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INTERVIEWING CHILDREN

PREPARING THEM FOR COURT

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In other words, I swiped all this stuff

1ST MEETING

- OFFICE
- HOME
- CHILD ADVOCACY CENTER
- THERAPIST OFFICE
- COURTHOUSE

PREPARATION

- REVIEW FORENSIC INTERVIEW
- FORENSIC INTERVIEW
- REVIEW POLICE REPORT
- MEDICAL REPORT
- SANE
- DFACS
- THERAPIST

CAREGIVERS

- EXPLAIN NEED TO SPEAK WITH CHILD
- INDICTMENT
- THERAPIST INFO
- SCHOOL INFO
- BEHAVIORS
- TRIAL PROCESS
- ANYTHING ELSE I NEED TO KNOW?

ADULT WITNESSES

- OBSERVATIONS
- WHAT DID CHILD SAY?
- WHO
- WHAT
- WHERE
- WHEN
- WHY

CHILD WITNESSES

- HOW KNOW VICTIM
- WHAT DID VICTIM TELL YOU?
- DID YOU SEE ANYTHING?
- WHAT WERE YOU DOING?
- CORROBORATION

VICTIM

- DO YOU KNOW WHY YOU ARE HERE?

VICTIM

- GETTING TO KNOW YOU

VICTIM

- GATHER INFORMATION
- AGE
- WHERE LIVE? WITH WHOM?
- SCHOOL/GRADE/TEACHER
- ACTIVITIES

VICTIM

- KNOW DEFENDANT?
- WHAT CALL HIM/HER?
- SOMETHING HAPPENED BETWEEN THE TWO OF YOU?
- WHAT?
- TELL ME ABOUT THAT

COURTROOM

- INTRODUCE THEM TO VICTIM ADVOCATE
- TAKE THEM TO THE COURTROOM WHERE THEY WILL BE TESTIFYING
- LET THEM SIT IN THE WITNESS STAND
- SHOW THEM WHERE COURTROOM PERSONNEL WILL BE SITTING

COURTROOM

- LET THEM SPEAK WHILE SITTING AT WITNESS STAND
- ASK QUESTIONS
- TALK ABOUT COMFORT ITEM
- HOW TO DRESS

KIDS ARE NOT LITTLE ADULTS

- LANGUAGE & COGNITIVE DEVELOPMENT ARE DIFFERENT

PRESCHOOL 3-4 YEARS

- EGOCENTRIC
- UNDERSTANDS PREPOSITIONS
- COLORS & COUNTING
- BASIC CONCEPTS OF RIGHT/WRONG
- DIFFERENCE BETWEEN TRUTH/LIE

PRESCHOOL 3-4 YEARS

- POOR SOURCE MONITORING
- MORE SUGGESTIVLE
- CAN'T SHIFT PERSPECTIVE
- SYMBOLIC REPRESENTATION OF SELF EMERGES BETWEEN 3 & 4 (ie picture=self)

PRESCHOOL 3-4 YEARS

- CAN REMEMBER EVENTS FOR YEARS
- TIME POORLY UNDERSTOOD
- BEGINS TO CLASSIFY BUT FAULTY
- RESPONDS TO PRAISE & ENCOURAGEMENT

PRESCHOOL 3-4 YEARS

- SEES FAMILY AS CENTRAL
- “ALL OR NOTHING” FEELING/OPINIONS
- IDENTIFIES W/PARENTS AND IMITATES THEM
- PROTECTIVE OF PARENTS

EARLY SCHOOL 5-6 YEARS

- GETS COLORS, COUNTING
- SUPERFICIAL, ERRONEOUS CAUSAL LINKS
- EGOCENTRIC
- UNDERSTANDS TRUTH/LIE
- WANTS TO PLAY BY RULES

EARLY SCHOOL 5-6 YEARS

- IMPROVED SOURCE MONITORING
- LESS SUGGESTIBLE
- BETTER WITH CLASSIFYING/HIERARCHIES
- STILL HAS A POOR UNDERSTANDING OF TIME
- MORE COMPLEX SYMBOLIC PLAY

EARLY SCHOOL 5-6 YEARS

- RESPONDS WELL TO PRAISE & ENCOURAGEMENT
- SEES FAMILY AS CENTRAL
- IDENTIFIES W/PARENTS AND IMITATES THEM
- TENDS TO BE PROTECTIVE OF PARENTS

EARLY SCHOOL 5-6 YEARS

- WIDER SOCIAL NETWORK, MORE RELATIONSHIPS (FRIENDS)
- GREATER INDEPENDENCE/SELF-CONFIDENCE
- “ALL OR NOTHING” FEELINGS

ARE YOU A CHILD UNDER 7?

