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Neutral/Non-Leading Interview Techniques

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DW Midwest Training

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Housekeeping

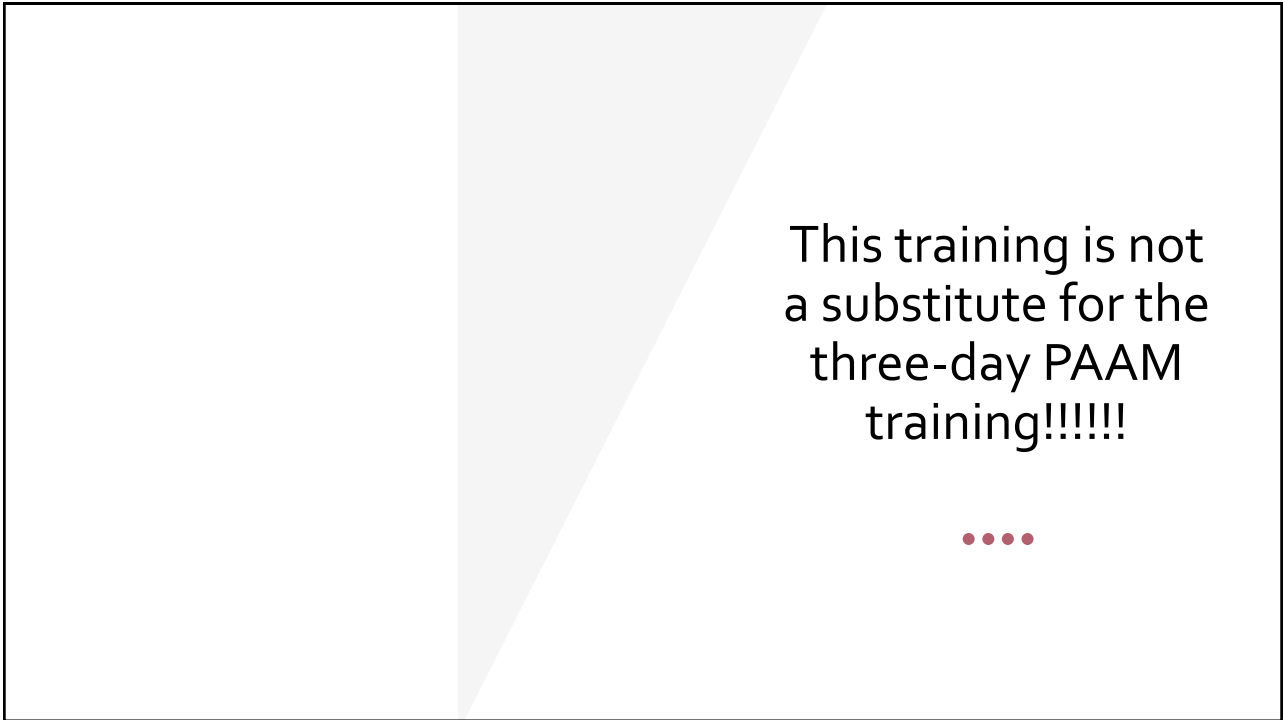
Please use the function to raise your hand. We want your questions fresh in your head.

Don't like to speak out loud, the chat is always available. We will do our best to continuously monitor the chat.



gettyimage
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This training is not a substitute for the three-day PAAM training!!!!!!

