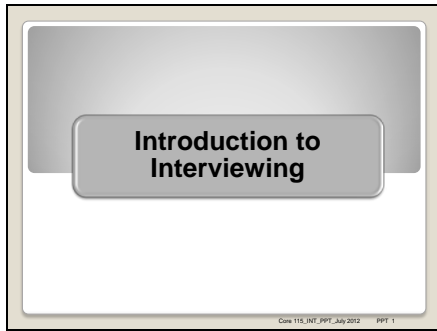


# Introduction to Interviewing Power Point Slides

Slide 1



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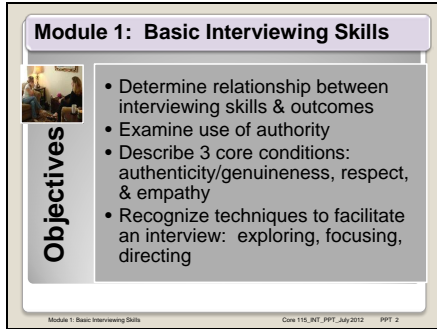
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Slide 2



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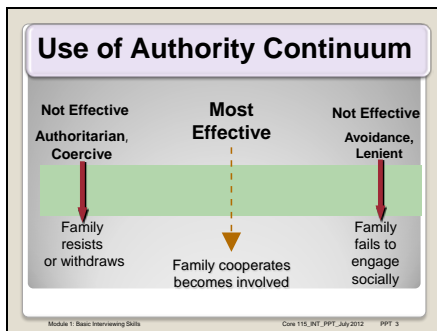
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Slide 3



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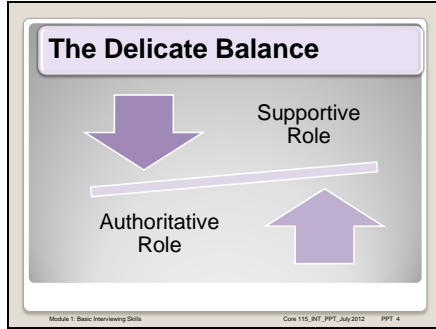
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Slide 4



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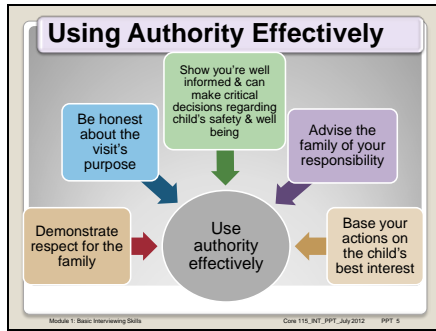
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Slide 5



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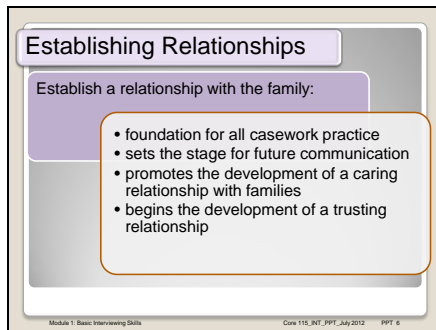
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Slide 6



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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

Module 1: Basic Interviewing Skills Core 115\_INT\_PPT\_July2012 PPT 7

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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

Module 1: Basic Interviewing Skills Core 115\_INT\_PPT\_July2012 PPT 8

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Slide 9

**Three Core Helping Conditions to Build a Trusting Relationship**

Module 1: Basic Interviewing Skills Core 115\_INT\_PPT\_July2012 PPT 9

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Slide 13



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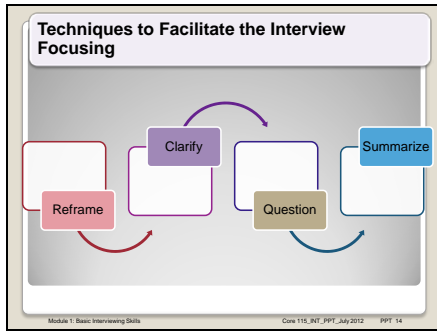
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Slide 14



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Slide 15

- Questions to Avoid**
- Antagonizing
  - “Why”
  - Multiple
  - Leading/suggestive
- At the bottom of the slide, there is small text: "Module 1: Basic Interviewing Skills Core 115\_INT\_PPT\_July2012 PPT 15".

