

1

---

---

---

---

---

---

---



2

---

---

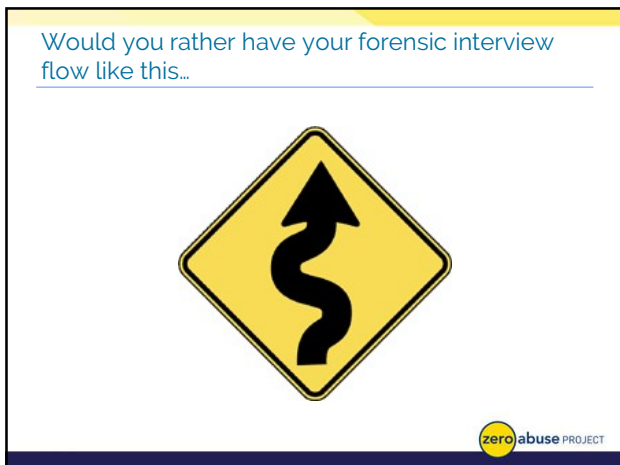
---

---

---

---

---



3

---

---

---

---

---

---

---

Or this?



zeroabuse PROJECT

4

---

---

---

---

---

---

---

---

### The Importance of corroborating questions "I'm an interviewer, not an investigator"

- A forensic interview is just one piece of the entire investigation (critical piece)
- If we ask the right questions, investigators should find 20-40 corroborating details
- Never leave a case a he said/she said case!
- The child discloses.....
  - Now what???

zeroabuse PROJECT

5

---

---

---

---

---

---

---

---

### Considerations

- Focus on episodic event retrieval
  - Beginning, middle, end (First thing that happened)
  - Gather details of report
- List of potential sample questions list
  - Technology
  - ICAC cases
  - Team discussion
- Ask questions about
  - Relationship
  - Grooming
  - Operation in addition to acts – Victims of Trafficking
  - People, places, sensory, peripheral

zeroabuse PROJECT

6

---

---

---

---

---

---

---

---

## Considerations

- Utilize interviewing aids appropriately
  - Diagrams
  - Dolls
  - Draw event location
  - Timelines
- Think about what your team will gather and ask...Let's look at some sample language



7

---

---

---

---

---

---

---

---

## Sample Language

- What was your relationship like with\_\_\_\_\_?
- How did you meet him/her?
- Where did you meet her?
- What was the first thing you and your neighbor did together – (parade)
- What would he/she say?
- What made it ok to tell?
- Did someone ever tell you not to say something?



8

---

---

---

---

---

---

---

---

## Sample Language

- Tell me everything is his basement?
- Other location – timeline
- Did you talk to someone about your relationship?
  - Draw event
  - Timeline with multiple victimization



9

---

---

---

---

---

---

---

---

## Sample Questions

### Refer to list of sample questions...

- How was money exchanged
- Dallas example – hotel
- What did you see, hear, smell, taste
- Nature of conversations
- Username/logins
- Solicitation for meeting
- All devices used for exchange or communication



10

---

---

---

---

---

---

---

---

## Practice Exercise #2

"I'm a 17 year old boy. For the past year my father has been selling me as a prostitute. Every couple of weeks my dad tells me to go down the road a couple of blocks to a man's house. The man lets me in and takes me into the bathroom. From the medicine cabinet he gets a jar of white pills with a black cross on them. He gives me a couple of the pills. There is always a blue cup on the sink. After I take the pills, we go to the basement."



11

---

---

---

---

---

---

---

---

## Practice Exercise #2 (cont.)

"There is carpeting and a bear-skin rug in the basement. There is also a bar and a refrigerator filled with cans of beer. We drink the beer and toss the empty cans on the carpet. Then we both masturbate and give each other oral sex until we both ejaculate, usually on the rug. Afterwards, he gives me \$100 bill. I go home and give it my dad. It last happened 10 days ago."



12

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Seize the "white cross" pills
  - Tell me what the pills look like?
  - How did you feel after you took the pills?
  - Did he make you take one or more than one pill?
  - Tell me about after the pills? Did you feel the same or different somehow?
  - Ok, when did you feel yourself again?
  - Did he make you take something else?



