

# Common Core 3.0

## Engagement Knowledge and Skills Reinforcement Lab: Interviewing Children

### Trainer Guide



**December 31, 2018**

Use the Engagement End of Block Evaluation Materials Dated December 31, 2018

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## Acknowledgements

California's Common Core Curricula for Child Welfare Workers is the result of the invaluable work and guidance of a great many people throughout the child welfare system in California and across the country. It would be impossible to list all of the individuals who contributed, but some groups of people will be acknowledged here.

The Content Development Oversight Group (CDOG) a subcommittee of the Statewide Training and Education Committee (STEC) provided overall guidance for the development of the curricula. Convened by the California Social Work Education Center (CalSWEC) and the California Department of Social Services (CDSS), CDOG membership includes representatives from the Regional Training Academies (RTAs), the University Consortium for Children and Families in Los Angeles (UCCF), and Los Angeles County Department of Children and Family Services.

In addition to CDOG, a Common Core 3.0 subcommittee comprised of representatives from the RTAs, the Resource Center for Family Focused Practice, and counties provided oversight and approval for the curriculum development process.

Along the way, many other people provided their insight and hard work, attending pilots of the trainings, reviewing sections of curricula, or providing other assistance.

California's child welfare system greatly benefits from this collaborative endeavor, which helps our workforce meet the needs of the state's children and families.

In compliance with the Indian Child Welfare Act (1978) and the California Practice Model, social workers must identify American Indian/Alaska Native children in the system. For an overview of *Implementing the Indian Child Welfare Act* view: <https://www.youtube.com/watch?v=BIQG65KFKGs>

The curriculum is developed with public funds and is intended for public use. For information on use and citation of the curriculum, please refer to:  
[https://calswec.berkeley.edu/sites/default/files/citation\\_guideline\\_6-2018.pdf](https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf).



FOR MORE INFORMATION on California's Core Curricula, as well as the latest version of this curriculum, please visit the California Social Work Education Center (CalSWEC) website: <http://calswec.berkeley.edu>

# Introduction

*Please read carefully as a first step in preparing to train this curriculum.*

**IMPORTANT NOTE:** Each curriculum within the Common Core series is mandated and standardized for all new child welfare workers in the state of California. It is essential that all trainers who teach any of the Common Core Curricula in California instruct trainees using the standardized Training Content as provided. The training of standardized content also serves as the foundation for conducting standardized testing to evaluate and improve the effectiveness of new worker training statewide.

## GENERAL INFORMATION

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills and is important for all CWS positions within an agency.

The Common Core Curriculum model is designed to define clearly the content to be covered by the trainer. Each curriculum consists of a *Trainee's Guide* and a *Trainer's Guide*. Except where indicated, the curriculum components outlined below are identical in both the Trainee's and Trainer's Guides. The Trainee's Guide contains the standardized information which is to be conveyed to trainees.

For an overview of the training, it is recommended that trainers first review the Agenda and Lesson Plan. After this overview, trainers can proceed to review the activities for each training segment in the Trainer's Guide and the Training Content in the Trainee's Guide in order to become thoroughly familiar with each topic and the training activities. The components of the Trainer's and Trainee's Guides are described under the subheadings listed below.

The curricula are developed with public funds and intended for public use. For information on use and citation of the curricula, please refer to the Guidelines for Citation:

[https://calswec.berkeley.edu/sites/default/files/citation\\_guideline\\_6-2018.pdf](https://calswec.berkeley.edu/sites/default/files/citation_guideline_6-2018.pdf).

Please note that each individual curriculum within the Common Core Curricula is subject to periodic revision. The curricula posted on the CalSWEC website are the most current versions available. For questions regarding the curricula, contact [calswec\\_rta\\_cc@berkeley.edu](mailto:calswec_rta_cc@berkeley.edu) or 510-642-9272.

## COMPONENTS OF THE TRAINER'S AND TRAINEE'S GUIDES

### Learning Objectives

The Learning Objectives serve as the basis for the Training Content that is provided to both the trainer and trainees. All the Learning Objectives for the curriculum are listed in both the Trainer's and Trainee's Guides. The Learning Objectives are subdivided into three categories: Knowledge, Skills, and Values.

They are numbered in series beginning with K1 for knowledge, S1 for skills, and V1 for values. The Learning Objectives are also indicated in the Lesson Plan for each segment of the curriculum.

*Knowledge Learning Objectives* entail the acquisition of new information and often require the ability to recognize or recall that information. *Skill Learning Objectives* involve the application of knowledge and frequently require the demonstration of such application. *Values Learning Objectives* describe attitudes, ethics, and desired goals and outcomes for practice. Generally, *Values Learning Objectives* do not easily lend themselves to measurement, although values acquisition may sometimes be inferred through other responses elicited during the training process.

### **Agenda**

The Agenda is a simple, sequential outline indicating the order of events in the training day, including the coverage of broad topic areas, pre-tests and/or post-tests, training activities, lunch, and break times.

### **Lesson Plan (Trainer's Guide only)**

The Lesson Plan in the Trainer's Guide is a mapping of the structure and flow of the training. It presents each topic and activity and indicates the duration of training time for each topic.

The Lesson Plan is divided into major sections by Day 1, Day 2, and Day 3 of the training, as applicable, and contains two column headings: Segment and Methodology and Learning Objectives. The Segment column provides the topic and training time for each segment of the training. The Methodology and Learning Objectives column reflects the specific activities and objectives that are covered in each segment. As applicable, each activity is numbered sequentially within a segment, with activities for Segment 1 beginning with Activity 1A, Segment 2 beginning with Activity 2A, etc.

### **Evaluation Protocols**

It is necessary to follow the step-by-step instructions detailed in this section concerning pre-tests, post-tests, and skill evaluation (as applicable to a particular curriculum) in order to preserve the integrity and consistency of the training evaluation process. Additionally, trainers should not allow trainees to take away or make copies of any test materials so that test security can be maintained.

### **Training Segments (Trainer's Guide only)**

The Training Segments are the main component of the Trainer's Guide. They contain guidance and tips for the trainer to present the content and to conduct each Training Activity. Training Activities are labeled and numbered to match the titles, numbering, and lettering in the Lesson Plan. Training Activities contain detailed descriptions of the activities as well as step-by-step tips for preparing, presenting, and processing the activities. The description also specifies the Training Content that accompanies the activity, and the time and materials required.

Occasionally, a Trainer's Supplement is provided that includes additional information or materials that the trainer needs. The Trainer's Supplement follows the Training Activity to which it applies.

### **Training Content (Trainee's Guide only)**

The Training Content in the Trainee's Guide contains the standardized text of the curriculum and provides the basis for knowledge testing of the trainees. Training activities are labeled and numbered to match the titles and numbering in the Lesson Plan.

### **Supplemental Handouts**

Supplemental Handouts refer to additional handouts not included in the Trainee's Guide. For example, Supplemental Handouts include PowerPoint printouts that accompany in-class presentations or worksheets for training activities. Some documents in the Supplemental Handouts are placed there because their size or format requires that they be printed separately.

### **References and Bibliography**

The Trainer's Guide and Trainee's Guide each contain the same References and Bibliography. The References and Bibliography indicates the sources that were reviewed by the curriculum designer(s) to prepare and to write the main, supplemental and background content information, training tips, training activities and any other information conveyed in the training materials. It also includes additional resources that apply to a particular content area. The References and Bibliography may include the following:

- All-County Letters (ACLs) and All-County Information Notices (ACINs) issued by the California Department of Social Services (CDSS);
- Legal References (as applicable); and
- General References and Bibliography

In certain curricula within the Common Core series, the References and Bibliography may be further divided by topic area.

### **Materials Checklist (Trainer's Guide only)**

In order to facilitate the training preparation process, the Materials Checklist provides a complete listing of all the materials needed for the entire training. Multi-media materials include such items as videos, audio recordings, posters, and other audiovisual aids. Materials specific to each individual training activity are also noted in the Training Segments in the Trainer's Guide.

### **Posters (Trainer's Guide only)**

Some curricula feature materials in the Trainer's Guide that can be used as posters or wall art.

## Tips for Training this Curriculum

Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions with in an agency.

### TRAINING PREPARATION

It is **recommended** the trainer preview the following eLearning(s) and/or classroom training in preparation for delivery of this training.

1. Respect Courtesy and Skillful Use of Authority eLearning
2. Concurrent Planning Introduction eLearning
3. Basic Interviewing eLearning
4. Engagement and Interviewing classroom skills lab
5. Cultural Humility in Child Welfare Interviews: Ethnographic Interviewing 200 Level Knowledge and Skills Reinforcement Lab.

It is **suggested** you orient yourself to all the blocks in preparation for this training in order to make links and dig deeper into skill building:

1. Foundation
2. Engagement
3. Assessment
4. Case Planning and Service Delivery
5. Monitoring and Adapting
6. Transition

Contact your Regional Training Academy/UCCF for more information and to register for the eLearnings as well as to access the classroom curriculum. Visit CalSWEC website for more information at:

<https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30>

This curriculum is intended to help students apply what they learned in the 100 Level curriculum of the Engagement Block. Level 200 classroom curriculum for the Engagement Block will reinforce knowledge and skills gained in prerequisite classroom training, e-learning modules, and field activities.

This curriculum is designed to include elements from team-based learning, relying more on the discussion that happens between the teams rather than lecture by the trainer. It will be important for trainers to have a strong foundation in the Engagement Block curriculum to highlight key points and advanced engagement skills as trainees work through a case vignette of a family. Contact your Regional Training Academy/UCCF to register for the eLearning in the Engagement Block, as well as to access the classroom curriculum. The Engagement Block eLearning, classroom, and field activities can be accessed via CalSWEC website at: Common Core 3.0 webpage: Curriculum by Content: Engagement Block @ <https://calswec.berkeley.edu/programs-and-services/child-welfare-service-training-program/common-core-30/engagement-block>

## FAMILY FRIENDLY LANGUAGE

Trainers are the example for modeling this for participants. The hope is that the work is done with families, not on clients. Use words such as parents, young adults, youth, child, family...rather than clients. We want to model that families involved in child welfare services are not separate from us as social workers, but part of our community. This is the goal of the CA Child Welfare Core Practice Model as well and reflects the behaviors we want to see demonstrated in social workers work with families. For more information on the California Child Welfare Core Practice Model visit the CalSWEC website: <http://calswec.berkeley.edu/california-child-welfare-core-practice-model-0>.

## SAFETY ORGANIZED PRACTICE

Some content in this curriculum was developed by the National Council on Crime and Delinquency (NCCD) and the Northern California Training Academy as part of the Safety Organized Practice Curriculum. Please note, not all California Counties are actively practicing Safety Organized Practice. However, the framework, principles and concepts are integrated throughout the curriculum as tools and best practices. Safety Organized Practice (SOP) is a collaborative practice approach that emphasizes the importance of teamwork in child welfare. SOP aims to build and strengthen partnerships with the child welfare agency and within a family by involving their informal support networks of friends and family members. A central belief in SOP is that all families have strengths. SOP uses strategies and techniques that align with the belief that a child and his or her family are the central focus, and that the partnership exists in an effort to find solutions that ensure safety, permanency, and well-being for children. Safety Organized Practice is informed by an integration of practices and approaches including:

- Solution-focused practice<sup>1</sup>
- Signs of Safety<sup>2</sup>
- Structured Decision making<sup>3</sup>
- Child and family engagement<sup>4</sup>
- Risk and safety assessment research
- Group Supervision and Interactional Supervision<sup>5</sup>
- Appreciative Inquiry<sup>6</sup>

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<sup>1</sup> Berg, I.K. and De Jong, P. (1996). Solution-building conversations: co-constructing a sense of competence with clients. *Families in Society*, pp. 376-391; de Shazer, S. (1985). *Keys to solution in brief therapy*. NY: Norton; Saleebey, D. (Ed.). (1992). *The strengths perspective in social work practice*. NY: Longman.

<sup>2</sup> Turnell, A. (2004). Relationship grounded, safety organized child protection practice: dreamtime or real time option for child welfare? *Protecting Children*, 19(2): 14-25; Turnell, A. & Edwards, S. (1999). *Signs of Safety: A safety and solution oriented approach to child protection casework*. NY: WW Norton; Parker, S. (2010). *Family Safety Circles: Identifying people for their safety network*. Perth, Australia: Aspirations Consultancy.

<sup>3</sup> Children's Research Center. (2008). *Structured Decision Making: An evidence-based practice approach to human services*. Madison: Author.

