Introduction to Interviewing Power Point Slides

Slide 1

Introduction to Interviewing

Slide 2

Module 1: Basic Interviewing Skills

Objectives
- Determine relationship between interviewing skills & outcomes
- Examine use of authority
- Describe 3 core conditions: authenticity/genuineness, respect, & empathy
- Recognize techniques to facilitate an interview: exploring, focusing, directing

Slide 3

Use of Authority Continuum

- Not Effective: Authoritarian, Coercive
  - Family resists or withdraws
- Not Effective: Avoidance, Laissez-Faire
  - Family fails to engage socially
- Most Effective: Family cooperates becomes involved

Core 115 Introduction to Interviewing
Power Point Slides
Slide 4

The Delicate Balance

Supportive Role

Authoritative Role

Slide 5

Using Authority Effectively

Demonstrate respect for the family
Be honest about the visit's purpose
Use authority effectively
Advise the family of your responsibility
Base your actions on the child’s best interest
Show you're well informed & can make critical decisions regarding child's safety & well being

Slide 6

Establishing Relationships

Establish a relationship with the family:

- foundation for all casework practice
- sets the stage for future communication
- promotes the development of a caring relationship with families
- begins the development of a trusting relationship
Slide 7

Difficulties in Establishing Relationships

Families members may:
- resist intrusion
- find it difficult to commit to change
- not trust strangers or be open with them
- be so overwhelmed, issues are difficult to discuss
- be indifferent to your efforts, see you as the problem, or simply ignore you

Slide 8

Building Rapport

To build rapport with a family and develop a positive relationship:
- Plan your introduction/engagement
- Demonstrate genuineness, respect, & empathy
- Be responsive & respectful of the family's strengths, culture, & perspectives
- Address immediate needs

Slide 9

Three Core Helping Conditions to Build a Trusting Relationship

Genuineness/Authenticity
Empathy
Respect
Slide 10

**Self-Disclosure**

Intentionally reveal information about yourself.

Self disclosure responses may or may not be appropriate.

Verbal Expressions

Non-Verbal Behaviors (smiling, grimacing, or shaking one's head in disbelief)

Self disclosure responses may or may not be appropriate.

depends on why you're asking the question.

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Slide 11

**Self-Disclosure**

If you are uncomfortable answering a personal question:

- Feel free not to answer & explain why
- Provide a short, factual response
- Return focus to family member

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Slide 12

**Interview Facilitation Techniques**

Exploring

Focusing

Directing

- While using these techniques, be...
  - Genuine
  - Respectful
  - Empathetic
Slide 13

Explore

Active

Listening

Attend to

Behaviors

Reflect

Encourage

Allow

Silence

Techniques to Facilitate the Interview

Exploring

Module 1: Basic Interviewing Skills

Slide 14

Reframe

Clarify

Question

Summarize

Techniques to Facilitate the Interview

Focusing

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Slide 15

Questions to Avoid

• Antagonizing
• “Why”
• Multiple
• Leading/suggestive
Slide 16

Techniques to Facilitate the Interview

Directing

- Advice
- Support
- Reassurance
- Options
- Suggestions
- Feedback

Slide 17

Module 2: Facilitating the Interview

Objectives

- Describe the 5 stages of the interview process.
- Determine ways to keep the interview on track.
- Identify interviewee behaviors that challenge the interview.
- Describe considerations for interviews in special situations.

Slide 18

Stages of the Interview

- Stage 1: Preparation
- Stage 2: Engagement
- Stage 3: Interview
- Stage 4: Closing
- Stage 5: Documentation
Stage One: Preparation

Determine
• The interview's purpose
• What information you need to get

Analyze
• Available information & get additional information if needed

Decide
• Who to interview
• When
• Where
• How will you engage & build rapport with the family

Plan
• When & how you will document

Stage Two: Engagement

Two important processes:
• Engagement
• Rapport Building

How can your first encounter with a family affect:
• Relationships with family members
• Your ability to complete critical tasks

Stage Three: The Interview

The “meat” of the interview process

Addresses the “purpose” of the interview

Investigator’s Focus: child, family, family members, & maltreatment events

Case Managers focus: assess & intervene to ensure the child’s immediate & on-going safety, permanence, and well-being
Slide 22

**General Order for Conducting Interviews**

- Alleged victim
- Siblings/other children in the home
- Adult caregivers not alleged to have maltreated the child
- Person who allegedly maltreated the child
- Other persons who may have first-hand knowledge of the alleged maltreatment

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Slide 23

**Stage Four: Closing the Interview**

- Discuss whether the interview goals were met with the family members.

  - Summarize:
    - Were all concerns addressed?
    - What was accomplished?
    - What's left to accomplish?
    - What decisions were made?
    - What decisions are left to be made?

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Slide 24

**Stage Four: Closing the Interview**

- Praise efforts
- Review assigned tasks
- Answer questions
- Set time and date for the next interview
- Initiate short conversation to boost rapport

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Stage Five: Documentation

- Decide how to document the interview during the planning stages.
- Note-taking is very important to document family demographics & chronological events.
- Accuracy is vital.
- All interviews with subjects of the investigation must be documented in FSFN.

Challenging Interviewee Behaviors

- Resistance
- Manipulation
- Anger
- Hostility
- Depression

Responding Assertively

- Make requests firm & decisive, delivered with assertive nonverbal behavior.
- Don’t make requests in uncertain language.
- Provide a firm request to replace these uncertain ones.
- Parents may doubt that you expect them to comply.
- Would you mind turning the T.V. off? I’m having a hard time hearing you.
- Would you mind asking your friends to go outside or to another room?
- If it is not too much trouble, could I look through your house?
- If it is all right if I come inside?
Slide 28

**Responding Assertively**

Express requests firmly and decisively and deliver them with assertive nonverbal behavior

Would you mind turning the T.V. off? I'm having a hard time hearing you.
- Firm: I'd like it if you would turn the T.V. off.
- I can't hear you.

Would you mind asking your friends to go outside or to another room?
- Firm: It's really important that we talk where we aren't interrupted.

Would it be all right if I come inside?
- Firm: I'd like to come in, so we can sit down and talk.

If it's not too much trouble, could I look through your house?
- Firm: I would like you to show me your house.

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Slide 29

**Module 3: Child Interviews**

Objectives
- Compare & contrast child & adult interviews.
- Explain how to engage & interview the child.
- Describe developmental considerations for child interviews.
- Identify considerations for child interviews in child sexual abuse cases.

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Slide 30

**Limited Number of Child Interviews**

Ch. 914.16, F.S. limits number of child interviews:

Each judicial circuit chief judge must order reasonable limits on the number of interviews after consulting with:
- State Attorney
- Public Defender
- Chief Law Enforcement Officer
- Other persons deemed appropriate

Applies to children under the age of 16 who are victims of:
- Sexual battery
- Lewd or lascivious offenses
- Abuse, aggravated abuse and neglect
Concepts of numbers, time, assumptions, perspective, causality/magical thinking, & misunderstandings develop gradually.

Children construct their own rules for how the world operates. Domains develop separately at different rates; one domain may mature before another. Individual development varies. Principles of child development: child development in phases.