13

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Seize the blue cup for fingerprinting or DNA testing
  - Tell me everything about the blue cup?
  - What happened to the cup?
  - What did he put in the cup? Was there every something else in the cup?
  - Did you touch the cup, he touch the cup, or something else?



14

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Seize and test for prints or DNA on empty beer cans
  - Tell me about the beer cans? What did they look like?
  - Did he make you drink one or more than one beer?
  - Tell me about the beer, what did it taste like?
  - Did he saying anything when you were drinking the beer
  - What did you see, hear, taste, smell..?
- Seize the garbage and collect empty beer cans



15

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Check for semen stains on the carpet and the bearskin rug from both the defendant and the victim.
  - Tell me about the carpet and bearskin rug...beginning, middle, end
  - What did you see, hear, smell, taste...?
  - Did he say something on the rug?
  - Where did it go?
  - How did it feel?



16

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Canvas the neighborhood for witnesses
  - Ask about children going into or out of man's house
  - Did you see something when you walked to the mans house?
  - Did you hear anything when you walked to the mans house?
  - What was the weather like?
- Check phone, cell phone, and e-mail records
- Check bank records for withdrawals / deposits
- Search for \$100 bills in father's possession



17

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Check phone, cell phone, and e-mail records
  - Tell me about your phone and communicating with him
  - Did you communicate with any other technology
  - Have you ever seen any movies, magazines, etc..
  - Tell me how your Dad communicated, did he say anything about man?



18

---

---

---

---

---

---

---

---

### Possible Corroborating Evidence and your questions

- Check bank records for withdrawals / deposits
  - How did the money get exchanged (age appropriate)
  - Did someone every talk to you about the money?
  - Ask about source monitoring – Did you see, hear?
- Search for \$100 bills in father's possession
  - When you gave your dad the money, where did it go? Where did he put it?




---

---

---

---

---

---

---

---

19

### Suggestions for the field

- Don't leave a disclosure until all appropriate details of event are explored
- Think about what your investigators need and ask about it
- Elements of the crime
- Always ask age appropriate questions
- Make your next question based on what child just said




---

---

---

---

---

---

---

---

20

### Introducing Evidence




---

---

---

---

---

---

---

---

21

## NCA Standards

### CAC/MDT protocol must reflect the following items:

1. Case acceptance criteria
2. Criteria for choosing an appropriately trained interviewer (for a specific case)
3. Personnel expected to attend/observe the interview
4. Preparation, information sharing and communication between the MDT and the forensic interviewer
5. Use of interview aids
6. Use of interpreters
7. Recording and/or documentation of the interview



22

---

---

---

---

---

---

---

## NCA Standards

9. Interview methodology (i.e., state or nationally recognized forensic interview training model(s))
10. Introduction of evidence in the forensic interviewing process
11. Sharing of information among MDT members
12. A mechanism for collaborative case coordination
13. Determining criteria and process by which a child has a multi-session or subsequent interview

### STATEMENT OF INTENT:

The general forensic interview process must be described in the agency's written guidelines or agreements. These guidelines help to ensure consistency and quality in interviews as well as in subsequent MDT discussions and decision-making.



23

---

---

---

---

---

---

---

## Thoughtful Approach

- Federal cases/Our cases
  - Difference
  - Process utilized
- Best interest of the child
- Advanced training
- MDT discussions (DA)



24

---

---

---

---

---

---

---



### Discussions in the field...

- Using evidence to elicit a disclosure is NOT recommended
- Case focused or Child focused
- Considerations:
  - Child unaware of evidence
  - Reluctance/block
  - Child's health and wellness
  - Can someone else identify
  - Does forensic interviewer need to be the one to introduce?



25

---

---

---

---

---

---

---

### Considerations

- Best interest of child
- Can someone else identify
- What is my role?
- Does the child know about evidence
- How can this affect your interview
- How will I introduce evidence
- Do I have a purpose for introducing?



