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**Four Half-Day Sessions**


- Each session is 3 hours
- 15 minute break near the middle


**Transfer of Learning Activities**

- Completed after class each day


**Post-Test**

- 80% to Pass


**Attention & Participation**

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**YOUR COURSE RESOURCES**

- ✓ Participant Handouts
- ✓ PowerPoint Handout
- ✓ Start-Stop-Continue
- ✓ Forensic Interviewing Protocol
- ✓ Hammett OASIS Documentation
- ✓ Transfer-of-Learning (TOL)
- ✓ Participant Resources



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COMPETENCE

CONFIDENCE

COMFORT

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START | STOP | CONTINUE

Handout A-1

Your investment in best practice is actively creating a culture that is engaged, collaborative, and trauma informed at each level of work with individuals, family, children, and professionals.

As you continue to improve the practice at your agency, it may be helpful to consider aspects of your individual work and agency culture that need to:

- **CONTINUE** - practices already conducive to best practice and necessary for successful implementation.
- **STOP** - activities that are counterproductive to best practice, and
- **START** - behaviors or activities to create and maintain a best practice approach to your work.

Please use the columns below to record what you'd like to **START**, **STOP** or **CONTINUE** in your personal practice, as well as throughout your agency.

START	STOP	CONTINUE

©2015/2017, Assessing Safety, Risk, and Protective Capacities in Child Welfare  
Partnership Handbook

START  
STOP  
CONTINUE

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AGENDA

Day One

- Introduction
- Sexual Abuse Investigations: Goals, Roles, Protocols and Preparation
- The Child Interview: Developmental Issues

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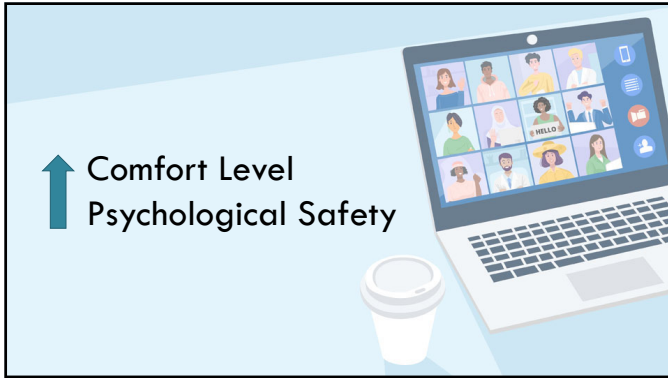
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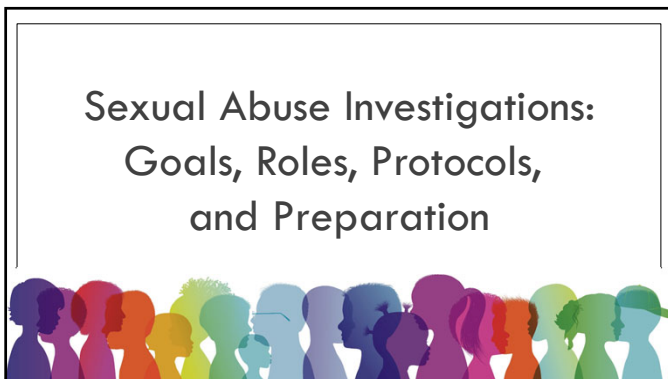
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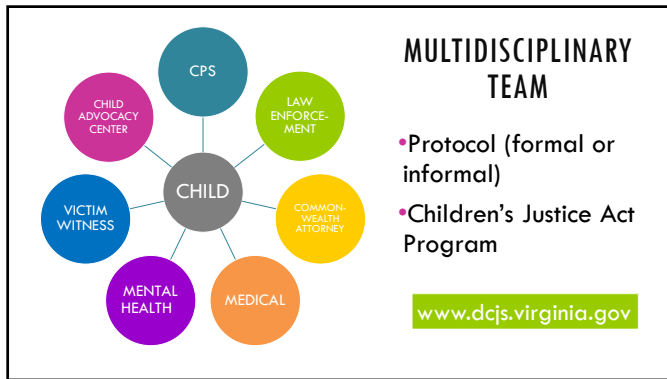
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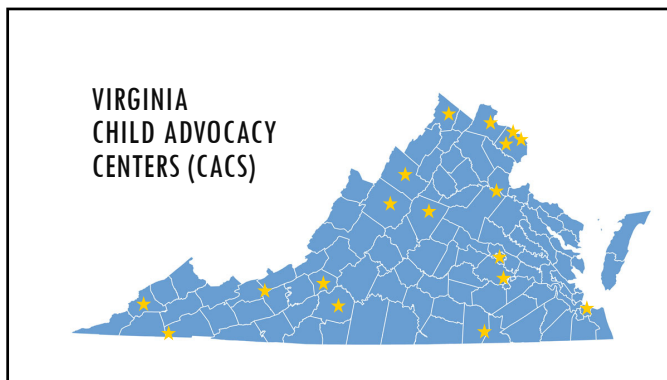
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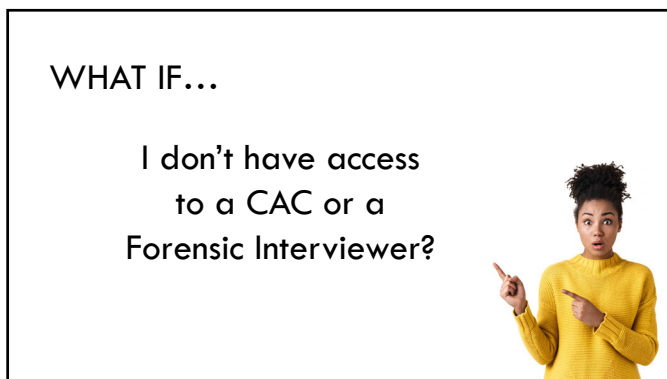
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## CHILD INTERVIEWING IN SEXUAL ABUSE INVESTIGATIONS

- In this training you will learn a best practice protocol to interview children in sexual abuse investigations. You will be qualified to complete a sexual abuse investigation.
- The interview skills you learn here will enhance all your interviews, not just sexual abuse interviews.
- Know your agency's protocol for interviewing children in sexual abuse investigations.

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## CHILD INTERVIEWING IN SEXUAL ABUSE INVESTIGATIONS

- There are more advanced child forensic interviewing programs available, such as **Child First** and **APSAC**. These programs are longer and more intensive in nature. Some agencies require their workers to complete this additional training in order to interview children in sexual abuse investigations. To be a **Forensic Interviewer**, you must complete an advanced training and have peer review and forensic interviewing supervision available.
- Many agencies use a forensic interviewer at a Child Advocacy Center and the CPS worker conducts a **Minimal Facts** interview prior to that interview.

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<b>FORENSIC INVESTIGATION</b>	<ul style="list-style-type: none"> <li>• There is a possibility that the investigation will lead to a legal proceeding.</li> <li>• Involves processes that adhere to legal standards with regard to interviewing, evidence gathering, and the rights of individuals involved.</li> </ul>
<b>FORENSIC INTERVIEW</b>	<ul style="list-style-type: none"> <li>• Used to obtain a statement from a child in a developmentally-sensitive, unbiased, and truth-seeking manner.</li> <li>• Will support accurate and fair decision-making in the criminal justice and child welfare systems.</li> </ul>
<b>FORENSIC MEDICAL EXAM</b>	<ul style="list-style-type: none"> <li>• Conducted by a specially-trained medical professional</li> <li>• Gather evidence from the child's body</li> <li>• Ensure the child receives medically-necessary treatment.</li> </ul>
<b>FORENSIC EVALUATION</b>	<ul style="list-style-type: none"> <li>• Conducted by a specially-trained mental health professional.</li> <li>• Slows down the process of gathering information from very young children, highly traumatized children, and other situations when the child has not responded to the regular forensic interview and other evidence of sexual abuse exists.</li> </ul>

Handout 8-1

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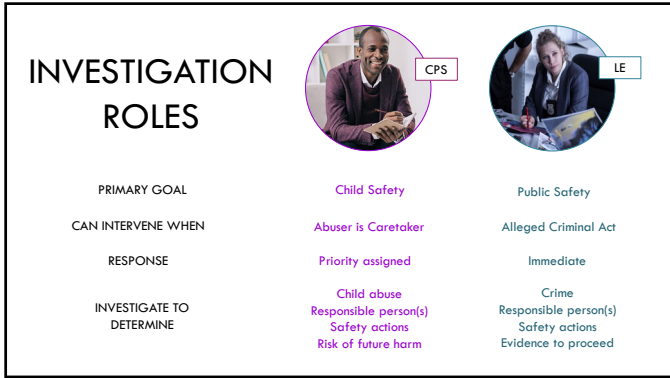
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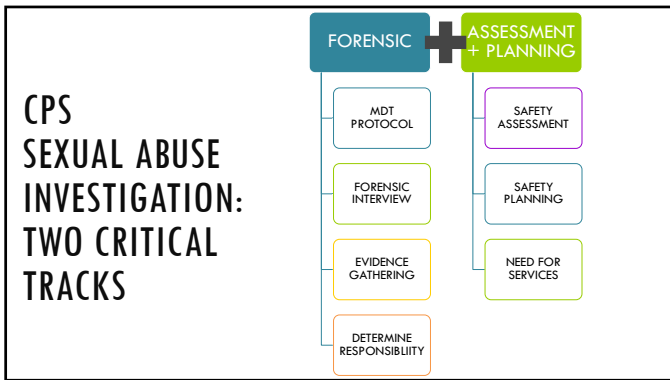
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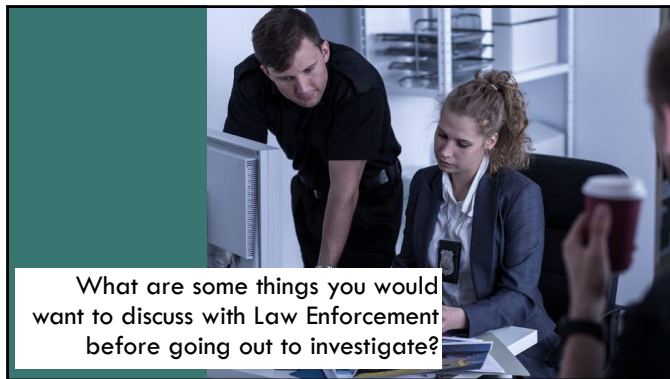
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**DISCUSS, SHARE, AND COORDINATE:**

- ✓ Demographic information
- ✓ Criminal history
- ✓ Prior CPS involvement
- ✓ Who will take the lead during each interview
- ✓ Sequence of interviews
- ✓ Location of interviews
- ✓ Possible need for forensic medical exam

**SHARING INFORMATION:**  
§ 63.2-1503

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**WHAT IF...**

A detective isn't available to respond with me?

