

**Specialized Training: Investigating Sexual Abuse in
Correctional Settings
Notification of Curriculum Utilization
December 2013**

The enclosed *Specialized Training: Investigating Sexual Abuse in Correctional Settings* curriculum was developed by The Moss Group, Inc. (TMG) as part of contract deliverables for the National PREA Resource Center (PRC), a cooperative agreement between the National Council on Crime and Delinquency (NCCD) and the Bureau of Justice Assistance (BJA). The PREA standards served as the basis for the curriculum's content and development with the goal of the *Specialized Training: Investigating Sexual Abuse in Correctional Settings* curriculum to satisfy specific PREA standard requirements.

It is recommended that the *Specialized Training: Investigating Sexual Abuse in Correctional Settings* curriculum be reviewed in its entirety before choosing which modules to use. Any alterations to the original materials must be acknowledged during their presentation or requires removal of the PRC and TMG logos.

BJA is currently undergoing a comprehensive review of the enclosed curriculum for official approval at which point the BJA logo may be added.

Note: Utilization of the enclosed curriculum, either in part or whole, does not guarantee that an auditor will find a facility "meets standard". Rather, an auditor will take into consideration the curriculum used as part of their overall determination of compliance.





Module 7: Interviewing Juvenile Sexual Abuse Victims

Time: 11:00 a.m. – 12:15 a.m., 1:15 p.m. – 2:15 p.m. (2 hours and 15 minutes)

Training Objectives:

1. Identify techniques for interviewing juveniles during investigations of sexual abuse in confinement settings.


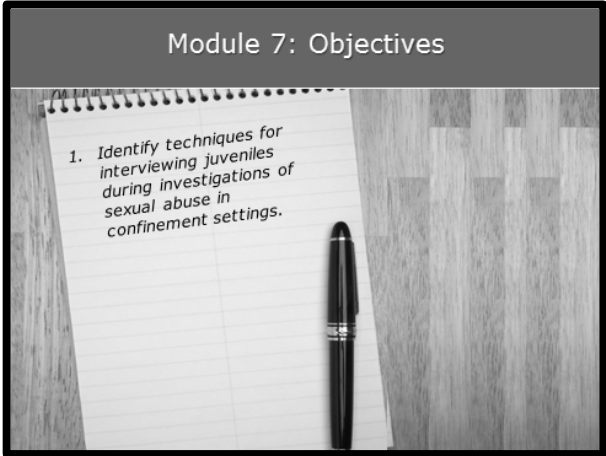

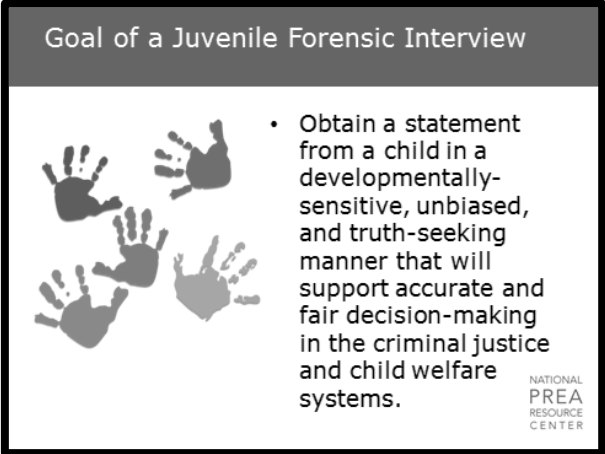


Materials Needed:

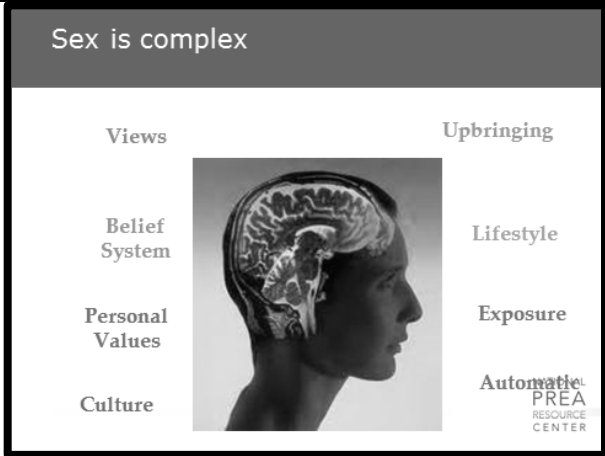
1. Easel pad and markers
2. PowerPoint® player/machine (lap top computer and LCD projector)
3. Screen or monitor
4. Handout: Values and Judgments Scenarios

Training Tips:

- This module is designed to address the requirement in PREA standard 115.334 for investigators to be trained in techniques for interviewing juvenile victims of sexual abuse.
- This module is designed to be skill-based and to allow time for participant exercises. If there is time, this module should be extended to allow additional interview practicing exercises throughout the module. However, participants should be encouraged to be purposeful in improving their techniques outside of training as well. For example, suggest that participants tape themselves interviewing and ask an experienced colleague to critique it.
- The instructors should walk around the room during all activities in order to observe and give constructive comments during the debrief of the activities.
- This module is best presented or co-presented by someone with extensive experience in interviewing juveniles and, preferably, someone experienced in interviewing juveniles in the context of sexual abuse or sexual harassment cases.

The Moss Group, Inc. would like to acknowledge the State of Michigan Governor's Task Force on Child Abuse and Neglect and Department of Human Services *Forensic Interviewing Protocol*, Third Edition for much of the information contained in this module.

Time	Lecture Notes	Teaching Tips
-	<p align="center">Interviewing Juvenile Sexual Abuse Victims</p>	 Interviewing Juvenile Sexual Abuse Victims
1 min	<p align="center">Module 7: Objectives</p> 	 Objectives
1 min	<p align="center">Goal of a Juvenile Forensic Interview</p>  <p>The goal of a forensic interview is to obtain a statement from a child, in a developmentally-sensitive, unbiased, and truth-seeking manner that will support accurate and fair decision-making in the criminal justice and child welfare systems.</p>	 Goal of a Juvenile Forensic Interview
2 min	<p align="center">Sex is Complex</p>	 Sex is Complex



Everyone has biases. Your biases were developed over the course of your life, and were shaped by your belief system, personal values, upbringing, culture, lifestyle, and exposure to alternate lifestyles. Having biases is not a problem, but you need to be aware of those biases and manage them to be able to successfully interview victims of sexual abuse.

