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)

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
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
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 Questions
- “Tell me everything about [child’s words], from the beginning to the end.”
- “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.”
- “How did that make you feel?” “What were you thinking when _____?” “How did that make your body feel?”
- “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?”