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- All localities must have a Multidisciplinary Team that reviews child sexual abuse investigations.
- The MDT consists of CPS, law enforcement, Commonwealth's Attorney, medical professionals, therapeutic professionals, and the CAC.
- Each agency has different perspectives, roles, and responsibilities, with child safety at the center.
- The CAC is the ideal location for a child forensic interview to occur.
- Use the MDT Protocol and your partnership with law enforcement to prepare for each investigation.

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## The Child Interview: Developmental Issues



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### CHILD INTERVIEW CONSIDERATIONS



- AGE AND DEVELOPMENTAL LEVEL
- EFFECT OF TRAUMA ON MEMORY
- SUGGESTIBILITY
- MULTIPLE INTERVIEWS
- INTERVIEWER BIAS

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TRUE	FALSE
Repeated exposure to an event can enhance children's memory.	
If a child participates in, rather than observes an event, memory recall will be better.	
Simple events are easier for children to remember than those that are more complex.	

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TRUE	FALSE
Even after long delays, young children between the ages of 3 and 6 are able to give detailed events of past events.	
Children will be less accurate in their reports of an event when interviewed shortly after the occurrence of the event.	
Repeated questions from interviewers may alter children's memory.	

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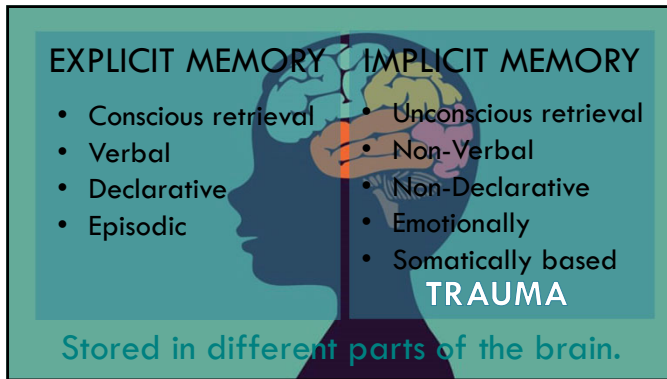
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TRUE	FALSE
Statements made spontaneously by children are likely to be more accurate than those made after repeated questioning.	
Young children are more suggestible than older children.	
Repeated discussions about an event before an interview does not influence a child's recall of the event.	
If a child believes that the interviewer already has knowledge of an event they are being questioned about, they may give little information.	

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TRUE	FALSE
Preschoolers do better with concrete language and concepts and struggle with abstract concepts such as time and truth.	
Preschoolers use words to time, distance, kinship, and size long before they understand their meaning.	
Preschoolers do not usually have difficulty with pronouns (he, we, they, etc.)	

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TRUE	FALSE
Preschoolers tend to supply a response to questions even if they have no knowledge of the event.	
Children aged 7 to 10 may have difficulty with abstract concepts and processing complex questions.	
Adolescents willingly ask for clarification of a questions or acknowledge that they don't understand.	

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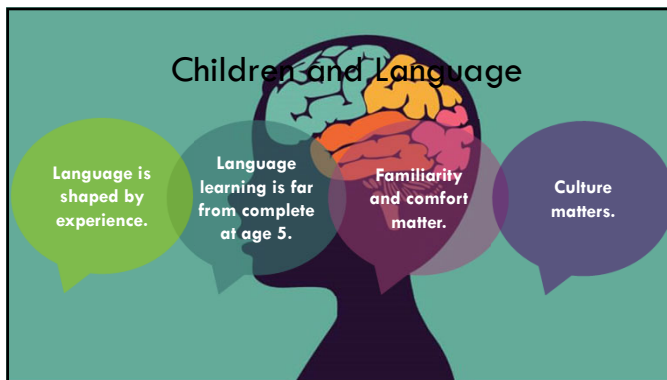
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**Children and Language**

- Language is shaped by experience.
- Language learning is far from complete at age 5.
- Familiarity and comfort matter.
- Culture matters.

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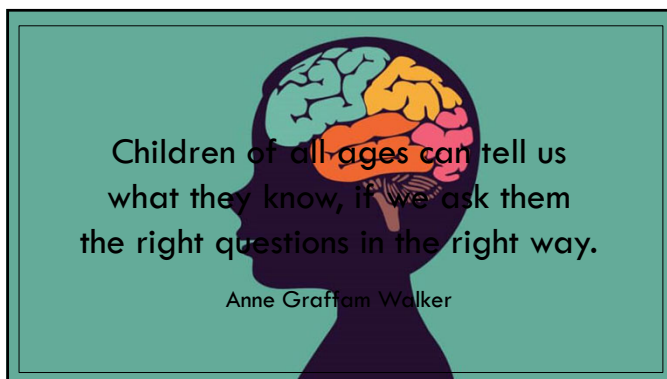
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Children of all ages can tell us what they know, if we ask them the right questions in the right way.

Anne Graftam Walker

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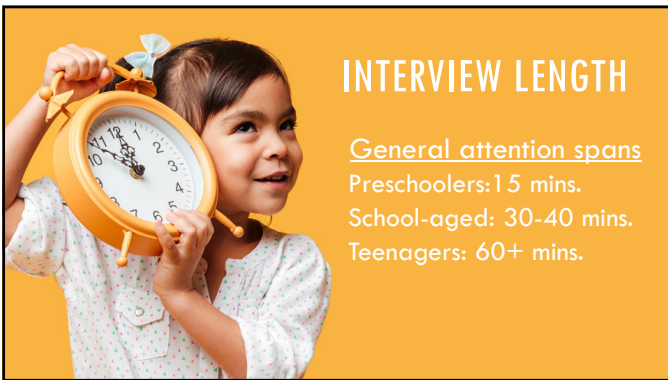
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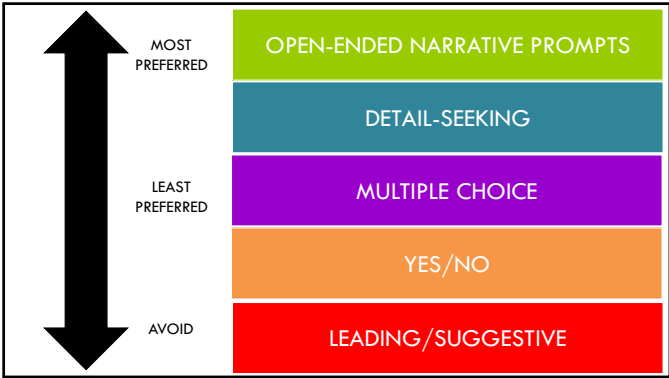
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OPEN-ENDED NARRATIVE PROMPTS

Tell me...  
Tell me all about...  
Tell me more about...

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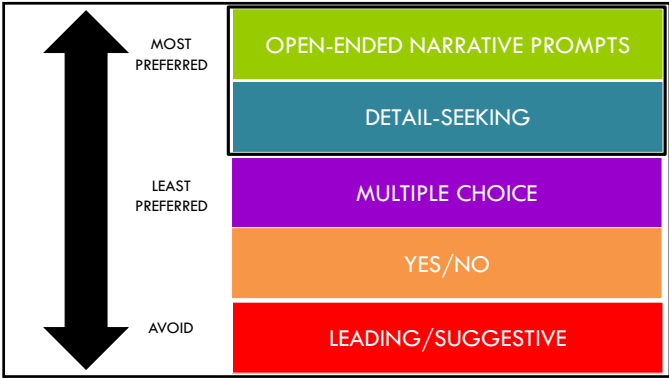
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CONCRETE <span style="float: right;">→ ABSTRACT</span>								
AGE	WHO	WHAT	1X/>1X	WHERE	SEQUENCING	CIRCUMSTANCES	EPISODIC DETAILS	WHEN
3								
4								
5-6								
7-8								
10+								

Developmentally "typical" child may be able to answer these questions.  
 Some children this age may have the capacity to answer these questions.

Trauma may be an additional impact on a child's ability to answer and provide information.

Handout C-2

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SENSORY QUESTIONS

Think about what it looked like and tell me everything you saw.

Think about the sounds and tell me everything you heard.

What did that smell like?

What did you taste in your mouth?

What did that feel like on your body?

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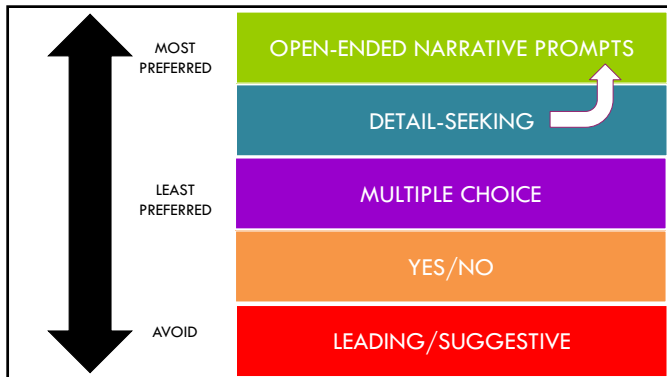
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MULTIPLE CHOICE

- Less preferred
- Use only after prompt and detail-seeking and only when needed
- One time or more than one time?
- Third open option

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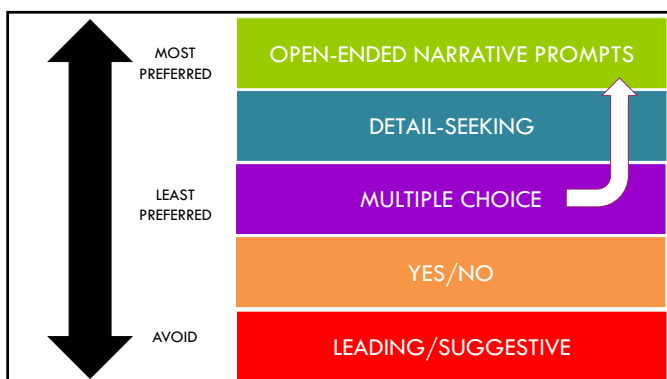
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YES/NO

- Less preferred
- Use only as needed to avoid presumption
- Challenging to remove from our language
- Practice converting

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CONVERT THIS YES/NO QUESTION



Do you remember what happened that night?

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CONVERT THIS YES/NO QUESTION



Was it Natalie that did that to you?