<sup>4</sup> Weld, N. (2008). The three houses tool: building safety and positive change. In M. Calder (Ed.) *Contemporary risk assessment in safeguarding children*. Lyme Regis: Russell House Publishing.

<sup>5</sup> Lohrbach, S. (2008). Group supervision in child protection practice. *Social Work Now*, 40, pp. 19-24.

<sup>6</sup> Cooperrider, D. L. (1990). Positive image, positive action: The affirmative basis of organizing. In S. Srivasta, D.L. Cooperrider and Associates (Eds.). *Appreciative management and leadership: The power of positive thought and action in organization*. San Francisco: Jossey-Bass.

- Motivational Interviewing<sup>7</sup>
- Consultation and Information Sharing Framework<sup>8</sup>
- Cultural Humility
- Trauma-informed practice

## MATERIALS

The SDM Policy and Procedures Manual and training materials used in this curriculum are produced by the Children’s Research Center. Please contact the Children’s Research Center at 800-306-6223 or at [support@sdmdata.org](mailto:support@sdmdata.org). Because CRC makes regular updates to the materials, please ensure you are using the most recent materials when you present this curriculum.

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<sup>7</sup> Miller, W.R., & Rollnick, S. (2012). *Motivational Interviewing*, (3<sup>rd</sup> Ed.). NY: Guilford Press.

<sup>8</sup> Lohrbach, S. (1999). *Child Protection Practice Framework - Consultation and Information Sharing*. Unpublished manuscript; Lohrbach, S. & Sawyer, R. (2003). Family Group Decision Making: a process reflecting partnership based practice. *Protecting Children*. 19(2):12-15.

## Evaluation

This curriculum uses a knowledge post-test evaluation to both promote learning and provide evaluative feedback on the curriculum. There must be a high level of standardization in both the content and delivery each time that training is delivered in order to utilize data collected to inform curriculum improvement. Trainers must follow the curriculum as it is written and include all activities that lead to the eventual evaluation segment.

To complete the evaluation activity trainers must follow the instructions found in the evaluation segment of this Guide. When conducting the evaluation activity and debrief please follow the instructions found in the evaluation segment and note that all trainer verbal directions are **bolded**.

### Answer Sheets

Prior to beginning the testing make sure that you have enough post-test evaluations and are using an Answer Sheet supported by the teleform software utilized to process Answer Sheets at CalSWEC. In addition, check that you are administering the correct version of the Answer Sheet, i.e., the version noted at the bottom of the front page of this Guide.

If you are not sure whether the test version that you have printed is current, please connect with the Regional Training Academy or University Consortium for Children and Families for which you are training.

If you have administered an old version of the Answer Sheet please make note of this on the cover sheet as a failure to do so could lead to lost testing data, as those answer sheets would have been phased out.

### County and Training Site Code Information

Trainees must write their County and Training Site codes on the top of their Answer Sheets. For completion of the County and Training Site codes section of the Answer Sheet, please make sure that you supply the relevant documents to trainees. If you do not have a document with this information it should be made available from the Regional Training Academy or University Consortium for Children and Families.

Please note that evaluation instruments are subject to periodic revision. The relevant evaluation tool posted on the CalSWEC website is the most current version available. For questions regarding evaluation, contact CalSWEC at [calswec\\_rta\\_cc@berkeley.edu](mailto:calswec_rta_cc@berkeley.edu) or call CalSWEC at 510-642-9272.

## Agenda

Segment 1:	Welcome, Agenda, Group Agreements	9:00-9:15
Segment 2:	Review of Engagement Block and Ethnographic Interviewing	9:15-9:30
Segment 3:	Cultural and Developmental Considerations	9:30-9:55
Segment 4:	Purpose of the Initial Interview	9:55-10:15
Segment 5:	Considerations for the Interview	10:15-10:30
BREAK		10:30-10:45
Segment 6:	Introduction to Lyon's 10 Step Interview Process	10:45-11:00
Segment 7:	Lyon's Steps 1-5	11:00-11:40
Segment 8:	Lyon's Step 6	11:40-11:50
LUNCH		11:50-12:50
Segment 8:	Lyon's Step 6 (exercise)	12:50-1:15
Segment 9:	Lyon's Step 7 and Question Types	1:15-2:00
Segment 10:	Lyon's Steps 8-10	2:00-2:20
BREAK		2:20-2:35
Segment 11:	Wrap Up/Putting it All Together	2:35-3:00
Segment 12:	End of Block Evaluation and Debrief	3:00-4:00

## **Learning Objectives: 200 Level Engagement Skills Lab**

### **Day 2: Interviewing Children**

#### **Knowledge**

- K.1 The trainee will be able to recognize the goals and phases involved in the 10 Step Model<sup>9</sup> of interviewing for children.
- K.2 The trainee will be able to identify evidence-based interviewing strategies for children.
- K.3 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.
- K.4 The trainee will be able to recognize interviewing questions that reflect an assessment of a child's cognitive, emotional and linguistic development.
- K.5 The trainee will be able to recognize how a child's culture and/or acculturation may impact interviewing and assessing for child maltreatment.

#### **Skills**

- S.1 Using a case scenario, the trainee will demonstrate the use of the 10-step model for the purpose of assessing for child maltreatment.
- S.2 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.

#### **Values**

- V.1 The trainee will value the role of well-conducted interviews with children in assessing and determining whether alleged maltreatment has occurred.
- V.2 The trainee will value a respectful, empathic, strength-based, evidence based and trauma-informed approach to listening and responding to events and life experiences described by interviewees.
- V.3 The trainee will value awareness of his/her responses to child interviewees, with particular attention to biases that may arise.
- V.4 The trainee will value learning about the interviewees' values, beliefs and behaviors and eliciting underlying needs, family strengths, protective capacities, and resources.
- V.5 The trainee will value engaging continuously with families, their communities and tribes in culturally responsive way.

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<sup>9</sup> Received permission from Tom Lyon on 2/1/2016 to use Ten Step Interview Process instead of Investigation.  
California Common Core Curriculum 3.0 | Engagement Knowledge and Skills Reinforcement Lab:  
Interviewing Children | December 31, 2018 | Trainer Guide

## Lesson Plan

Segment	Methodology and Learning Objectives
<b>Segment 1</b> <b>15 min</b> <b>9:00-9:15 am</b> Welcome, Agenda, Group Agreements, Introductions, and Learning Objectives	<b>Activity 1A:</b> Introductions and provide a brief orientation to the Child Welfare Training System in California and explain the 200 Level curriculum. Review the agenda for the day with the class.  <b>Activity 1B:</b> Review of the learning objectives (LO) for the course, participants ID the LO they already feel a value for and the knowledge and skill LOs they'd like to focus on for the day. Facilitate the development of group agreements. Explain the logistics of the day. Introduce the class to the materials for the day. Review the trainee guide.  <i>PowerPoint slides: 1-10</i>
<b>Segment 2</b> <b>15 min</b> <b>9:15-9:30 am</b> Review of Engagement Block Inventory	<b>Activity 2A:</b> Participants work individually to complete the engagement review inventory activity in order to review key concepts from the 100 level Engagement block and 200 level Ethnographic Interviewing.  <i>PowerPoint slide: 11</i>
<b>Segment 3</b> <b>25 min</b> <b>9:30-9:55</b> Cultural and Developmental Considerations	<b>Activity 3A:</b> Awareness of cultural and developmental factors that may affect the interview. It is important for the interviewer to utilize questions that are appropriate to the child's cognitive and social-emotional abilities and cultural meaning/context.  <i>PowerPoint slide: 12</i> <i>Learning Objectives: K2, K4, K5, V1, V5</i>  <b>Activity 3B:</b> Focus on developmental stages and considerations for cognitive abilities to recall information and answer questions.  <i>PowerPoint slides: 13-18</i> <i>Learning Objectives: K2, K4, V1, V5</i>  <b>Activity 3C:</b> Table discussion regarding cultural and developmental factors in an interview they have conducted in the past month. Participants will identify the diversity issues, cultural factors, and developmental considerations that were present.

Segment	Methodology and Learning Objectives
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*PowerPoint slide: 19*

*Learning Objectives: K2, K4, K5, V1, V5*

#### **Segment 4**

**20 min**

**9:55-10:15 am**

Purpose of the Initial Interview

#### **Activity 4A:**

Highlight the focus of the training is about best practice interviewing techniques with children regarding allegations or concerns of maltreatment that may arise as an initial referral or as a subsequent referral that may arise throughout the life of a case.

*PowerPoint slides: 20-21*

#### **Activity 4B:**

Highlight the differences between the Initial Field Interview by the 1<sup>st</sup> responder and a Forensic Level Interview. Discussion of the importance of collaboration in certain types of cases to increase effectiveness and reduce trauma to the child.

*PowerPoint slide: 22*

*Learning Objectives: V1, V2*

#### **Segment 5**

**15 min**

**10:15-10:30 am**

Considerations for the Interview

#### **Activity 5A:**

Review considerations to make regarding what is needed from the interview to assess the situation for safety and take the necessary actions to control the safety threats. There are also child specific factors that need to be considered to ensure the interviewer is eliciting accurate and quality information in a manner that is most productive and least traumatic to the child.

*PowerPoint slides: 23-24*

*Learning Objectives: K5, V1, V4*

**10:30 – 10:45 am**

**15 min**

**BREAK**

#### **Segment 6**

**15 min**

**10:45-11:00 am**

Introduction to Lyon's 10-Step  
Child Interview Process

#### **Activity 6A:**

Introduce the value of having a structured interviewing protocol in order to follow an Evidence-based format that is proven to decrease suggestibility, increase accuracy and quality of the information gathered, and decrease negative interviewer actions. Explain how negative interviewer actions, such as demeanor and bias, can interfere with the information gathering phase of the interview.

*PowerPoint slide: 25*

Segment	Methodology and Learning Objectives
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### Activity 6B:

Introduce Tom Lyon's 10 Step Interview Process. The 10-step process follow evidence-based techniques that are focused on what produces accurate and quality results in a child interview.

*PowerPoint slides: 26-28*

*Learning Objectives: K1, K2, K4, V1, V2, V3*

### Segment 7

**40 min**

**11:00-11:40 am**

Steps 1-5 of Lyon's Child Interview Process

### Activity 7A:

Introduce the purpose of providing instructions to the child as the beginning steps of the interview. Show (via embedded link)

**"Interviewing Children: Getting More with Less by Thomas D. Lyon"**

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

beginning at 25:54-38:00, as an overview of the purpose, benefits, and proper use of instructions 1-5.

*PowerPoint slide: 29*

### Activity 7B:

Participants will work in pairs to skill practice the delivery of instructions, Steps 1-5, as if they are talking to 9 y/o Emma and/or 4y/o Jayla (Scenario involving these two children will be introduced in Seg 8)

*PowerPoint slide: 30*

*Learning Objectives: K1, S1, V1, V2*

### Segment 8

**35 min total**

**(Resume with Activity 8B after lunch)**

**11:40-11:50 am**

Step 6 of Lyon's Child Interviewing Process

### Activity 8A:

Step 6: Practice Narratives. Practice narratives help build the child's comfort with answering open-ended questions about innocuous subjects or events prior to entering into the allegations at hand and contributes to rapport building. Likewise, it enables the interviewer to determine/assess child's willingness and ability to provide detailed, sequential and elaborative responses.

*PowerPoint slide: 31*

**11:50 am– 12:50 pm**

**60 min**

**LUNCH**

### Segment 8 (con't.)

**12:50-1:15 pm**

### Activity 8B:

Using the case scenario, participants will work in pairs to skill practice going through Step 6 as if they are talking to 9 y/o Emma and/or 4 y/o Jayla.