Activity: Values and Judgments: We all bring our own values, judgments, and life experiences with us into work.

- How do we acknowledge those values and recognize when they influence us in our jobs?
- Do you believe people cannot get raped if they don't want to be?
- What are your attitudes towards LGBTI and gender non-conforming youth?
- How might past personal experiences or familiar experiences impact attitudes?

In a small group at your table, discuss how an investigator's values may affect his/her interviews in a sexual abuse case.


Break participants into a small group at their tables.



1 min



Understanding Your Subjects






Understanding Your Subjects



	<div data-bbox="440 191 1039 646" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Understanding Your Subjects</p> <p>In order to be prepared to interview juvenile victims or suspects you must understand</p> <ul style="list-style-type: none"> • pathways • thought processes • level of cognitive maturity <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>In order to successfully interview a juvenile in any situation, you need to recognize that juveniles are not just small adults; they are at a certain point in the development process, and this will influence</p> <ul style="list-style-type: none"> • How they behave • How they interact with the investigative process. <p>In sexual abuse cases, it is particularly important to recognize</p> <ul style="list-style-type: none"> • The children’s pathways into the criminal justice system • How they may perceive abuse • How they may perceive reporting • How they may perceive authority figures such as yourself. 	
<p>1 min</p>	<p style="text-align: center;">Pathways</p> <div data-bbox="440 1287 1039 1743" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Pathways</p> <p>Many children come into the criminal justice system after having been physically, emotionally and/or sexually abused.</p> <p>Children who have been sexually abused by a family member are often enveloped into a secret life...they are good at keeping secrets</p> <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Many children come into the criminal justice system after having been physically, emotionally, and/or sexually abused. Children who have been sexually abused by a family member</p>	<div data-bbox="1187 1245 1282 1308" style="text-align: center;">  </div> <p>Pathways</p>


	are often particularly good at keeping secrets.	
3 min	<p style="text-align: center;">Pathways</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Pathways</p> <p>Many of your youth are coming to you...</p> <ul style="list-style-type: none"> From single-parent households without strong male role models Having been a witness to abuse and chemical use With coping mechanisms developed to survive in their environment. These may include: <ul style="list-style-type: none"> Lying Stealing Manipulating <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Even those children who have not experienced sexual or physical abuse themselves have often been exposed to it. Additionally, they have often been exposed to various criminal activities and have grown up in environments that have encouraged the development of certain coping mechanisms.</p>	 <p>Pathways</p> <p style="color: red;">Consider inserting relevant agency data concerning past victimization, abuse or neglect of the population.</p> <p>Ask: What do we see from the youth in this agency? What are their backgrounds? Where do they come from?</p>
1 min	<p style="text-align: center;">Delayed Reporting</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Delayed Reporting</p> <p>There are many reasons these children may not report, including:</p> <ul style="list-style-type: none"> They don't understand that it is wrong due to their histories of abuse. Fear of retaliation. Self-blame or guilt. Embarrassment. Lack of verbal capacity. Issue of obedience to adults. <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>These pathways may influence the youth's decision processes in the event that they, or someone they know, is being abused. Additionally, youth may not report for a variety of other reasons, including</p> <ul style="list-style-type: none"> Fear, self-blame, and embarrassment. An inability to report, depending on age and developmental status. A fear of being disobedient. Juveniles may not recognize that there is a limit to the obedience that 	 <p>Delayed Reporting</p>






	<p>adults can expect. This may be particularly true in a correctional setting if the perpetrator is a staff member.</p>	
<p>1 min</p>	<p style="text-align: center;">Delayed Reporting</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: #cccccc; padding: 5px;">Delayed Reporting</p> <p>Youth may feel guilty if reporting could cause their loved one (abuser) to go to jail.</p> <p>Boys in particular may feel ashamed</p> <ul style="list-style-type: none"> • Expectation that men should fight and take control. • Concern that abuse will “make them” homosexual. <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Some youth may have an emotional attachment to their abuser and fear that reporting him/her will get the abuser in trouble.</p> <p>One of the most common reactions in sexual abuse victims is shame. Among juveniles, boys in particular may feel a loss of masculinity and feel anxiety about their sexuality. Society’s expectations for men and boys make it hard for boys to report sexual abuse perpetrated by a male.</p>	 <p>Delayed Reporting</p>
<p>1 min</p>	<p style="text-align: center;">Delayed Reporting</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: #cccccc; padding: 5px;">Delayed Reporting</p> <p>Youth must feel safe before they will want to talk about the abuse.</p> <p><i>This is why many victims don't report abuse until later in life and why some cases are never reported.</i></p> <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Finally, a victim of sexual abuse must feel safe before he/she is willing to report. Many victims don’t feel safe for an extended period, and some never feel safe. In a correctional setting</p>	 <p>Delayed Reporting</p>



	<p>where a victim is unable to get away from their abuser or the location of their abuse, feeling safe may be even more difficult. Therefore, do not judge the validity of an allegation based on when the incident is reported. Many victims of sexual abuse delay reporting; a delayed report has no implications for the credibility of the allegation.</p>	
<p>1 min</p>	<p style="text-align: center;">Children With Past Victimization</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Children With Past Victimization</p> <p>Tend to have...</p> <ul style="list-style-type: none"> • Low self-esteem • Mistrust <ul style="list-style-type: none"> – Especially of authority • Emotional pain • Distorted view of self, relationships & reality <ul style="list-style-type: none"> – Worthless, nobody cares, “I am ugly” <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Juveniles who have been victimized in the past are likely to be re-victimized, according to the Bureau of Justice Statistics national survey data collection effort. As a result, they may make up a disproportionately high percentage of the juveniles you interview in cases relating to sexual abuse. Be aware that children with past victimization may have certain qualities, including</p> <ul style="list-style-type: none"> • Low self-esteem • Mistrust of authority • Emotional pain • A low opinion of their own self-worth and physical attractiveness. 	 <p>Children with Past Victimization</p>
<p>2 min</p>	<p style="text-align: center;">Forensic Interview</p>	 <p>Forensic Interview</p>