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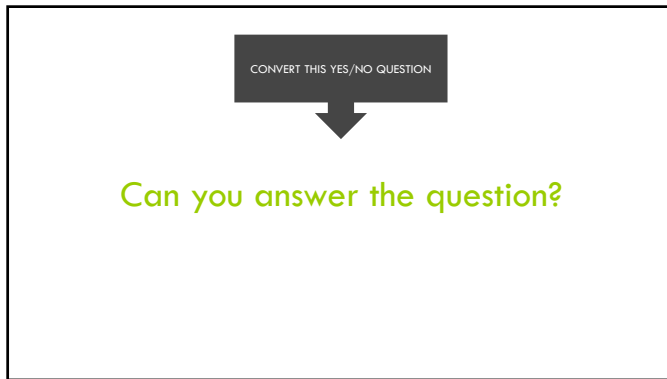
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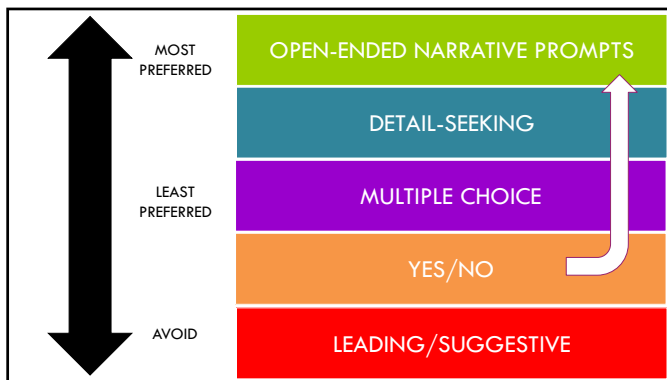
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**LEADING/SUGGESTIVE**

- A leading question includes information not previously introduced
- Use more preferred prompts and questions
- Ask questions with details already introduced by the child

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WHAT IF...

I ask a question in a  
less-than-ideal way?



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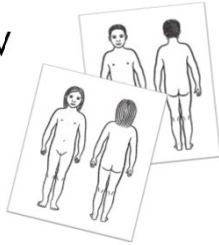
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INTERVIEW  
TOOLS



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**WORDS**

**WE**

**USE**

**!**

Team 5: Butts



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[illegible]

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#### And Next Steps

1. Complete all three activities on TOL 1 worksheet.
2. Be prepared to discuss your results tomorrow.

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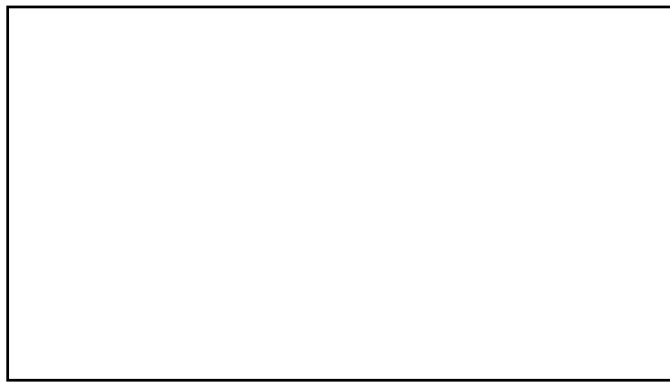
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## SEXUAL ABUSE INVESTIGATIONS

### DAY TWO



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# AGENDA

Day Two

- Day One Review and TOL
- Child Interviewing
- Child Forensic Interview
- Minimal Facts Interview

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# PRACTICE

TELL ME

WHAT

HOW

“Tell me what you did for self-care...”

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# GOALS

- What, who, where, how, when
- Child's physical and emotional condition
- Type, severity, and chronicity of maltreatment
- Other effects of maltreatment
- Child's characteristics
- Inappropriate behavior
- Parent-child relationship
- Relationship to alleged abuser
- Immediate and extended family dynamics

Handout D-1

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## Child Interviews Preferred Practice

1. Forensic Interview by professional Forensic Interviewer at a Child Advocacy Center ★
2. Minimal Facts Interview by CPS, then Forensic Interview at CAC
3. Forensic Interview by CPS
4. Minimal Facts Interview by CPS, then Forensic Interview by CPS

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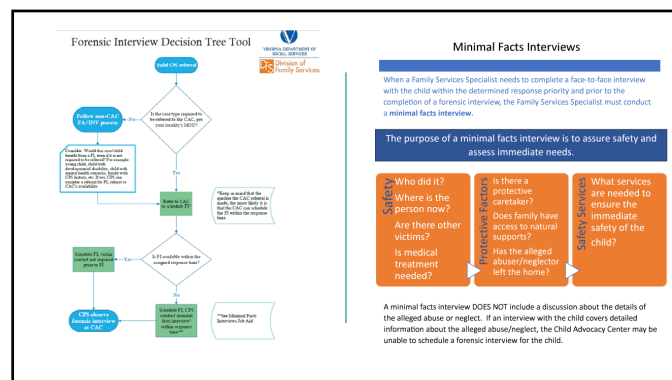
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## The Child Interview: Forensic Interview



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“A forensic interview of a child is a **developmentally sensitive** and **legally sound** method of **gathering factual information** regarding allegations of abuse or exposure to violence. This interview is conducted by a competently trained, neutral professional utilizing **research** and **best practice-informed** techniques as part of a larger investigative process.”

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### FORENSIC INTERVIEWS:

- Are based on research
- Are conducted by a trained interviewer
- Are developmentally and linguistically appropriate
- Allow for a child's narrative recall of events
- Avoid leading and suggestive questions

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- 🚩 Research-based and effective
- 🚩 Provides a structure for both child and interviewer
- 🚩 More purposeful and focused
- 🚩 More accurate information
- 🚩 Stands up to legal scrutiny

P R O T O C O L

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CHILD INTERVIEW

### Rapport-Building Phase

- Interview Instructions/Guidelines
- Telling the Truth
- Practice Narrative

COMFORT  
AND  
COMMUNI-  
CATION

### Substantive Phase

- Introduce Topic of Concern
- Questioning and Clarification
- Alternative Hypotheses

GATHER  
DETAILS

### Closure Phase

- Child Safety
- Next Steps

RESPECTFUL  
END TO THE  
INTERVIEW

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## INTERVIEW PROTOCOLS

- ChildFirst (RATAC, Cornerstone)
- APSAC
- National CAC
- FETI
- StepWise
- State protocols
- Michigan Forensic Interview Protocol

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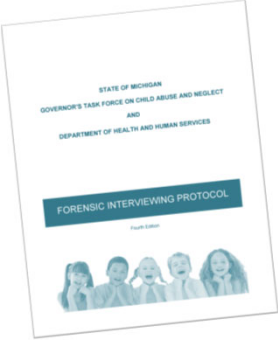
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- Comprehensive guide and valuable resource
- Be mindful of Virginia policies
- Be mindful of practices in your locality
- Truth/Lie
- Anatomical Drawings
- Anatomical Dolls

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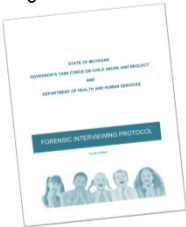
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**FORENSIC INTERVIEWING PROTOCOL**

Quick Guides:

1. Alternative Hypotheses Questions and Planning
2. Guidelines for Questioning Children
3. Overview of a Phased Interview
4. Hierarchy of Interview Questions
5. Question Frames
6. Guidelines for Use of Physical Evidence
7. Introducing the Topic
8. Physical Abuse and Neglect Questions
9. Sexual Abuse Questions



Handout D-3

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**CHILD INTERVIEW**

<b>Rapport-Building Phase</b> <ul style="list-style-type: none"> <li>• Interview Instructions/Guidelines</li> <li>• Telling the Truth</li> <li>• Practice Narrative</li> </ul>	<b>COMFORT AND COMMUNICATION</b>
<b>Substantive Phase</b> <ul style="list-style-type: none"> <li>• Introduce Topic of Concern</li> <li>• Questioning and Clarification</li> <li>• Alternative Hypotheses</li> </ul>	<b>GATHER DETAILS</b>
<b>Closure Phase</b> <ul style="list-style-type: none"> <li>• Child Safety</li> <li>• Next Steps</li> </ul>	<b>RESPECTFUL END TO THE INTERVIEW</b>

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### Rapport-Building Phase

- Interview Instructions/Guidelines
- Telling the Truth
- Practice Narrative

- 1.Prepare for the Interview
- 2.Introduce Yourself and Build Rapport
- 3.Establish the Ground Rules
- 4.Conduct a Practice Narrative

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### 1.Prepare for the Interview

- 🔗 Coordinate the joint investigation with law enforcement.
- 🔗 Familiarize yourself with the allegation and information about the child.
- 🔗 Generate alternative hypotheses
- 🔗 If a CAC is not available, select a neutral space where you will not be interrupted.
- 🔗 If possible, make sure the child has had a bathroom break, is not tired or hungry.

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### 2. Introduce Yourself and Build Rapport

- 🔗 Greet the child in a friendly, safe way.
- 🔗 Tell the child your name and position, and explain it is your job to listen to kids.
- 🔗 Explain any audio or video recording equipment, and any notetaking.
- 🔗 Gather preliminary information through conversation, not testing, about the child's language skills and cognitive ability.

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### 3. Establish the Ground Rules/ Interview Instructions

- ✚ Ground Rules, Guidelines, or Instructions let the child know what to expect during the interview.
- ✚ Take the child's developmental level into account when providing instructions.
- ✚ The younger the child, the fewer the instructions.
- ✚ When a child demonstrates a behavior supported by the instructions, validate the behavior.
- ✚ Reiterate the instruction as needed during the interview.

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INTERVIEW INSTRUCTIONS

Child knows what to expect.

Assert Correct Inquire

Reduce authority of the interviewer.

Reduce likelihood of coercion.

Reduce suggestibility of the child.

Motivate child to answer accurately.

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INTERVIEW INSTRUCTIONS

Don't guess.

Tell me if you don't understand.

Correct me if I make a mistake.

Tell me if you don't know.

Tell the truth.

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### Tell the truth.



- Research shows that children who promise are more likely to tell the truth
- Assert your own truthfulness and get agreement:
  - “While we are talking today, you and I will only talk about things that are real and that really happened. I will tell the truth. Do you promise to tell the truth?”
- Standard truth-lie discussions neither predict nor promote truth-telling in interviews

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### 4. Conduct a Practice Narrative

- Helps assess the child's development and communication style
- Helps the child learn about the kind of questions you are going to be asking
- Helps the child demonstrate their understanding of the interview instructions
- Builds rapport and provides time for the child to acclimate to the interview environment and the interviewer
- Episodic memory “training”

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Child: Noah, age 9

Interviewer: Jude

Allegation: Sexual Abuse by Stepfather



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You said your mom was at the game. Who else was at the game?