*PowerPoint slide: 32*

*Learning Objectives: K1, S1, V1, V2*

Segment	Methodology and Learning Objectives
<p><b>Segment 9</b>  <b>45 min</b>  <b>1:15-2:00 pm</b></p> <p>Step 7 of Lyon’s Child Interviewing Process and Question Types</p>	<p><b>Activity 9A:</b>  Transitioning from rapport building to the allegation phase of the interview, Step 7 of Lyon’s Interview process: Allegation questions. Introduce the spectrum of most preferred questions types to least preferred question types, to include general and focused open-ended questions, directive Wh- questions, forced choice questions, and suggestive and/or leading questions.</p> <p><i>PowerPoint slide: 33</i></p> <p><b>Activity 9B:</b>  Utilizing the same case scenario, participants will create an interview transcript for Step 7, the allegation questions, beginning with “Tell me why I came to talk to you today...” Transcript will include Emma’s possible answer followed by trainees next questions, for a total of 6-8 questions formatted in the most preferred, open-ended format, to include general open-ended, focused open-ended, or Wh- prompted questions.</p> <p><i>PowerPoint slide: 34</i>  <i>Learning Objectives: K1, K3, S1, S3, V3</i></p>
<p><b>Segment 10</b>  <b>20 min</b>  <b>2:00-2:20 pm</b></p> <p>Steps 8-10 of Lyon’s Child Interviewing Process</p>	<p><b>Activity 10A:</b>  Steps 8-9 are designed to elaborate on disclosure the child has made in Step 7. Warn that prior to engaging in Step 10, it is important for the interviewer to discern whether further information is required at this point. Considerations of whether it would be more appropriate to refer to a forensic setting in order to reduce trauma to the child and preserve the quality of the evidence. Briefly explain Steps 8-10 of Lyon’s Interview process: Allegation follow-up, tell me more/what happened next, and multiple incident follow-up.</p> <p><i>PowerPoint slide: 35</i></p> <p><b>Activity 10B:</b>  Participants will work in pairs to practice getting more details and elaboration on allegation disclosures made from Step 7, with minimal use of less preferred question types.</p> <p><i>PowerPoint slide: 36</i>  <i>Learning Objectives: K1</i></p>
	<p><b>2:20-2:35 pm</b>  <b>15 min</b>  <b>BREAK</b></p>

Segment	Methodology and Learning Objectives
<b>Segment 11</b> <b>25 min</b> <b>2:35-3:00 pm</b> Wrap up/ Putting It All Together	<p><b>Activity 11A:</b>            Participants will read through a transcript of an interview with 4 y/o Jayla. In table groups, discuss: what is working well in the interview and what are you worried about? Utilizing what has been covered in the 200 block about question design, and cultural and developmental considerations, develop new questions or wording to replace what is worrisome. Review as a large group.</p> <p><i>PowerPoint slide: 37</i>  <i>Learning Objectives: K2, K4, K5, S2, V1, V5</i></p> <p><b>Activity 11B:</b>            Provide a synopsis how the 100 level and 200 level Engagement classes intertwine to help the interviewer gather quality and accurate information in order to accomplish the goals of establishing safety and assessing for other factors, such as risk and family perception of needs.</p> <p><i>PowerPoint slide: 38</i>  <i>Learning Objectives: V1, V2, V5</i></p> <p><b>Activity 11C:</b>            Post training reflection on trainee’s confidence regarding interviewing children.</p> <p><i>PowerPoint slides: 39</i></p>
<b>Segment 12</b> <b>60 min</b> <b>3:00-4:00 pm</b> End of Block Evaluation	<p><b>Activity 12A: End of Block Evaluation</b>            Administer the end-of-block exam to all participants.</p> <p><i>PowerPoint slides: 40-42</i></p>

## Segment 1: Welcome, Introductions, Agenda, Group Agreements

### 15 minutes

#### Activity 1A:

<b>Activity Time:</b>	10 minutes
<b>Trainee Content:</b>	Agenda
<b>Materials:</b>	Timer Chart pad, markers, and tape (if doing group agreements)
<b>Slides:</b>	1-5

#### Description of Activity:

Conduct an introductory activity, as well as a review of the agenda.

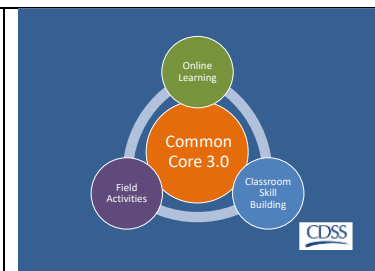
#### Before the activity

Prepare for trainer introduction and quick introductory exercise. Know the logistics of the training site to explain to the trainees.

Group agreements have already been established from the previous day.



#### During the activity

- ☐ Welcome the participants to the training and introduce yourself.
- ☐ Spend some time on logistics related to the training site (parking, bathrooms, etc.)
- ☐ Remind participants that Common Core curriculum and training for new child welfare workers in California is designed to be generalizable across the state, cover basic child welfare knowledge and skills, and is important for all CWS positions within an agency.



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

California Common Core  
Version 3.3 | March 2018

<p>Provide an overview of the Agenda for the day (as noted in the Trainee and Trainer Guides).</p>	 <p><b>Overview of the Day</b></p> <ul style="list-style-type: none"> <li>• Welcome and Introductions</li> <li>• Learning Objectives</li> <li>• Review 100 level Engagement</li> <li>• Purpose of Field Interview</li> <li>• Importance of Protocol</li> <li>• 10-Step Interview Process</li> <li>• Question Types</li> <li>• Developmental Considerations</li> <li>• Wrap-up/Evaluations</li> <li>• End of Block Exam</li> </ul>
<p>❑ Group agreements were formed in the Ethnographic Interviewing class prior to this. Ensure the agreements stand and add or edit any the group deems necessary.</p> <p>❑ You can offer the following brief explanations of the group agreements<sup>10</sup> as needed. This activity provides a model for the group work social workers will do with child and family teams, so you may wish to make that connection as well.</p> <ul style="list-style-type: none"> <li>○ <b>Collaboration</b> - We need partnership to have engagement and that works best if we trust each other and agree we are not here to blame or shame. We are here because we share a common concern for the safety and well-being of children. Remind them how this skill will be needed when working with families as they are the experts on their family. Social workers must be able to foster collaboration in order to complete a thorough assessment of the situation. Families need to feel trust before they honestly examine themselves and be able to look at a problem and their part in it.</li> <li>○ <b>Ask lots of questions</b> - Point out that the trainer can't make the training relevant for each person because there are many people in the room with different experiences and different needs. Participants have to make it relevant for themselves by asking lots of questions and deciding how the experience might be helpful or not helpful to them.</li> <li>○ <b>Be Open to Trying New Things</b> - As professional we feel more comfortable and competent sticking with what we know. We don't always like it when new things come along. Sometimes it feels uncomfortable to try new things so we tend to back away from the new thing telling ourselves things like "she doesn't know what she's talking about...she has never worked in our community with the people we work with..." But to learn something new we have to do through the uncomfortable stage to get to the other side where it feels natural and comfortable. With this group agreement, they are agreeing to try new things even if they feel uncomfortable.</li> </ul>	 <p><b>Group Agreements</b></p> <ul style="list-style-type: none"> <li>• Be collaborative</li> <li>• Ask lots of questions – let us know what you think</li> <li>• Be open to trying new things</li> <li>• Be willing to make mistakes</li> <li>• Maintain confidentiality</li> <li>• Be responsible for your own learning</li> </ul>

<sup>10</sup> Shared by trainer Betty Hanna

<ul style="list-style-type: none"> <li>○ <b>Make Mistakes</b> - As professionals we don't like to make mistakes. And when we make mistakes we feel discouraged and beat ourselves up. But, if we are going to learn new things, we have to make mistakes. Even more important than the willingness to make mistakes is the willingness to admit we are wrong even when we don't want to be. Growth requires that we are open to changing our minds based on new information received. We must also be willing to put our own ideas aside to fully hear the views of others.</li> <li>○ <b>Confidentiality</b> - This is just a reminder that information about families or other trainees shared in the training room should be kept confidential.</li> <li>❑ <b>Be responsible for your own learning</b> – As adult learners we realize you come with knowledge, skills and experience. The intention of this curriculum is that you will have an opportunity to share this via large and small group discussions. Please come prepared to training having taken any prerequisite eLearning or classroom trainings. Set aside this day for your learning, please do not bring work into the classroom, this is distracting to other participants as well as to the trainer/facilitator. This includes being on time, sharing the floor, cell phones off...</li> </ul>	
<ul style="list-style-type: none"> <li>❑ <b>Quick Introductory Exercise:</b> <ul style="list-style-type: none"> <li>○ Have participants stand and pair up with someone they don't know. One person will go first, the other will go second. The 1<sup>st</sup> person will have one minute to find out as much about the other person as they can without writing any notes. After one minute, the trainer will call for a switch. The 2<sup>nd</sup> person will then have one minute to find out as much about the other person as they can without writing any notes.</li> <li>○ After one minute, call time and have participants return to their seats. Ask the group for 2-3 volunteers to introduce their partners. After their introduction, ask the partners if anything was forgotten or incorrect. Pay particular attention to specific terminology the introducer uses and check in with the partner to see if they had used that language. Point out the importance of not applying our own assumptions of meaning, as this could change the context or alter the partner's truth.</li> <li>○ Ask the large group what skills were used to gather info in the short period of time? (listening, engagement, memory, reflective statements, question types, rapport building, non-verbal body language)</li> </ul> </li> </ul>	<div data-bbox="1110 909 1469 1178" style="background-color: #2c5e8a; color: white; padding: 10px;"> <p style="text-align: center; margin: 0;"><b>Introductions</b></p> <ul style="list-style-type: none"> <li>Pair up with someone you don't know</li> <li>1<sup>st</sup> person-Find out as much as you can about your partner in 1 minute without writing anything down</li> <li>Switch to 2<sup>nd</sup> person- do the same</li> </ul> </div>

<ul style="list-style-type: none"> <li>○ Did anyone start the “interview” by asking, “Tell me about yourself?”</li> </ul> <p>■ Highlight that:</p> <ul style="list-style-type: none"> <li>○ while many people in the room will probably not have asked this question, it is one of the most effective, open-ended, non-leading questions to begin an interview with, regardless of age.</li> <li>○ We often tend to be focused on our task and ask questions that get right to the point so we can find out what we think we need to know. Slowing down and keeping our questions simple and open-ended can lead to a richer and more fluid conversation that puts the interviewee at ease and can elicit higher quality information from a child/adult and is essential to rapport building</li> <li>○ This type of question can be helpful in assessing linguistic, developmental and cultural context for the child</li> <li>○ The concept of “free narrative expression” helps prepare children for interviews where content area may be tangled up with trauma.</li> </ul>	
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### Activity 1B:

Activity Time:	5 minutes
Trainee Content:	Learning Objectives
Slides:	6-10

**Description of Activity:** Review of Learning Objectives and facilitate a reflection activity.

#### During the activity

- ❑ Have the participants review the Learning Objectives in the trainee guide and:
  - identify and circle **one Knowledge** and **one Skill** learning objective each would like to focus on today
  - identify and underline the **Value** learning objectives each feels they already value

#### 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.

#### 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.

#### 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.

	<p><b>Learning Objectives</b></p> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Value the role of well-conducted interviews with children in assessing and determining whether alleged maltreatment has occurred.</li> <li>• Value a respectful, empathic, strength-based, evidence based and trauma-informed approach to listening and responding to events and life experiences described by interviewees.</li> <li>• Value awareness of his/her responses to child interviewees, with particular attention to biases that may arise.</li> <li>• Value learning about the interviewees' values, beliefs and behaviors and eliciting underlying needs, family strengths, protective capacities, and resources.</li> <li>• Value engaging continuously with families, their communities and tribes in a culturally responsive way.</li> </ul>
<ul style="list-style-type: none"> <li>❑ Following review of the Learning Objectives facilitate a pre-training reflection by asking trainees: "How confident are you with interviewing children about allegations of abuse?"</li> <li>❑ Have participants rate themselves on a Scale of 1- 10, with 1 being not very, and 10 being very, how confident are you with interviewing children?</li> <li>❑ Facilitate discussion around how today's training is designed to offer tools and skill practice to move up the scale.</li> </ul>	<p><b>Reflection Question</b></p> <p>Reflection: How confident are you with interviewing children about allegations of abuse?</p> <p>0  10</p>

**Transition to the next segment:** Review of the 100 Level Engagement Block and 200 Level Ethnographic Interviewing classes

## Segment 2: Review of 100 Engagement Block and Ethnographic Interviewing 15 minutes

### Activity 2A:

Activity Time:	15 minutes
Trainee Content:	Engagement Block Inventory Engagement Block Inventory Answer Key
Slide:	11

**Description of Activity:** Provides a review of the 100 Level Curriculum for the Engagement Block and the 200 Level Ethnographic Interviewing class.

### During the activity

- Ask participants to access the Engagement Block and Ethnographic Interviewing inventory in the Trainee Guide and work independently to complete it. Once participants have finished answering the questions, discuss as a large group. Provide them with the correct answers and debrief any questions about the answers to the skill assessment. The answer key follows Segment 12 in the Trainer Guide.

