounds and behaviors. They have utilized a number of different strategies to select and kidnap their victims, and a variety of techniques and physical constraints to maintain control over their victims. However, while there are some significant differences among long-term abductors, there are also some commonalities in the behavior of these offenders that can potentially provide guidance to investigators of suspected long-term abductions.

The offenders in long-term abductions are predominantly male. While several well-known cases have had female accomplices, if not for the male offender, there would have been no abduction. The abductions and subsequent captivity of the victims are sexually motivated. However, as noted previously, unlike other sexually motivated child abductors, offenders in long-term abductions are not satisfied with the short-term gratification of a single sexual assault. They are seeking a long-term sexual surrogate that will service their needs for an extended period of time, and are willing to accept the risk that accompanies their keeping of the victim(s) in captivity.

## D. Long-Term Child Abductions

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The lifestyles of offenders in long-term abductions were often conducive to the offenders' ability to keep victims in captivity without anyone being alerted to their presence. In fact, the offenders seemed to be proficient in appearing "normal" to the outside world and thus their behavior was often not even brought to the attention of law enforcement. However, up close, the offenders could be described as egotistical and grandiose. They felt entitled to satisfy their own needs, while demonstrating a lack of concern for the physical and emotional welfare of the victims. The offenders also possessed the ability to deceive and manipulate others, which helped facilitate their ability to hold the victims captive for significant periods of time. Several offenders proved to be skillful at diverting suspicion from themselves, and in deterring law enforcement inquiries into their activities.

### Traumatic Bonding Considerations

One of the least understood by-products/consequences by law enforcement officers, courts, the public and even family members of victims in long-term missing child abductions is the unusual bond that can develop between the offender and the victim. In many long-term cases, there were opportunities for the victim(s) to escape their abductors, or to alert outsiders of their situation, prior to their actual recovery. As a result, one of the first questions asked upon the victim's recovery is, "Why didn't the child leave?" The answer is complex. To begin to answer this question, we look to researchers and mental health practitioners who have observed responses in people in other traumatic situations.

People who have endured traumatic events suffer predictable psychological harm. There is a wide range of recognizable traumatic disorders that stem from either the effects of a single traumatic event or from prolonged or repeated abuse. Single traumatic events can occur anywhere and at any time; prolonged or repeated abuse occurs under more extraordinary conditions. There are certain identifiable experiences that increase the likelihood of psychological harm. The American Psychiatric Association has identified the following examples as traumatic events that cause psychological trauma: exposure to war as a combatant or civilian, threatened or actual physical assault, threatened or actual sexual violence, being kidnapped, being taken hostage, terrorist attack, torture, incarceration as a prisoner of war, natural or human-made disasters and severe motor vehicle accidents. In each one of these instances, the prominent characteristic of the traumatic event is the effect it has on the victim: it instills helplessness and terror.

The psychological harm suffered by the victims can be explained, in part, by the biological processes that occur in response to stressful and traumatic events. When humans are faced with a dangerous situation, the body automatically answers with a fight, flight or freeze response. The brain's message center causes the release of epinephrine, which in turn causes the heart to beat faster, pushing more blood to muscles, the heart and vital organs. Breathing and blood pressure increase, blood vessels constrict and the body begins to sweat. These automatic changes in arousal, attention, perception and emotions are normal and adaptive responses that allow humans to effectively remove themselves from dangerous situations. However, when people have endured traumatic events, these normally available resources are ineffective and resistance or escape becomes almost impossible. The typically useful system of self-preservation appears to go onto permanent alert, hyper-vigilance, as if the trauma may reappear. Victims' baseline level of arousal is significantly increased, and as a result, they do not sleep well, have an exaggerated startle response and have an intense reaction to specific stimuli associated with the trauma. These symptoms persist long after the original trauma. Traumatic events produce profound and lasting changes in physiological arousal, emotion, cognition and memory.

Long-term abductions clearly fall into the category of prolonged and repeated traumatic events. The dynamics of long-term abductions result in the victims being held captive for lengthy periods of time, resulting in an extended period of contact with their captor. In captivity, the victim relies on the offender for everything and he becomes the most powerful person in the victim's life, almost omnipotent. As a result, a unique bond ultimately develops. This bond is not based on a healthy attachment, but rather on coercion and control combined with the need for survival.

The methods used to control victims in captivity are remarkably consistent, whether in a long-term abduction or in some of the other aforementioned traumatic situations. These methods are based on systematic and repetitive infliction of psychological fear, meant to instill terror and helplessness. Violence is universally accepted as a method of terror, but the threat of violence, whether it's directly targeting the victim or against another individual, such as the victim's family, friends or pets, is also an effective means of control. The victim's fear increases when offenders are inconsistent or unpredictable in their perpetration of violence.

Sexual violence and the fact that the offenders have specifically abducted their victim for sexual purposes, is another significant source of trauma to the victims. Victims are at the mercy of offenders who exert their dominance, control and power needs over them by exposing them to frequent and repeated sexual assaults. These sexual assaults serve to humiliate, degrade and demoralize the victims.

Offenders control almost everything in the victims' lives. From the moment a victim is taken captive, the offender dictates even the most intimate of bodily functions, including what the victim eats, when she sleeps, and when she uses the restroom and bathes. The victim loses any sense of autonomy and is completely reliant on the offender for everything. While the offender is establishing complete control over his victim, at the same time he becomes her sole source of support. The offender ultimately controls everything, providing the victim with her basic needs. Although counterintuitive, the offender also may exhibit positive and affectionate behaviors, further confusing the victim.

Offenders weaken their victims by removing any connection with the outside world. This form of isolation destroys previous attachments to loved ones and serves to make the victims feel very alone. Many offenders give the victims new names and will not allow them to refer to themselves by their old names, further dehumanizing them and taking away any semblance of their past. At the same time, victims become increasingly dependent on the offender. Not only do they rely on them for their basic survival, but they begin to rely on them for emotional support as well. Without other human companionship, victims look to the offenders to find compassion and kindness. As a result, an attachment begins to form. This attachment between offenders and victims is an adaptive and predictable response. Prolonged confinement while in fear of death and in isolation from the outside world reliably produces a bond between captor and victim.

The bond that the victim develops as a result of the isolation and dependency on someone who is responsible for their very survival has been labeled traumatic bonding. Traumatic bonding is described as intermittent reinforcement of reward and punishment that creates powerful emotional bonds that are resistant to change. This bonding is not a conscious or logical thought process, but rather an instinctual survival mechanism. The repeated experience of terror at the hands of the offender, combined with being "spared" repeatedly at his hands, in addition to isolation and total dependence, results in a powerful dependence on him. While the victims unquestionably fear him, they also have learned to view their captor as a source of survival.

## D. Long-Term Child Abductions

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Further complicating this dynamic in long-term abduction cases is the age of the victim. The above-mentioned dynamics develop regardless of age, but children are even more vulnerable, as they are developmentally, cognitively and emotionally immature. They are more likely to develop pathological attachments to the offenders who abuse and neglect them. Their ability to make sense of their surroundings and the situation they are faced with is impacted by their relative capacity to truly understand it.

In addition to this complicated relationship, chronic trauma suffered by victims of long-term abductions can cause other physiological challenges such as depleted immune functioning, inhibition of growth, depressed digestive and reproductive functioning and recall issues with memory. These challenges cause further difficulties for victims.

