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**Engagement Knowledge and Skills  
Reinforcement Lab: Interviewing Children**  
200 Level Engagement Block

**California Common Core**  
December 31, 2018

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### Overview of the Day

- Welcome and Introductions
- Learning Objectives
- Review 100 Level Engagement/200 Ethnographic Interviewing
- Purpose of Field Interview
- Importance of Protocol
- 10 Step Interview Process
- Question Types
- Developmental Considerations
- Wrap-up
- End of Block Evaluation

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## Group Agreements



- Be collaborative
- Ask lots of questions – let us know what you think
- Be open to trying new things
- Be willing to make mistakes
- Maintain confidentiality
- Be responsible for your own learning

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## Introductions

- Pair up with someone you don't know
- 1<sup>st</sup> person-Find out as much as you can about your partner in 1 minute without writing anything down
- Switch to 2<sup>nd</sup> person- Do the same

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## Learning Objectives

- Review the Learning Objectives.
- Identify and circle one Knowledge and one Skill Learning Objective you would like to focus on today.
- Identify and underline the Value Objectives that you feel you already value.

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## Learning Objectives

### Knowledge

- The trainee will be able to recognize the goals and phases involved in the 10 Step Model of interviewing for children.
- The trainee will be able to identify evidence-based interviewing strategies for children.
- In order to gather the most accurate, detailed information, the trainee will be able to identify two most preferred and two least preferred question types, when interviewing children about possible abuse and/or neglect.
- The trainee will be able to recognize interviewing questions that reflect an assessment of a child's cognitive, emotional and linguistic development.
- The trainee will be able to recognize how a child's culture and/or acculturation may impact interviewing and assessing for child maltreatment.

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## Learning Objectives

### Skills

- Using a case scenario, the trainee will demonstrate the use of the 10 step model for the purpose of assessing for child maltreatment.
- Using a case scenario, the trainee will compose at least three interview questions about a child's culture or acculturation in interviewing and assessing for child maltreatment.

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## Learning Objectives

### Values

- Value the role of well-conducted interviews with children in assessing and determining whether alleged maltreatment has occurred.
- Value a respectful, empathic, strength-based, evidence based and trauma-informed approach to listening and responding to events and life experiences described by interviewees.
- Value awareness of his/her responses to child interviewees, with particular attention to biases that may arise.
- Value learning about the interviewees' values, beliefs and behaviors and eliciting underlying needs, family strengths, protective capacities, and resources.
- Value engaging continuously with families, their communities and tribes in a culturally responsive way.

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### Reflection Question

Reflection: How confident are you with interviewing children about allegations of abuse?




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### Engagement Block/Ethnographic Interviewing Review

Concepts from:

- 100 level Engagement block and
- 200 level Ethnographic Interviewing concepts

- Individually respond to the questions in the Ethnographic Interviewing Inventory

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### Cultural & Developmental Impact

- Culture
- Acculturation
- Identity/Diversity issues
- Cognitive
- Emotional
- Linguistic

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## Developmental Considerations

### Toddler (2-3)

- Limited ability to verbalize and generalize
- Understanding of language is superior to the ability to express self verbally
- Imitates others' language
- Separation is extremely difficult

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## Developmental Considerations

### Preschooler (3-5)

- Talkative; can verbalize but may not understand complex questions
- Want to tell vs. ability to tell
- Question formation MATTERS
- Susceptible to change or guess answer with question repetition
- Unable to comprehend time references
- Unable to estimate or sequence information in an organized matter
- Gets confused by pronouns

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## Developmental Considerations

### Preschooler (3-5), continued

- Can recite numbers before understanding their meaning
- Hesitant with unfamiliar adults
- Tends to be protective of parents
- Difficulty with monitoring sources
- Beginning to know the difference between right and wrong
- Limited ability to separate fantasy from reality

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## Developmental Considerations

### School age (6-12)

- Increasing language development
- Gaining/grasping concepts of time, dates, sequencing
- Forms own opinions and ideas
- Has strong likes and dislikes
- Can be very independent and self-assured
- Modest about their bodies and privacy
- Family is still very important