	<div data-bbox="444 191 1042 644" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Forensic Interview</p> <p>Two Overriding Features</p> <ul style="list-style-type: none"> • Hypothesis Testing <ul style="list-style-type: none"> • Rather than hypothesis-confirming • Rule out as many interpretations as possible • Youth-Centered Approach <ul style="list-style-type: none"> • Youth determine the vocabulary and content of conversation as much as possible • Avoid projecting adult interpretations onto events <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>There are two features of a juvenile forensic interview.</p> <ol style="list-style-type: none"> 1. An interviewer should enter the interview with a number of different hypotheses for what sparked the allegation. During the interview, the investigator should seek to test and rule out those hypotheses rather than attempting to confirm a hypothesis. If a juvenile’s story seems inconsistent, the investigator should attempt to see if the juvenile is conflating more than one event, or if the investigator is misunderstanding the meaning of a word. The investigator’s goal when closing an interview is to ensure that the alleged actions could not be subject to multiple interpretations. 2. Forensic interviews are centered on the juvenile. Although this training provides a structure for the interview, the juvenile should direct the content of the interview, and the terminology used, as much as possible. 	
2 min	Essential Interview Techniques	 Essential Interview Techniques

	<div data-bbox="440 191 1037 646" data-label="Complex-Block"> <p style="text-align: center;">Essential Interview Techniques</p> <ul style="list-style-type: none"> • Confidentiality • Rapport Building • Create Safe Setting • Genuineness & Authenticity • Active Listening • Effective Questioning • Paraphrasing, Summarizing & Clarifying • Non-verbal Actions • Response time • Limited amount of interviews • Interview Teams • Avoid judging, attacking, condescending, denial • Avoid offering pity • Avoid beginning with preconceived outcome • Truth Finding <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <ul style="list-style-type: none"> • Interviews with alleged victims of sexual abuse should be held in a safe and confidential setting. • The interviews should be sequenced so as to minimize the number of interviews necessary, and should allow for a specific gender of interviewer (or team of interviewers) if necessary. • The interview itself should be focused on determining the truth, so the interviewer should not go into it with any preconceived notions or assumptions. • The interview should be structured so as to allow the alleged victim to tell their story without excessive interruption while the interviewer actively listens and stays alert for body language or other actions that may imply re-traumatization or triggers. 	
<p>2 min</p>	<p style="text-align: center;">Interviewing</p> <div data-bbox="440 1329 1037 1782" data-label="Complex-Block"> <p style="text-align: center;">Interviewing</p> <p>AVOID</p> <ul style="list-style-type: none"> • Wearing a uniform • Having a gun visible • Expressing surprise, disgust, disbelief, other emotional reactions • Touching the youth • Staring • Sitting uncomfortably close  <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>There are a few key things you should avoid when interviewing alleged juvenile victims of sexual abuse or harassment.</p>	 <p>Interviewing</p> <p>Ask: Are there other things you can think of that might hinder</p>

	<ul style="list-style-type: none"> • First of all, consider not wearing your uniform. This will make you seem less associated with the agency and the facility at which they were abused or harassed. • Similarly, don't wear a gun or have a gun visible. This will only serve to make the youth more anxious. • Don't use bathroom breaks or drinks as leverage to enhance cooperation. • Do not touch the youth, stare at the youth, or otherwise invade his/her personal space. Additionally, try to avoid standing over the youth. This holds true for all alleged victims of sexual abuse or harassment. 	<p>an interview with a youth?</p>
<p>2 min</p>	<p style="text-align: center;">Interviewing</p> <div data-bbox="444 737 1044 1188" style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="background-color: #cccccc; padding: 5px;">Interviewing</p> <p>DO NOT</p> <ul style="list-style-type: none"> • Use bathroom breaks or drinks as reinforcements for cooperation • Suggest feelings/responses to the youth • Make promises <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <ul style="list-style-type: none"> • Do not suggest feelings or responses to the youth by saying things like, "I know how hard that must have been for you" or "I bet that made you feel pretty bad, right?" You may be interpreting the situation differently than they did, and they may incorporate your projection into their narrative and into their understanding of the event. • As with adults, control your reactions. Do not express surprise, disgust, disbelief, or other strong emotions in response to what they are saying. These reactions may enhance their shame and embarrassment and serve to inhibit their cooperation with the interview. • Don't make promises like "You'll never have to talk about this again" during the interview. They will damage 	<div data-bbox="1187 695 1279 758" style="text-align: center;">  </div> <p style="text-align: center;">Interviewing</p> <p>Ask: Are there other things you can think of that might hinder an interview with a youth?</p>

	your rapport with the youth for future interviews.	
3 min	<p style="text-align: center;">Interviewing</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Interviewing</p> <p>AVOID</p> <ul style="list-style-type: none"> Encouragement directly linked to talking about the abuse Asking why youth behaved in a certain way Correcting youth's behavior during the interview unless necessary <ul style="list-style-type: none"> When necessary, explain correction <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <ul style="list-style-type: none"> Don't express encouragement that is directly linked to discussing the abuse. Supportive comments should be clearly unrelated to the discussion of the abuse. Don't ask why a youth behaved in a certain way. This may imply some element of responsibility or blame for the abuse or harassment that allegedly occurred. Avoid correcting the youth's behavior during the interview. It will damage your rapport and may make the youth more reluctant to talk. If you do correct the youth's behavior, be sure to explain why it matters. For example, if the youth is pacing or fidgeting with the table in a way that makes it hard for you to hear them, explain that when you ask them to stop. 	 <p>Interviewing</p> <p>Ask: Are there other things you can think of that might hinder an interview with a youth?</p>
1 min	<p style="text-align: center;">Interviewing</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Interviewing</p> <ul style="list-style-type: none"> Acknowledge youth if he/she becomes upset, embarrassed, or scared Avoid extensive comments about feelings    <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>If the juvenile becomes upset during the interview,</p>	 <p>Interviewing</p>

	<p>acknowledge and address their feelings but avoid extensive comments. The interview is not designed to be part of the victim’s treatment.</p>	
<p>2 min</p>	<p style="text-align: center;">Forensic Interview</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Forensic Interview</p> <p style="margin: 5px 0;">Phased Approach</p> <ul style="list-style-type: none"> • Each step has a purpose <ul style="list-style-type: none"> • Environment • Roles • Instructions • Empowerment • Minimize suggestively <ul style="list-style-type: none"> • Free Narrative • Follow-up/Clarification <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Most protocols for interviewing juveniles recommend discrete phases, each with a unique goal. Overall, interviewers are encouraged to focus on three main goals:</p> <ol style="list-style-type: none"> 1) Ensure the youth is fully informed as to who you are, why you’re talking to them, and the rules of the interview 2) Build rapport with the youth to facilitate cooperation and communication from the youth 3) Ensure all information gained during the interview comes from the youth in their own words to minimize miscommunication or inaccurate conclusions resulting from assumptions made by the interviewer. 	<div style="text-align: right;">  Forensic Interview </div>
<p>2 min</p>	<p style="text-align: center;">Forensic Interview</p>	<div style="text-align: right;">  Forensic Interview </div>