Noted early in this discussion of long-term abductions was the apparently paradoxical behavior of the victim. Why didn't the victim leave when she could? The complex emotional bond created between the victim and the offender interferes with the victim's ability to leave if and when presented with opportunities to do so. Even more confusing to the victims is why no one else has discovered that the offender is living a duplicitous life. This knowledge makes the offender even more powerful in the minds of the victims.

The above section is based primarily on the work of Dr. Judith Herman in the area of traumatic bonding, as documented in the book "Trauma and Recovery: The Aftermath of Violence—from Domestic Abuse to Political Terror" (3).

Long-term abductions are challenging cases for many reasons. The complex dynamics related to the traumatic bonding that occurs between the offender and their victim require careful consideration for investigators once a long-term abduction victim is identified. A general understanding of these dynamics may help facilitate the investigation and prosecution that follows.

### Investigative Considerations

One of the challenges associated with the investigation of long-term child abductions is that at the outset they do not look any different than other reported child abductions or disappearances. There is generally nothing in the initial abduction that provides any indication as to the ultimate intention of the offender and whether he/she plans to release the victim quickly, kill them, or hold them captive for an extended period of time. In some cases, victims have simply disappeared, with no indication of whether their disappearance was voluntary or involuntary. Therefore, after a child has been missing for several days, weeks or months, investigators do not know whether they are searching for a voluntarily missing child, a deceased child, or a child who is being held captive at some unknown location. Since long-term abductions are so unusual, significant investigative resources are often devoted towards the search for a deceased victim, since that is generally the more likely scenario. However, while it is appropriate to conduct logical investigation to locate a potential murder victim, investigators are reminded that until a victim is recovered, all possibilities should remain under consideration. This should include the chance that the victim is still alive and being held captive.

The investigative recommendations contained within this guide generally provide the best opportunity for resolving a case quickly and preventing it from turning into a long-term abduction. However, due to the unique dynamics of long-term abductions, the following observations and suggestions specific to long-term abductions are provided to reinforce and supplement the guidance provided elsewhere in the CARP:

- All leads in a child abduction case should be followed to their logical conclusion, even those that may not initially seem to be of high value. For example, a report that a kidnapped victim was seen walking out in public after their abduction may seem illogical. Investigators may decide not to follow up on the report, or to only conduct limited investigation. However, in long-term abductions, it is plausible that victims may be allowed by their abductors to go out in public in limited situations, and therefore these seemingly illogical leads could in fact be valid sightings of the victims. While it is imperative that investigators prioritize leads and assign resources accordingly, all leads, even those that initially appear to be insignificant, should be documented and thoroughly investigated.
- In the event that a law enforcement officer finds him/herself in contact with a possible victim out in public, one of the first steps he/she should take is to physically separate the victim from the suspected abductor(s). If the offender is present during questioning of the victim, the victim may not feel comfortable answering questions honestly, even regarding his/her true identity. This is due to the effects of traumatic bonding, as well as threats and/or past violence by the offender towards the victim. Therefore, if there is reasonable suspicion that an individual may be an abduction victim, law enforcement officers should take steps to separate the potential victim from the offender, using methods consistent with the laws and practices of their jurisdiction, and question them in a location out of sight and hearing capabilities of the offender. The suspected victims should be made to feel safe and secure, so that if they are abduction victims, there is a higher probability of disclosure.
- Investigators should ensure there is good communication regarding the status of the case, both within their own department and with surrounding agencies. Patrol officers and other department personnel not directly engaged in the investigation should be kept apprised of the changing aspects of the case, and should have copies of photographs/description of the victim. If a tip is received regarding a possible sighting of the victim, it is likely that uniformed patrol officers will be the first responders to the scene. They should be apprised of the basic information about traumatic bonding and how that may prevent victims from coming forward and/or identifying themselves, so they are prepared to deal with a potential victim/offender scenario as described above.
- During the course of searches, interviews and other investigation into suspected abductors, officers should not allow themselves to be diverted from their suspicions or from conducting logical investigation by the offenders. Some long-term offenders have proven to be skilled at diverting investigations and preventing searches and/or in-depth interviews by coming up with plausible explanations for whatever brought them to the attention of the investigation. Investigators should ensure that all searches, interviews and other leads are followed to their logical conclusion.
- Some long-term child abduction investigations last for years. The level of resources provided in the initial stages of the case will not last forever. Often, just the primary investigator, perhaps supported by others within his/her squad, will be responsible for the long-term investigation once the other resources return to their usual duties. Eventually, new investigators will be brought into the case to replace reassigned or retired original investigators. This can be a



## D. Long-Term Child Abductions

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positive step, as new investigators can often bring fresh ideas and different perspectives to a case. However, it is recommended that some continuity with the original investigators be maintained. There are some details in every case that are not documented in a file, but are only known by the investigators. If possible, as the case ages, a combination of original investigators and newly assigned investigators should work the case jointly.

### Media Considerations

One of the most important factors in the investigation of any missing child is the effective use of the media. Information provided by the public is often crucial to the resolution of a case. In suspected long-term abductions, there are some specific messages that law enforcement agencies can deliver through the media that are particularly pertinent in these types of cases. As in all child abduction cases, multiple forms of media should be utilized, including television, newspapers, social media websites, missing child websites such as the National Center for Missing and Exploited Children (NCMEC) and other clearinghouses for missing children. This will ensure the widest possible audience for the messages. Additionally, since it is unknown what forms of media the victim may have access to, using a wide variety of media outlets will increase the chances that the victim will see the stories. The following are some suggested messages that can be delivered via the media in suspected long-term abduction cases:

- Emphasize to the victim that she is still loved and missed by her family, and that the search for her will never cease. One of the means that offenders may use to control their long-term victims is to tell them that their families do not care about them anymore, and that no one is looking for them. This can undermine the victims' will to escape captivity, and could be a factor in situations such as those described previously, in which victims will deny their true identity when questioned by law enforcement investigators or other individuals. Personalized messages from family members and friends, coverage of public vigils for the victim, and statements from law enforcement about the ongoing investigation, can all be used to communicate to the victim that she has not been forgotten. This will hopefully provide some level of comfort to the victim, and may encourage her to speak up or even escape if the opportunity arises.
- In addition to communicating with the victim, the media can also be used to communicate with the public in an attempt to reach potential witnesses. The public should be reminded about the basic facts of the case, updated periodically regarding the status of the investigation, and educated as to the possibility that the victim may be held captive somewhere in the community or surrounding area. The public should be encouraged to contact authorities regarding any suspected sightings of the victim.
- The public can also be educated regarding behavioral changes that the offender may have exhibited over time. Holding a victim captive takes up a significant amount of the offender's time and energy. People close to the offender may be in a position to notice changes in his behavior, but would not be likely to attribute those changes to him being a kidnapper. Educating the public about the dynamics of long-term abductions, and some of the unusual offender behaviors that may be associated with them can potentially result in the generation of valuable leads. Offenders holding a victim captive may be seen engaging in activities such as obtaining larger amounts of food than would be typical; purchasing clothing or other items inappropriate for the offender; being exceptionally nervous about being away from home for any length

of time; preventing access to certain rooms or areas of the property, and/or the installing of locks or other security devices on internal doors/windows. These activities do not necessarily indicate that a particular individual is a child abductor. However, ensuring that the public understands the possibility that the victim is being held captive within their community, and asking them to be on the look-out for any indicators that might reflect that someone is being held against their will, are simply additional means of generating leads that can possibly result in the resolution of the case.