My dad and my sister. And there were other moms and dads there.



Practice Narrative

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Okay, what day was the game?

It was on Saturday. Our games are always on Saturday.



Practice Narrative

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CONCRETE → ABSTRACT

AGE	WHO	WHAT	1X/>1X	WHERE	SEQUENCING	CIRCUMSTANCES	EPISODIC DETAILS	WHEN
3								
4								
5-6								
7-8								
10+								

Developmentally "typical" child may be able to answer these questions.

 Some children this age may have the capacity to answer these questions.

Trauma may be an additional impact on a child's ability to answer and provide information.

Handout C-2

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**Substantive Phase**

- Introduce Topic of Concern
- Questioning and Clarification
- Alternative Hypotheses

5. Introducing the Topic

6. Elicit a Free Narrative

7. Question and Clarify

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**5. Introducing the Topic of Concern**

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**5. Introducing the Topic of Concern**

- 🗨️ Tell me what I came to talk to you about today.
- 🗨️ Tell me what you came to talk to me about today.
- 🗨️ Tell me what you know about coming here today.
- 🗨️ I heard you saw a doctor (counselor, policeman, etc.). Tell me what you talked about.
- 🗨️ Someone is worried that something may have happened to you. Tell me what they are worried about.

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## 5. Introducing the Topic of Concern

🗨️ I heard that someone might have bothered you. Tell me everything about that.

🗨️ I heard that someone may have done something to you that wasn't right. Tell me everything about that.

🗨️ Family members: okay/not okay

🗨️ ChildFirst: Anatomical drawings→Touch Inquiry\*

\*Only use if ChildFirst trained

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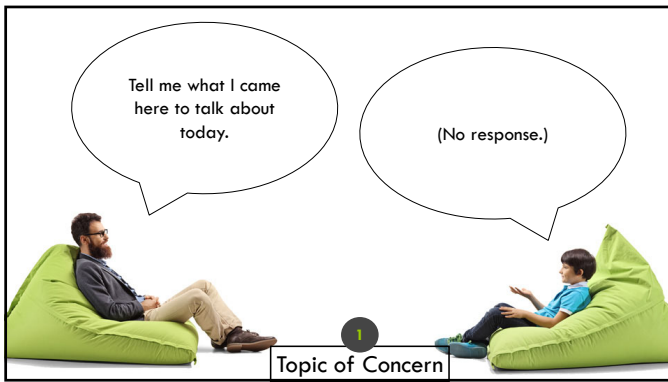
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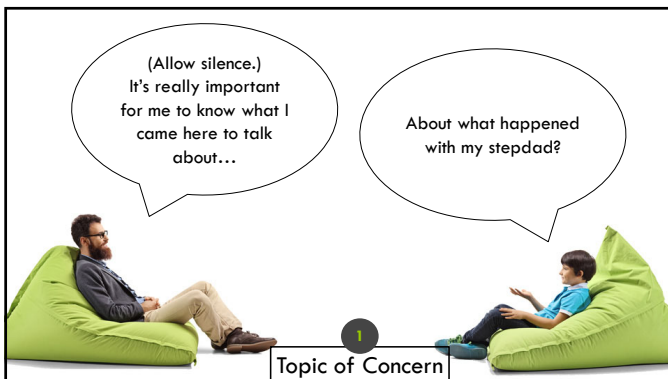
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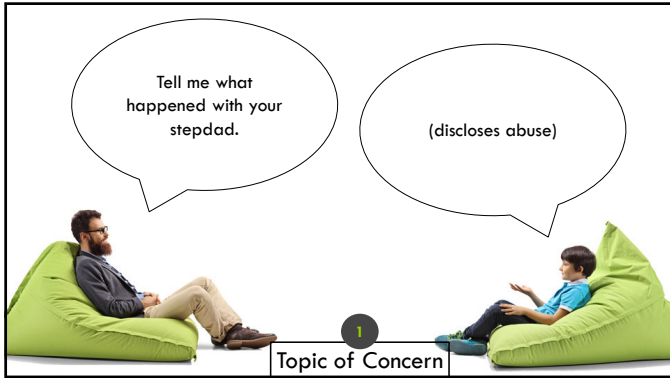
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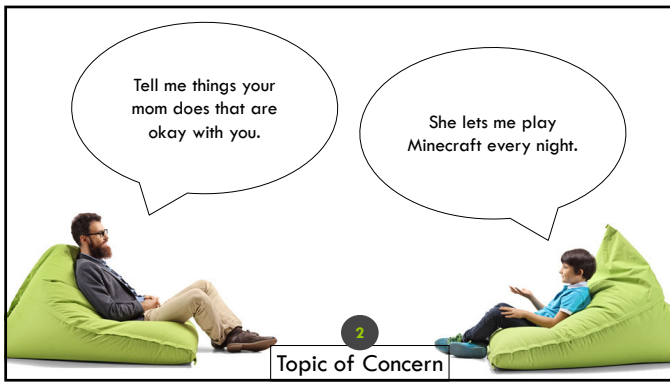
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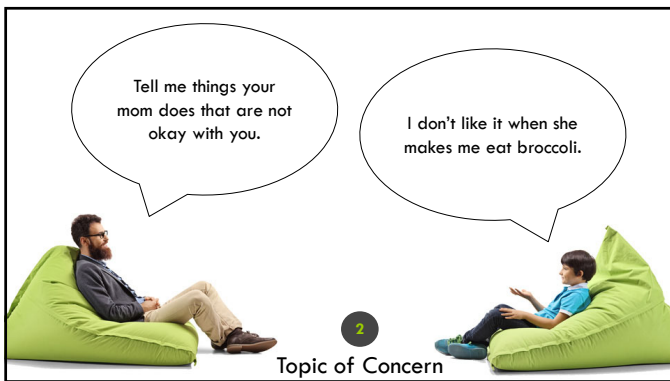
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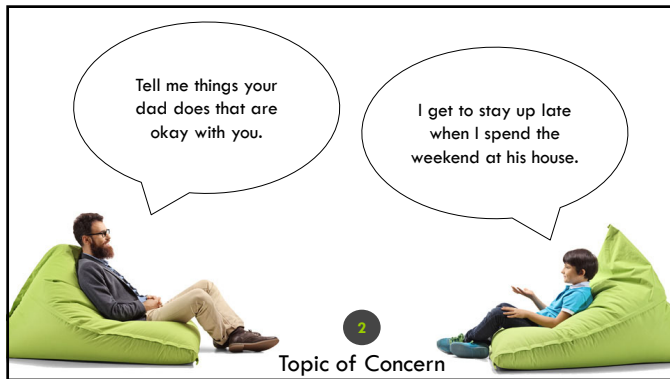
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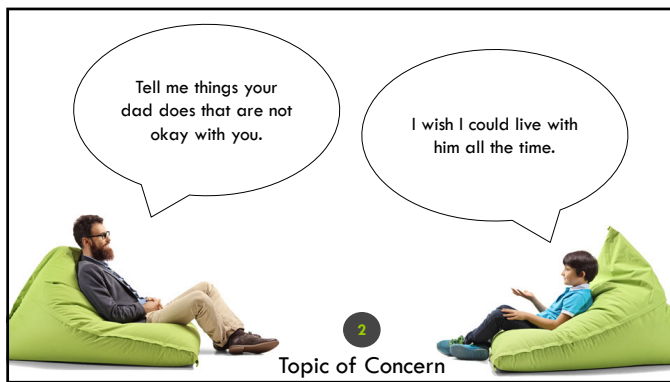
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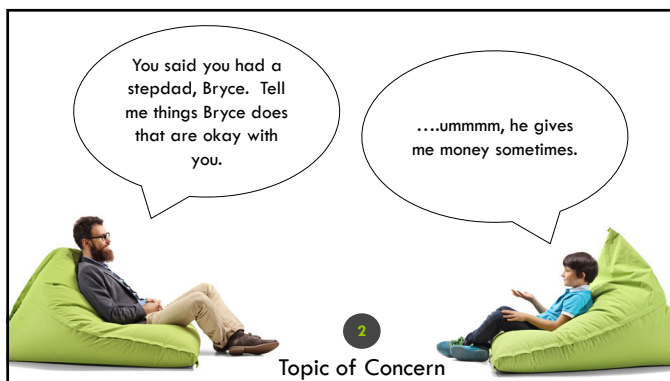
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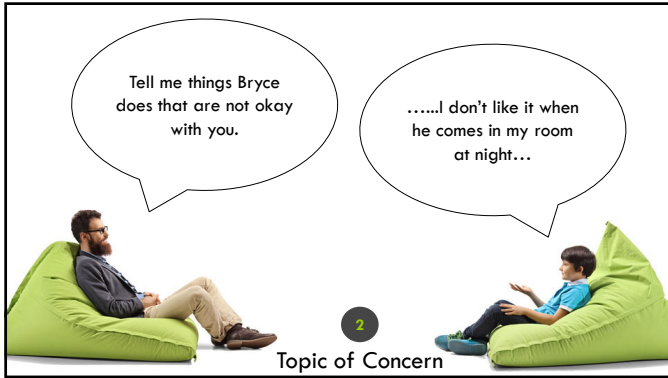
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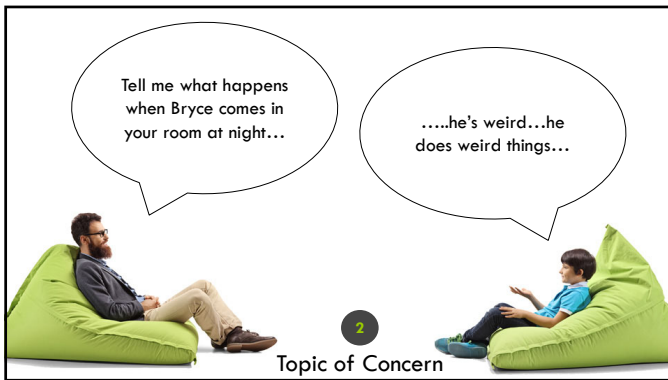
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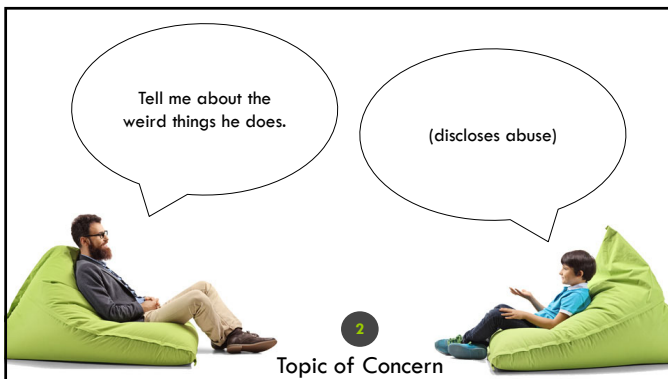
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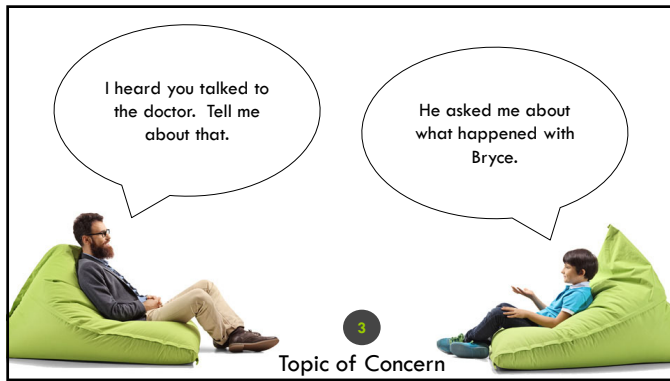
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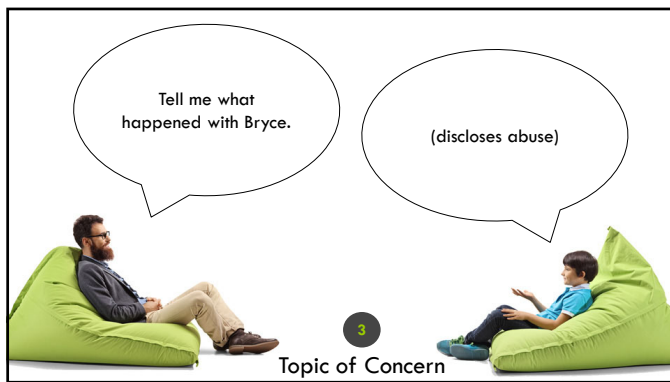
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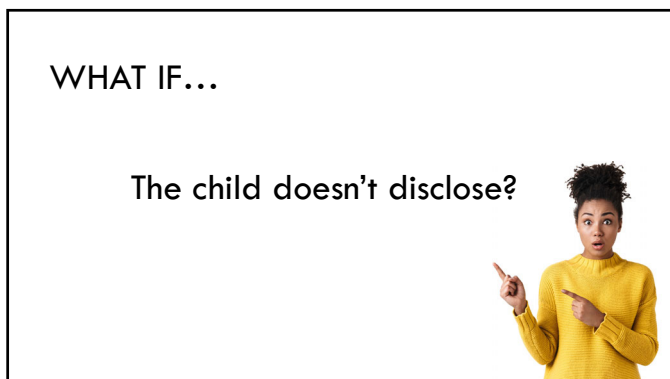
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- Some children are reluctant to disclose abuse for very good reasons
- Some children have not been abused, so have nothing to disclose
- Some children want to disclose, but don't have the words or cognitive ability to provide it in the interview today
- A disclosure is not a prize for a successful interview
- Success means you provided sufficient opportunities to safely disclose whatever their experience may have been
- And decided with your team when to stop prompting today