Forensic Interview

Phased Approach

- Preparation
- Introduction and Rapport Building
- Ground Rules
- Practice Interview
- Free Narrative-Topic Introduction
- Question/Clarification (follow-up)
- Closure

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There are seven or eight phases to a forensic interview. They are:


- Preparation
- Introduction and Rapport Building
- Ground Rules
- Practice Interview
- Free Narrative-Topic Introduction
- Question/Clarification (follow-up)
- Closure




The practice interview phase is typically only necessary with younger children.



These phases are specified with the expectation that the interviewer will operate within the structure to address the necessary topics in whatever order they deem to be most appropriate. Additionally, investigators should feel free to vary the phases to accommodate the youth's age, developmental level, and actions during the interview. If, for example, a youth begins discussing the allegation without prompting, the investigator should not feel the need to interrupt so as to stay within the structured phases of the interview.

Phase 3: Ground Rules can be moved earlier in the interview structure if the investigator believes that would be helpful. The younger the child, however, the more likely it is that the ground rules will need to be reviewed again or placed later in the structure to ensure they are not forgotten.


	<p>younger children. For instance, ask him/her to tell you about a photograph rather than asking a question concerning the allegation itself.</p>	
<p>2 min</p>	<p style="text-align: center;">Phase 1: Preparation</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: #cccccc; padding: 5px;">Phase 1: Preparation</p> <p>Cultural Considerations</p> <ul style="list-style-type: none"> • If youth is from a different culture, do some research in advance of the interview • Some cultures <ul style="list-style-type: none"> • discourage youth from looking authority figures in the eye • discourage correcting or contradicting an adult. • Youth from these cultures may be more likely to answer multiple choice or yes-no questions, even when they are uncertain <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Different cultures dictate different norms for conversations between youth and adults and for conversations between people of different or the same genders.</p> <ul style="list-style-type: none"> • Take some time to find out whether the youth comes from a culture that is different from your own. If so, do some research to see if any aspects of their culture may impact the interview. • Remember that all of the youth with whom you talk are likely to be afraid – both of the investigation process and of possible retaliation from youth and staff in the facility. They are also likely to be extremely embarrassed and uncomfortable discussing the alleged abuse or harassment with you. 	 <p>Phase 1: Preparation</p>
<p>2 min</p>	<p style="text-align: center;">Developmental Considerations</p>	 <p>Developmental Considerations</p>



	<div data-bbox="440 191 1037 644" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Phase 1: Preparation</p> <p>Developmental Considerations</p> <p>Children vary in...</p> <ul style="list-style-type: none"> • cognitive ability • language • memory • attention spans, • social skills and • emotional maturity <p><i>It's essential for the interviewer to understand the different stages of child development and develop an appropriate interview environment, activities, and questions accordingly.</i></p> <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>When interviewing juveniles, it's important to be aware of their level of development. This will impact everything from their communication skills and attention spans to their memory.</p> <ul style="list-style-type: none"> • Talk to the staff and medical practitioners who have been working with the youth to ensure you schedule an interview that is an appropriate length and during an appropriate time of day. • Ensure you have some discussions with appropriate staff around the youth's language levels. Consider making use of an anatomically correct doll or drawing to enhance accuracy of communication. 	
1 min	<div data-bbox="440 1236 1037 1690" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Adolescent Development</p> <p style="text-align: center;">Adolescent Development</p> <p>Age 12: Declaration of Independence</p> <ul style="list-style-type: none"> • Adolescent bounces between childhood and adulthood, being <ul style="list-style-type: none"> • irresponsible and responsible, • testing parental authority and then depending on it. • Focused on social life, friends, school. • May be preoccupied with own attractiveness, continue friendships with same sex • Learning to respect the rights and needs of others. <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>The age of the youth will impact their development and their behavior during the investigative process. Twelve-year-old youth are typically just beginning to test the idea of adulthood and independence. Generally, youth will be very preoccupied</p>	<div data-bbox="1187 1192 1279 1255" style="text-align: center;">  </div> <p>Adolescent Development</p> <p>The next section of the module is a brief overview of adolescent development. Investigators need an awareness of adolescent development theory. However, remove this section of the module if participants have already received this training elsewhere.</p>




	with their peers; keeping the interview and the purpose of it confidential is key.	
1 min	<p style="text-align: center;">Adolescent Development</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Adolescent Development</p> <p style="margin: 5px 0;">Age 14: The Age of Rapid Change</p> <p style="margin: 5px 0;"><u>The five "I's"</u></p> <ul style="list-style-type: none"> • Impulsive • Intense • Idealistic • Immediate • Indestructible <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Fourteen-year-olds are often associated with the five I's and the five M's. The five I's are</p> <ul style="list-style-type: none"> • Impulsive • Intense • Idealistic • Immediate • Indestructible <p>A victim of sexual abuse's sense of indestructibility will have been severely damaged.</p>	 Adolescent Development
1 min	<p style="text-align: center;">Adolescent Development</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Adolescent Development</p> <p style="margin: 5px 0;">Age 14: The Age of Rapid Change</p> <p style="margin: 5px 0;"><u>The six "M's":</u></p> <ul style="list-style-type: none"> • Moody • Messy • Monosyllabic • "Mouthy" • Money-oriented • ME-centered <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>How many of you have teenagers? Does this sound familiar? Any other things you might suggest?</p>	 Adolescent Development
1 min	Adolescent Development	