The primary goal of a child abduction investigation is the safe recovery of the victim. When that goal is achieved, and the victims of long-term abductions are eventually recovered, it is obviously a time of celebration for the victim, their family, the investigators, and the entire community. However, when victims have been held captive, regardless of length of time, there are some challenges to address upon their recovery. The care of the victim is the first priority; they will need both short- and long-term medical, emotional and psychological support. There are also investigative and prosecutive issues that have to be addressed, which will influence how the victim is handled, particularly immediately following their recovery. Law enforcement agencies have to obtain sufficient information to arrest the offender; ensure the safety of any other victims; secure all pertinent crime scenes; and identify all potential victims, witnesses or suspects. Prosecutors must ensure that they have the information they need to proceed with the preliminary stages of the prosecution.

The process of obtaining the information required by the authorities in order to hold the offender(s) responsible for their actions can at times be at odds with the physical and emotional care of the victim. Authorities should strive to seek a balance between these two competing priorities, and obtain the information necessary to prosecute the offender in a manner that is as unobtrusive to the victim as possible. FBI Victim Specialists and Child/Adolescent Forensic Interviewers can provide considerable assistance to law enforcement agencies working with recently-recovered survivors of long-term abductions. (*See Section 10 for more information regarding these services.*)

The following are some suggestions regarding the handling of long-term victims immediately upon their recovery:

- The first priority is to ensure the victim(s) are safe and healthy. They should receive an immediate medical examination and assessment, even if they have no obvious injuries. It is doubtful that they received adequate care and nutrition during their confinement and it is unknown what diseases they may have been exposed to or what injuries they may have sustained during their captivity.
- Another immediate priority is to ensure that the victim, her clothing, and any items in her possession are processed for potential forensic evidence. Medical personnel trained in handling sexual assault victims should be familiar with the needs of law enforcement, and can ensure the victim is treated in a manner consistent with sound evidence collection protocols.
- The circumstances of victims' recovery will vary, and in some cases the offenders may still be at large. In those situations, investigators will want to quickly interview the victim in order to obtain information that will allow them to identify and locate the offender. Even in cases in which offenders are in custody, investigators will need to question the victim to obtain

## D. Long-Term Child Abductions

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information about her abduction and captivity. However, comprehensive interviews should not be conducted immediately subsequent to the victim's recovery. Those interviews should generally be conducted by trained forensic interviewers, in a safe and secure environment appropriate for forensic interviews. At the time of recovery, investigators should only attempt to obtain from the victim the minimal facts necessary to allow them to ensure the safety of any other potential victims, to identify the offender and the location(s) of captivity, and to obtain sufficient information to determine the appropriate preliminary charges against the offender. The FBI's Child/Adolescent Forensic Interviewers can be an important resource for information regarding the handling and interviewing of victims.

- When a long-term victim is recovered, there will be a tremendous amount of interest from the public, and significant media coverage of all aspects of the case. Law enforcement agencies should develop a plan to deal with the media attention on the victim, their family, the law enforcement investigation, and the ongoing prosecutive process.

BAU is available to answer questions regarding long-term abduction issues and provide assistance at any time to law enforcement agencies involved in missing/abducted child investigations, regardless of the length of time that the victim has been missing.

## References

1. Brown, K. M., Keppel, R. D., Weis, J. G., & Skeen, M. E. (2006). Case Management for Missing Children Homicide Investigation. Washington, D.C.: Attorney General of Washington/U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
2. Finkelhor, D., Hammer, H., & Sedlak, A. J. (2002). Nonfamily Abducted Children: National Estimates and Characteristics. Washington, D.C. : U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.
3. Herman, Judith, (1997). Trauma and Recovery: The aftermath of violence-from domestic abuse to political terror. Basic Books, New York, NY.



# Neighborhood Investigation Form



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## Neighborhood Investigation Form Instructions

A neighborhood investigation involves interviewing and searching the properties, including vehicles, of all persons in the targeted area, and identifying any persons who may have been present during the time the child disappeared. (*See Section 5 for additional information regarding the neighborhood investigation.*)

This form is provided as a general template to document the neighborhood investigation. It should be tailored to fit the specific circumstances of your investigation. Remember, as the case develops, multiple locations may become targeted areas for a neighborhood investigation (e.g., last known victim location, victim recovery location, evidence recovery locations). A Neighborhood Investigation Cover Sheet should be completed for each address, along with separate Neighborhood Investigation Interview Forms for everyone associated with the household or business, including children. It is recommended that multiple copies of the Neighborhood Investigation Interview Forms be printed for each address. Additionally, interviewers should have Child Victim Background Questionnaires in case someone who knows the victim well is encountered.

The investigation is not complete until the address has been thoroughly searched, all occupants/visitors/customers interviewed, and the results documented and communicated to the command post.

In the event information is developed during the neighborhood investigation, ensure the neighborhood investigation team leader is immediately notified.





Y\_\_ N\_\_ Consent for search obtained  
Y\_\_ N\_\_ Search for victim completed  
Y\_\_ N\_\_ Surveillance video collected  
Y\_\_ N\_\_ All interviews completed

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## Neighborhood Investigation Form Cover Sheet

A. Address: \_\_\_\_\_

B. Type of Structure  
(Single Family Dwelling, Apartment, Duplex, Business, etc.): \_\_\_\_\_

C. Vehicle description(s) and plate number(s) present at this location (determine from interviewees what vehicles are utilized by occupants, guests, customers, etc., at this residence/business): \_\_\_\_\_  
\_\_\_\_\_

D. Can the missing child's residence (or location of interest) be seen from this location? \_\_\_\_\_

E. Primary contact person for this address: \_\_\_\_\_

F. Names and ages of all occupants/employees/customers at this address (start with person providing this information):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

(if additional space is needed, continue on the reverse side)



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## Neighborhood Investigation Interview Form

(Complete a separate form for each person interviewed.)

1. Full name of person interviewed: \_\_\_\_\_

DOB: \_\_\_\_\_ SOC: \_\_\_\_\_

All telephone number(s): \_\_\_\_\_

2. How long have you resided/worked at this address? \_\_\_\_\_

3. Who did you see at this address on the day of the incident? \_\_\_\_\_

\_\_\_\_\_

4. Where were you and what were you doing on the day of the incident? \_\_\_\_\_

\_\_\_\_\_

5. What activity did you see near the missing child's home (or location of interest) on the day of the incident? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What vehicles did you see in the area near the time of the incident? \_\_\_\_\_

\_\_\_\_\_

7. Who do you remember seeing in the neighborhood around the time of the incident? \_\_\_\_\_

\_\_\_\_\_

8. What do you remember hearing around the time of the incident? \_\_\_\_\_

\_\_\_\_\_

Neighborhood Investigation Interview Form

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9. What delivery people, solicitors, workmen, customers, etc., were in the neighborhood during the week preceding this incident? Give details. \_\_\_\_\_  
\_\_\_\_\_

10. Describe the normal vehicle and pedestrian traffic in the neighborhood on a typical day/night. \_\_\_\_\_  
\_\_\_\_\_

11. Do you know the \_\_\_\_\_ family and specifically the missing child, \_\_\_\_\_? If yes, how do you know them? \_\_\_\_\_  
\_\_\_\_\_