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Slide 19

**Stage One: Preparation**

<b>Determine</b>	<ul style="list-style-type: none"><li>• The interview's purpose</li><li>• What information you need to get</li></ul>
<b>Analyze</b>	<ul style="list-style-type: none"><li>• Available information &amp; get additional information if needed</li></ul>
<b>Decide</b>	<ul style="list-style-type: none"><li>• Who to interview</li><li>• When</li><li>• Where</li><li>• How will you engage &amp; build rapport with the family</li></ul>
<b>Plan</b>	<ul style="list-style-type: none"><li>• When &amp; how you will document</li></ul>

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Slide 20

**Stage Two: Engagement**

<b>Two important processes:</b> <ul style="list-style-type: none"><li>• Engagement</li><li>• Rapport Building</li></ul>	<b>How can your first encounter with a family affect:</b> <ul style="list-style-type: none"><li>• Relationships with family members</li><li>• Your ability to complete critical tasks</li></ul>
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Slide 21

**Stage Three: The Interview**

<b>The "meat" of the interview process</b>	<b>Addresses the "purpose" of the interview</b>
<b>Investigator's Focus:</b> child, family, family members, & maltreatment events	<b>Case Managers focus:</b> assess & intervene to ensure the child's immediate & on-going safety, permanence, and well-being

Module 2: Facilitating the Interview Core 115\_INT\_PPT\_July2012 PPT 21

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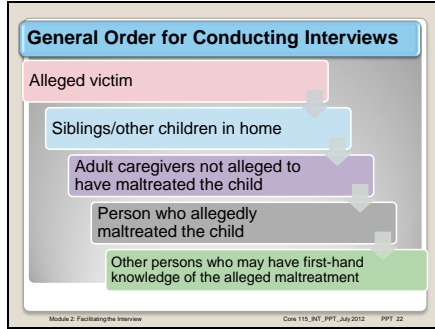
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Slide 22



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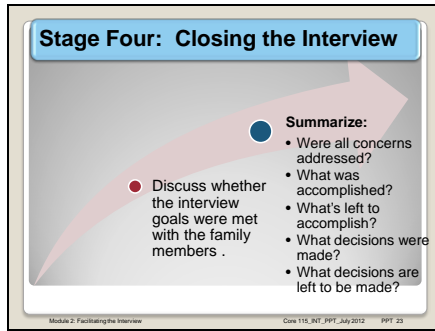
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Slide 23



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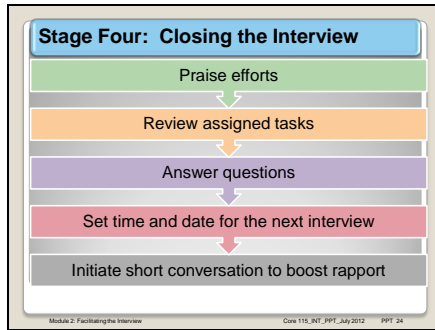
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Slide 24



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Slide 25

**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.

Module 2: Facilitating the Interview Core 115\_INT\_PPT\_July2012 PPT 25

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Slide 26

**Challenging Interviewee Behaviors**

Resistance    Manipulation    Anger

Hostility    Depression

Module 2: Facilitating the Interview Core 115\_INT\_PPT\_July2012 PPT 26

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Slide 27

**Responding Assertively**

Make requests firm & decisive, delivered with assertive nonverbal behavior

**Don't make requests in uncertain language**

- Parents may doubt that you expect them to comply.

**Provide a firm request to replace these uncertain ones:**

- 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?
- Would it be all right if I come inside?
- If it is not too much trouble, could I look through your house?

Module 2: Facilitating the Interview Core 115\_INT\_PPT\_July2012 PPT 27

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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.

Module 2: Facilitating the Interview Core 115\_INT\_PPT\_July2012 PPT 28

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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.

Module 3: Child Interviews Core 115\_INT\_PPT\_July2012 PPT 29

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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

Module 3: Child Interviews Core 115\_INT\_PPT\_July2012 PPT 30

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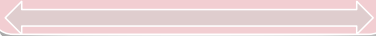
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Slide 31

**Young Children's Thought Processes**



Concepts of numbers, time, assumptions, perspective, causality/magical thinking, & misunderstandings develop gradually



Module 3: Child Interviews Core 115\_INT\_PPT\_July2012 PPT\_31

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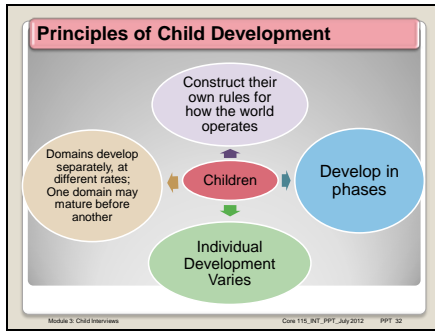
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Slide 32



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