- CONCRETE
- EGOCENTRIC

ELEMENTARY SCHOOL 7-11 YEARS

- UNDERSTANDS 7 EXPRESSES MORE ABSTRACT CONCEPTS
- ABLE TO SEPARATE FANTASY FROM REALITY
- STRONG LIKES/DISLIKES
- OPINIONATED
- SELF VIEW MORE IMPORTANT

ELEMENTARY SCHOOL 7-11 YEARS

- INCREASED MORAL DEVELOPMENT
- COMPREHENDS COMPLEX RELATIONSHIPS
- IMPROVED SEQUENCING OF EVENTS
- SENSE OF TIME IMPROVES, BUT CAN STILL BE PROBLEMATIC

ELEMENTARY SCHOOL 7-11 YEARS

- INDEPENDENCE/DEPENDENCE
- TEACHERS/PEERS GAIN IMPORTANCE
- STRONG SENSE OF FAIRNESS
- FAMILY IMPORTANT, BUT…….CONFLICTS BETWEEN FAMILY & PEER VALUES
- CAN EXPRESS MIXED EMOTIONS

THE DREADED TEENAGE YEARS!!

TEENS 12-17 YEARS

- OFTEN COMMUNICATES LIKE AN ADULT
- MAY NOT USE ADULT LANGUAGE CORRECTLY
- MAY NOT ASK FOR CLARIFICATION
- UNDERSTANDS & COMMUNICATES ABSTRACT IDEAS

TEENS 12-17 YEARS

- ABLE TO REASON, GENERALIZE, FORM HYPOTHESES AND TEST THEM
- NOT CONSIDER ALL THE CONSEQUENCES OF WORDS/ACTIONS
- REACTIVE
- SLANG=EMOTIONALLY IMPORTANT

TEENS 12-17 YEARS

- OFTEN NOT TRUST ADULTS
- STONG SENSE OF PEER IDENTITY
- PERSONAL MORALITY CODE
- CONCERNED WITH MEANINGFUL INTERPERSONAL RELATIONSHIPS

TEENS 12-17 YEARS

- IDEALISTIC
- FEELS MISUNDERSTOOD
- VACILLATION BETWEEN INDEPENDENCE & DEPENDENCE

Dear kindly Sergeant Krupke,
You gotta understand,
It's just our bringin' up-ke
That gets us out of hand.
Our mothers all are junkies,
Our fathers all are drunks.
Golly Moses, natcherly we're punks!

Gee, Officer Krupke, we're very upset;
We never had the love that ev'ry child oughta get.
We ain't no delinquents,
We're misunderstood.
Deep down inside us there is good!

QUESTIONS

- SIMPLE AND CONCRETE

QUESTIONS

- USE CHILD'S LANGUAGE
- BE SPECIFIC

QUESTIONS

- WHO
- WHAT
- WHERE
- HOW
- WHEN
- HOW OFTEN

PRE-SCHOOL

- WHO
- WHAT
- POSSIBLY WHERE
- ONE TIME OR MORE THAN ONE TIME

EARLY SCHOOL (5-6)

- WHO
- WHAT
- WHERE
- POSSIBLY HOW
- ONE TIME OR MORE THAN ONE TIME

UNDER SEVEN (7)

- AVOID PRONOUNS (what did you tell your mommy about your daddy?)
- NOT "what did you tell her about him
- ANNOUNCE TRANSITIONS ("I want to talk to you about your daddy now")
- Pace yourself

ELEMENTARY SCHOOL

- WHO
- WHAT
- WHERE
- HOW
- WHEN
- HOW OFTEN (Pre-teens and above)

ADOLESCENCE

- WHO
- WHAT
- WHERE
- HOW
- WHEN
- HOW OFTEN

AVOID

- LEADING QUESTIONS
- NEGATIVE (NOT, NEVER, YOU DON'T DENY….)
- WHY?
- UNANNOUNCED SHIFTS IN TIME OR TOPIC

LISTEN

NEVER

- GIFTS
- PRETEND
- LIE
- MAKE PROMISES

- But the hearts of small children are delicate organs. A cruel beginning in this world can twist them into curious shapes. ~ Carson McCullers

Thanks for Listening!