12. What do you know about \_\_\_\_\_ (the missing child) and his/her family? \_\_\_\_\_  
\_\_\_\_\_

13. What have you heard about the family? \_\_\_\_\_  
\_\_\_\_\_

14. Who was \_\_\_\_\_ (the missing child) usually with when you saw him/her? \_\_\_\_\_

15. What was \_\_\_\_\_ (the missing child) usually doing when you saw him/her? \_\_\_\_\_

16. Has anyone seemed to take a particular interest in \_\_\_\_\_ (the missing child)? If so, who? \_\_\_\_\_

17. What types of crimes has the neighborhood experienced? \_\_\_\_\_  
\_\_\_\_\_

18. Where do children congregate or go to play in this neighborhood? \_\_\_\_\_  
\_\_\_\_\_

19. Are you aware of anyone who has found any evidence relating to this incident? \_\_\_\_\_

20. What have you heard about this incident? \_\_\_\_\_  
\_\_\_\_\_

21. Is there anything else you would like to tell us about this incident? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

22. Do you have a surveillance camera system? If so, may we have any footage? \_\_\_\_\_  
\_\_\_\_\_

23. Who is the manager and/or owner of this business? (if applicable) \_\_\_\_\_  
\_\_\_\_\_

24. Would you be willing to provide a DNA sample (e.g., a buccal swab) if requested? \_\_\_\_\_ If no, why not? \_\_\_\_\_

25. Is there someone in the neighborhood you think we should interview? If so, who and why? \_\_\_\_\_  
\_\_\_\_\_

**Ask for consent to search the residence/business, vehicles, storage areas, etc.**

Date/Time of Interview: \_\_\_\_\_

Names of Interviewing Officers: \_\_\_\_\_  
\_\_\_\_\_



**Roadblock Canvass  
Form**





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## Roadblock Canvass Form

1. Vehicle Tag: State: \_\_\_\_\_ Registration Number: \_\_\_\_\_
2. Vehicle Description: \_\_\_\_\_  
\_\_\_\_\_
3. Vehicle Occupant(s) and contact numbers: \_\_\_\_\_
4. Do you know the missing child (show the flyer)? \_\_\_\_\_
5. Did you see him/her on the day of the incident? \_\_\_\_\_
6. Do you know the missing child's family? \_\_\_\_\_ If so, how? \_\_\_\_\_  
\_\_\_\_\_
7. Why are you traveling in this location? \_\_\_\_\_  
\_\_\_\_\_
8. How frequently do you travel in this area? \_\_\_\_\_  
\_\_\_\_\_
9. When was the last time you traveled this route? \_\_\_\_\_  
\_\_\_\_\_
10. Did you travel this route on the day of the incident? \_\_\_\_\_  
(If no, then proceed to #16)
11. What did you observe on that day? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What time did that occur? \_\_\_\_\_

Roadblock Canvass Form

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13. How do you know the time? \_\_\_\_\_

14. What vehicle(s) did you observe (include all commercial vehicles)? \_\_\_\_\_

15. What person(s), suspicious or not, did you observe? \_\_\_\_\_

16. Do you have any additional information of which law enforcement should be aware? \_\_\_\_\_

**Ask for consent to search the vehicle.**

Vehicle searched: Yes \_\_\_\_\_ No \_\_\_\_\_

Date/Time of Interview: \_\_\_\_\_

Names of Interviewing Officers: \_\_\_\_\_

# **General Assessment Questionnaire (GAQ)**



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## GENERAL ASSESSMENT QUESTIONNAIRE (GAQ)

The GAQ was created by the FBI's Behavioral Analysis Unit (BAU) as a comprehensive and organized tool to obtain a global perspective of a potential subject, and provide investigators with background, personality characteristics and specific information to assist in investigative and/or prosecutive strategies.

It is recommended that the GAQ be completed by as many individuals as possible. Investigators are encouraged to identify individuals who know the subject well and who have different perspectives of the subject (e.g., work environment, hobbies, intimate relationships, friendships, etc.). Individuals filling out the form should be instructed to not inform the subject about the GAQ.

It is recommended that investigators have the individual complete the GAQ prior to leaving the interview. It can also be provided to the individual for completion at a later date. Though it is recognized that the questionnaire will take approximately 20-30 minutes to complete, it is important to encourage the individual to be thorough in his/her answers. If the individual is unable to read/write, the questionnaire can be read to the individual by the investigator who can then write down the individual's answers. This document can also be used as a "go-by" such that the questions can be incorporated into an investigative interview. Additionally, depending on the crime, investigators should feel free to tailor the questionnaire by adding additional case-specific questions to the end of any particular section(s).

Upon completion, the GAQ is the property of the investigative agency for proper handling. A copy can be submitted to the BAU for consultative purposes as needed. As with other investigative reports and documentation, the completed GAQ may be subject to rules of discovery and should be maintained and processed as per the investigative agency's administrative policy. Additionally, it is recommended that the use of the GAQ be discussed with the prosecuting attorney (if applicable) prior to use in a particular investigation to anticipate and minimize any potential legal issues.

BAU TELEPHONE NUMBER 703-632-4400  
BAU FAX NUMBER 703-632-4350

This tool is considered a living document and may be altered depending upon the needs of the investigation, investigative agency, and/or the BAU. It is not intended to be an exhaustive list of questions, but is comprised of questions that help determine the background and personality characteristics that have been identified by the BAU as the most salient to the investigative process. The term assessment as used in this document is not intended to imply that the document will be used as a formal assessment tool, nor will it be used to render any type of clinical (i.e., psychological/psychiatric) opinion. Rather, this document is intended for use by criminal justice professionals to enhance the understanding of an offender's personality and behaviors, and how they may relate to a criminal investigation.

**DO NOT DISSEMINATE INSTRUCTIONS**





## GENERAL ASSESSMENT QUESTIONNAIRE (GAQ)

*Your information is extremely important. Please fill it out as accurately and completely as possible. Provide as many details as possible and feel free to use the back of the form or extra paper if needed.*

Name of person providing information \_\_\_\_\_ Date \_\_\_\_\_

Relationship \_\_\_\_\_ How long known \_\_\_\_\_

Frequency of contact \_\_\_\_\_ Date of last contact \_\_\_\_\_

The remaining questions are related to the following person: \_\_\_\_\_

Male/Female: \_\_\_\_\_ Date of birth: \_\_\_\_\_ Race/Ethnicity: \_\_\_\_\_  
(MM/DD/YYYY)

Case reference: \_\_\_\_\_  
(e.g., case #, victim/subject's name, etc.)

**PLEASE FAX FORM TO BAU AT 703-632-4350**

**OR EMAIL TO YOUR POINT OF CONTACT**



## General Assessment Questionnaire

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### A. BIOGRAPHICAL INFORMATION

1. Home address: \_\_\_\_\_  
(Street) (City/Town) (State)
2. With whom does he/she live? (*name, age, relationship*) \_\_\_\_\_  
\_\_\_\_\_
3. Describe what children he/she has (*bio, step, adopted*): \_\_\_\_\_

### B. PHYSICAL CHARACTERISTICS AND APPEARANCE OF IDENTIFIED PERSON

1. Describe any physical characteristics (*limp, lisp, stutter, obesity, etc.*) or unusual mannerisms or gestures? \_\_\_\_\_
2. How does he/she feel about these characteristics? \_\_\_\_\_
3. Scars, Marks, Tattoos: \_\_\_\_\_

### C. FAMILY/BACKGROUND

1. What is his/her primary language? \_\_\_\_\_ Other language(s): \_\_\_\_\_
2. Who were his/her primary caregivers while growing up? \_\_\_\_\_  
\_\_\_\_\_ Are they still alive?  Yes  No
3. Describe his/her relationship with primary caregivers while growing up: \_\_\_\_\_  
\_\_\_\_\_
4. Number of brothers: \_\_\_\_\_ Number of sisters: \_\_\_\_\_
5. Describe the quality of the relationships with his/her family members (other than primary caregivers) while growing up: \_\_\_\_\_  
\_\_\_\_\_
6. When growing up who had the greatest influence on him/her? \_\_\_\_\_  
Explain: \_\_\_\_\_  
\_\_\_\_\_