#### Engagement Block/Ethnographic Interviewing Review

- Concepts from:
- 100 level Engagement block and
  - 200 level Ethnographic Interviewing concepts
- Individually take the review on pages 7-9

**Transition to the next segment:** Cultural and Developmental Considerations

## Segment 3: Cultural and Developmental Considerations

25 minutes

### Activity 3A:

Activity Time:	5 minutes
Trainee Contents	Cultural and Developmental Considerations
Slide:	12

**Description of Activity:** Briefly provide participants with awareness of diversity issues, cultural, and developmental factors that may affect the interview. Emphasizing the importance for the interviewer to utilize questions that are appropriate to the child’s cognitive and social-emotional abilities and cultural meaning/context.

#### Before the activity

Review Ethnographic Interviewing curriculum to help tie the two courses together.

#### During the activity

- ❑ It is important as an interviewer to be aware of the diversity issues between the interviewer and the child. Awareness of diversity can help the interviewer to be aware if it needs to be addressed because the child notes it as a barrier to communication. Differences may include gender, age, ethnicity, size, etc. Being proactive in acknowledging these differences can help to mitigate them from being an “elephant in the room.”
- ❑ Consider the impact of:
  - Cultural identity
  - Level of the family’s and child’s acculturation
  - Identity/Diversity issues between the child and the interviewer
  - Cognitive abilities of the child (not necessarily on target with age expectations)
  - Emotional state during the interview can affect child’s presence and ability to process
  - Linguistic abilities (not necessarily on target with age expectations)

#### Cultural & Developmental Impact

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

### Activity 3B:

Activity Time:	15 minutes
Trainee Contents	Cultural and Developmental Considerations
Slides:	13-18

**Description of Activity:** Focus on developmental stages and considerations for cognitive abilities to recall information and answer questions.

#### During the activity

- ❑ It is important to assess the child's developmental level and utilize age-appropriate interview techniques. The “normal developmental stages” associated with chronological age shouldn’t be assumed. A child's developmental abilities may not match what may be expected for the child's chronological age. When asking a child questions, it is important that the questions are appropriate for his/her developmental level. The following developmental stages address some of the developmental considerations which can be useful in planning an interview
- ❑ Toddler:
  - 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
- ❑ Preschooler:
  - Talkative; can verbalize but may not understand complex questions
  - Use words before they know the meaning (repeating words they’ve heard)
  - Want to tell vs. ability to tell
  - The way we question them MATTERS. Don’t word a question in a way that exceeds the child’s cognitive abilities
  - The length of our sentences should match theirs
  - SIMPLE, short sentences, use child vocabulary, not adult level
  - Who, what, where -- reasonable questions
  - Limited understanding of what needs to be told, what details are important

#### 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

#### 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

- NOT how or why (hypothetical); - goes above cognitive abilities
- Susceptible to change or guess answer with question repetition. Try not to repeat questions if they don't understand. Rephrase to limit confusion, guessing, or trying to please the interviewer
- Concrete/literal thinkers; operate in the here and now; don't know words have more than one meaning (i.e., court can be where you play basketball; the legal setting for trials; or to refer to dating)
- Difficulty with free recall of information on their own without some frame around what we are referring to
- Time references are not able to be made accurately. Exact dates and times are not necessary for field interview. It is best not to ask time or quantity questions.
- Difficulty sequencing; can't recount in sequential manner, can look disorganized and seem not credible
- Gets confused by pronouns. Use Proper nouns (John, Sally), not pronouns (he, she, they)
- Cannot estimate or be reliable when asked about number of times. Children can recite numbers before understanding their meaning. "Did it happen once or more times?" would be a good enough account for the field interview.
- Hesitant with unfamiliar adults
- Tends to be protective of parents
- Highly susceptible to coercion, pressure
- Difficulty source monitoring – don't know how they know
- Beginning to know the difference between right and wrong
- Limited ability to separate fantasy from reality

- **School/Latency age:** Children from age 6 to puberty generally:
- After 8, there is significant development in the ability to understand language and speak with increased complexity
  - Become more accurate in their accounts of events.
  - Begin to gain a firm grasp of concepts regarding time, dates, and sequencing
  - Try not to follow every answer with another question. Instead, either comment, ask the child to elaborate, or simply acknowledge the child's response. This will make the interview more palatable to the child.
  - Begin forming opinions and ideas about things (such as why something happened or why somebody did something)
  - Can be very independent and self-assured
  - Are modest about their bodies and privacy
  - Regard their family as very important although toward the latter ages in this group, peers begin to also become very important.

#### 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

#### 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

<ul style="list-style-type: none"> <li>○ Feel protective of family</li> </ul> <p>▣ Adolescents:</p> <ul style="list-style-type: none"> <li>○ Rapport building is crucial and a good focus is to encourage the teen to talk about issues central to his/her life. This will help him/her feel like someone wants to understand, cares about his/her point of view, and is truly going to listen</li> <li>○ Can often communicate on an adult level</li> <li>○ Be direct and honest</li> <li>○ Control is an important issue. Allow them to feel in control of pace and structure as much as possible</li> <li>○ Teens are sensitive to shame and embarrassment</li> <li>○ Many teens are resistant to answering questions</li> <li>○ Recognize that their fear that things are going to get worse after disclosure is very real</li> <li>○ Some adolescents withdraw to protect themselves from pain</li> <li>○ Independent in some respects and dependent in others</li> <li>○ Don't often consider consequences of actions</li> <li>○ Idealistic standards</li> <li>○ Feel that others don't understand them</li> </ul> <p>▣ In summary, it is most important to ask children questions in a way that ensures they clearly understand what is being asked, as opposed to having them trying to figure out what you mean or what you want.</p>	<div data-bbox="1166 289 1523 556"> <p>Developmental Considerations</p> <p>Adolescent (13-18)</p> <ul style="list-style-type: none"> <li>– Build rapport with their interests</li> <li>– Can often be communicated with as an adult</li> <li>– Comfortable with 1:1 interview</li> <li>– Be direct and honest</li> <li>– Trust/Control are important issues</li> <li>– More aware of shame/embarrassment</li> </ul> </div> <div data-bbox="1166 625 1523 892"> <p>Developmental Considerations</p> <p>Adolescent (13-18), continued</p> <ul style="list-style-type: none"> <li>– Fear of things getting worse is real</li> <li>– Independent, yet dependent</li> <li>– Often doesn't think of consequences</li> <li>– Often idealistic – compares life unfavorably with the ideal</li> <li>– Doesn't feel understood</li> </ul> </div>
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### Activity 3C:

**Activity Time:** 5 minutes

**Slide:** 19

**Description of Activity:** In a table discussion, participants will identify the diversity issues, cultural factors, and developmental considerations that were present in an interview they have conducted.

#### During the activity

- ❑ In table groups, have participants share with each other an example from the last month when they have interviewed a child. Each person sharing will identify:
  - the diversity issues between he/she and the child that was interviewed,
  - The developmental stage of the child interviewed, and
  - Ways he/she worked to minimize the impact of the differences between them.
- ❑ Ask large group for 1-2 examples of share outs.

#### 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?

**Transition to the next segment:** Purpose of the Initial Interview

## Segment 4: Purpose of the Initial Interview

20 minutes

### Activity 4A:

Activity Time: 10 minutes

Slides: 20-21

**Description of Activity:** Highlight that the focus of the training concerns the initial interview regarding allegations that may occur from initial allegations on a referral to subsequent allegations or danger that may arise through the life of a case. Establishing the safety of the child is paramount at all times.

### During the activity

- ❑ Review the following: We interview children throughout the time the family is in the child welfare system, starting with the initial referral, and including monthly contacts. This class will focus on the delicate nature of interviewing a child about allegations or concerns about physical or sexual maltreatment or witnessing violence. Allegations or concerns for safety and well-being can arise at any time, whether at initial referral, during out-of-home placement, while in Family Maintenance, etc.
- ❑ Highlight the differences between a CW only case vs. a case involving both CW and Law Enforcement. For joint agency involvement, it is important to collaborate and establish agreements. Counties have protocols on joint investigations/assessments. Participants should be reminded to consult their supervisor about county protocols.
- ❑ Highlight the purpose of the field/first responder interview as:
  - assessing whether prima facie evidence is present for allegations
  - assessing safety by ensuring use and field completion of SDM Safety Assessment and following the structured decision that there is no safety threat, to proceed to removal, or assess and plan for immediate safety.
  - Reduce trauma by reducing amount of times they have to tell the story.

#### 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

#### 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

### Activity 4B:

**Activity Time:** 10 minutes

**Slide:** 22

**Description of Activity:** Highlight the differences between the initial field interview by the first responder and a forensic level interview.

#### During the activity

- ❑ Explain the need to not go too far because there may be a need for a forensic level interview- this may already be the child's second or third time telling his/her story. We don't want to have them repeat it over and over to a variety of people. By not going too far, we not only reduce the traumatic retelling of the story, but we also may preserve important evidence. If a child's story changes over the number of times it is told, it appears less credible.

- ❑ This training is not intended to prepare participants for Forensic Level Interviewing. There is formal and standardized state-mandated training for that role, which is not the same role of the first responder in the field. It is a specialized position in a specific setting. Highlight some of the similarities and differences between the initial or field interview and a forensic interview.

The initial or field interview:

- Follows the 10 step process
- Conducted by a Social Worker or Law Enforcement officer
- Purpose is to assess whether or not something happened for immediate decision
- Immediate decision is whether there are threats to safety. If yes, can interventions mitigate threat?. Can the child remain safe with a plan, or does the child need to be removed?
- Should keep in mind how to reduce trauma to child
- Wraps up with referrals for immediate and follow-up services

A forensic interview:

- Follows a 10 step process
- Follows a national standardized protocol
- Is conducted by a trained forensic interviewer
- Purpose is to discover all details a child can give re: allegations for all members of the Multidisciplinary Team

#### Interview Differences

Initial Field Interview	Forensic Interview
<ul style="list-style-type: none"><li>• 10 step process</li><li>• Social Worker or LE</li><li>• Assess whether or not something happened for immediate decision</li><li>• Establish safety</li><li>• Reduce trauma to child</li><li>• Refer to immediate and follow-up services</li></ul>	<ul style="list-style-type: none"><li>• 10 step process</li><li>• Standardized protocol</li><li>• Trained Forensic Interviewer</li><li>• Gathering of detailed information of all acts/incidents for use by all MDT members for possible court purposes</li><li>• Evidence gathering</li><li>• Reduce trauma to child</li></ul>

<ul style="list-style-type: none"> <li>○ Is an evidence-gathering interview</li> <li>○ Is designed to reduce trauma to child by having the child tell the detailed account of the story one time for all parties' use: CWS, Law Enforcement, Prosecution.</li> </ul> <p>■ Ask trainees about any challenges they might have in distinguishing their information-gathering and assessment role from that of the forensic interviewer. Engage them in a brief discussion, and provide clarification as needed.</p>	
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**Transition to the next segment:** Considerations for the Interview

## Segment 5: Considerations for the Interview

15 minutes

### Activity 5A:

Activity Time: 15 minutes

Slides: 23-24

**Description of Activity:** Describe the considerations the social worker will make prior to engaging the child in an interview.