26

---

---

---

---

---

---

---

### Suggestions

- Have thoughtful conversation with your team
- Have policy in place for introducing evidence
- Utilize only if in best interest for child (safety)
- Communicate with child about your team
- Communicate evidence prior to showing child
- Reflect back to child with their questions



27

---

---

---

---

---

---

---

## Upcoming Articles for APSAC

- Upcoming Article for APSAC includes all nationally recognized protocols and APSAC asked each protocol to publish an overview of their protocol and address questions emerging in the field.  
Farrell, R., Vieth, V. (2020). ChildFirst® Forensic Interview Training Program. *APSAC Advisor*.
- Emerging discussions in the field
- All nationally recognized protocol asked to prepare similar articles
- Next APSAC Colloquium – Rita will participate in Panel



28

---

---

---

---

---

---

---

---

## Position on use of evidence

### Use of physical evidence in forensic interviews:

- Introducing physical evidence in forensic interviews has been a topic of discussion and debate for many years. *ChildFirst®* believes that we should be very thoughtful before we introduce physical evidence to a child in a forensic interview or, for that matter, in a court of law or any other phase of an investigation or prosecution. In most cases, introducing evidence to a child is not necessary in obtaining the information needed to protect a child or secure justice.



29

---

---

---

---

---

---

---

---

## Position on use of evidence

- Although introducing evidence may expedite a disclosure or the arrest of a suspect, some physical evidence may be traumatic for a child and this trauma may extend long into the future.<sup>1</sup>
- Introducing evidence may also weaken the case by focusing only on the evidence already in the possession of law enforcement as opposed to learning all the details of a child's experience—details that often involve multiple forms of abuse.<sup>2</sup>
- Stated differently, focusing on the evidence already obtained may bring confirmation from a child concerning the tip of the iceberg but may result in the MDT missing the iceberg itself.

<sup>1</sup>Gewirtz-Meydana, A., Walsha, W., Wolaka, J., Finkelhor D. 2018

<sup>2</sup>Turner, Finkelhor, Omrod 2010; Finkelhor, Omrod, Turner 2007



30

---

---

---

---

---

---

---

---

## Position on use of evidence

- Introducing evidence requires advanced training and is a decision best made by a multidisciplinary team which includes, if at all possible, input from a mental health professional. Forensic interviewers and teams should consider and prioritize the child's health, welfare, and safety.

National Children's Advocacy Center 2013; APSAC 2012).



31

---

---

---

---

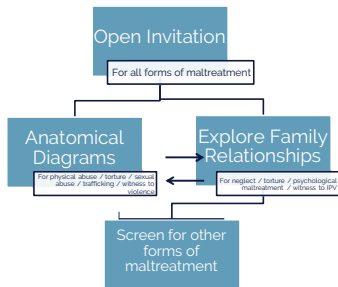
---

---

---

---

## Exploring for all forms of maltreatment



32

---

---

---

---

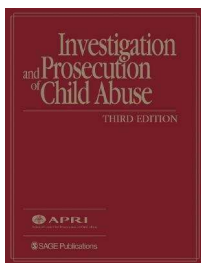
---

---

---

---

## Best Practices



- Immediate response
- Specialized units
- Use CACs
- Highly trained forensic interviewers
- Involve prosecutor early



33

---

---

---

---

---

---

---

---

## Support for Abuse Allegation

- Must be found through corroboration
- NO diagnostic tool exists in medical or mental health fields
- Common issues that must be addressed include delayed disclosure and recantation and other behaviors, which may raise questions



34

---

---

---

---

---

---

---

---

## MDT investigation protocol



Photo by Christina Morillo via Pexels



35

---

---

---

---

---

---

---

---

## Limited investigators involved



Photo by Markus Winkler from Pexels



36

---

---

---

---

---

---

---

---

## Involve prosecutor from the outset



Source: Anna Shvets via Pexels



37

---

---

---

---

---

---

---

---

## Considerations for interview

- Highly trained forensic interviewer
- Focus on episodic event retrieval
  - Beginning, middle, end (First thing that happened)
  - Gather details of report
- Interviewer should explore all forms of maltreatment
- Interviewer should ask questions about
  - Relationship
  - Grooming
  - Operation in addition to acts – Victims of Trafficking
  - People, places, sensory, peripheral



38

---

---

---

---

---

---

---

---

## Use of Evidence During the Interview

- Is presenting evidence considered leading?
- Types of evidence: chat logs, videos, child pornography, buddy lists, e-mails, photos, admittance from alleged perpetrator
- Use of pornography:
  - Presentation: Verbal vs. tangible
  - If, when, how to bring evidence up in interview with victim?