7. When growing up who did he/she have the greatest amount of conflict with? \_\_\_\_\_

Explain: \_\_\_\_\_

8. Describe any history of mental illness in his/her family: \_\_\_\_\_

9. Describe any of the following abuse issues present within the household, while growing up  
(*physical, emotional, sexual, or substance*): \_\_\_\_\_

10. What religion, if any, was practiced by the family while growing up? \_\_\_\_\_

To what degree? \_\_\_\_\_

11. Describe his/her current religious beliefs and degree of involvement: \_\_\_\_\_

12. Describe his/her current relationship with family: \_\_\_\_\_

**D. PERSONALITY, BEHAVIOR, AND ATTITUDES**

1. Describe his/her personality (*both positive and negative qualities*): \_\_\_\_\_

2. What are his/her life goals, ambitions or dreams? \_\_\_\_\_

3. What significant stressors has he/she experienced (*e.g., marital, financial, occupational, death, etc.*)? \_\_\_\_\_

a. How did he/she react? \_\_\_\_\_

## General Assessment Questionnaire

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b. What stressors have occurred within the last 6 months? \_\_\_\_\_

\_\_\_\_\_

4. Describe how he/she copes with stress: \_\_\_\_\_

\_\_\_\_\_

5. Describe his/her capacity to feel for others (shows empathy): \_\_\_\_\_

\_\_\_\_\_

6. What is his/her opinion of self? \_\_\_\_\_

Explain: \_\_\_\_\_

7. How accurate is his/her self image compared to how others view him/her? \_\_\_\_\_

\_\_\_\_\_

8. Describe how appropriate his/her emotions are to the circumstances: \_\_\_\_\_

\_\_\_\_\_

9. What makes him/her angry? \_\_\_\_\_

\_\_\_\_\_

10. What does he/she do when he/she gets angry? \_\_\_\_\_

\_\_\_\_\_

11. What calms him/her down? \_\_\_\_\_

\_\_\_\_\_

12. Describe any incidents where he/she threatened to physically hurt someone: \_\_\_\_\_

\_\_\_\_\_

13. Describe any incidents where he/she actually physically hurt someone: \_\_\_\_\_

\_\_\_\_\_

14. What makes him/her sad? \_\_\_\_\_

\_\_\_\_\_

15. Describe any thoughts he/she has ever had of hurting himself/herself: \_\_\_\_\_

\_\_\_\_\_

16. Describe any incidents when he/she tried to hurt himself/herself: \_\_\_\_\_

\_\_\_\_\_

17. What makes him/her happy? \_\_\_\_\_

18. What does he/she do when bored? \_\_\_\_\_

\_\_\_\_\_

19. Describe his/her alcohol, tobacco or drug usage: \_\_\_\_\_

20. Describe any addiction he/she has ever had and if he/she quit (*e.g., smoking, drugs, alcohol, Internet*): \_\_\_\_\_

\_\_\_\_\_

21. What has he/she lied about and under what circumstances? \_\_\_\_\_

\_\_\_\_\_

22. How does he/she behave in different environments? (*i.e., does he/she express intense emotion at work, home, social, Internet*): \_\_\_\_\_

\_\_\_\_\_

23. Describe the appropriateness of his/her verbal communication (*typical/appropriate, understandable, repetitive, concrete/rigid thinking, disorganized, confused*): \_\_\_\_\_

\_\_\_\_\_

24. Describe how he/she expresses his/her thoughts, i.e., did he/she make sense? (*e.g., talking to himself/herself, odd beliefs, bizarreness, fears, phobias, paranoia*): \_\_\_\_\_

\_\_\_\_\_

## General Assessment Questionnaire

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25. How did he/she act the last time you saw him/her? (e.g., *angry, frustrated, happy, calm, anxious, overwhelmed, irritable*): \_\_\_\_\_  
\_\_\_\_\_

26. Describe how he/she accepts responsibility for his/her actions: \_\_\_\_\_  
\_\_\_\_\_

27. Describe how he/she expresses guilt or remorse when he/she hurts someone: \_\_\_\_\_  
\_\_\_\_\_

28. Describe his/her attitudes about authority figures (e.g., *supervisor, teacher, law enforcement*): \_\_\_\_\_  
\_\_\_\_\_

29. What is the most important thing to him/her? \_\_\_\_\_

30. Criminal history, including juvenile offenses (*if any*): \_\_\_\_\_  
\_\_\_\_\_

### **E. SOCIAL AND INTERPERSONAL RELATIONSHIPS OF IDENTIFIED PERSON**

1. Describe any close relationships he/she has: \_\_\_\_\_  
\_\_\_\_\_

2. Describe his/her marriage or other intimate relationship (include to whom, a brief history, and any conflicts or marital affairs): \_\_\_\_\_  
\_\_\_\_\_

3. How important is this relationship important to him/her? \_\_\_\_\_  
\_\_\_\_\_

4. Describe the relationship he/she has with his/her children: \_\_\_\_\_  
\_\_\_\_\_

5. Who else does he/she spend free time with on a regular basis? \_\_\_\_\_

\_\_\_\_\_

6. Who is the most important person in his/her life? \_\_\_\_\_

\_\_\_\_\_

7. What role model or public figure does he/she admire? \_\_\_\_\_

\_\_\_\_\_

8. Describe any groups or organizations to which he/she belongs, including Internet groups

(*name of group, position held by the subject, time frame*): \_\_\_\_\_

\_\_\_\_\_

9. Describe any distrust of a person(s), organization, or group: \_\_\_\_\_

\_\_\_\_\_

10. Describe how he/she interacts with peers: \_\_\_\_\_

\_\_\_\_\_

## **F. SEXUAL BEHAVIOR**

1. What genders has he/she had sexual contact with? (check one)

Males    Females    Males and Females

2. What are his/her preferred sexual acts? (*Include type and frequency*) \_\_\_\_\_

\_\_\_\_\_

3. Describe his/her sexual fantasies: \_\_\_\_\_

\_\_\_\_\_

4. Describe any sexual behavior in which he/she has engaged (*e.g., unprotected sex, multiple sex*

*partners, anonymous sex*): \_\_\_\_\_

\_\_\_\_\_

## General Assessment Questionnaire

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5. Where does he/she meet potential sexual partners? (e.g., *online, bars, personal ads, etc.*): \_\_\_\_\_

\_\_\_\_\_

6. Describe the pornography he/she views (e.g., *child, adult, bondage, etc.*): \_\_\_\_\_

\_\_\_\_\_

7. How does he/she access pornography? (e.g., *Internet, magazines, video, etc.*): \_\_\_\_\_

\_\_\_\_\_

### **G. MEDICAL AND MENTAL HEALTH BACKGROUND**

1. Describe any recent changes in his/her appearance (e.g., *disheveled, weight gain/loss, changed hair style or color*): \_\_\_\_\_

2. Describe any concerns about his/her health: \_\_\_\_\_

3. Describe any serious illness or injury experienced by him/her that continues to have an impact on his/her life: \_\_\_\_\_

\_\_\_\_\_

4. Describe any mental disability he/she has (e.g., *reading deficit, developmental delay, etc.*): \_\_\_\_\_

\_\_\_\_\_

5. Describe any identifiable physical and/or facial movements (e.g., *excessive gestures, hair twirling, grimaces, tics, etc.*): \_\_\_\_\_