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Tell me what I came here to talk about today.

I heard you talked to a doctor last night...

Tell me some things your mom does that are okay with you...

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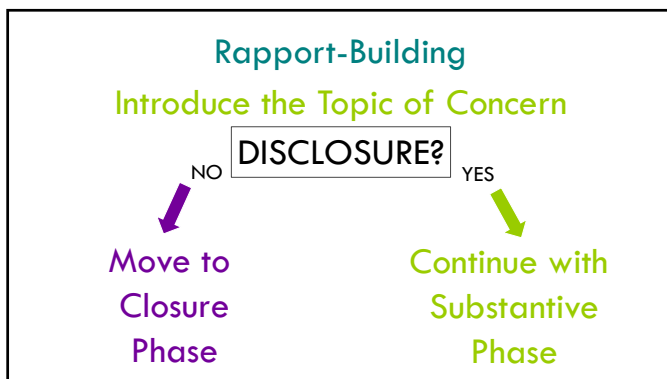
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## 6. Elicit a Free Narrative

- ✓ Allow the child to finish their narrative before asking clarifying questions
- ✓ "Tell me more about that..."
- ✓ "What happened next?"
- ✓ "Tell me everything about Darren making you touch his thing."
- ✓ "Tell me everything that happened from the beginning, to the middle, to the end."
- ✓ Note any points of confusion or events that need to be clarified.

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## 7. Question and Clarify

- ✓ Now we seek legally relevant information and clarify the child's initial statements
- ✓ Seek specific details about:
  - ✓ The abuse
  - ✓ The abuser
  - ✓ Number/frequency of abuse events
  - ✓ Idiosyncratic details
  - ✓ Corroborating evidence
  - ✓ Witnesses
- ✓ Maintain good questioning practice

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## Closure Phase

- Child Safety
- Next Steps

## 8. Close the Interview



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## 8. Close the Interview

- 🔗 Inquire about other abuse events/other abusers
- 🔗 Anything else they want to tell
- 🔗 Anything important you forgot to ask
- 🔗 Allow the child to ask questions
- 🔗 Tell the child what will happen next
- 🔗 "Safety plan" with the child about who they can talk to if they need help in the future
- 🔗 Move to a neutral topic
- 🔗 Thank the child for talking with you, not for making a disclosure.

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## ONGOING RESEARCH

1. Whether an interview should be flexible, semi-structured, or scripted
2. Whether, which, and how many questions should be introduced
3. Whether children should be allowed to stop the interview exercise
4. What the most appropriate training methods are
5. The relative importance of different interview techniques
6. Whether media (drawing, etc.) should be employed in forensic interviews
7. Whether children should be allowed more than one interview

Interviewing is not a "One and Done" exercise

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## KEY TAKEAWAYS

- Forensic interviews are structured interviews that include steps within a Rapport-Building phase, a Substantive phase, and a Closure phase.
- Each phase and step have a specific purpose; remember our interviews with children are intentional.
- Forensic interviews are based on research and interviewing best practices.
- Forensic interviews always take into account the child's developmental level.
- It is the responsibility of the interviewer to adjust to the child's ability.

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## Minimal Facts Interview



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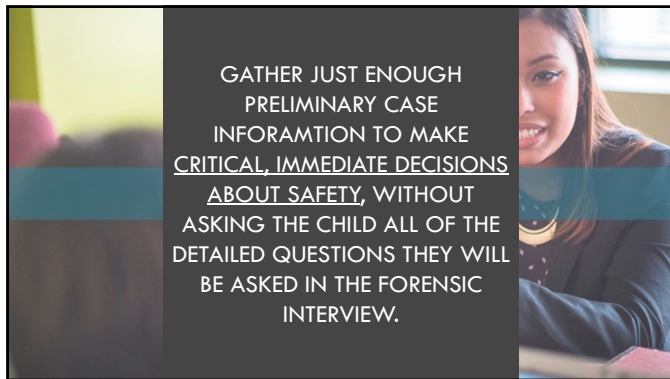
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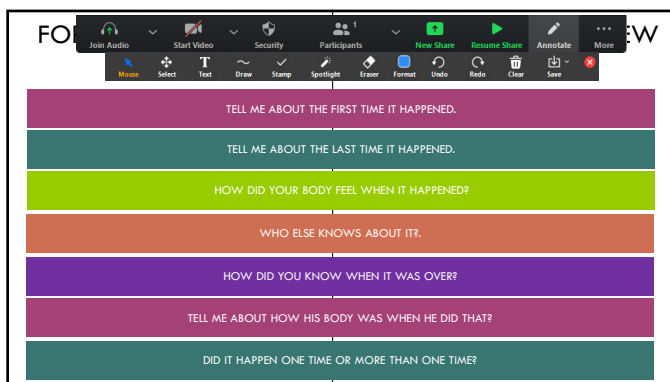
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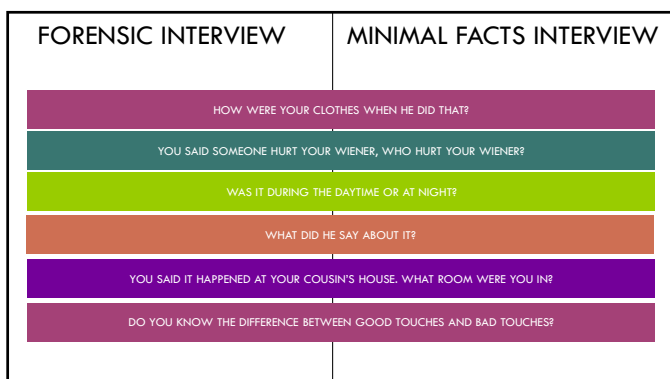
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### CHILD INTERVIEWS 101

- ✚ Ask open-ended questions and prompts
- ✚ Minimize Yes/No and multiple-choice questions
- ✚ Avoid leading questions
- ✚ Maintain good questioning practice
- ✚ Use the child's words
- ✚ Do not correct the child

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### CHILD INTERVIEWS 101

- ✚ Listen openly and don't interrupt
- ✚ Keep your face neutral
- ✚ One interviewer is best
- ✚ Use a recorder
- ✚ Find a neutral and private location

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WHAT  
INFORMATION  
DO WE NEED?

WHAT  
QUESTIONS ARE  
WE GOING TO  
ASK?

WHERE AND  
WHEN ARE WE  
GOING TO  
INTERVIEW THE  
CHILD?

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### MINIMAL FACTS INTERVIEW

- 🔗 Introduction and Rapport
- 🔗 Introduce the topic of concern
- 🔗 Use open-ended questions to gather minimal facts
- 🔗 Set the stage for the CAC and next steps
- 🔗 Closure

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### Carley Hammett, age 7 Interview Documentation



Hammett OASIS Documentation

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- A way to gather basic information to plan for the child's safety without causing multiple interviews
- Did something happen?
- Who did it?
- When was the last time?
- Who else knows about it?
- Part of a multidisciplinary approach
- Uses the same foundational interview techniques
- Child's health and safety take precedent

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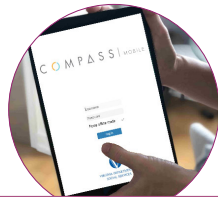
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## Documentation

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**START | STOP | CONTINUE**


Your investment in best practice is actively creating a Virginia that is engaged, collaborative, and highly informed at each level of work with individuals, family, citizens, and professionals.