Finnegan & Rogers, 2008



39

---

---

---

---

---

---

---

---

## Use of Evidence During the Interview

- First ask yourself: Why do I need this information? Is there another source?
- Is it legally defensible to introduce other potential victims?
- Is the interviewer only looking for child to disclose what there is evidence of?
- What if child does not know he was filmed?
- Did you use false evidence?

Finnegan & Rogers, 2008



40

---

---

---

---

---

---

---

---

## Sample Language

- Tell me everything is his basement?
- Other location – timeline
- Did you talk to someone about your relationship?
  - Draw event
  - Timeline with multiple victimization



41

---

---

---

---

---

---

---

---

## Sample Language

- Keep open before you go directly to the evidence
- Use time segmenting
- Open-ended question formation
  - "Tell me about communicating with your friends"
  - "Say more about your phone"
  - "Tell me everything you did from the time you got home until you went to bed"



42

---

---

---

---

---

---

---

---

## Considerations – Introducing Evidence

- Best interest of child
- Can someone else identify
- What is my role?
- Does the child know about evidence
- How can this affect your interview
- How will I introduce evidence
- Do I have a purpose for introducing?



43

---

---

---

---

---

---

---

---

## Suggestions

- Have thoughtful conversation with your team
- Have policy in place for introducing evidence - written
- Utilize only if in best interest for child (safety)
- Communicate with child about your team
- Communicate evidence prior to showing child
- Reflect back to child with their questions



44

---

---

---

---

---

---

---

---

## Group Exercises

### **Scenario**

Your team has a text messages between alleged offender and child they want you to introduce. Child is 13 y/o that is not disclosing.

- What do you do and say?
- What does conversation with team look like?
- What is your plan of action



45

---

---

---

---

---

---

---

---

## Group Exercises

### Scenario

Your team has a diary from the caregiver that describes the abuse. The child is reluctant and will not discuss the abuse but has talked about liking to read and wants to be an author one day.

- What do you do and say?
- What does communication with your team look like?
- What is your plan of action?



46

---

---

---

---

---

---

---

---

## Group Exercises

### Scenario

Law enforcement has images they would like you to introduce to the child. The child has disclosed and has given narrative about what they have experienced.

- What do you do and say?
- What does communication with your team look like?
- What is your plan of action?



47

---

---

---

---

---

---

---

---

## Suggestions...

- Remember to meet the child where they are
- Remember your role as an interviewer
- Child-centered always

*Question to ask...What is in the best interest of the child?*



48

---

---

---

---

---

---


---

---



## Citations

- **Finnegan & Rogers, 2008**
- **Finkelhor D. 2018.**
- Finkelhor, D., Ormrod, R. K., & Turner, H. A. (2007). Poly-victimization: a neglected component in child victimization. *Child abuse & neglect*, 31(1), 7–26.
- Gewirtz-Meydan, A., Walsh, W., Wolak, J., & Finkelhor, D. (2018). The complex experience of child pornography survivors. *Child abuse & neglect*, 80, 238–248.
- Vieth, V. (2020). ChildFirst® Forensic Interview Training Program. *APSAC Advisor*.
- **National Children's Advocacy Center 2013, APSAC 2012.**
- **Turner, Finkelhor, Omrod 2010;**



49

---

---

---

---


---

---

---

---

## Questions/Comments?



50

---

---

---

---


---

---


---

---


## Training Opportunities




**Explore** upcoming Trainings & on-demand Webinars  
[www.zeroabuseproject.org/trainings](http://www.zeroabuseproject.org/trainings)



**Subscribe** to Emails  
[www.zeroabuseproject.org/join](http://www.zeroabuseproject.org/join)



**Contact** Us  
[www.zeroabuseproject.org/contact](http://www.zeroabuseproject.org/contact)



51

---

---

---

---

---

---

---

---



52

---

---

---

---

---

---

---