	<div data-bbox="440 191 1037 646" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Adolescent Development</p> <p>Age 14: The Age of Rapid Change</p> <ul style="list-style-type: none"> • Development of parental conflicts as <ul style="list-style-type: none"> • the peer group begins to serve as the adolescent's reference for their standards of behavior. • the maturing teen struggles against being treated like a child <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>As with all adolescents and teenagers, avoid condescending to the victim or treating him/her in a way that could be interpreted as treating them “like a child.”</p>	<p>Adolescent Development</p>
<p>1 min</p>	<div data-bbox="440 919 1037 1375" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Adolescent Development</p> <p>Age 16: Friends, Clothes, Music, More!</p> <ul style="list-style-type: none"> • "Who am I?" <ul style="list-style-type: none"> • Questions about identity • Development of values, beliefs, clearer sense of self • Continued struggle around independence <ul style="list-style-type: none"> • Testing of rules • Questioning of authority. • May become extremely opinionated and challenging <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Sixteen-year-old victims of sexual abuse may be particularly challenging as they struggle to form their own identity while dealing with the trauma of the abuse.</p>	 <p>Adolescent Development</p>
<p>1 min</p>	<p>Adolescent Development</p>	 <p>Adolescent Development</p>



	<div data-bbox="440 191 1037 646" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Adolescent Development</p> <p>Age 16: Friends, Clothes, Music, More!</p> <p>Risk: Depression</p> <ul style="list-style-type: none"> • Feelings of sadness and depression should not be dismissed as "normal" moodiness during this period. • Situational losses can lead to depression and even suicide. • A 2009 national survey found that during the 12 months before the survey: <ul style="list-style-type: none"> • 17.4% of female and 10.5% of male high school students considered suicide • 8.1% of female and 4.6% of male high school students attempted suicide <p style="font-size: small; text-align: right;">NATIONAL PREA RESOURCE CENTER</p> <p style="font-size: x-small; text-align: left;">Centers for Disease Control and Prevention National Center for Injury Prevention. Percentage of U.S. High School Students Reporting Considering Planning or Attempting Suicide in the Past 12 Months by Sex, United States, 2009. http://www.cdc.gov/ncepi/prevention/ncipc/definitionsandstats/09_05_09.html</p> </div> <p>Stay attuned to the mood of the youth with whom you interact. Don't dismiss signs of depression; youth at this age may be at risk of suicide. Even situational losses such as the death of a pet, problems with girlfriends or boyfriends, school failure, and parental disappointment can have a substantial impact on the youth.</p>	
<p>2 min</p>	<p style="text-align: center;">Phase 1: Preparation</p> <div data-bbox="440 1276 1037 1732" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Phase 1: Preparation</p> <p>Limited Language Ability</p> <ul style="list-style-type: none"> • Use vocabulary and sentences that are at the individual's level of cognitive and language development • Ask one question at a time; avoid lengthy complex, multiple-part questions • Speak slowly and allow sufficient wait time • Consider the use of anatomically correct dolls <p style="font-size: small; text-align: right;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>In advance of the interview, and as you build rapport, determine the level of the youth's language ability.</p> <ul style="list-style-type: none"> • Ensure that you use vocabulary and sentence 	<div data-bbox="1187 1234 1279 1297" style="text-align: center;"> </div> <p>Phase 1: Preparation</p>


	<p>constructions that they understand so as to avoid confusion or anxiety.</p> <ul style="list-style-type: none"> • Ask one question at a time, and let the youth answer before continuing to another question. Otherwise, the youth may only answer parts of your questions in an attempt to answer all of them. • Speak slowly, and allow the youth time to think before answering a question. Try to avoid repeating a question unless asked to do so. • If the youth’s language ability is limited or there is confusion around the terminology used due to slang, etc. consider the use of anatomically correct drawings or dolls. When using these tools, point at an anatomical part of the drawing or doll and ask the youth to tell you what they call that body part. Do not only point at sexual body parts – also ask about arms, eyes, etc. If you are using an anatomically correct drawing, take notes on the sheet of paper and include it in your case file. 	
<p>1 min</p>	<p style="text-align: center;">Phase 1: Preparation</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: #cccccc; padding: 5px;">Phase 1: Preparation</p> <p>Developmental Considerations</p> <ul style="list-style-type: none"> • Each child will have a different attention span and a different way he/she communicates • No matter how tough or street savvy your youth may be, they are still kids <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div>	 <p>Phase 1: Preparation</p>




	<p>Pay attention to the way your interviewee is communicating and try to accommodate that as much as possible. Additionally, prepare in advance by determining the youth’s typical attention span and designing the interview to have breaks appropriately. Medication can sometimes impact this, so talk to medical staff. Medication may also impact the best time of day for the interview if the medication impacts concentration or alertness immediately after it is taken or when it is wearing off.</p>	
<p>2 min</p>	<p style="text-align: center;">Phase 1: Preparation</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;">Phase 1: Preparation</p> <p>Profile: Developmentally Disabled</p> <ul style="list-style-type: none"> • Wants to please people in authority • Relies on authority figures for the solution • Watches clues from interviewer; wants to be friends; wants to please • Real memory gaps • Quick to take blame • Short attention span • Allow person to use their own words • Do not ask leading questions • Use concrete ideas (who, what, when, where, how) • Beware of vocabulary (anatomically correct dolls) <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Developmentally disabled youth can be difficult to interview because these are youth who want to please you. Therefore, they will often tell you what they think you want to hear. Don’t ask leading questions like “Did you see...?” It’s important that you ask them open-ended questions to avoid putting words in their mouths.</p> <p>Developmentally disabled youth will often have memory gaps and a short attention span. They’ll also take the blame for things they didn’t do. Don’t go into these interviews with any preconceived notions, and make sure you hear the full story.</p> <p>As with youth with limited English abilities, consider the use of anatomically correct drawings or dolls to ensure communication is clear.</p>	<p style="text-align: center;"> Phase 1: Preparation</p>
<p>3 min</p>	<p style="text-align: center;">Interview Phases</p>	<p style="text-align: center;"> Interview Phases</p>


