

Protection

Perseverance

Apprehension

Truth

Resolution

Credibility

Child Sexual Abuse Forensic Interview Essentials

Non-Verbal Communication

Verbal Communication Is Organized By Language: Non-Verbal Communication Is Not

Nonverbal Communication, Or Body Language, Is A Vital Form Of Communication

Non-Verbal Communication Includes Facial Expressions, Eye Contact, Tone Of Voice, Body Posture And Motions, And Positioning

Facial Expressions Such As A Smile, Frown, Raised Eyebrows, Yawn, And Sneer All Convey Information

Research Shows That The Majority Of Our Communication Is Nonverbal

Listening

Being A Good Listener Is Not Easy - In Fact Forensic Child Sexual Abuse Interviewers Aren't Very Good At It

Forensic Child Sexual Abuse Interviewers Listen To Minimize Conflict And Misunderstandings

Forensic Child Sexual Abuse Interviewers Listen To Obtain The Facts

Forensic Child Sexual Abuse Interviewers To Understand About What Happened

Forensic Child Sexual Abuse Interviewers To Learn

Forensic Child Sexual Abuse Interviewers Need To Listen To Avoid Distractions

Forensic Child Sexual Abuse Interviewers Need To Listen To Avoid Emotional Involvement

Forensic Child Sexual Abuse Interviewers Need To Listen To Stay Active And On Task

Forensic Child Sexual Abuse Interviewers Need To Listen To The Child And If They Get Tired Or Find Themselves Drifting Away - They Need To Change Their Body Position And Concentrate On The Above Ideas

Interview Environment

The Forensic Child Sexual Abuse Interview Room Needs To Be Located In A Police Where There Will Be No Distractions

The Forensic Child Sexual Abuse Interview Room Needs To Be A Room Which Allows For A Child's Table And Chairs, A Toy Box With A Limit Amount Of Toys And Coloring Utensils, Bright Colors On The Wall, With Some Children's Designs On The Wall

The Forensic Child Sexual Abuse Interview Room Needs To Be Equipped With Audio/Videotape Equipment

The Forensic Child Sexual Abuse Interview Room Needs A Two Way Mirror Inside The Room

A Restroom Should Be Near The Forensic Child Sexual Abuse Interview Room So The Child, If Needed, Can Use The Facilities

The Equipment Should Be Located Outside The Room So The Forensic Child Sexual Abuse Interviewer Can Turn The Equipment On And Off Without Any Delays And/Or Problems

This Allows Other Professionals To Observe The Interview

Rapport Building

Anxiety Is The Greatest Threshold The Forensic Child Sexual Abuse Interviewer Will Deal With When Building A Rapport With The Child

Attachment Issues Are Issues Where The Child Doesn't Want To Separate From The Adult Who Brought Them To The Interview

Rapport Is Defined As Developing A Harmonious Relationship With Another Person

There Are Several Reasons To Establish Rapport With A Child Abuse Victim - But One Of The Most Important Reasons Is To Make The Child Abuse Victim Comfortable

Patience Is Vital As The Child Begins To Trust The Forensic Child Sexual Abuse Interviewer

Having The Child And Adult Visit The Interview Room With The Interviewer May Lessen The Anxiety Of The Child

Children Tend To Trust Adults As Long As They Don't Feel Threatened In Any Manner

Interview Structure

There Are Many Interviews Which Have Structure Which Differ From One Another

Even Though The Interview Structure Differ From One Another - The Concept Is To Obtain A Free Narrative Rendition Of The Facts And To Avoid Leading, Specific, Suggestive, Repetitive And Multiple Choice Questions

Forensic Child Sexual Abuse Interviewers Need To Audio/Videotape The Child Sexual Abuse Interviews

Forensic Child Sexual Abuse Interviewers Need To Identify Whom Will Conduct The Child Sexual Abuse Interview And Who Will Listen Watching From The Two Way Mirror

Forensic Child Sexual Abuse Interviewers Need To Decide What Information They Want To Learn From The Child Abuse Victim

Forensic Child Sexual Abuse Interviewers Need To Set Up The Seating In Such A Way That The Child Sexual Abuse Victim Is Comfortable And Relaxed

Forensic Child Sexual Abuse Interviewers Need To Ask Open-Ended Questions And Not Stray From These Types Of Questions

It Depends

Competency And Credibility Issues

Age Is Not A Good Standard For Competency As Children Vary In Their Intellectual Strategies

Identifying A Child's Verbal Skills Ability Can Be Done By Just Asking Basic Questions e.g. How Did You Get Here This Morning: Who Brought You Here And So Forth

Some Forensic Child Abuse Interviewers Have Children Count To 10: Ask The Child If They Can Identify Colors And So Forth

The Problem With Having A Child Count Or Identifying Colors Has Nothing To Do With Their Intellectual Strategies

Reciting The Alphabet, Counting And/Or Identifying Colors Maybe Useful In Playing With A Child - But Has No Place In A Forensic Child Sexual Abuse Interview

Asking Questions That They Do Not Know The Answer To, Is A Proper Step In Analyzing Competency e.g. Do You Know The Name Of My Cat? If The Child States Yes, Then The Interviewer Needs To Ask Additional Questions e.g. What Kind Of Car Do I Drive

Children Must Be Asked Questions Which Deal With How Credible They Are

These Types Of Questions Eliminate Questions About The Child's Credibility - Accusing Someone Of Sexual Abuse Is A Serious Matter And Understanding How The Child Answers Their Competency And Credibility Questions Is Vital To A Successful Interview

The Forensic Child Sexual Abuse Interviewer Should Be Focused On The Victim's Age, Intelligence, Mental State And Other Assessment Evaluation Tools

Gender Of The Forensic Child Sexual Abuse Interviewer

Most Forensic Child Sexual Abuse Interviewers Are Female

Most Forensic Child Sexual Abuse Interviewers Have Backgrounds In Social Work And Counseling

Female Interviewers Asked Boys More Invitations, As Well As Absolutely And Proportionally More Suggestive Questions, Than They Did Girls, Whereas Male Interviewers Interviewed Boys And Girls Similarly

Girls Of All Ages Provided More Information In Response To Directive Questions Posed By Female Rather Than Male Interviewers Whereas Boys Did Not Respond Differently To Male And Female Interviewers

Children's Responses Depended On Their Age And Gender

The Oldest Girls Provided More Information In Response To Option-Posing Questions Posed By Male Interviewers

More Information Was Provided By The Younger Children In Response To Suggestive Prompts From Interviewers Of The Opposite Gender

The Gender-Of-Interviewer Effects Were Attenuated In Protocol-Guided Interviews

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