As you continue to improve the practice at your agency, it may be helpful to consider aspects of your individual work and agency culture that need to:

- **CONTINUE** practices already conducive to best practice and necessary for successful representation.
- **STOP** activities that are counterproductive to best practice, and
- **START** behaviors or activities to create and maintain a best practice approach to your work.

Please use the columns below to record what you'd like to **START**, **STOP** or **CONTINUE** in your personal practice, as well as throughout your agency.


START	STOP	CONTINUE



OV-03207-01, Assessment Safety, Risk, and Protective Capacities in Child Welfare  
 Parental Guidance

**Handout A-1**

140


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## And Next Steps

1. Observe a child interview
2. Complete a peer review
3. Read Carley's Forensic Interview documentation

141

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### And Next Steps

1. Complete assignments on TOL 2 worksheet.
2. Save and send to: 

Lisa Parks  
lisa.r.parks@dss.virginia.gov
3. Before next session on: 

July 8

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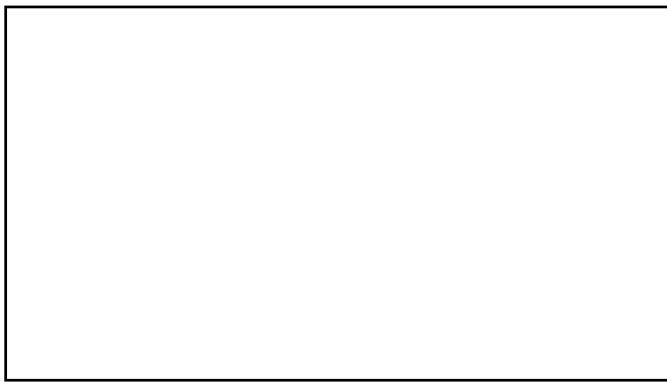
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## SEXUAL ABUSE INVESTIGATIONS

### DAY THREE



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**Four Half-Day Sessions**

- Each session is 3 hours
- 15 minute break near the middle




**Transfer of Learning Activities**

- Completed after class each day



**Post-Test**

- 80% to Pass



**Attention & Participation**

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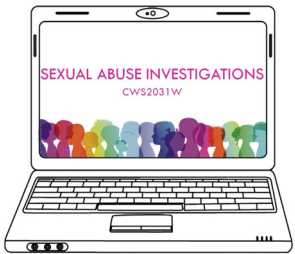
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**YOUR COURSE RESOURCES**

- ✓ Participant Handouts
- ✓ PowerPoint Handout
- ✓ Start-Stop-Continue
- ✓ Forensic Interviewing Protocol
- ✓ Hammett OASIS Documentation
- ✓ Transfer-of-Learning (TOL)
- ✓ Participant Resources



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**AGENDA** Day Three

- TOL: Child Interview Review and Reflection
- Review Days 1 and 2
- Credibility
- Interview Considerations
- Evidence Collection
- The Alleged Abuser

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START | STOP | CONTINUE

Handout A-1

Your investment in best practice is actively creating a Virginia that is engaged, collaborative, and trauma-informed at each level of work with individuals, family, children, and professionals.

As you continue to improve the practice at your agency, it may be helpful to consider aspects of your individual work and agency culture that need to:

- CONTINUE: practices already conducive to best practice and necessary for successful implementation;
- STOP: activities that are counterproductive to best practice; and
- START: behaviors or activities to create and maintain a best practice approach to your work.

Please use the columns below to record what you'd like to START, STOP or CONTINUE in your personal practice, as well as throughout your agency.

START	STOP	CONTINUE

DVAGSDPW, Assessing Safety, Risk, and Protective Capacities in Child Welfare  
Partnership Handbook

START  
STOP  
CONTINUE

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REVIEW

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PAM HAMMETT



CARLEY HAMMETT



TOM SPENCER

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## The Child Interview: Interview Considerations



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## INTERVIEWING TEENAGERS

STRENGTHS

CHALLENGES

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## INTERVIEW CONSIDERATIONS: TEENAGERS



CULTIVATE A SENSE OF SAFETY

INTERVIEW ADJUSTMENTS

COMMUNICATION

"COMPLIANT" VICTIM

NEXT STEPS AND EVIDENCE

Handout E-1

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**INTERVIEW CONSIDERATIONS:  
CHILD WITH A DISABILITY**



- CULTIVATE A SENSE OF SAFETY
- ACCOMMODATIONS
- INCREASED VULNERABILITY
- COMMUNICATION
- DIFFERENTLY-ABLED AS AN IDENTITY

Handout E-2

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**INTERVIEW CONSIDERATIONS:  
DIVERSE CULTURAL  
BACKGROUNDS**



- CULTIVATE A SENSE OF SAFETY
- BELIEFS AND VALUES ABOUT BODY AND PRIVACY
- BELIEFS AND VALUES ABOUT SEXUALITY
- BELIEFS AND VALUES ABOUT GENDER ROLES
- CULTURAL TRAUMA

Handout E-3

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**HUMAN TRAFFICKING**

- Any child can be a victim of sex trafficking: girls, boys, transgender males, transgender females
- Children who identify as LGBTQ are targeted
- For CPS, alleged offender must be in a caretaking role
- All allegations of sex trafficking are referred to law enforcement
- Resources

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**INTERVIEW CONSIDERATIONS:  
CHILD IDENTIFIES AS LGBTQ**

- CULTIVATE A SENSE OF SAFETY
- FOLLOW THE CHILD'S LEAD
- ASK FOR AND USE PREFERRED PRONOUNS
- GENDER-NEUTRAL LANGUAGE AND OPTIONS
- SHAME, VULNERABILITY AND TRAUMA



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**WHAT IF...**



The child won't talk to me  
because I'm female?  
male?  
Black?  
Caucasian?...

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**INTERVIEW CONSIDERATIONS:  
SIBLINGS AND CHILD  
WITNESSES**



- USE THE SAME FI/MF INTERVIEW
- FAMILY DYNAMICS
- PARENTAL PERMISSION TO INTERVIEW  
UNRELATED WITNESS CHILDREN
- INTERVIEW SEPARATELY
- PLAN FOR SAFETY OF ALL CHILDREN

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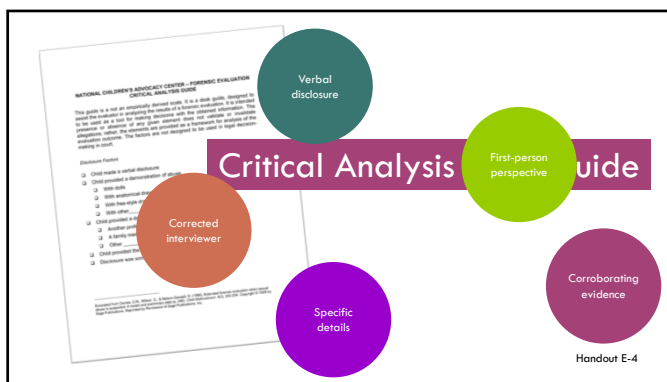
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## The Child Interview: Child Credibility



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## Gathering Evidence



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- Searches are the responsibility of law enforcement
- CPS has no authority to seize items
- Chain of custody
- Alert them to potential evidence you've seen in the home or learned about via interview
- Chances of finding physical evidence is higher at the beginning
- Search warrant/Search consent

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"Daddy used a green towel to wipe the yucky off."

"Once he tore my underwear off."

"Uncle Bill would stand next to my bed and rub his penis until white stuff came out. It went on my rug."

"He made me dress up like Mommy and took my picture."

"He made me put his thing in my mouth."

"He has a list of other boys on his computer; I saw it once."

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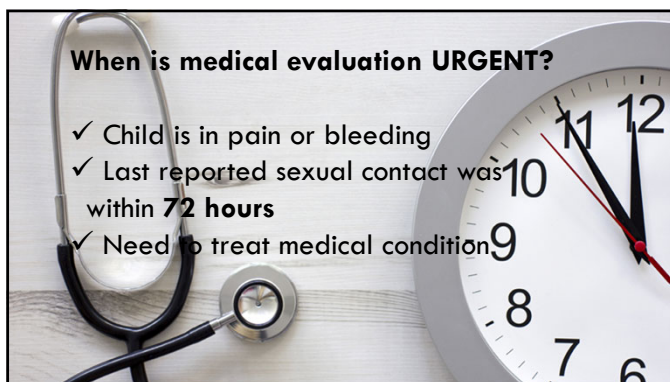
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- It is best practice that every child who is suspected to have experienced sexual abuse have a medical evaluation.
- Medical evaluation should be immediate if the most recent occurrence of sexual abuse was within the past 72 hours, or if there is concern for pain, pregnancy, STI, or other urgent medical issues
- Sexual abuse rarely leaves injury or any other physical evidence

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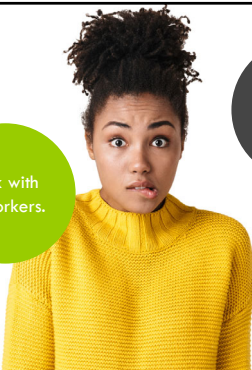
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Talk with your supervisor.

Talk with coworkers.

Address burnout and STS.



Network with MDT.

Stay current with research.

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GOALS  
OF THE INTERVIEW

### ALLEGED ABUSER

- Maintain objectivity and be a fair and open seeker of truth
- Get initial reaction to and explanation of allegation
- Understand the nature and quality of their relationship with the child
- Understand their relationship with partner/non-offending caretaker
- Seek to uncover:
  - Motivation for abuse
  - Cognitive Errors
  - Methods of coercion and secrecy
- Ask about mental health status/history
- Ask about alcohol or drug use
- Establish Safety Plan/Rules of Contact

Handout F-1

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- Law Enforcement generally conducts the alleged abuser interview
- Speed and surprise are key
- There is a difference between Interviewing and Interrogating
- While a child interview and an alleged abuser interview have similar phases, they are different processes and utilize different interviewer skills
- CPS may be present or observing
- Recording devices are typically concealed



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PHASES OF THE ALLEGED ABUSER INTERVIEW

1. Preparation
2. Introduction
3. Build Rapport/Adjust Questioning to Level of Understanding
4. Confront with Allegations
5. Clarification and Questioning
  1. Expect "Sympathy Ploy"
6. Closure
  1. Discuss rules of contact
  2. Provide contact information

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**RAPPORT-BUILDING**

}

**SUBSTANTIVE**

}

**CLOSURE**

Handout F-2

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## PREPARATION



- When do we interview the alleged abuser?
- Where should we conduct the interview?
- Who will conduct the interview?
- What do we cover in the interview?
  - Brochure: allegation and investigation process
  - Rights against self-incrimination if charged

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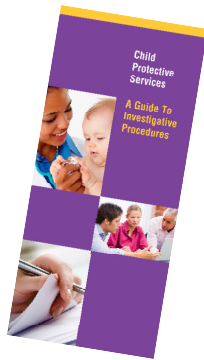
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## INTRODUCTION

- Name and occupation
- CPS Investigation brochure
  - Must be provided at beginning, unless LE notes objection (must be documented)



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- Establish comfort and communication
- Be respectful and professional
- Be objective and manage emotions

## RAPPORT AND ADJUSTMENT

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## CONFRONTATION

### TYPICAL SEXUAL ABUSER

First reaction is typically denial.