### During the activity

- ❑ Explain to the group: “In order to ensure you are adhering to the purpose of your interview with a child, ask yourself (the trainee) the following questions”:
  - What do I need to know to take action? How much do I really need to know to obtain what is needed to be able to complete the SDM Safety Assessment and take action, if necessary, to ensure safety?
    - Reinforce that the purpose of conducting a safety assessment during the initial interview is to explore safety threats that are related both to the allegation and other areas of immediate safety threat not listed in the allegation (global assessment) as well as to assess for complicating behaviors and protective actions.
  - Can I get information from other sources? Are there other people that already heard the story, any witnesses, other sources of information provided such as letters or journals?
  - Will I be doing more harm than good? If the child is going to have to repeat this story, how many times total will he/she really be telling it? The more times the story is told, the more room there is for the defense to find inconsistencies. Repeatedly having to tell the story is also traumatic for the child (shame, embarrassment, private matter in front of strangers).
- ❑ When proceeding with the field interview, there are a few considerations to ensure the child is able to be as open and candid as possible given the circumstances:
  - A setting with minimal distraction prevents the child from having to divide his/her attention, which can complicate the information gathering process and possibly confuse the story.
  - A private setting helps eliminate the possibility of contamination from parents or others. An observer may overtly or unknowingly

#### 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

#### 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

<p>make an impact through body language, verbal cues, or reactions. Children may also be hesitant to talk openly and honestly in the presence of another person, whether or not that person was involved in the incident, but especially if the person has a vested interest in the incident or story not being told (i.e., principal's office, living room).</p> <ul style="list-style-type: none"> <li>○ A neutral setting (somewhere the abuse did not take place), is ideal, if possible, in order to reduce the traumatic recounting of events and minimize distraction.</li> </ul> <p>❑ Other considerations regarding the child's current ability and strength to tell you his/her story:</p> <ul style="list-style-type: none"> <li>○ Emotional condition- if the child is hysterical, right now might not be the time</li> <li>○ Trauma responses – if the child is experiencing a response to the traumatic situation, be aware of not adding more</li> <li>○ Developmental level- what abilities or limitations might the child have?</li> <li>○ Cultural factors- practice cultural humility and ensure you are as least intrusive and non-offending as possible</li> <li>○ Alert, present- time of day, amount of trauma endured in current day, has child's basic needs been met or is she hungry, tired, cold, etc.? Nap time, rested time of day, full night sleep?</li> </ul> <p>❑ It is important to recognize that inconsistencies in the child's story do not indicate that the child is not being accurate.</p>	
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**Transition to the next segment:** Introduction to Lyon's 10 Step Child Interview Process

## Segment 6: Introduction to Lyon's 10-Step Child Interview Process

15 minutes

### Activity 6A:

Activity Time: 5 minutes

Slide: 25

**Description of Activity:** Explain the value of following a structured interviewing protocol.

#### During the activity

- ❑ In Ethnographic Interviewing, you learned the stages or steps to lean in and engage people of different cultures and allow them to be the guide to their lived experience. Today, we will learn a more structured approach to interviewing children, but the 2 models overlay one another.
- ❑ In the beginning, using a structured approach may feel scripted or unnatural, but it is important to utilize this approach, and over time, it will become more comfortable.
- ❑ A well-outlined child interviewing protocol is designed to maximize the productivity of an interview by providing a guideline for best practice based on research and expertise demonstrated in the field. Productivity is increased by helping to:
  - prevent defective techniques which can produce negative outcomes, such as suggestibility. You don't want a child to tell you something that isn't true, and you don't want a truth the child tells you to be able to be discounted by looking false.
  - ensure that the information gathered is accurate not skewed by information suggested by the interviewer, which would result in a lack of credibility of the child's account of a situation.
  - decrease the interference of possible negative interviewer actions which diminish the credibility of the information gathered.
- ❑ The protocol combined with the interviewer displaying a supportive yet non-suggestive demeanor elicits optimal results. We want to do our best to ensure that disclosures are as valid as possible despite the victim's and our own emotions that may be connected to the traumatic situation.
- ❑ Non-verbal support in the form of eye contact, relaxed body posture, and friendly facial expressions, has been shown to improve a child's interview responses. Research has shown that if we adequately build rapport with children and provide guidance for the purpose and method of an

#### Importance of Interviewing Protocol

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

interview, we are far more likely to get quality information that is free from suggestion. The National Institute of Child Health and Human Development developed a protocol that revolves around positive advice for child interviewing. Dr. Lyon has adapted the protocol into a simplified format to help facilitate its use in the field.	
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## Activity 6B:

Activity Time:	10 minutes
Trainee Content:	Lyon's Ten Step Child Interview Process
Slides:	26-28

**Description of Activity:** Introduce the outline of Lyon's 10 Step Child Interview Process

### During the activity

- ❑ Thomas D. Lyon, a Harvard-trained attorney with a doctorate in psychology from Stanford, is a leader in the field of child interviewing. Lyon has taken a different approach and instead of researching all of the ways we can ruin an interview, much of Lyon's current research focuses on what helps children honestly recall events.
- ❑ Following his work on how to increase the accuracy and quality of a child's disclosure, Lyon's 10-Step Interview Process includes techniques designed to increase the likelihood of obtaining accurate disclosures from children who have actually suffered from or witnessed abuse and decrease the likelihood of obtaining false disclosures if children have not been abused. Instead of focusing heavily on what does not work when interviewing children, the 10-step process helps us understand and follow evidence-based techniques that are focused on what does work.
- ❑ This model was originally designed specifically for forensic child interviewing, which is not what we are doing when we go out on an investigation or conduct our monthly contacts with children in placement or their home, but the model is soundly evidence-based regarding gathering accurate information from children, which proves as useful for our field interviews as well.
- ❑ Lyon's 10 Step Child Interviewing Process includes:
  - Steps 1-6 are part of the rapport building phase of the interview
    - The first 5 steps of the model involve giving the child interview instructions. These steps have shown to increase the accuracy of a child's account of their story.
    - Step 6 involves letting the child practice telling their story about something innocuous, which helps build rapport and gives the child practice at trying out the interview instructions before moving into having to talk about the

#### 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

#### 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

#### Interviewing Model

Lyon's 10-Step Interview		Ethnographic Interviewing	
Step 1-5	Interview Instructions	Step 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		

<p>allegations. The goal of this step is to have the child practice at sequencing and elaborating on details.</p> <ul style="list-style-type: none"> <li>○ Steps 7-10 are the information gathering phase of the interview. This is where you can utilize the SDM Safety Assessment to ensure you are covering necessary information to assess the safety of the child <ul style="list-style-type: none"> <li>▪ focus on the heart of the matter after the child is comfortable and aware of his/her permissions to be honest.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>❑ Steps 1-5 mirror the 1<sup>st</sup> and 2<sup>nd</sup> steps of Ethnographic Interviewing, in that it is in these steps that you are setting the stage and expressing your ignorance in admitting your lack of knowledge about the child's experience.</li> <li>❑ Steps 6-7 mirror the 3<sup>rd</sup> step of Ethnographic Interviewing, in that these steps are where you are asking open-ended and global questions designed to be general in order to discover the child's experience through their lens.</li> <li>❑ Steps 8-9 compare to the 4<sup>th</sup> and 5<sup>th</sup> steps of the Ethnographic Interviewing model as you follow-up with questions to ensure you fully understand the child's experience in his or her terms.</li> <li>❑ In the following sections, we will break down the steps and practice the skills for Steps 1-9. Step 10 is an additional step if you are interviewing about multiple incidents; however, for CWS purposes, clear information about one incident is usually enough to move forward with action/decision, to include referral to forensic setting for a more depth interview.</li> <li>❑ Trainees will refer to the 10 steps throughout much of the day.</li> <li>❑ Suggest trainees should carry the 10-step with them as a guide while learning in order to ensure fidelity to the model, and with practice and use, the routine will feel more natural, although the structure is like a script through step 6.</li> </ul>	
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**Transition to the next segment:** Steps 1-5 of Lyon's 10 Step Child Interview Process

## Segment 7: Lyon's Steps 1-5

40 minutes

### Activity 7A:

Activity Time:	15 minutes
Trainee Content:	Steps 1-5 of Lyon's Child Interview Process
Materials	YouTube video "Interviewing Children: Getting More with Less" by Thomas D. Lyon from the segment titled, 'Instructions' at approximately 24:30 through approx. 38:00 when he begins to explain why you don't have to test child's knowledge of truth vs. lie. <a href="https://www.youtube.com/watch?v=7my1T4Ghf7A">https://www.youtube.com/watch?v=7my1T4Ghf7A</a>
Slide:	29

**Description of Activity:** Define the first five steps of Lyon's Child Interview Process.

#### Before the activity

Be familiar with the content of the video. Ensure the video is ready to play prior to the beginning of the class and that sound is adequate for the audience.

#### During the activity

- ❑ Show the YouTube video "**Interviewing Children: Getting More with Less by Thomas D. Lyon**" here from the segment titled, 'Instructions' at approximately 24:30 through approx. 38:00 when he begins to explain why you don't have to test child's knowledge of truth vs. lie to explain reason for instructions and examples of each.
- ❑ (Text covered in video:) Interview Instructions are a way to begin the interview process in order to set the stage for best results and to begin to build rapport with a child. Kids aren't used to engaging in a conversation with adults the way assessment interviews are structured. They also are socialized (in many cultures) to listen to adults, not to speak up or correct them, and to just go along with what they say. Instructions help to convey a different way that we want to engage with child and that the child has power in the interaction. Instructions aide in:
  - Increasing children's accuracy, willingness to ask for clarification, resistance to suggestion
  - Decreasing children's inclination to guess, misunderstanding between child and interviewer
  - offering permission for the child to say things to you, the adult interviewer, that they are rarely, if ever, encouraged to do with adults in the rest of their life.

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>

- ❑ There are some important guidelines to follow to make the instructions most effective:
  - First, offer the instruction, then give the child a chance to practice or else the instructions might not be followed.
  - Second, offer a question the child can answer to encourage the practice of answering whenever possible.
- ❑ These steps are mirrored in the first two steps of Ethnographic Interviewing: Setting the stage and Expressing Ignorance
- ❑ **Step #1- Don't Know**  
 Instruct the child it is OK to say, "I don't Know" - children are uncomfortable saying "I don't know" to adults and may be inclined to say something, regardless of it being the truth.
  - "If I ask you a question and you don't know the answer, then just say, "I don't know."
  - "So if I ask you when is my birthday? what do you say?"
  - "Right, because you don't know when my birthday is, I never told you."
  - "What if I ask you, when is your birthday?"
  - "Great, you told me because you know when your birthday is."
- ❑ **Step #2- Don't Understand**  
 Instruct the child they are allowed to say "I don't understand" - Children often fail to ask for clarification when they don't understand something. If the child doesn't understand what you mean, you are far more likely to get accurate info if he/she knows they can ask you to say it in a different way or admit they don't know what you are talking about.
  - "If I ask you a question and you don't know what I mean or what I'm talking about, you can say "I don't understand what you mean or I don't know what you are asking me."
  - "If I ask you, what is your favorite family tradition? What would you say to me?"
    - "I asked that question in sort of a complicated way, so I will say it a different way and ask, 'what do you like to celebrate most with your family?'"
- ❑ **Step #3- You're Wrong**  
 Instruct the child that he/she can correct you if you are wrong- children are not usually encouraged to challenge or correct adults. This instruction helps ensure the child doesn't go along with any accidental suggestions or misinterpretations you may introduce.
  - "Sometimes I make mistakes or say the wrong thing. When I do, you can tell me that I am wrong."
  - "So if I say, you are wearing a purple shirt, what do you say?"
  - "I made a mistake, you aren't wearing a purple shirt!"
  - "what color is your shirt?"

❑ **Step #4- Ignorant Interviewer**

Let the child know that you don't know anything, that you don't know what the right answers are, and that this isn't a test. Sometimes children try to guess at what they think it is you want to hear.

- "I don't know what has happened and I don't know your story."
- "I won't be able to tell you the answers to my questions, I want to hear what you have to say."

❑ **Step #5- Promise To Tell the Truth**

Elicit a promise to tell the truth- It used to be common practice for an interviewer to try and determine whether or not a child interviewee knew the difference between and truth and lie, but research suggests it is more pertinent to explain to the child that you only want the truth. This change in practice is largely due to Tom Lyon's work around the credibility of children. His lab research found that when you elicit a promise from a child to tell the truth, their truthfulness increased significantly. Results have been positive even for children who were coached to tell a lie prior to their interview.

- "It's really important that you tell me the truth
- "Do you promise you will tell me the truth?"
- "Will you tell me any lies?"

## Activity 7B:

Activity Time:	25 minutes
Trainee Content:	Steps 1-5 of Lyon's Child Interview Process
Slide	30

**Description of Activity:** In pairs, participants will practice the skill of providing interview instructions to a child.