	<div data-bbox="440 191 1037 646" data-label="Complex-Block"> <p>Interview Phases</p> <p>Phase 1: Preparation</p> <ul style="list-style-type: none"> • Generate alternate hypotheses and hypothesis-seeking questions • Prepare— <ul style="list-style-type: none"> • Questions to test alternative hypotheses about how allegations arose • Questions to test alternative interpretations of details stated in allegation  <p style="text-align: right;">NATIONAL PREA RESOURCE CENTER</p> </div> <p data-bbox="326 655 1146 953">Prepare the topics you want to discuss and specific questions you want to ask in advance. An investigator should enter an interview with a variety of potential hypotheses about how the allegation arose and details stated in the allegation. Prepare questions to test your hypotheses – whether there could have been a misunderstanding or miscommunication in a sexual harassment case, for example.</p>	<p data-bbox="1187 617 1401 772">Ask if participants have any questions. Ensure everyone fully understands this concept.</p>
<p data-bbox="204 970 282 999">2 min</p>	<div data-bbox="440 970 1037 1461" data-label="Complex-Block"> <p style="text-align: center;">Interview Phases</p> <p>Interview Phases</p> <p>Phase 1: Preparation</p> <p>Number of Interviewers</p> <ul style="list-style-type: none"> • One interviewer may increase rapport • If more than one, seat other out of line of sight • Second in supporting role  <p style="text-align: right;">NATIONAL PREA RESOURCE CENTER</p> </div> <p data-bbox="326 1474 1146 1549">If you have a say in the number of people in the room, consider the pros and cons of the single-interviewer vs. team approach.</p> <ul data-bbox="375 1566 1117 1776" style="list-style-type: none"> • It is often easier to build rapport one-on-one, and it may be easier for a youth to discuss sensitive issues if there are fewer people in the room. • Team interviewing may reduce the need for multiple interviews by covering more topics. <p data-bbox="326 1835 1105 1864">If there will be more than one interviewer or more than one</p>	<div data-bbox="1187 970 1425 1285" data-label="Complex-Block">  <p>Interview Phases</p> <p>Insert agency policy regarding number of interviewers and who must be involved in different types of interviews.</p> </div>


	<p>professional in the room, ensure you have a discussion in advance establishing who should be the primary interviewer and the goals of the interview.</p> <p>Additionally, consider seating the secondary interviewer(s) out of the youth’s direct line of sight to make the interview seem less confrontational.</p>	
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p> <div data-bbox="436 550 1037 1003" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Interview Phases</p> <div style="display: flex; align-items: center;">  <div> <p>Phase 1: Preparation</p> <p>Recording</p> <ul style="list-style-type: none"> • Video Recording <ul style="list-style-type: none"> • Position camera so everyone in the room can be seen/heard • If not recording, ensure accurate documentation—exact words spoken </div> </div> <p style="text-align: right; font-size: small; margin-top: 10px;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Consider recording the interview to ensure that any findings from the interview have support. If recording the interview is an option, research your state laws to ensure your recording follows the necessary procedures. Everyone in the room should be positioned so they are clearly visible and audible to the camera. Although recording reduces the need to take notes during the interview, the interviewer should be sure to note areas that require follow-up. If the interview is not being recorded, and depending on the age of the child, ensure there is a designated individual to record – as closely as possible – exactly what the youth says.</p>	<div style="text-align: center;">  <p>Interview Phases</p> </div> <p style="color: red; margin-top: 100px;">Insert agency policy on recording of interviews – audio and visual.</p>
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p>	<div style="text-align: center;">  <p>Interview Phases</p> </div>



	<div data-bbox="440 191 1037 644" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Interview Phases</p> <p>Phase 1: Preparation</p> <p>Physical Setting</p> <ul style="list-style-type: none"> • Relaxing, uncluttered, neutral environment • Do not imply the youth is in trouble • DO NOT put a barrier between you and the interviewee • If setting is not neutral, explain • Away from traffic, noise, disruptions • Turn off cell phone <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>When you set up the interview, ensure that it is made clear to the youth that they are not in trouble. Select a neutral, private location that the juvenile will not associate with his or her alleged abuse. Make an effort to select a location that is away from visual or audio distractions. Select a room that is as uncluttered as possible. Younger children are typically more cooperative in a smaller space without extra furniture. Turn off your cell phone and all other electronics that may disrupt the interview.</p>	
<p>2 min</p>	<div data-bbox="440 1098 1042 1551" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Interview Phases</p> <p style="text-align: center;">Interview Phases</p> <p>Phase 1: Preparation</p> <p>Physical Setting</p> <ul style="list-style-type: none"> • Interview room should be prepared in advance of the interview • Ensure interview does not interfere with the youth's meal and that the youth has had a recent opportunity to use the restroom <div data-bbox="802 1213 1024 1432" style="text-align: center;">  </div> <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Set up the room in advance of the interview to create a relaxing space, without physical barriers positioned between you and the youth. Remove any distracting materials from the room, and set up any recording equipment in advance as well.</p> <p>When you schedule the interview, ensure that it is not interfering with a meal or another activity that the youth may</p>	<div data-bbox="1182 1052 1279 1119" style="text-align: center;">  </div> <p style="text-align: center;">Interview Phases</p>



	not want to miss. Give the youth the opportunity use the bathroom in advance of the interview.	
2 min	<p style="text-align: center;">Interview Phases</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Interview Phases</p> <p style="margin: 5px 0;">Phase 2: Introduction and Rapport</p> <ul style="list-style-type: none"> • Introduce yourself and explain your job • Tell youth about recording (if applicable) • Appear relaxed, friendly and interested • Familiarize yourself with youth’s verbal skills and cognitive maturity • Build rapport through open-ended questions <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <ul style="list-style-type: none"> • At the beginning of the interview, introduce yourself and explain your job. • The youth may not know the purpose of the interview, so provide an explanation to address any anxiety up front. • If you are recording the interview, be sure to let the youth know. Don’t stop the youth from inspecting the recording equipment if he/she would like. • Try to appear relaxed, friendly, and interested rather than authoritative, which may make the youth uncomfortable. • Adults typically tend to dominate conversations with youth by asking numerous questions. Instead, ask the youth general, open-ended questions to build rapport. For example, ask how long they’ve been in the facility, where they are from in the community, what activities they are involved in at the facility, etc. Give the youth the opportunity to talk and ask any questions they have. • Emphasize that you are there to listen. Use this time to assess the youth’s verbal skills and adjust your language if necessary. <p>If this is a suspect interview, the interviewer will need to break</p>	 <p>Interview Phases</p>