\_\_\_\_\_

6. What medication is he/she currently taking? \_\_\_\_\_

\_\_\_\_\_

7. What surgery has he/she had, to include cosmetic surgery? \_\_\_\_\_

\_\_\_\_\_

8. What sexually transmitted disease does he/she have? \_\_\_\_\_

9. Describe any mental illness or behavioral control problems he/she has had: \_\_\_\_\_

\_\_\_\_\_

10. Describe any counseling he/she has ever received: \_\_\_\_\_

\_\_\_\_\_

11. Describe his/her sleeping habits (*early or late riser, night/day person, insomniac, sleeps excessively*): \_\_\_\_\_

12. Describe any recent changes in his/her sleeping habits: \_\_\_\_\_

\_\_\_\_\_

13. Describe his/her ability to recall and remember past and current events: \_\_\_\_\_

\_\_\_\_\_

**H. EDUCATION**

1. What is the highest level of schooling he/she achieved?

College Grad    Some College    High School Diploma    GED    Less than H.S./Grade

If schooling was not completed, why not? \_\_\_\_\_

2. While in school what sports/athletics or other extracurricular activities did he/she participate in? \_\_\_\_\_

3. Describe any problems he/she had in school with peers, teachers, etc. (*e.g., disciplinary*): \_\_\_\_\_

\_\_\_\_\_

4. Describe any learning disabilities he/she has/had: \_\_\_\_\_

\_\_\_\_\_



## General Assessment Questionnaire

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### I. EMPLOYMENT OF IDENTIFIED PERSON

1. Current Employer: \_\_\_\_\_ Title: \_\_\_\_\_

2. How long at current employment: \_\_\_\_\_

3. Longest period of employment: \_\_\_\_\_

4. List previous types of employment: \_\_\_\_\_  
\_\_\_\_\_

5. Describe his/her overall work record, including disciplinary action (*e.g., hardworking, efficient, tardy, absent, lazy, etc.*): \_\_\_\_\_  
\_\_\_\_\_

6. Has he/she served in the military?  Yes  No If yes, what branch? \_\_\_\_\_

7. Dates of service: \_\_\_\_\_ Base(s): \_\_\_\_\_

8. Type of discharge: (*e.g., Honorable, Medical, Less than Honorable, or Dishonorable*)

Explain: \_\_\_\_\_  
\_\_\_\_\_

### J. HOBBIES AND LEISURE OF IDENTIFIED PERSON

1. What does he/she do in his/her spare time? (*TV, movies, reading, writing, sports*): \_\_\_\_\_  
\_\_\_\_\_

2. How does he/she treat animals? (*including his/her pets*): \_\_\_\_\_  
\_\_\_\_\_

3. On what does he/she spend money, time, and effort? \_\_\_\_\_

4. Describe his/her Internet/computer use: \_\_\_\_\_

Amount of time spent per week (*in hours*): \_\_\_\_\_

5. Describe his/her involvement in social media (*e.g., Facebook, Instagram, Twitter*): \_\_\_\_\_

\_\_\_\_\_

6. Describe his/her typical driving behavior (*cautiously, recklessly, aggressively, etc.*): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**K. Please provide additional information about this person:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## General Assessment Questionnaire

This section is a supplement to the General Assessment Questionnaire, and relates to the personality / behavioral characteristics of \_\_\_\_\_. In completing these scales, keep in mind that we are asking you to rate the characteristics that the individual **TYPICALLY** exhibits on a day-to-day basis. Neither end of the scale should be considered good or bad; and it is extremely important to answer as accurately as possible. Please mark the circle that best describes the individual. If you feel you do not know the individual well enough to provide an accurate assessment, do not guess. Instead, please circle the not ratable (N/R) option. Read the example below before you begin.

*EX. Please mark the circle that best describes John Doe based on how he typically behaves*

Calm	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Nervous	John Doe is always calm
Calm	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Nervous	John Doe is usually calm
Calm	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Nervous	John Doe is about average in comparison to others
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	N/R	Nervous	John Doe is usually nervous
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	N/R	Nervous	John Doe is always nervous
Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Nervous	I don't know John Doe well enough to answer this question

Calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Nervous
Rejected/disliked by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Accepted/liked by others
Focused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Dreamy
Overly suspicious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Overly trusting
Poor judgment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Good judgment
Thick skinned (unaffected by criticism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Thin-skinned (hypersensitive to criticism)
Prefers to be alone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Prefers to be with others
Indifferent to poetry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Easily moved by poetry
Fake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Genuine
Disorganized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Organized
Positive outlook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Negative outlook
Reserved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Outgoing
Insensitive to others' feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Sensitive to others' feelings
Greedy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Generous
Undependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Dependable
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Self-conscious
Inactive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Active

## General Assessment Questionnaire

Few interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Lots of interests
Rebellious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Obedient
Unmotivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Motivated
Restrained/controlled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Gives in to urges/temptations
Cautious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Adventurous
Close-minded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Open-minded
Arrogant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Humble
Procrastinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Manages time well
Copes well under stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Easily overwhelmed under stress
Unenthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Enthusiastic
Conventional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unconventional
Unsympathetic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Sympathetic
Acts before thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Thinks before acting
Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Relaxed
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Distant
Creative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Conventional
Trusts other's intentions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Skeptical of other's intentions
Skillful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unskilled
Easily provoked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Slow to anger
Seeks attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Avoids attention
Easily moved by music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Indifferent to music
Straightforward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Manipulative
Detail-oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Haphazard
Hopeless/Gloomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Hopeful
Leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Follower
Experiences wide range of emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Experiences limited range of emotions
Concern for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Concern for self
Reliable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unreliable
Feels inferior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Feels superior
Fast-paced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Slow-paced
Spontaneous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Plans ahead
Conforming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Non-conforming
Driven	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Aimless
Self-indulgent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Self-disciplined
Seeks stimulation/excitement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Avoids stimulation/excitement

## General Assessment Questionnaire

Curious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Indifferent
Shares credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Conceited
Follows through on tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Quits easily
Panics easily under stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Level-headed under stress
Cheerful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Somber
Tolerant of alternative views and opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Intolerant of alternative views and opinions
Considers feelings of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Disregards feelings of others
Deliberate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Impulsive
Confident	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Insecure
Unpopular	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Popular
Practical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Idealistic
Cynical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Gullible
Incapable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Capable
Rational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Irrational
Unsociable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Sociable
Indifferent to movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Easily moved by movies
Clever	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unimaginative
Sloppy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Neat
Contented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Dissatisfied
Meek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Forceful
Unaware of feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Aware/in touch with feelings
Cold-hearted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Warm/kind-hearted
Irresponsible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Responsible
Seeks social interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Avoids social interaction
Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Energetic
Prefers familiar activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Prefers new activity
Competitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Cooperative
Lazy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Hardworking
High tolerance for frustration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Low tolerance for frustration
Prefers routine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Becomes bored easily
Resists new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Explores new ideas
Self-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Team player
Easily distracted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Focused
He/She takes charge in a crisis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	He/She falls apart in a crisis
Serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Laughs easily