### During the activity

- ❑ Suggest that introducing yourself before jumping right into the questions is an important precursor, yet rapport building does not have to take a lengthy amount of time. Suggest a simple introduction such as, "Hi Emma, I'm \_\_\_\_\_(name). My job is to talk to kids. (Don't ask permission, may get shut down). I don't know you so I need to ask you some questions.... (which is a lead into Question 1).
- ❑ Skill Practice Activity:
  - Have participants pair up with a partner
  - One person will be the interviewer, one person will be the child interviewee for first round, then they will switch roles for second round
  - Have the 1<sup>st</sup> interviewer practice steps 1-5 as if they are talking to a 9 y/o African-American girl named Emma, who we will read a scenario about after lunch. Consider her age, culture, and lived experience.
  - Trainer walks around to observe and offer guidance/help when necessary
  - Ask pairs to debrief: What were good questions? What were questions that "Emma" had difficulty understanding or made uncomfortable? Where there any questions that might have been asked differently?
  - Rotate roles and have 2<sup>nd</sup> interviewer practice as if they are talking to Emma's sister, 4 y/o Jayla. Consider her age, culture, and lived experience.
  - Ask pairs to debrief: What were good questions? What were questions that "Jayla" had difficulty understanding or made uncomfortable? Where there any questions that might have been asked differently?
  - Each round should be approx. 5 mins, with 6 mins total to debrief

#### 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)

**Transition to the next segment:** Step 6 of Lyon's 10 Step Child Interview Process

## Segment 8: Lyon's Step 6

35 minutes

### Activity 8A:

Activity Time:	10 minutes
Trainee Content:	Step 6 of Lyon's Child Interview Process
Slide	31

**Description of Activity:** Proceed to describe Step 6, practice narratives.

### During the activity

- ❑ Step #6- Practice Narratives are a chance for the child to child practice telling their story about something innocuous, which helps build rapport and gives the child practice at trying out the interview instructions before moving into having to talk about the allegations. This also helps a SW assess the child's comfort level, developmental use of language, ability to sequence, and ability to coherently elaborate details of an event. Research has also demonstrated that this increases a child's accuracy throughout the interview.
  - Like to Do/Don't Like to Do
    - "Tell me about something you like to do."
    - "Tell me more about \_\_\_\_\_"
    - "Tell me about something you don't like to do."
    - "Tell me more about \_\_\_\_\_."
  - Last Birthday
    - "Tell me about your last birthday."
    - "Tell me everything that happened."
    - "What happened next?"

(NOTE: consider using something more recent if last birthday was several months prior. Could be too far back depending on developmental age or could be a cultural issue re: celebration.)
- ❑ This step begins to parallel to Ethnographic Interviewing's step 3- Asking open-ended/Global questions which are general in nature and to discover the child's unique experiences to be discovered

#### Practice Narratives (step 6)

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

### Activity 8B:

Activity Time:	25 minutes
Trainee Content:	Step 6 of Lyon's Child Interview Process
Slide:	32

**Description of Activity:** Using the case scenario, participants will work in pairs to practice Step 6.

#### Before the activity

Be prepared to model the activity with a class participant as described.

#### During the activity

- ❑ Model the activity by choosing a participant who will act as the interviewee. The trainer will model Step 6 by asking a question such as, "Tell me about something that you like to do." Once the participant answers the question, the trainer will model the follow up questions, such as, "Tell me more about (gardening)." If the participant talks about planting flowers, "Tell me more about the flowers you plant." Etc.
- ❑ Follow up by highlighting interviewer should be talking less, listening more; should be getting narrative answers at this point, note child's comfort level to proceed
- ❑ Activity:
  - Have participants pair again with their partner
  - One person will be the interviewer, one person will be the child interviewee for first round, then they will switch roles for second round. Reverse who goes first and who goes second from last round in Activity 7A.
  - Each round should be approx. 5 mins
  - Round 1: Have the interviewer practice step 6 as if they are talking to 9 y/o Emma from the last activity
  - Ask participants to debrief: Are the questions opened and did "Emma" feel engaged?
  - Round 2: Rotate roles and have interviewer practice step 6 as if they are talking to Emma's sister, 4 y/o Jayla
  - Ask participants to debrief: Are the questions opened and did "Jayla" feel engaged?
  - Ask participants if there was any difference between talking to a 9 y/o vs. a 4 y/o

#### 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)

**Transition to the next segment:** Step 7 of Lyon's Child Interview Process and Question Types

## Segment 9: Lyon’s Step 7 and Question Types

45 minutes

### Activity 9A:

Activity Time:	15 minutes
Trainee Content:	Step 7 of Lyon’s Child Interview Process and Question Types
Materials	SDM Safety Assessment
Slide:	33

**Description of Activity:** This segment will demonstrate asking the child questions about the allegations, Step 7 of Lyon’s Child Interview Process. Specific question types will be addressed.

### During the activity

- ❑ This is the beginning of actually gathering information about the allegations or concerns at hand.
- ❑ Continued parallel to Ethnographic Interviewing’s step 3- Asking open-ended/Global questions which are general in nature and to discover the child’s unique experiences to be discovered
- ❑ Step #7- Allegation question/transition- Moving from rapport building to the topic at hand.
  - In order to transition into the interview topic, say something like
  - “Now that I know you better.... I want to talk to you about why I am here.”
- ❑ The question types used during Step #7 are important to formulate deliberately in order to get the most accurate, credible, and non-tainted information. On the spectrum of question types we can use to gather information, we go from the most favorable open-ended design to more closed-ended questions that can range from less favorable and least preferred questions.
- ❑ Consider the SDM Safety Assessment for global assessment of safety threats, complicating factors, and protective actions.
- ❑ **Most Favorable**
- ❑ Start with general, open-ended questions as possible:
  - Open-ended questions are designed to elicit a narrative response from the child. Well-designed questions can’t be answered in just

one word. Often times, they aren't phrased as questions, but more of a request.

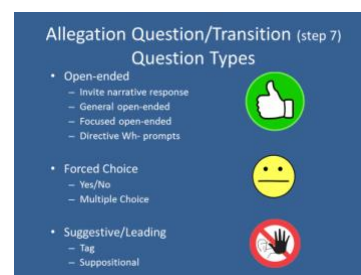
- General open-ended questions are about general topics and don't focus in on anything in particular.
  - "Tell me why I am here today"
  - "Tell me about what has been going on."
  - "What has been going on?"
- Focused open-ended questions are still open-ended but focus in on a particular area, context, or detail.
  - "Tell me about your family."
  - "How are things at home?"
  - "I heard you told you friend about something. Tell me what you talked about."
  - "Your mom is worried. Tell me what she is worried about."
  - "I heard someone might have bothered you. Tell me about that."
  - "I heard that something happened that wasn't right. Tell me about it."
- Open-ended questions can also be Wh-H questions (ie who, what, where, when, why, how). Wh- questions can be either general or focused. As Wh- questions become more focused, the interviewer supplies more of the details. Compare "Where were you?" (more general) with "Where were you in the house?" (more focused). In comparison to invitational open-ended prompts like "What happened?" directive Wh- questions focus on particular aspects "What happened when you got in trouble?"
- As Wh- questions become more directive, two dangers increase:
  1. the interviewer's beliefs about the event may affect the child's report (e.g., the interviewer assumes the perpetrator was a man).
  2. a child who is inclined to guess may come up with a plausible answer (but is not accurate)
- Wh- prompts help explore five details:
  1. People (e.g., "Who was there?" "What did the person look like?");
  2. Places/settings (e.g., "Where were you?", "What did the bedroom look like?");
  3. Behavior/actions (e.g., "What did she do next?");
  4. Conversations (e.g., "What did he say or tell you?"); and
  5. Emotional states or opinions of participants (e.g., "How did you feel when...", "What made her do that?").

❑ **Less favorable**

- ❑ **Forced Choice Questions (yes/no, multiple choice)** These questions don't offer opportunity to elaborate, doesn't ask for a narrative and the interviewer is more likely to get a one-word answer or a repeat of an option that was given.
- **Yes/No-** When a child is responding with head nods and shakes or with single words, you know you've asked a yes/no question. Questions that begin with Did...Was...Can you...Do you know... only require yes/no answer, so be careful if you are really wanting elaboration not to frame questions this way (i.e. Can you tell me what happened?" vs. "Tell me what happened.")
  - **Issues with yes/no questions:**
    - 50/50 chance- children may just be picking yes or no, not because it is the right answer
    - Children are less likely to feel they can say "I don't know."
    - Young children tend to use yes and no to reflect their desires rather than their beliefs. Young children may exhibit a "no" bias if asked about unpleasant topics.
  - **Multiple Choice** are leading in nature because there is an introduction to the idea that one of the 2 options must be right. These questions are not always black or white. (i.e. "Was it daytime or nighttime?" Maybe it was dusk or sunset, "Did something happen or not?" might be hard for a child to define in absolutes, "Were you at your house or his house?" what if they were somewhere else not at either house, "Were your clothes on or off?" is complicated for a child to answer if the clothes were pulled up or down).
  - If you are going to use multiple choice questions, be sure to always have an open ended 3<sup>rd</sup> option: "Were you at your house, his house, or someone else's house?", "Were your clothes on, off, or some other way?"

❑ **Least Preferred**

- ❑ **Leading/Suggestive questions:** Leading questions introduce info the child hasn't yet introduced; often have tag elements at the end; and often are really statements disguised as questions.
- Questions clearly communicates the interviewer's bias (i.e. "Did he touch you?")
  - Suggestive questions suggest the answer within the question (i.e. "Did he touch your leg?")
  - Questions with a Tag (i.e. "He touched you, didn't he?")
  - Suppositional questions that presuppose certain information (i.e. "When did your dad stop hitting your mom?")



- |   |  |
|---|--|
| <p>❑ Your questions cannot be scripted ahead of time, but are based on where the child takes you. Listen through their cultural lens and perception to formulate your next question to explore further.</p> |  |
|---|--|

### Activity 9B:

<b>Activity Time:</b>	30 minutes
<b>Trainee Content:</b>	Step 7 of Lyon's Child Interview Process Activity: Jones Scenario Question Types
<b>Materials</b>	Chart paper, markers SDM Safety Assessment
<b>Slide:</b>	34

**Description of Activity:** In table groups, participants will practice formulating the most preferred types of questions to transition the child to allegation information.

#### During the activity

##### □ Activity:

- Have the participants read the Jones Scenario in the Trainee Guide (3 minutes)
- Pass out chart paper to each table
- Have participants work with their table group
- Based on the scenario, have tables create an interview transcript for Step 7, the allegation questions.
- Begin with "Tell me why I came to talk to you today..." followed by how Emma would answer that question, followed by your next questions and her answers.
- Note there is no prescribed script or checklist within this step, but the child's responses will guide what questions you ask next.
- Your questions should be asked in the most favorable, open-ended format. The questions may be general open-ended, focused open-ended, or Wh- prompts.
- Formulate 6-8 additional questions and answers after "Tell me why I came to talk to you today."
- Use the SDM Safety Assessment to ensure you are asking questions that will globally assess safety threats, complicating factors, and protective actions.

□ Allow approx. 20 minutes for activity. Hang charts for groups to circulate and read other tables' posters.

□ Group discussion about potential questions that differed in each group.

##### 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.

**Transition to the next segment:** Steps 8-10 of Lyon's 10 Step Child Interview Process

## Segment 10: Lyon's Steps 8-10

20 minutes

### Activity 10A:

Activity Time:	5 minutes
Trainee Content:	Trainee Guide: Steps 8-10 of Lyon's Child Interview Process
Slide:	35

**Description of Activity:** Briefly describe what Steps 8-10 of Lyon's Child Interview Process are after clearly explaining reasons to gather only as much as necessary in Steps 8-9 and possibly stopping prior to step 10 if a forensic interview is more appropriate than continuing to this level of detail in a field interview.

### During the activity

- ❑ If child makes a disclosure statement in relation to the interviewer's allegation questions, the interviewer should follow up by referring to the detail the child has provided and asking the child to tell the interviewer more about it. This is also opportunity to further explore anything additional needed to complete the SDM Safety Assessment.
- ❑ These steps mirror the Ethnographic Interviewing steps of cover terms and descriptors in that you are now following up based on information provided by the child in the child's terms and getting the story through their lens.
- ❑ Follow up questions refer to detail the child has introduced and the interviewer is asking for elaboration:
  - "You said \_\_\_\_\_. Tell me *everything* that happened."
  - "Tell me more about \_\_\_\_\_."
  - "What happened after \_\_\_\_\_?"
- ❑ At this point, it is important to decide if the interviewer has enough to assess whether something occurred (i.e., who, what, where, how) and what needs to be done to establish safety. It is not necessary as part of the field interview to go into numerous additional detailed follow up questions and/or multiple incidents (step 10) if the interviewer has gathered enough information already about an incident of maltreatment occurring.
- ❑ If multiple agencies are involved, consider referring to a forensic setting. Trainees should follow county policy and protocols about the use of forensic interviews. The interviewer should stop, and proceed with establishing safety, when there is enough information to establish prima

#### 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

facie evidence for the allegations. By stopping, the quality of the evidence will be preserved. Additionally, trauma for the child will be reduced because the child will be spared from unnecessarily repeating the details of his/her story.