	<p>the Miranda rights down into short segments and ask the youth to explain them back. For example, “Joe, I am going to read you your rights, and we are going to talk about them so I know you understand. You have the right to remain silent. Do you know what that means?” If Joe answers yes, you must ask him to explain it to you. If he is unable to do so, you must find terms that he comprehends.</p>	
<p>11 min</p>	<p>Activity</p>	 <p>Split the class up into groups of three: one interviewer, one victim, and one observer to provide feedback. Conduct one practice rapport-building session for 6 minutes then have the teams debrief on challenges specific to building rapport with juvenile victims of sexual abuse. The scenario is a male youth who alleged that a male staff member forced him to perform oral sex.</p>
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #444; color: white; padding: 5px;">Interview Phases</p> <p style="text-align: center; margin-top: 10px;">Phase 3: Establish the Ground Rules</p> <ul style="list-style-type: none"> • Don't guess at answers • Ask youth to tell you if they don't understand something • Give youth permission to correct you if you make a mistake • Tell the truth <div style="text-align: right; margin-top: 10px;">  <p style="font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> </div> <p>Either before or after building rapport, establish ground rules for the interview. There are four main ground rules:</p> <ol style="list-style-type: none"> 1. Tell the youth not to guess at answers. If they don't know the answer to your question, they shouldn't 	 <p>Interview Phases</p>

	<p>answer the question. If you ask the youth what time a staff member entered the unit, and he/she doesn't know, the youth shouldn't try to estimate a time. The youth should instead provide the information they are sure of, and let the investigator find out the rest.</p> <ol style="list-style-type: none"> 2. Tell the youth to ask questions if he/she doesn't understand something. If the investigator uses a word that the youth isn't familiar with, the youth shouldn't guess the meaning of the word. It will be the same for the investigator – if the youth uses a word that the investigator doesn't understand, the investigator will ask the youth to explain. It's very important for the investigator to get accurate information from the interview, so the youth needs to work with the investigator to ensure there are no accidental misunderstandings. 3. Tell the youth to correct you if you make a mistake. If the investigator interprets something the youth says to mean one thing, when in fact the youth meant something else, the youth should correct the investigator. For example, the youth says "Joe and Danny were hooking up in the showers." The youth meant that Joe and Danny were exchanging contraband in the shower, but the investigator misunderstands. The investigator responds "If Joe and Danny have a sexual relationship, why were they fighting?" The youth needs to stop the investigator and explain that he/she was using the term "hooking up" to mean something different than what the investigator interpreted it to mean. 4. Tell the truth. This interview is meant to help the youth and help keep the youth safe. It is to the youth's advantage to be honest during the interview process. 	
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p>	 <p>Interview Phases</p>

	<div data-bbox="440 191 1037 646" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Interview Phases</p> <p>Phase 4: Conduct a Practice Interview</p> <ul style="list-style-type: none"> • Only when interviewing younger youth • Four general principles <ul style="list-style-type: none"> • Only open-ended prompts • Invite youth to be informative with comments • Encourage youth to talk with head nods and active listening • Reinforce ground rules <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>This phase can be useful when interviewing younger children who may have little to say about one-time events. Select a regular event that occurred recently or around the time of the abuse. Ask the child to provide a general description of the event. This can help them understand the sort of information the interviewer is looking for.</p>	
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p> <div data-bbox="440 963 1044 1419" style="border: 2px solid black; padding: 10px;"> <p style="text-align: center;">Interview Phases</p> <p>Phase 5: Elicit a Free Narrative</p> <ul style="list-style-type: none"> • Raising the topic <ul style="list-style-type: none"> • Start with the least suggestive prompt that avoids mention of abuse or particular individuals • If this doesn't work, be more specific—but avoid mentioning specific behavior or projecting adult interpretation onto the allegation <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>The most common interviewer error is skipping this phase to go directly to specific questions. Instead, prolong the narrative phase with numerous, open-ended questions such as “And then what happened?” or “Tell me more about [that event]” and save any specific clarification questions for later in the interview. The interviewer should be actively listening throughout to provide encouragement to the youth to continue speaking. If the youth becomes non-responsive, address it but don't spend too much time on it. Instead, just state your observation: “You've stopped talking” or repeat the youth's last</p>	 <p>Interview Phases</p>

	<p>statement. However, before prompting the youth, consider simply sitting in silence for a while – silence can be a powerful tool.</p>	
<p>10 min</p>	<p>Activity</p> <p>Activity: Asking open-ended questions is more difficult than it sounds. Everyone walk around the room. When you see a person you don't know that well, stop and pair up with him/her. Keep standing facing each other. Now, talk for five minutes, back and forth, ONLY using open-ended questions. Go!</p>	<p>This is a good activity to get people moving around and active. After the pair begins talking, time the activity. After 6 minutes, stop the activity and have them debrief on how it was for them to only use open-ended questions.</p>
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #cccccc; margin: 0;">Interview Phases</p> <p>Phase 5: Elicit a Free Narrative</p> <ul style="list-style-type: none"> • Ask youth to provide a narrative description of the event <ul style="list-style-type: none"> – Research shows children's responses to open-ended prompts are longer and more detailed than responses to focused questions – Don't feel the need to prompt—silence is a powerful tool – If youth becomes upset, acknowledge behavior and address but avoid extensive comment – Don't interrupt to ask questions—revisit the question later in the interview <p style="text-align: right; font-size: small; margin: 0;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>For slightly older youth, skip directly to eliciting a free narrative. Ask the youth to provide a narrative description of the alleged event. Answers to open-ended questions tend to be longer, more detailed, and more accurate than answers to focused questions. If the youth does not respond well to open-ended questions around the allegation, be more specific. But don't ask any leading questions that may project a specific interpretation of the event.</p>	 <p>Interview Phases</p>
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p>	 <p>Interview Phases</p>

	<div data-bbox="440 191 1037 646" data-label="Complex-Block"> <p>Interview Phases</p> <p>Phase 5: Elicit a Free Narrative</p> <ul style="list-style-type: none"> • Ask youth to repeat comment if you have trouble hearing them <ul style="list-style-type: none"> • Do not try to guess what they said • Be tolerant of pauses in the conversation <ul style="list-style-type: none"> • Appropriate to look away to give youth time to continue  <p>NATIONAL PREA RESOURCE CENTER</p> </div> <p data-bbox="326 655 1127 865">Ask for clarification if you don't understand or don't clearly hear something the youth said. Victims and witnesses will use slang to describe body parts and genitalia. If someone uses a term that you are not familiar with, ask them what it is. Don't assume you know what they're talking about.</p>	
<p>11 min</p>	<p>Activity</p>	<p>Split the class back up into their groups of three and have them rotate roles. Elicit a free narrative for 6 minutes then have the teams debrief on challenges. The scenario is a female youth who is alleging that her roommate is sexually harassing her.</p>
<p>2 min</p>	<div data-bbox="440 1373 1044 1829" data-label="Complex-Block"> <p>Interview Phases</p> <p>Phase 6: Question and Clarify</p> <ul style="list-style-type: none"> • Avoid jumping between topics • Clarifying <ul style="list-style-type: none"> • Description of events • Identity of perpetrators • Whether allegations involve single or multiple events • Presence and identities of witnesses • Whether similar events have happened to other youth • Whether the youth told anyone about the event(s) • The time frame and location/venue • Alternative explanations for the allegations <p>NATIONAL PREA RESOURCE CENTER</p> </div> <p data-bbox="326 1837 1071 1873">Once the free narrative portion of the interview has been</p>	 <p>Interview Phases</p>