General Assessment Questionnaire

Accepts the rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Challenges the rules
Heartless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Compassionate
Impatient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Patient
Fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Fearless
Outgoing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Withdrawn
Abstract thinker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Concrete thinker
Assumes the best of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Assumes the worst of others
Successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unsuccessful
Moody	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Even-tempered
Needs to be with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Solitary
Easily moved by literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Indifferent to literature
Sincere	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Insincere
Methodical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Absent-minded
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Happy
Bold	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Shy
Highly emotional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Highly rational
Giver	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Taker
Ethical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unethical
Easily embarrassed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Socially secure
Frantic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Leisurely
Open to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Likes structure
Agreeable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Argumentative
Ambitious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Not ambitious
Instant gratification (want it now)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Delayed gratification (willing to wait)
Daring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Tentative
Thinks deeply	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Does not think deeply
Modest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Boastful
Self-starter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Needs direction
Not vulnerable to stress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Vulnerable to stress
Expressive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Unemotional
Non-judgmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Judgmental
Kind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Cruel
Mature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Immature
Never worries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Always worries
Doesn't attach to others emotionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Instant attachment to others emotionally

## General Assessment Questionnaire

Unimaginative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Imaginative
Thinks people are out to get them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Thinks people are well-intentioned
Ineffective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Competent
Patient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Impatient
Avoids social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Enjoys social activities
Indifferent to theatre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Easily moved by theatre
Deceptive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Truthful
Chaotic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Orderly
Feels loved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Feels unloved
Dependent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Independent
Guided by reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Guided by feelings
Uses others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Helps others
Immoral	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Moral
High self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Low self-esteem
Sluggish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Lively
Rigid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Flexible
Combative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Supportive
Lack of goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Goal-oriented
Strong-willed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Weak-willed
Careful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Takes risks
Avoids intellectual discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Seeks intellectual discussion
Feels special (entitled)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Undemanding
Easily discouraged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Persistent
Stays calm under pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Cracks under pressure
Pessimistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Optimistic
Views the world in black & white	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Views the world in shades of gray
Shows no mercy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Shows mercy
Irrational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	N/R	Logical

**Child Victim  
Background  
Questionnaire**





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## CHILD VICTIM BACKGROUND QUESTIONNAIRE

Victimology is a comprehensive collection of personal information regarding a child victim and his/her family. This form is designed to collect background information regarding the child that will be important to the investigation. If possible, this form should be completed by multiple sources familiar with the child (e.g., teacher, peer, neighbor, family member). Each person should complete a separate form.

Name of person completing form: \_\_\_\_\_ DOB: \_\_\_\_\_

Relationship to victim: \_\_\_\_\_ Today's date: \_\_\_\_\_

How long have you known the victim (e.g., Jan 2001-Feb 2007): \_\_\_\_\_

Date of last contact: \_\_\_\_\_

---

### 1. Biographical Information

a. Victim's full name: \_\_\_\_\_ Nickname: \_\_\_\_\_

b. Date of birth: \_\_\_\_\_ Present Age: \_\_\_\_\_ Apparent Age: \_\_\_\_\_ Emotional Age: \_\_\_\_\_

c. Sex/Race: \_\_\_\_\_ Hgt: \_\_\_\_\_ Wgt: \_\_\_\_\_ Hair: \_\_\_\_\_ Eyes: \_\_\_\_\_

d. Victim's address: \_\_\_\_\_ How long at this residence: \_\_\_\_\_

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### 2. Physical Characteristics/Appearance

a. Distinguishing characteristics (scars, marks, tattoos, body piercings, glasses, physical abnormalities): \_\_\_\_\_

b. Describe the victim's style of dress, grooming & hygiene (incl. items typically carried/worn):

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## Child Victim Background Questionnaire

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c. Describe any recent physical changes in the victim (e.g., weight loss/gain, change in hair color, etc.): \_\_\_\_\_  
\_\_\_\_\_

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### 3. Family

a. Who lives/stays with the victim (include names and relationship)? \_\_\_\_\_  
\_\_\_\_\_

b. List/Identify family members (include divorces, half/step siblings & step parents): \_\_\_\_\_  
\_\_\_\_\_

c. Describe the quality (positive & negative) of family relationships (e.g., strength of bonds, ongoing conflicts, including custodial issues, estrangements, etc.): \_\_\_\_\_

d. Primary Language: \_\_\_\_\_

e. Religious or spiritual beliefs/practices: \_\_\_\_\_

f. Type of Residence (house, trailer, apartment, etc.): \_\_\_\_\_

g. Describe neighborhood (rural, residential, mixed residential/industrial, urban): \_\_\_\_\_

h. Victim's Socioeconomic Status: \_\_\_ Upper \_\_\_ Middle \_\_\_ Lower

i. Describe any changes in the family make-up within the last year (divorce, death, individuals moving in/out of the family residence) (if applicable): \_\_\_\_\_  
\_\_\_\_\_

j. Describe any physical/sexual/emotional abuse of the victim or any other person within the family (if applicable): \_\_\_\_\_

k. Describe any illegal activities conducted by family members (if applicable): \_\_\_\_\_  
\_\_\_\_\_

l. Describe any medical or mental health concerns within the family (if applicable): \_\_\_\_\_

\_\_\_\_\_

m. Describe any juvenile arrests or court involvement: (dates, offenses, locations, disposition):

\_\_\_\_\_

---

#### 4. Personality, Behaviors & Attitudes

a. Describe the victim's personality: \_\_\_\_\_

\_\_\_\_\_

b. Describe any of the victim's personal habits (good or bad): \_\_\_\_\_

\_\_\_\_\_

c. Describe any recent personality/emotional changes (angry outbursts, periods of sadness, crying, etc.): \_\_\_\_\_

\_\_\_\_\_

d. Any significant event prior to the crime? (relationship problems, school problems, family issues, police contact, etc.): \_\_\_\_\_

\_\_\_\_\_

e. How does the victim access money? (e.g., employment, allowance, etc.): \_\_\_\_\_

\_\_\_\_\_

f. Describe his/her spending habits: \_\_\_\_\_

\_\_\_\_\_

g. Describe use of any ATMs, credit cards, accounts (locations, frequency, etc.): \_\_\_\_\_

\_\_\_\_\_

## Child Victim Background Questionnaire

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h. Describe any potentially risky behaviors (e.g., drugs, alcohol, hitchhiking, daredevil behavior, thrill-seeking, unprotected sex) the victim engages in: \_\_\_\_\_

\_\_\_\_\_

i. Describe any behavioral problems/issues, and how they are addressed: \_\_\_\_\_

\_\_\_\_\_

j. Describe any incidents in which the victim ever stayed away from home or snuck out without the knowledge or permission of his/her parent/guardian: \_\_\_\_\_

\_\_\_\_\_

---

### 5. Social & Interpersonal Relationships

a. Who is the victim closest to (name/relationship/length of relationship)? \_\_\_\_\_

\_\_\_\_\_

b. Describe any instances in which the victim ever discussed or displayed fear, concern, or discomfort about a particular person or situation: \_\_\_\_\_

\_\_\_\_\_

c. What are the number/types of friends of the victim? (include names/ages): \_\_\_\_\_

\_\_\_\_\_

d. What is the name of the boyfriend/girlfriend? \_\_\_\_\_

\_\_\_\_\_

e. Describe dating habits/frequency: \_\_\_\_\_

\_\_\_\_\_

f. Describe any of the victim's enemies or person he/she dislikes: \_\_\_\_\_

\_\_\_\_\_

## Child Victim Background Questionnaire

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g. Describe the victim's reputation in the school/community: \_\_\_\_\_

\_\_\_\_\_

h. Describe the victim's sexual orientation and adjustment: \_\_\_\_\_

\_\_\_\_\_

i. Is the victim sexually active?  Yes  No (if yes, explain): \_\_\_\_\_

\_\_\_\_\_

j. Is the victim a member of any groups/organizations? (formal/informal; school/community):

