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

California Common Core
December 31, 2018

Overview of the Day

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

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

Introductions

• Pair up with someone you don’t know

• 1st person–Find out as much as you can about your partner in 1 minute without writing anything down

• Switch to 2nd person–Do the same

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.

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.

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

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

0 10

Engagement Block/Ethnographic Interviewing Review
Concepts from:
- 100 level Engagement block
- 200 level Ethnographic Interviewing concepts

- Individually respond to the questions in the Ethnographic Interviewing Inventory

Cultural & Developmental Impact

- Culture
- Acculturation
- Identity/Diversity issues
- Cognitive
- Emotional
- Linguistic
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 manner
- Gets confused by pronouns

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

Developmental Considerations

Adolescent (13-18)

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

Developmental Considerations

Adolescent (13-18), continued

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

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
Interview Differences

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

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

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
Importance of Interviewing Protocol

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

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

<table>
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<tr>
<th>Lyon's 10-Step Interview</th>
<th>Ethnographic Interviewing</th>
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<tbody>
<tr>
<td>Steps 1-5: Interview Instructions</td>
<td>Steps 1-2: Setting the Stage and Expressing Ignorance</td>
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<td>Step 3: Open-Ended/Global</td>
<td>Step 4-5: Cover Terms and Descriptors</td>
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Interview Instructions (steps 1-5)

Increase: accuracy, resistance to suggestion
Decrease: inclination to guess, misunderstanding
1. Don’t Know
2. Don’t Understand
3. You’re Wrong
4. Ignorant Interviewer
5. Promise to Tell the Truth

Video: Interviewing Children: Getting More with Less by Tom Lyon
https://www.youtube.com/watch?v=7my1T40h7DA

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)
Practice Narratives (step 6)

• Like to Do/Don’t Like to Do
• Last Birthday/Recent Event

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)

Allegation Question/Transition (step 7)

Question Types

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

• Forced Choice
  – Yes/No
  – Multiple Choice

• Suggestive/Leading
  – Tag
  – Suppositional
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 Who- prompts)
• Consult SDM Safety Assessment for areas to cover.

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

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.”
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?

Wrap-Up

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

Confidence in Interviewing Children

Not at all confident

Highly Confident

Somewhat Comfortable
End of Block Evaluation

Preliminary Evaluation Materials
Materials:
• Informed Consent

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

Trainee ID Code

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.