Honesty or deceit cannot be established based on demeanor, non-verbals, or other behavior.

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The nervousness we all look for as a sign of lying can be suppressed with practice...

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If someone is committing sexual offenses, he has been lying everyday since it began.

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With that kind of practice,  
normal signs of nervousness wear off.

He becomes a 'practiced liar'.

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## CONFRONTATION

TYPICAL SEXUAL ABUSER

NON-OFFENDING PERSON

First

Hmm,  
maybe  
counseling?

Shock

Sur

C

E

**Go to  
jail!**

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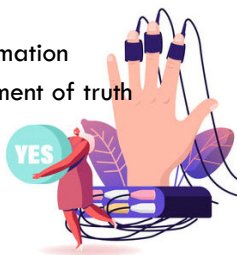
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## CLARIFICATION & QUESTIONING

- Clarify and elicit more information
- Offenders may provide element of truth
- Sympathy ploy
- Polygraph examination



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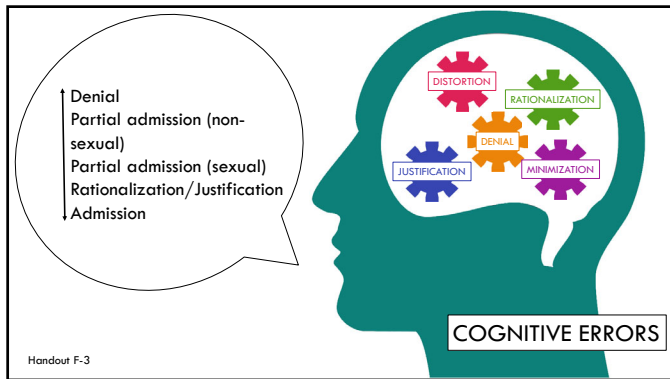
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## CLOSURE

CPS:

- Additional questions for safety assessing and planning
- Deliver brochure
- Safety Plan
- Rules of contact and Safety Plan
- Who moves?
- Emergency Protective Order
- Strengths

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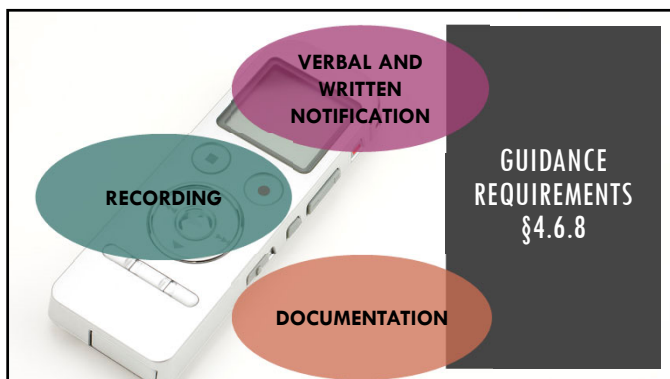
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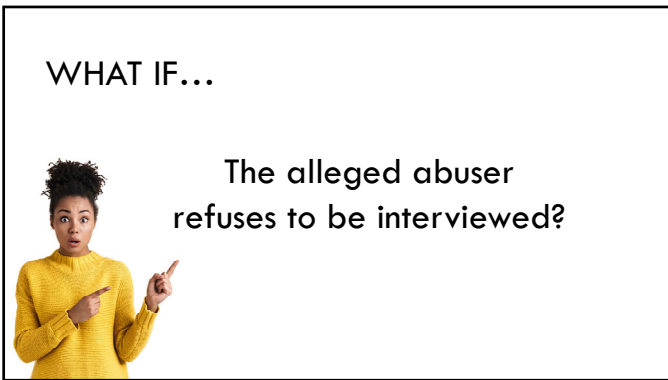
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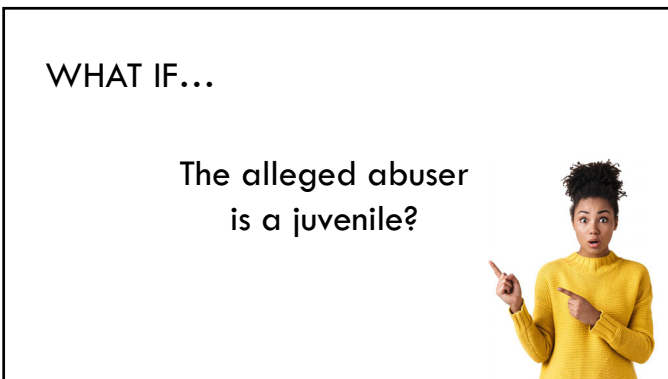
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## Sexual Abuse Allegations against a Juvenile

- Juvenile offenders are different
- Parents may be reluctant to report
- Families can minimize and “handle” situation themselves
- Is the alleged abuser in a caretaker role?
- Parents are included (notifications and interview)
- Presence of parents in the interview can complicate things



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## Sexual Abuse Allegations against a Juvenile

- Services for the victim child
- Services for the offending child
- Parents have conflicting loyalties
- Safety Plans require close supervision or separation of the children.



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KEY TAKEAWAYS

- Sexual offenders most often appear to be typical, normal, everyday folks.
- Many of the principles of interview alleged abusers are similar to those techniques used for interviewing children.
- It is required that you:
  - Inform the alleged abuser verbally and in writing about CPS involvement and their right to record the interview\*
  - Advise the alleged abuser of their rights against self-incrimination

\*Coordinate with law enforcement

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And Next Steps

1. Complete the assignments on Day Three **TOL Worksheet**
2. Be prepared to discuss your results tomorrow.

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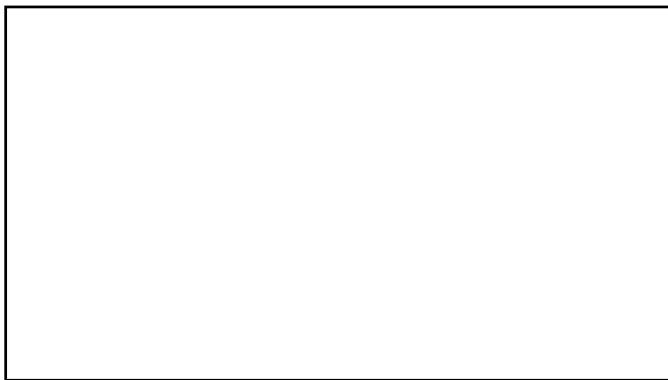
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SEXUAL ABUSE INVESTIGATIONS

DAY FOUR



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# AGENDA

Day Four

- The Non-Offending Caretaker
- Safety in Sexual Abuse Cases
- Going to Court and Legal Issues
- Rise to the Challenge

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## The Non-Offending Caretaker



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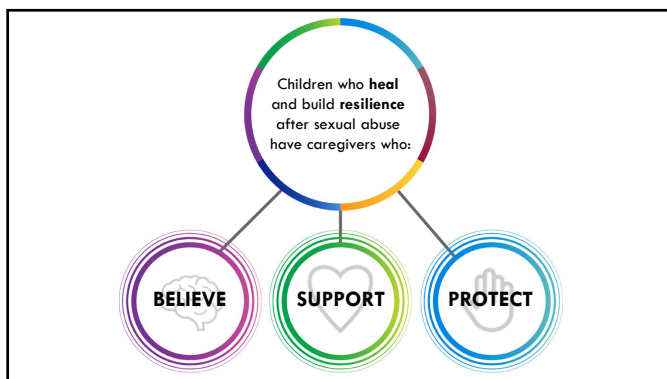
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### GOLDEN RULES OF ENGAGEMENT

- Apply a trauma lens
- Demonstrate empathy
- Remember they are in shock
- Lower your authority
- Withhold judgement and blame
- Normalize responses
- Respond selectively and purposefully
- Acknowledge divided loyalties
- Address feelings and needs

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### GOALS OF THE INTERVIEW

#### NON-OFFENDING CAREGIVER

- Gather **facts** about knowledge of abuse and family dynamics
- Explore corroborating **evidence**
- Emphasize the importance of **support** for the child
- Make a **connection**
- Assess **protective capacity** and plan for safety

Handout G-1

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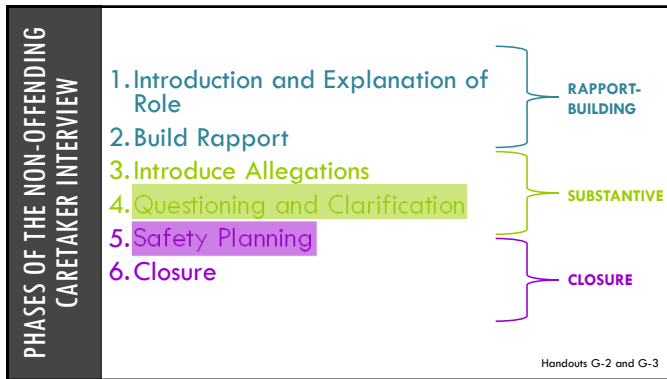
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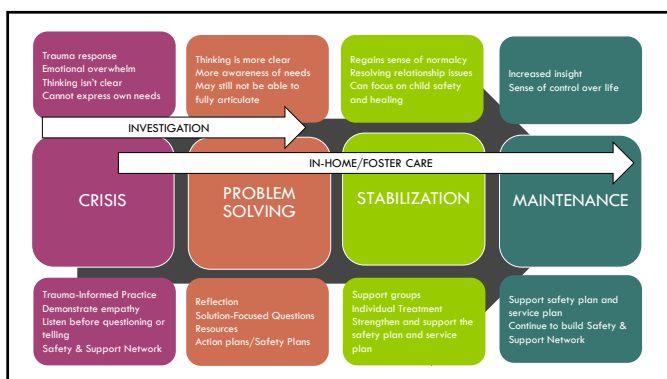
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## WHAT IF...