- ❑ The Multiple Incidents questions (Step 10) are designed to establish number of incidents, frequency, duration, multiple acts, but may also reveal multiple perpetrators, other victims, or history of other types of abuse.
  - “Did \_\_\_\_\_ happen one time or more than one time?” “Tell me everything that happened the first time,” “Tell me everything that happened the last time,” “Were there any other times?”

### Activity 10B:

<b>Activity Time:</b>	15 minutes
<b>Trainee Content:</b>	Steps 8-10 of Lyon's Child Interview Process Activity: Jones Scenario
<b>Materials</b>	SDM Safety Assessment
<b>Slide:</b>	36

**Description of Activity:** This segment will demonstrate asking the child questions about the allegations, Steps 8-9 of Lyon's Child Interview Process.

#### During the activity

- ☐ Ask participants to pair back up with a partner
- ☐ One person will be the interviewer, one person will be the child interviewee
- ☐ The roles will rotate in round 2
- ☐ Refer to the same scenario in the Trainee Guide.
- ☐ Round 1: The interviewer will practice Steps 8-9 as if they are talking to 9 y/o Emma from the scenario and she said, "Momma and Daddy were fighting and I accidentally got a cut on my head" during Step 7 (approx. 4 minutes)
- ☐ Trainer should walk around to field questions and ensure group is on task
- ☐ Ask participants to debrief: Did the follow up questions elicit more details through Emma's lens? (1 Minute)
- ☐ Round 2: Rotate roles and have the interviewer practice Steps 8-9 as if they are interviewing 4 y/o Jayla and she said "Momma and Daddy got in a big fight and Emma was bleeding and crying" in Step 7 (approx. 4 mins)
- ☐ Ask participants to debrief: Did the follow up questions elicit more details through Jayla's lens? (1 Minute)
- ☐ Looking at the SDM Safety Assessment, was there more to explore in order to complete the tool?

#### 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."

#### Transition to the next segment: Wrap up/Putting It All Together

## Segment 11: Wrap Up/Putting It All Together

### 25 minutes

#### Activity 11A:

Activity Time:	20 minutes
Trainee Content:	Culture, Development, and Question Design Skill Practice
Slide:	37

**Description of Activity:** Participants will work through a transcript of an interview to practice the skills learned throughout the 200 block: Ethnographic Interviewing and Child Interviewing.

#### Before the activity

Be familiar with the question design exercise and the suggestions for possible answers.

#### During the activity

- Activity:
- Ask the participants to work in table groups
  - Using the question design exercise in the Trainee Guide, trainees will read through this transcript of an interview with 4-year-old Jayla.
  - As a table group, discuss:
    - what is working well in the interview and
    - what are you worried about?
  - Utilizing what has been covered today about question design and developmental considerations, develop new questions or wording to replace what is worrisome.
  - When completed, discuss as a large group.
  - Refer to the Trainer's Answer Guide. Begin the discussion by asking about the first few interchanges between the social worker and the child. Solicit alternative questions from the group about these items, and the reasons why the trainees chose new phrasings.
  - Ask the group for other examples of questions that were problematic, why they were not useful inquiries, and what could be substituted to strengthen the quality of the interview.
  - Lastly, ask the group about interviewer questions that might have caused them some uncertainty or difficulty in finding a suitable alternative. Invite participants to provide solutions for their

#### 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?

peers, and provide clarification as needed. Acknowledge the work, and transition to the next Activity.	
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### Activity 11B:

**Activity Time:** 4 minutes

**Slide:** 38

**Description of Activity:** Close the training with a brief synopsis of the level 100 block and 200 child interviewing classes combine to provide necessary engagement and interviewing skills.

#### During the activity

- ❑ Prior to the Engagement Block post-test, provide a synthesis of how the 100 level classes, Ethnographic Interviewing, and Child Interviewing class combine to provide the interviewing engagement skills necessary to gather quality and accurate information in order to accomplish the goals of establishing safety and assessing for other factors, such as risk and family perception of needs.
- Appreciative Inquiry is a strength-based interviewing strategy designed to engage the family to help identify their own strengths and needs and relies on the worker actively listening for cues for next questions
  - The general interviewing phases are: preparation, rapport building, developmental assessment, Information gathering, and closure. Each of these phases are covered in child interviewing as well.
  - There are many verbal and non-verbal actions a worker can use to defuse conflict during an interview such as: posture, tone, volume, gestures, pace of speech, eye contact, etc.
  - Cultural humility in interviewing encourages you to appreciate experiences and worldviews of people who are different from you.
  - Ethnographic interviewing helps you to explore meaning as defined and described by the interviewee.
  - Minimizing the impact of your own biases and reactions to traumatic stories helps ensure we get quality information free from suggestion.
  - Lyon's 10-Step Process is a well-outlined protocol based on research and expertise to maximize productivity of a child interview.

#### Wrap-Up

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

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• In order to ensure you are adhering to the purpose of your interview with a child, ask yourself the following questions:<ul style="list-style-type: none"><li>○ What do I need to know to complete SDM Safety Assessment and take action?</li><li>○ Can I get information from other sources?</li><li>○ Will I be doing more harm than good?</li></ul></li><li>• Open-ended questions are the most favorable and elicit narrative answers.</li><li>• It is important to utilize age-appropriate techniques and questions in order to elicit the most accurate information.</li></ul> |  |
|--|--|

**Activity 11C:****Activity Time:** 1 minute**Slide:** 39**Description of Activity:**

After the brief synopsis of the level 100 block and 200 child interviewing classes, conduct the following self-reflection activity.

**During the activity**

- ☐ Ask the participants to do this post training reflection:
  - On a Scale of 1-10, with 1 being not very, and 10 being very, how confident are you with interviewing children?
  - Were you able to move further toward 10 on the scale from the beginning of the day?
  - What more would you need in order to move over 1-2 more steps on the scale?
  - As part of your own transfer of learning plan, how can you put what you've learned today in action?
  - What are your next steps in order to move closer to 10 in your confidence in interviewing children? (Suggested responses: Ask for mentoring; shadow for modeling; look for additional training opportunities; utilize resources listed)

- ☐ Transition to the end of block evaluation.

**Transition to the next segment:** End of Block Evaluation and Debrief

## Segment 12: End of Block Evaluation and Debrief

60 minutes

### Activity 12A:

Segment Time:	60 minutes
Materials	End of Block Evaluation Materials Participant Satisfaction Survey
Slides:	37

### Description of activity

The trainer will proxy the end of block evaluation with trainees.

### Before the activity

Ensure that there are enough copies for all trainees of the respective materials noted below. The documents and all up-to-date evaluation materials are located in the CalSWEC's Canvas Platform found under the [Child Welfare In-Service Training Evaluation](#) page. **Contact your respective RTA/UCCF point person to request this information and to ensure you have the most up-to-date evaluation materials.** The materials are subject to change, so check in frequently.

### During the activity

#### • End-of-Block post-evaluation instructions FOR TRAINERS

To complete the end-of-block post-evaluation activity you should have the following materials:

- Informed Consent Document
- Document with County and Training Site Codes
- Answer Sheet(s)
- End-of-Block Post-Evaluation Tool(s)

*Hand out the Informed Consent form, County and Training Site Codes document, and Answer Sheet to Trainees.*

**Disclaimer:** Trainees who do not wish to participate in the research study do **NOT** have to add their trainee ID code on the test form (electronic or paper). There is no penalty for non-participation. However, while trainees may choose to opt-out of the research study by not adding the unique ID to the evaluation tool, the RTA/Los Angeles County may require trainees to complete the evaluation as an activity.

Begin Verbal Directions –

**We are preparing to initiate the end-of-block post-evaluation. This evaluation is not**



used to assess your performance, but rather to inform our continued improvement of the curriculum. Please take a few minutes to review the Informed Consent form and to complete your Answer Sheet. If you do not have an Informed Consent form, County and Training Site Codes document, or Answer Sheet, or if you have questions, please raise your hand.

**Make sure you use only ballpoint pens with black ink. If you make a mistake, put a clear well defined X over the mistake and fill in the bubble next to the correct answer**

- You can also refer trainees to the first page of the evaluation answer sheet for instructions on how to fill in the form.
- 45 minutes for exam** – Taking the end-of-block evaluation provides data on how the curriculum can be improved.

*When trainees have completed their Answer Sheets, provide them with the end-of-block evaluation.*

#### Verbal Directions (Continued) –

**We are now ready to begin the end-of-block evaluation. The purpose of this end-of-block post-evaluation is to help us identify areas within the curriculum that can be improved. The end-of-block evaluation is composed of 45 knowledge items which will cover content from eLearning, 100-level and today's 200-level classroom.**

**When answering a question please make sure you completely fill in the circle with heavy, dark marks. Any stray marks can affect processing. Are there any questions? If there are no (additional) questions, please begin.**

NOTE TO TRAINERS: If you have trainees present who you think qualify for ESL accommodations, please be attentive to their progression throughout the evaluation activity so to provide any assistance that they may need.

- ☐ **At the end of 45 minutes (or when all trainees appear to have completed the evaluation),** walk around and collect the Answer Sheets and end-of-block post-evaluations. Check trainees' Answer Sheets to make sure that they were completed correctly.
- ☐ Place the Answer Sheets in the provided envelope and complete the Cover Sheet provided for submission to CalSWEC.
- ☐ Move on to the debrief activity.
- 15 minutes for debrief** - The end-of-block post-evaluation is intended to provide trainees with a learning opportunity. Once trainees complete the end-of-block evaluation, the debrief activity should be initiated to allow time for trainees to reflect on their learning. For the debrief activity, the technique **think-pair-share (TPS)** will be used as a collaborative learning strategy for students to work

**Preliminary Evaluation Materials**

Materials:

- Informed Consent

**Generating Your Trainee ID code:**

- First 3 letters of MOTHER'S MAIDEN NAME (e.g., SMITH = SMS)
- 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:

together to find answers to their evaluation related questions. This technique requires students to (1) think individually about an answer to a question; and (2) share their insights with each other (and as a pair with the larger group). This technique is useful as discussing an answer with a partner can serve to maximize participation, focus attention, engage trainees in comprehension, and highlight that peers have answers too (not just trainers).

To implement the *think-pair-share (TPS)* activity, please follow this **Knowledge Post-Evaluation Debrief Activity Protocol**:

- **Trainer Note:** *If you are administering this tool via NCR or Teleform, please collect ALL Trainee Answer Keys in advance of the TPS activity so that Trainees' are not provided with the opportunity to change their answers. However, the knowledge evaluation instrument can remain with the Trainees' throughout the TPS activity, but these tools must be collected before Trainees' exit the Training Room so to prevent the tool from entering circulation which can invalidate the instrument. If you are administering this tool electronically, please ensure that Trainees' submit their evaluation in Qualtrics so that they are not able to change their answers once submitted. Once their evaluation is submitted, they will be advanced to a summary that will allow them to see the evaluation questions and their answer. Please ask that Trainees' not .pdf this document.*
  - o **T :** (Think) Trainers begin by asking trainees to "think" about which pieces of the evaluation they struggled with. **(1 minute)** And to form a pair while "thinking".
  - o **P :** (Pair) Each trainee should be paired with another trainee or a small group. **(1-2 minutes)**
  - o **S :** (Share) Trainees will share their concerns with their partner **(4 minutes with 2 minutes for each pair to share)**. Trainers expand the "share" into a whole-class discussion. **(7 minutes for a large group discussion)**
- During the **S** (Share) portion of the activity, please refer to the **Knowledge Evaluation Answer Key** to address Trainee questions or concerns (or to provide an answer if needed). Please transcribe what is shared by the Trainees' and provide to CalSWEC via the WebForm:  
<https://app.smartsheet.com/b/form?EQBCT=9552be804ddd480ea8458a8f63d6a0f7>
- If you have questions or concerns related to the debrief activity or the knowledge evaluation, please submit to CalSWEC via the WebForm:  
<https://app.smartsheet.com/b/form?EQBCT=9552be804ddd480ea8458a8f63d6a0f7>

Have trainees complete the participant satisfaction survey before leaving.

#### 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.

## 100 Engagement Block/Ethnographic Interviewing Inventory Answer Key

1. **True** or False

Appreciative Inquiry is a strength-based interviewing strategy designed to engage the family to reflect on their own strengths in what has gone well or worked in the past.