	<p>completed to your satisfaction, ask the clarifying questions that you jotted down during earlier portions of the interview. You will want to ensure you have</p> <ul style="list-style-type: none"> • A clear, chronological description of events • As much information as you can gather regarding the identity of perpetrators and possible witnesses • Any information the youth may have about similar events involving other juveniles • Who the alleged victim told about the event • Any alternative explanations there may be for the allegations. <p>Don't jump between topics – try to maintain the flow of the conversation while discussing these topics.</p>	
<p>5 min</p>	<p style="text-align: center;">Interview Phases</p> <div style="border: 2px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: #cccccc; padding: 5px;">Interview Phases</p> <p>Phase 6: Question and Clarify</p> <ul style="list-style-type: none"> • Avoid leading questions • Be sure that the statements made are unambiguous • If youth refers to a person, ensure to clarify exactly who they are talking about • If youth uses slang to refer to a body part, be sure to clarify • Ask questions like "Is there anything else" or "Did I forget anything" before moving to a different topic <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Be careful with the types of questions you ask. Don't lead the youth to a certain answer – this could delegitimize the interview.</p>	 <p>Interview Phases</p>
<p>2 min</p>	<p style="text-align: center;">Interview Phases</p>	 <p>Interview Phases</p>

Interview Phases

Phase 7: Close the Interview

- Ask if the youth has any questions
- Avoid making promises
- Chat about neutral topics for a while in order to end on a relaxed note
- Thank the youth for coming—but avoid thanking the youth for disclosing abuse

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If there are other interviewers in the room, give them the opportunity to ask any questions before you close the interview. Finally, ask the youth if there were any other questions you should have asked.



There are two purposes to this phase of interviewing.



- 1) First, make sure you have answered all the questions the youth may have about the interview and about the investigations process. Avoid making any promises to the youth. For example, don't promise that the youth won't have to talk about the abuse again.
- 2) Second, spend a few minutes talking about something neutral before ending the interview. Follow-up on something the youth said during the rapport building. For example, ask the youth what they will be doing that afternoon/evening and spend a few minutes talking about that particular activity. Finally, thank the youth for participating in the interview.

11

Activity

Have the class return to their groups of three and rotate for a final time. Role-play final questions and close-out for 6 minutes. Then debrief on the challenges for 5 minutes. The scenario is a developmentally

		<p>delayed youth alleging that he witnessed sexual activity between two male youth in the day room.</p>
<p>2 min</p>	<p style="text-align: center;">Interviewing</p> <div data-bbox="440 432 1037 884" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Interviewing</p> <p>Common Behavior</p> <p>Expect the following behavior during an interview:</p> <ul style="list-style-type: none"> • crying, • fidgeting, • becoming hyperactive, • becoming angry, • attempts to escape by changing the topic or going to the bathroom, • withdrawal, • become aggressive, or • use avoidance or distracting tactics. <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>It is likely that youth will find the interview an uncomfortable experience. In our society, we do not discuss sexual experiences with high levels of detail with our friends; we are asking a juvenile to discuss what may have been a humiliating and terrifying experience with a stranger. Expect the youth to demonstrate that by withdrawing, becoming angry, crying, fidgeting, or using some avoidance tactics.</p>	 <p>Interviewing</p>
<p>2 min</p>	<p style="text-align: center;">Interviewing</p> <div data-bbox="440 1339 1037 1791" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Interviewing</p> <p>Common Behavior</p> <p>Be aware what a youth is going through during these sorts of interviews.</p> <ul style="list-style-type: none"> – Guilt, self-blame, betrayal <p>Choose your language carefully. Are you using language that will enhance feelings of shame? “Couldn’t you have stopped the abuse?” “Why did you let it go this far?”</p> <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <p>Avoid any comments or questions that may imply responsibility on the youth’s part. Even if the youth is an</p>	 <p>Interviewing</p>

	<p>uncooperative victim or witness, remember that they may have feelings of guilt, self-blame, and betrayal.</p> <p>Can you think of any other examples of language or questions that should not be used?</p>	
<p>2 min</p>	<p style="text-align: center;">Final Thoughts on Youth</p> <div data-bbox="440 464 1039 915" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Final Thoughts on Youth</p> <p>Be aware of teens' perception of the interviewer.</p> <ul style="list-style-type: none"> • Peer relationships are their first priority • Watch for non-verbal communication. <ul style="list-style-type: none"> – Adolescents are not typically concrete thinkers – The inability to communicate does not = lie. • Be aware of prior victimizations. • Juveniles have little knowledge of their rights. • Intimacy and sexuality is a major part of the development. <p style="text-align: right; font-size: small;">NATIONAL PREA RESOURCE CENTER</p> </div> <ul style="list-style-type: none"> • Finally, don't forget that the person you are talking to is a juvenile – an adolescent or a teenager. This will influence how they see you, and how they will feel about talking about other juveniles in the facility. • You probably don't understand the dynamics of their relationships with their peers or with their alleged abusers, but you can understand that their peer relationships will probably be their first priority. • Remember that adolescents and teenagers are not likely to be very detail-oriented. Pay attention to their non-verbal communication. Remember that omitted details that you feel are important may not seem important by them. Don't assume that inconsistencies are always signs of lies. • They may not have been aware of some fundamental rights that seem obvious to you. Therefore, they may not have viewed the abuse in the same way you do, and may have behaved in ways that seem illogical to you. Keep this in mind during your credibility assessment. 	 <p>Final Thoughts on Youth</p>
<p>2 min</p>	<p>Questions?</p>	

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