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## Developmental Considerations

### Adolescent (13-18)

- Build rapport with their interests
- Can often be communicated with as an adult
- Comfortable with 1:1 interview
- Be direct and honest
- Trust/Control are important issues
- More aware of shame/embarrassment

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## Developmental Considerations

### Adolescent (13-18), continued

- Fear of things getting worse is real
- Independent, yet dependent
- Often doesn't think of consequences
- Often idealistic – compares life unfavorably with the ideal
- Doesn't feel understood

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### Table Discussion

- Share a recent example from the last time you interviewed a child.
- What developmental stage was the child?
- What were the diversity issues between you?
- Can you identify ways you worked to minimize the impact of your differences?

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### Initial Interview of Allegations

#### Child Welfare Only

- Sole Interviewer in consultation with Supervisor
- Examples:
  - General neglect
  - Non-severe injury
  - Non exigent situations

#### CW/LE jointly

- Multi-Disciplinary Team Collaboration and Coordination of Roles
- Examples:
  - Sexual abuse
  - Severe Injury
  - Witness to Severe Violence
  - Witness to Crime

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### Purpose of Initial Interview

- Assess whether or not something happened
- Establish safety through SDM Safety Assessment
- Reduce trauma to child
- Refer to immediate and follow-up services:
  - Forensic interview
  - Medical exam
  - Victim services

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## Interview Differences

### Initial Field Interview

- 10 step process
- Social Worker or LE
- Assess whether or not something happened for immediate decision
- Establish safety
- Reduce trauma to child
- Refer to immediate and follow-up services

### Forensic Interview

- 10 step process
- Standardized protocol
- Trained Forensic Interviewer
- Gathering of detailed information of all acts/incidents for use by all MDT members for possible court purposes
- Evidence gathering
- Reduce trauma to child

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## Initial Interview Considerations

- What do I need to know to complete SDM Safety Assessment and take action?
- Can I get information from other sources?
- Will I be doing more harm than good?
  - Trauma informed
  - Not compromising ongoing investigation

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## Child Considerations

- Be aware of surroundings
  - Neutral setting
  - Outside of presence of caretaker and alleged perpetrator
  - Distractions/outside influences
- Child's Status
  - Emotional condition
  - Trauma
  - Developmental level
  - Cultural factors
  - Alert, present
  - Make comfortable, build rapport

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### Importance of Interviewing Protocol

- Format, structure, guidelines
  - Evidence-based
  - Increase accuracy and quality
  - Decrease suggestibility
  - Decrease Negative Interviewer actions
    - Demeanor
    - Bias

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### Lyon's 10-Step Interview Process

- Thomas D. Lyon, J.D., Ph.D. 2005
- Adaptation of the National Institute of Child Health and Human Development (NICHD) protocol
- Evidence-based and has shown to elicit accurate and quality information

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### Lyon's 10-Step Interview

- Steps 1-5 Interview Instructions
- Step 6 Practice Narratives
- Step 7 Allegation Question/Transition
- Step 8 Allegation Follow-up
- Step 9 Additional Follow-up
- Step 10 Multiple Incidents

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## Interviewing Model

Lyon's 10-Step Interview		Ethnographic Interviewing	
Steps 1-5	Interview Instructions	Steps 1-2	Setting the Stage and Expressing Ignorance
		Step 3	Open-Ended/Global
		Step 4-5	Cover Terms and Descriptors
Step 6	Practice Narratives		
Step 7	Allegation Question/Transition		
Step 8	Allegation Follow-up		
Step 9	Additional Follow-up		
Step 10	Multiple Incidents		

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## Interview Instructions (steps 1-5)

Increase: accuracy, resistance to suggestion

Decrease: inclination to guess, misunderstanding

1. Don't Know
2. Don't Understand
3. You're Wrong
4. Ignorant Interviewer
5. Promise to Tell the Truth

**Video**: Interviewing Children: Getting More with Less by Tom Lyon

<https://www.youtube.com/watch?v=7my1T4Ghf7A>

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## Skill Practice

- Work in pairs
  - Interviewer, Interviewee
  - Debrief
  - Rotate roles for Round 2
  - Debrief
- Practice steps 1-5
  - Round 1: Interviewing Emma (9 y/o)
  - Round 2: Interviewing Jayla (4 y/o)