2. Which of the following does cultural humility promote:

- a. Continuous engagement in self-reflection and self-critique as lifelong learners and reflective practitioners;
- b. Checking the power imbalances that exist in the professional-client relationship;
- c. Mutual respect, partnership, and advocacy with communities on behalf of the clients served and in which clients are embedded.
- d. All of the above**
- e. None of the above

3. **True** or False

Multiple choice, yes/no, or closed ended questions can help clarify information, but should be used sparingly.

4. The goal of ethnographic interviewing is:

- a. to show the family that you know plenty about their culture
- b. to appreciate experiences and worldviews of people who are different**
- c. to openly admit you know absolutely nothing about culture
- d. to allow the family to have all of the power and control in the interview
- e. all of the above

5. List some resources you can use to keep your biases in check before interviewing a family

**Peers, self-reflection, supervision, coaching, researching issues/topics**

6. List at least 3 non-verbal techniques for defusing conflict during an interview:

**Provide sufficient personal space**

**Control hand and body gestures**

**If seated, stay seated unless concern for safety and ready to leave**

**Be aware of height differential**

**Stand off to the side, rather than directly facing the person**

**Eye contact, too long or fixed or not meeting eye contact**

**Facial expressions, keep relaxed, neutral, show interest**

7. The ethnographic interviewing approach:

- a. offers a way to lean in and engage people of different cultures and allow them to guide you on the journey to exploration of their lived experience
- b. is a way to recognize that the culture of each youth/family is unique
- c. is to allow the family to become our cultural guide into their view of the world
- d. provides us with a glimpse through the family members' cultural lens and a view of how they see themselves in that world
- e. all of the above**

8. The 5 stages of the Ethnographic Interview process are:

**Setting the Stage**

**Expressing Ignorance**

**Open-Ended/Global Questions**

**Cover Terms**

**Descriptors**

9. Cover Terms are:

- a. a linguistic label used to identify some important aspects of the youth or families experience
- b. a path into a range of culturally significant meaning which may be critical to assessment or treatment
- c. the language "window" to the cultural reality of another person
- d. words that are used frequently by the family
- e. all of the above**

10. **True** or False

There are mobile apps available I can utilize as tools in the field regarding interviewing.

## Ten-Step Child Interview Process

With permission from Thomas D. Lyon, J.D., Ph.D. tlyon@law.usc.edu © 2005  
(Adaptation of the NICHD Investigative Interview Protocol)

### 1. **DON'T KNOW** instruction

If I ask you a question and you don't know the answer, then just say, "I don't know."

So if I ask you "What is my dog's name?" what do you say?

OK, because you don't know.

But what if I ask you "Do you have a dog?"

OK, because you do know.

### 2. **DON'T UNDERSTAND** instruction

If I ask you a question and you don't know what I mean or what I'm saying, you can say, "I don't know what you mean." I will ask it a different way.

So if I ask you, "What is your favorite family tradition?" what do you say?

That's because "tradition" is a hard word. So I would say, "What do you like to celebrate most with your family?"

### 3. **YOU'RE WRONG** instruction

Sometimes I make mistakes or say the wrong thing. When I do, you can tell me that I am wrong.

So if I say, "You are thirty years old," what do you say?

OK, so how old are you?

### 4. **IGNORANT INTERVIEWER** instruction

I don't know what's happened to you.

I won't be able to tell you the answers to my questions.

### 5. **PROMISE TO TELL THE TRUTH**

It's really important that you tell me the truth.

Do you promise that you will tell me the truth?

Will you tell me any lies?

### 6. **PRACTICE NARRATIVES**

#### a. **LIKE TO DO/DON'T LIKE TO DO**

First, I'd like you to tell me about things you LIKE to do.

Follow up with TELL ME MORE questions.

Now tell me about the things you DON'T LIKE to do.

Follow up with TELL ME MORE questions.

#### b. **LAST BIRTHDAY**

Now tell me about your last birthday. Tell me everything that happened.

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FOLLOW UP with WHAT HAPPENED NEXT questions.

## **7. ALLEGATION**

**Open-Ended as much as possible. Inviting→Directive**

**a. Tell me why I came to talk to you.**

It's really important for me to know why I came to talk to you.

**b. I heard you saw**

e.g., "I heard you saw a policeman last week. Tell me what you talked about."

**c. Someone's worried**

e.g., "Is your mom worried that something may have happened to you? Tell me what she is worried about."

**d. Someone bothered you**

e.g., "I heard that someone might have bothered you. Tell me everything about that."

**e. Something wasn't right**

e.g., "I heard that someone may have done something to you that wasn't right. Tell me everything about that."

## **8. ALLEGATION FOLLOW UP**

You said \_\_\_\_\_. Tell me everything that happened.

e.g., "You said that Uncle Bill hurt your pee-pee. Tell me everything that happened."

## **9. Follow up with TELL ME MORE and WHAT HAPPENED NEXT questions**

Avoid yes/no and forced-choice questions.

(STOP – CONSIDER FORENSIC LEVEL INTERVIEW)

## **10. MULTIPLE INCIDENTS**

Was there another time? First time, last time.

## Activity: Jones Scenario

### Jones Family Composition:

- Father, Darryl, 32 y/o, African American male, employed as a Fed Ex driver
- Mother, Gayle, 30 y/o, African American female, works part-time as a receptionist
- Emma, 9 y/o female, Bi-racial (African American/Caucasian), Gayle's child from a previous relationship (father, Sam)
- Jayla, 4 y/o female, African American, biological child of Darryl and Gayle

Darryl and Gayle have been married for 5 years. Psychosocial stressors include: Finances, parenting differences, blended family, and conflicts with Jayla's biological father/extended family (Caucasian).

### Social support/network:

Darryl's parents, Gloria (52) and Dean (55), live across town, approximately 30 minutes away. Dean works full-time; Gloria is not employed. Darryl's sister, Deena (29), lives in the same town, is married, and has 2 children, Latrice (4) and Garrett (2). Deena stays home to care for her children, while her husband, James (30), works at Fed Ex with Deena's brother, Darryl.

Gayle is estranged from her mother, Cora (49), who was not pleased when Gayle had Emma outside of wedlock. Plus, she never approved of Emma's father, Sam. Cora had raised her children as Jehovah's Witnesses, but Gayle separated herself from the religion as soon as she left the home, which greatly disappointed her mother. Gayle's father, Joe, died when she was 13 years old. From that time, Gayle's mother raised her, her older brother, Robert (34), and her younger brother, Rich (27), by herself as a widower.

Emma's father Sam (30) is in the Navy and is stationed in Maryland. Due to his distance from Emma, he does not have in-person visits with her unless he is on leave. The paternal grandparents, Susan (55) and Gene (59), live an hour away and have visitation with Emma every other weekend. When Emma is with them, they Skype with Sam, but he has not been very active in her daily life, nor ever had her in his care for any amount of time.

### Referral Information:

CWS Hotline received a referral from a neighbor who reported hearing Mr. and Mrs. Jones yelling at the "top of their lungs" at each other, arguing and screaming something about Emma's biological father, Sam. Yelling is not uncommon, as the RP has heard Gayle and Darryl arguing loudly numerous times in the past. This time however, she heard a loud crash, which sounded like glass breaking. She was concerned because after the crash, she immediately heard a child crying loudly. She did not go over to the home because she doesn't want to get in the middle of their family "drama." However, she saw Emma outside playing the following day, with a large cut on her forehead. When she asked Emma what happened, she said her mom threw a glass and it accidentally hit her. The RP denies ever seeing physical violence between the couple. She has heard Gayle call Darryl derogatory names while the children were at home. As far as RP knows, both children are functioning within a normal range and have no medical and/or developmental problems. Jayla goes to pre-school 3 days per week at Early Beginnings Pre-School and Emma is in the 4<sup>th</sup> grade at Madison Elementary School.

## Question Design Skill Practice Answer Guide

Read through this transcript of an interview with 4 y/o Jayla. Discuss: what is working well in the interview and what are you worried about? Utilizing what has been covered today about question design and developmental considerations, develop new questions or wording to replace what is worrisome.

L: Hi, my name is Lisa. I am a social worker from CPS and it is my job to talk to kids about what has happened to them, OK?

J: OK. Using terms not familiar to a child, such as “social worker” and “CPS”;  
Suggestive in nature that something has happened.

I: I need to tell you a couple of things. I ask a lot of questions and if I ask you a question and you don't know the answer, just tell me you don't know and if you don't understand my question, just tell me you don't understand, OK?

J: (nods her head) Giving 2 instructions at once without opportunity to practice;  
Child nodding gives no confidence she understands.

I: And if you tell me something and I make a mistake or get something wrong, you can let me know I got it wrong. I don't know the right answers, so I need you to tell me everything, because I don't know what has happened, OK?

J: OK. Giving 2 instructions at once without opportunity to practice;  
Child repeating interviewer's last words do not give indication she understands.

I: It is also very important that you tell me the truth. Do you know what the truth is? Do you promise not to tell me anything but the truth?

J: I guess.

Combining several questions with only one opportunity to answer;

“Do you know what the truth is?” is not in 10-step process;

“I guess” answer gives no confidence she is making a promise to tell truth.

I: OK, good. Jayla, how old are you?

J: 4. Not a practice narrative, it is a closed-ended question.

I: Can you tell me about something that you like to do?

J: Yes. Phrased as a yes/no question;

“Jayla, tell me about something that you like to do” is open-ended

and allows for narrative response and practice about comfortable topic.

I: OK, tell me about something that you like to do.

J: I like to play with my dolls.

Good reframe when last question didn't work;

Opportunity to build rapport is presented.

I: Tell me more about your dolls.

J: I have a bunch of dolls and they have fun together and I change their clothes and take them to the park. One's name is Sissy and she's my favorite.

Good open-ended question to elicit narrative response.

I: That sounds like a lot of fun! Do you like to get dolls for your birthday?

J: Yes.

Could have asked for further details on Sissy;

But good lead in to birthday questions.

I: Tell me about your last birthday.

J: I don't know, it was a long time ago.

Hard for preschool age to conceive of time like this.

I: OK, that's OK. Nevermind. Do you know why I am here today to talk to you?

J: No.

Dismissive, missing opportunity for more rapport.

I: I heard that something may have happened that wasn't right. Tell me about that.

J: My sissy got hurt.

Interviewer bias about something not being right introduced.

I: Tell me everything about your sissy getting hurt.

J: Mommy and Daddy were mad and they were yelling. Sissy got hurt and mommy was crying. Mommy said she wouldn't do it again.

Who is sissy, the doll or a person?

Good open-ended question.

I: How did Sissy get hurt?

J: Mommy threw her tea and it hit Sissy in the head. Blood came out and Sissy cried.

Good elaboration of a detail offered by Jayla.

I: What happened next?

J: Daddy got real mad at mommy. Mommy was crying and so was Sissy. Mommy put ice on Sissy's head.

Good follow-up question.

I: Did Daddy hurt Mommy?

J: No response.

A 4-year-old child may be protective of her parents, and may realize that hurting someone is "wrong."

Could have used a "what" question instead to obtain more detail: What did Daddy do when he got mad at Mommy?

I: You said Mommy and Daddy were yelling. Tell me about what happens when they yell.

J: They yell a lot but nobody ever got hurt until Sissy. Mommy always cries when they yell.

Good elaboration of a detail offered by Jayla.

I: What happens to you when they yell?

J: I get scared and cry.

Appropriate follow-up question to help establish safety concerns.

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## Websites

APSAC- American Professional Society on the Abuse of Children [www.apsac.org](http://www.apsac.org)

CATTA- Child Abuse Training and Technical Assistance Center (a project of the Center for Innovation and Resources, Inc.) [www.cirinc.org](http://www.cirinc.org)

NCAC- National Children's Advocacy Center [www.nationalcac.org](http://www.nationalcac.org)

## Mobile apps

1. Structured Decision-Making App: <https://ca.sdmdata.org/definitions>
2. Basic Interviewing for Android:  
<https://play.google.com/store/apps/details?id=com.andromo.dev88207.app175837>
3. Other Mobile Application Resources: <https://theacademy.sdsu.edu/academy-resources-categories/mobile-applications/>

## Video

“Interviewing Children: Getting More with Less” YouTube video by Thomas D. Lyon  
<https://www.youtube.com/watch?v=7mylT4Ghf7A>

## Materials Check List

- ☐ Chart pad
- ☐ Markers
- ☐ Tape
- ☐ SDM Safety Assessments for the table groups
- ☐ Power Point presentation

### Video:

- ☐ “Interviewing Children: Getting More with Less” YouTube video by Thomas D. Lyon  
<https://www.youtube.com/watch?v=7my1T4Ghf7A>