\_\_\_\_\_

\_\_\_\_\_

k. Does the victim participate in any volunteer activities in the community? \_\_\_\_\_

\_\_\_\_\_

l. Describe how the victim interacts with strangers: \_\_\_\_\_

\_\_\_\_\_

---

### 6. Medical and Health Background

a. Describe current health status (physical & mental): \_\_\_\_\_

\_\_\_\_\_

b. List current medications & purpose: \_\_\_\_\_

\_\_\_\_\_

c. Describe the victim's physical and mental health history (documented or undocumented):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Child Victim Background Questionnaire

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### 7. Education and Employment

a. Does the victim attend school?  Yes  No    Highest grade completed & year: \_\_\_\_\_

Name of school: \_\_\_\_\_

Academic Record:  A  B  C  D  F

Special Education Services?  Yes  No    Explain: \_\_\_\_\_

\_\_\_\_\_

b. Name & Type of employment (if applicable): \_\_\_\_\_

---

### 8. Hobbies & Leisure

a. Describe access to and activity on the Internet (e.g., websites, buddy lists, chat rooms, social networking, instant messaging): \_\_\_\_\_

\_\_\_\_\_

b. On what devices does the victim access the Internet? (e.g., family computer, school computer, laptop, cellular phone): \_\_\_\_\_

\_\_\_\_\_

c. Has the victim ever physically met with someone he/she initially met online?  Yes  No

If yes, describe: \_\_\_\_\_

\_\_\_\_\_

d. Does the victim have access to cell phone?  Yes  No (if so, describe type & usage):

\_\_\_\_\_

e. Describe any frequently used applications or communication software: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Child Victim Background Questionnaire

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f. Outside of home and school, how/where does the victim spend most of his/her time? \_\_\_\_\_

\_\_\_\_\_

g. With whom does the victim spend most of his/her time? \_\_\_\_\_

\_\_\_\_\_

h. What are the victim's interests/preferences (type of music, video games, sports, movies, books)? \_\_\_\_\_

\_\_\_\_\_

i. What is the victim's mode(s) of transportation? \_\_\_\_\_

\_\_\_\_\_

Please provide additional information about this person: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**PERSONALITY CHARACTERISTICS**

For each of the opposite word pairs below, please fill in one of the five circles across the scale that most nearly describes the individual’s day-to-day personality.

Shy	—	○	○	○	○	○	—	Bold
Leader	—	○	○	○	○	○	—	Follower
Loner	—	○	○	○	○	○	—	Social
Quiet	—	○	○	○	○	○	—	Talkative
Self-Centered	—	○	○	○	○	○	—	Concerned for others
Happy	—	○	○	○	○	○	—	Unhappy
Aggressive ( <i>dominant</i> )	—	○	○	○	○	○	—	Passive ( <i>submissive</i> )
Emotional ( <i>led by the heart</i> )	—	○	○	○	○	○	—	Rational ( <i>led by the head</i> )
Active	—	○	○	○	○	○	—	Inactive
Rebellious	—	○	○	○	○	○	—	Obedient
Trusting	—	○	○	○	○	○	—	Suspicious
Popular	—	○	○	○	○	○	—	Unpopular
Irresponsible	—	○	○	○	○	○	—	Responsible
Takes Risks	—	○	○	○	○	○	—	Cautious
Non-Conforming	—	○	○	○	○	○	—	Conforming
Vindictive ( <i>gets even</i> )	—	○	○	○	○	○	—	Forgiving ( <i>lets bygones be bygones</i> )
Nervous ( <i>fearful, anxious</i> )	—	○	○	○	○	○	—	Calm ( <i>laid back</i> )
Pessimistic ( <i>glass half empty</i> )	—	○	○	○	○	○	—	Optimistic ( <i>glass half full</i> )
Rigid ( <i>stubborn, hardheaded</i> )	—	○	○	○	○	○	—	Flexible ( <i>easygoing</i> )
Dependent	—	○	○	○	○	○	—	Independent
Insecure	—	○	○	○	○	○	—	Confident
Manipulative	—	○	○	○	○	○	—	Straightforward

**Free Narrative Form**



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## **Free Narrative Instructions**

The Free Narrative is an instrument to use in obtaining an uncontaminated account of the events surrounding the victim's disappearance from the individuals close to the immediate incident. It is a nonthreatening, yet effective way of eliciting valuable information from the following individuals: the last to see the victim, the last to interact with the victim, the reporting complainant, the caretaker and/or parents, and other close family members/associates. Additionally, this technique can be used with individuals who are developed as suspects during the course of the investigation.

The Free Narrative can assist investigators in gathering information that can help identify the timeline, the window of opportunity, alibis, and any inconsistencies in the investigation. It can also help investigators in recognizing additional investigative avenues and possible themes for use in more directed interviews. The instructions should be provided to everyone filling out the Free Narrative, but the investigators should consider modifying the specific question to fit the circumstances of their case. Write the instruction on the top of a blank sheet of paper. Provide plenty of paper and do not set a time limit. If practicable, leave the individual alone to complete the narrative. Provide only a pen for the individual to use.



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Write down everything you did on \_\_\_\_\_, from the time you woke up in the morning until the time you went to sleep. Include everywhere you went, everything you did, and everyone you interacted with, whether by phone, on the computer, or in person. No detail is too small. Take as much time as you need. Provide as much information as possible.



**Registered  
Sex Offender  
Questionnaire**





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**Registered Sex Offender (RSO) Questionnaire**  
**(to be filled out by the interviewer)**

RSO's full name: \_\_\_\_\_

DOB: \_\_\_\_\_ SSAN: \_\_\_\_\_

Home telephone number: \_\_\_\_\_

Work telephone number: \_\_\_\_\_

Cellular telephone number(s): \_\_\_\_\_

Height: \_\_\_\_\_ Weight: \_\_\_\_\_ Race: \_\_\_\_\_ Hair color/Length: \_\_\_\_\_

Facial hair: \_\_\_\_\_ Scars/Marks/Tattoos: \_\_\_\_\_

Any observable injuries seen by the interviewer? \_\_\_\_\_

Home address: \_\_\_\_\_

Who else lives at this address (obtain contact numbers)? \_\_\_\_\_

Current (or most recent) employer: \_\_\_\_\_

Position: \_\_\_\_\_ Hours: \_\_\_\_\_ Dates of employment: \_\_\_\_\_

Supervisor (obtain contact number): \_\_\_\_\_

Vehicle description (make, model, and color) and license plate number for all vehicles driven (as well as those parked at the residence): \_\_\_\_\_

If under supervision, who is your P.O. (obtain contact number)? \_\_\_\_\_

What was the date of the last meeting with the P.O.? \_\_\_\_\_

Do you know (missing child's name)? \_\_\_\_\_ If so, how do you know (missing child)? \_\_\_\_\_

## Registered Sex Offender Questionnaire

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Have you ever seen this child before (show flyer)? \_\_\_\_\_

Where were you on (date of the incident) from \_\_\_\_\_ to \_\_\_\_\_?

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Who can vouch for your whereabouts during this time (obtain names and contact numbers)?

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Do you have any receipts (e.g., store purchase, restaurant, gas, etc.) to verify your whereabouts?

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Interviewer notes/comments \_\_\_\_\_

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Interviewer(s): \_\_\_\_\_

\_\_\_\_\_

Agency: \_\_\_\_\_

Date completed: \_\_\_\_\_