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### Practice Narratives (step 6)

- Like to Do/Don't Like to Do
- Last Birthday/Recent Event

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### Skill Practice

- Modeling of Step 6
- Work in pairs
  - Interviewer, Interviewee in reverse order from last exercise
  - Debrief
  - Rotate roles for Round 2
  - Debrief
- Practice Step 6
  - Round 1: Interviewing Emma (9 y/o)
  - Round 2: Interviewing Jayla (4 y/o)

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### Allegation Question/Transition (step 7) Question Types

- Open-ended
  - Invite narrative response
  - General open-ended
  - Focused open-ended
  - Directive Wh- prompts



- Forced Choice
  - Yes/No
  - Multiple Choice



- Suggestive/Leading
  - Tag
  - Suppositional




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### Skill Practice

- Read Jones Scenario. In table groups, create an interview transcript for Step 7, allegation questions for Emma.
- Begin with "Tell me why I came to talk to you today."
- Formulate at least 6-8 additional questions and answers after "Tell me why I came to talk to you today."
- Use most preferred questions types (general open-ended, focused open-ended, or Wh- prompts)
- Consult SDM Safety Assessment for areas to cover.

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### Follow-Up (Steps 8-9)

- Refer to allegation detail offered by child in step 7 and ask for elaboration
- Tell me more, What happened next

### Multiple Incidents (Step 10)

- Multiple
  - One time or more than one time?
  - Tell me about any other times.
  - Tell me everything you remember about the time you remember the most

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### Skill Practice

- Refer to the Jones scenario. Work in pairs to practice allegation follow-up
  - Interviewer, Interviewee
  - Debrief
  - Rotate roles for Round 2
  - Debrief
- Practice Steps 8-9
  - Round 1: During Step 7, 9 y/o Emma said, "Momma and Daddy were fighting and I accidentally got a cut on my head."
  - Round 2: During Step 7, 4 y/o Jayla said, "Momma and Daddy got in a big fight and Emma was bleeding and crying."

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### Putting It All Together Skill Practice

- Read the transcript of the interview with 4-year-old Jayla.
- Discuss at your table: what is working well and what questions are you concerned about?
- How could you rephrase the concerning questions in a more culturally and developmentally appropriate manner in order to obtain responses that are more accurate and of higher quality?

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### Wrap-Up

- 100 level engagement block
- Ethnographic interviewing
- Child Interviewing
  - Role of Interviewer
  - Purpose of Field Interview
  - Importance of Protocol
  - 10 Step Interviewing Process
  - Question Types
  - Developmental Considerations

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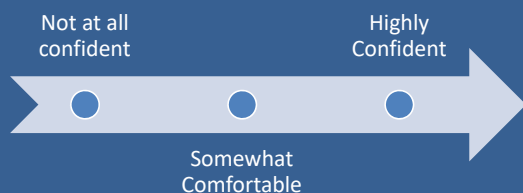
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### Confidence in Interviewing Children




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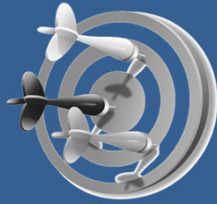
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## End of Block Evaluation




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## Preliminary Evaluation Materials

### Materials:

- Informed Consent

### Generating Your Trainee ID code:

- First 3 letters of MOTHER'S MAIDEN NAME (e.g., SMITH = SMI).
- First 3 letters of MOTHER'S FIRST NAME (e.g., CAROLINA = CAR)
- NUMERAL FOR THE DAY YOU WERE BORN  
Example: May 9, 1970 = 09
- The NUMERAL FOR THE YEAR YOU WERE BORN  
Example: May 9, 1970 = 70

Trainee ID Code

S	M	I	C	A	R	0	9	7	0
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## TPS Debrief

T : (Think) What pieces of the evaluation did you struggled with?

P : (Pair) Partner up with a partner or a group

S : (Share) Share your concerns with your partner/group and then with the class.

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