The other caretaker knew  
about the abuse and failed  
to protect?



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## KEY TAKEAWAYS

- The non-offending caretaker often suffers significant trauma when sexual abuse is disclosed.
- Our goal is to engage the non-offending caretaker in protecting the child.
- We can expect non-offending caregivers to go through several stages of grief, acceptance, and healing.
- Safety planning is a key element of the interview.
- The non-offending caretaker's need for support is ongoing; in addition to the personal fallout and the continuing stress of life, participating in an investigation and legal process is daunting.

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## Focus on Safety



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Gather safety information from:

- Child's interview
- Alleged Abuser's interview
- Non-offending Caretaker's interview
- Collateral witness(es) interview

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Is Carley safe?

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Danger

Protection

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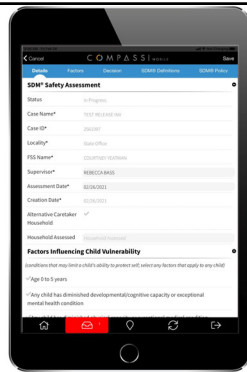
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Is Carly safe?



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The absence of threat is only one aspect of safety.



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## PROTECTIVE CAPACITY FOR SEXUAL ABUSE

BEHAVIORAL	COGNITIVE	EMOTIONAL
<ul style="list-style-type: none"> <li>Leaves home with child</li> <li>Kicks offender out of home</li> <li>Calls police</li> <li>Calls CPS</li> <li>Takes child to forensic exam</li> <li>Tells child, "I believe you, I'll protect you."</li> <li>Gets Protective Order</li> <li>Follows through with Protective Order</li> <li>Cooperates with CPS and law enforcement</li> <li>Provides information</li> <li>Allows police to search for and gather evidence</li> <li>Involves Safety and Support Network</li> </ul>	<ul style="list-style-type: none"> <li>Understands help is needed</li> <li>Understand obligation as parent</li> <li>Has an understanding of sexual abuse dynamics or</li> <li>Listens and has the ability to learn about sexual abuse dynamics</li> <li>Asks questions and seeks information</li> <li>Begins to see patterns of offender behavior (starts putting the pieces together)</li> <li>Can predict what happen in next days, weeks, months</li> <li>Can make a realistic plan for safety</li> <li>Understands that healing doesn't happen overnight</li> </ul>	<ul style="list-style-type: none"> <li>Remains present and connected despite range of emotions may be experiencing</li> <li>Puts child's emotional needs above their own (chooses child over relationship with offender)</li> <li>Seeks emotional support</li> <li>Gets the emotional toll that sexual abuse and keeping secret had on child</li> <li>Expresses/articulates feelings in appropriate way</li> <li>Resolved own history of abuse (was protected, received support)</li> <li>Potential for trauma response or trigger</li> </ul>

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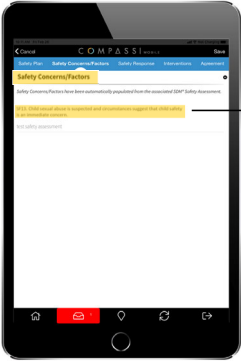
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### SAFETY CONCERNS/FACTORS

SF13. Child sexual abuse is suspected and circumstances suggest that child safety is an immediate concern.

- a. Caretaker or other(s) in the household has committed rape, sodomy, or other sexual contact with the child.
- b. Child forced/encourages to engage in sexual performances or activities.
- c. Access to a child by possible or confirmed sexual abuse perpetrator exists.

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### SAFETY RESPONSE

1. Caretaker is **capable** of participating in a safety plan.
2. Caretaker is **willing** to participate in a safety plan.

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AT LEAST ONE NON-OFFENDING CARETAKER HAS SUFFICIENT AND RELEVANT PROTECTIVE CAPACITY AND IS ABLE AND WILLING TO PROVIDE PROTECTION ACCORDING TO THE SAFETY PLAN.

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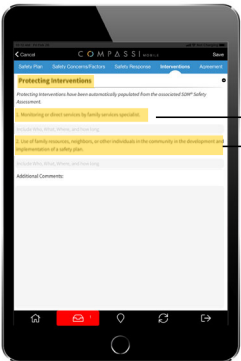
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### PROTECTING INTERVENTIONS

WHAT WILL **YOU/THE AGENCY** DO TO MONITOR THE PLAN, PROVIDE SAFETY SERVICES?

WHAT WILL THE **NON-OFFENDING CARETAKER** AND/OR MEMBER OF THE SAFETY AND SUPPORT NETWORK DO TO PROTECT THE CHILD FROM SEXUAL ABUSE?

WHAT WILL THE **ALLEGED ABUSER** DO TO ENSURE THE CHILD REMAINS SAFE?

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Absolutely no contact.

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What if Carley told you during her interview that Tom penetrated her and she was bleeding "down there"?  
What should you do?

What if there wasn't enough evidence to arrest Tom?  
What should you do?

What if Carley said that she told her mother what was happening with Tom three weeks ago and her mother still left her alone with Tom?  
What should you do?

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WHAT IF...

We can't make a  
Safety Plan?



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- Safety Assessment requires us to assess both current Danger and available Protection.
- When there is sufficient protective capacity, we initiate the safety planning process with the family.
- To minimize trauma to the child, it is ideal for the alleged abuser to leave the home or forego visitation.
- Safety Plans in sexual abuse investigations include NO CONTACT between the child and the alleged or confirmed abuser.

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## Legal Issues



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**LEGAL ISSUES**

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<ul style="list-style-type: none"> <li>You are the Petitioner (you filed an Affidavit)</li> <li>You are a party to the case</li> <li>You will testify</li> <li>You are represented by your Agency Attorney</li> <li>You will be present in the courtroom throughout the entire process</li> </ul> 	<ul style="list-style-type: none"> <li>You are a Witness (you received a subpoena or summons)</li> <li>The Prosecutor is the Petitioner</li> <li>You may testify</li> <li>The Prosecutor is not your attorney</li> <li>You may be present in the courtroom throughout the entire process OR you may be separated as a witness</li> </ul> 	<ul style="list-style-type: none"> <li>You are a Witness (you received a subpoena or summons)</li> <li>A parent or grandparent is the Petitioner</li> <li>You may testify</li> <li>You will be present in the courtroom throughout the entire process OR you may be separated as a witness</li> </ul> 
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### CRIMINAL COURT PROCESS

- Commonwealth's Attorney Consultation
- Magistrate – (Search Warrant, Arrest, Bond, Protective Order)
- Arraignment
- Preliminary Hearing (JDR Court)
- Grand Jury
- Circuit Court
  - Pre-Trial Motions
  - Discovery – Subpoena Duces Tecum
  - Trial
  - Sentencing
- Appeals

❖ Plea Bargaining



Advisement of Statements used as Evidence!

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### JUVENILE & DOMESTIC RELATIONS COURT

Protective Order	Removal
Ex Parte (Emergency) Hearing	
5-day (Preliminary) Hearing	
Adjudication Hearing	
Disposition Hearing	

- What will you ask the court to order?
  - Imminent Danger
  - Efforts to prevent removal?
  - Visitation?



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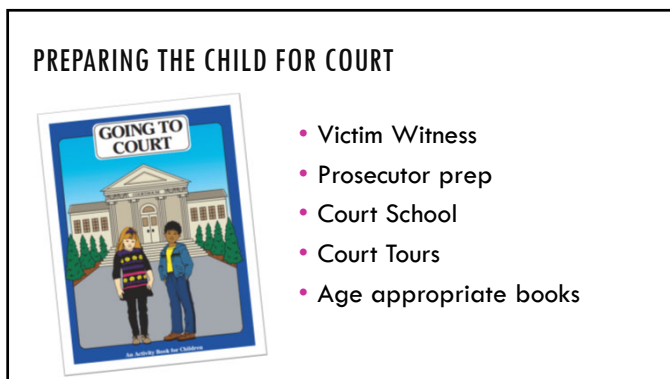
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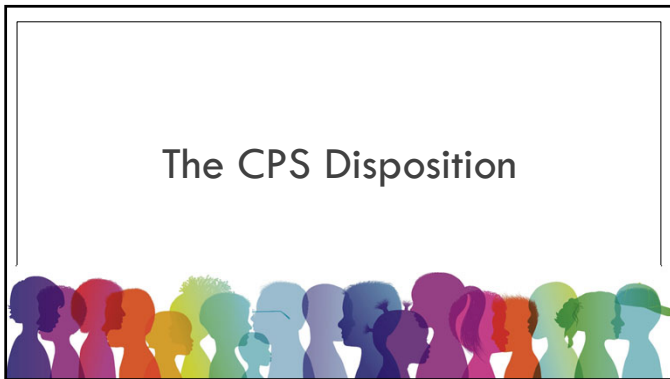
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## CPS DISPOSITION

CPS Guidance Section 4  
 Founded  
 Unfounded  
 Levels  
 Notification Requirements  
 Appeals



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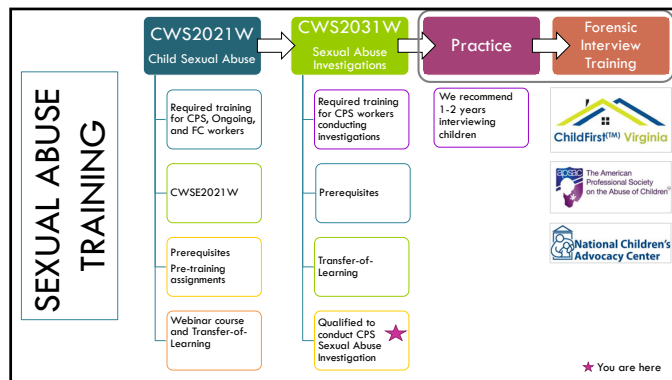
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## CONTINUED PROFESSIONAL DEVELOPMENT

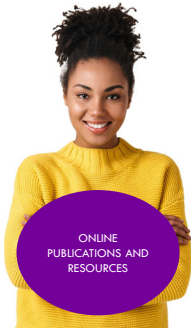
STAY CURRENT ON  
INTERVIEWING AND  
INVESTIGATIVE BEST  
PRACTICES

LEARN FROM OUR  
OWN PRACTICE  
SEEK FEEDBACK  
AND SUPERVISION

ONLINE  
PUBLICATIONS AND  
RESOURCES

EXAMINE BIASES  
AND EMOTIONS

FORENSIC  
INTERVIEW  
TRAINING



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