Washington State Child Interview Guide: Quick Reference <u>Interview Stages & Components</u>

introduction

Introduce yourself; Neutral job description; Explain documentation & observers

Ground Rules

♦ "Don't guess." [practice: "What's my dog's name?"]

♦ "Tell me if I make a mistake." [practice: "What would you say if I said you were 30 years old?"]

"Tell me if you don't know what I mean." [practice: "How many siblings do you have?"]

• "I don't know the answers to my questions."

Truth-Lie Discussion

Elicit an agreement to tell the truth - "Do you promise that you will tell the truth today?"

Explore truth/lie competency as necessary: 1) Understands concepts (scenario example)

2) Understands it's wrong to lie

Narrative Practice

Elicit neutral **event narratives**, practice open-ended questioning techniques & pattern of questions, build rapport

Pay attention to child's use of language to gauge developmental level

Transition

Start with: "Tell me why you're here today." As needed, follow with, "It's really important that we know everything that happened." (Additional prompts should be the least suggestive possible)

INVI

Substantive Questions

SEPARATE - "1 time or more than 1 time?" "Tell me all about the last time/about the time you remember the most."

INVITE - Open ended invitations

ELABORATE – "Tell me more about _____." "Then what happened?"

FOCUS: Time - Time segmentation & time framing Senses - Sensory focus questions

Selises - Selisory locus questions

Key facts - Pair focused questions or cued invitations with open-ended follow-ups

CLARIFY & ELABORATE

Closure

Recap in child's words to ensure accuracy; Thank child for effort, not content

WA State Child Abuse Interviewing & Assessment - Revised October 2012

Examples: Helpful Questions & Invitations

Narrative Practice	◆ "I'd like to get to know you better—tell me about things you like to do."
	◆ Recent event: "Tell me everything about" (e.g., "your last soccer game," "the 1st day of school," etc.)
	OR ◆ "Tell me everything that happened today, from when you woke up, until you got here."
	◆ "Tell me more about" "Then what happened?" "What happened next, after?"
	"Tell me everything you saw/heard." "Tell me everything that happened from until"
Transition	♦ "Tell me why you're here today." "It's really important that we know everything that happened."
	♦ "Why do you think I wanted to talk to you?" "What did tell you about talking to me today?"
	♦ "Did someone [talk to you/tell you] about what I wanted to talk to you about?"
	♦ "I heard something might have happened. Tell me what happened."
	♦ If previous statement: "I heard you talked to [name] about something that happened. Tell me what happened."
	♦ If observable injury: "I see you have [a burn, a cut, a bandage, bruises, etc.]. Tell me everything about that."
	♦ Someone's worried: "Is [name] worried about something that happened? Tell me what [name] is worried about."
	♦ Bothered you: "I heard someone might have bothered you. Tell me what happened."
	Something that wasn't right: "I heard someone may have done something that wasn't right. Tell me about that."
Substantive	◆ "Tell me everything about [child's words], from the beginning to the end."
Questions	• "You said tell me more about" "Then what happened?" "What happened next, after
	◆ "Tell me everything that happened from until"
	◆ "How do you know?" "How did you figure that out?"
	◆ "Think about what it looked/sounded like." "Tell me everything you saw/heard."
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	• "You said, tell me all about that." "I heard something about Tell me all about that."
	◆ "I'm confused, tell me again."

Closure

♦ "Is there something else you want to tell me right now?"