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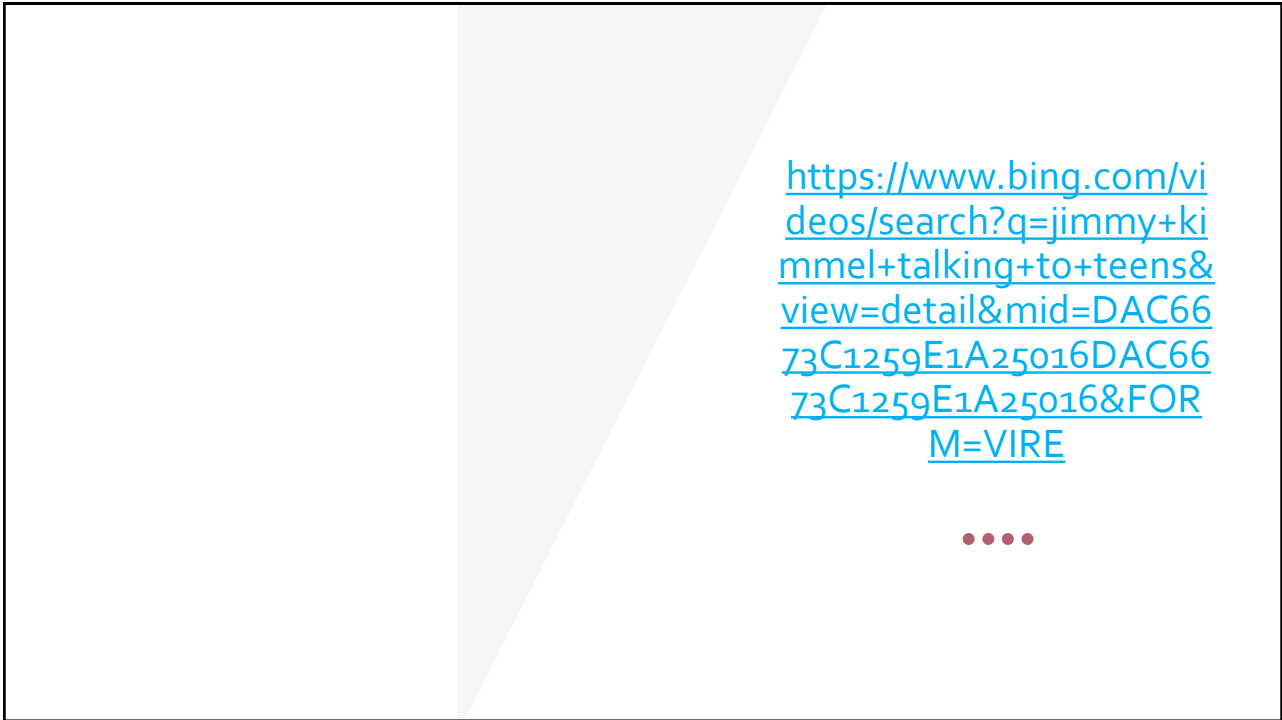
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Who should use these Non-Leading Techniques?

Law-Enforcement	Child Welfare	Tribes	Foster Care
LARA	Educational Professionals	Court Personnel	Medical Professionals



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Why Linguistics are Important

Before you can talk to someone, you need to understand the development of the person and how they view and use language.

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The most important fact to recognize about talking to children and teens...

*Adults and **Children** do not speak the same “language”!



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You CAN “Speak the Same Language”

IF YOU...

1. Keep your words simple.
2. Keep your questions short.
3. Question your assumptions.



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Open Ended

Specific non-leading

Closed

Leading



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QUESTION TYPES

•Open Ended - encourage multiple word responses and allow for a free narrative. "Tell me everything you can about ___?"

•Specific But Non Leading - Ask details about topics that children have already mentioned. "What was John wearing when ___ happened?"

•Closed - Provide only a limited number of options. "Did ___ happen in the bathroom, bedroom, or somewhere else?"

•Leading - Suggest the answer. "Did John punch you in the face?"



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The Interview Steps

- Prepare for the Interview
- Introduce Yourself and Build Rapport
- Establishing the Ground Rules
- Conduct a Practice Interview
- Introduce the Topic
- Question and Clarify
- Close the Interview



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Prepare for the interview

- Friendly, but uncluttered
- Free from distracting noises and supplies
- One interviewer, if a second person is necessary, they should participate minimally or not at all (note taker)



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Introduce yourself and build rapport

- Introduce your self.
- State where you work and your role.
- Ask what their interests are.
- Let them know they are not in any trouble.



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ESTABLISH THE INTERVIEWING RULES

- Commitment to tell the truth - what really happened
- It's important to correct me if I make a mistake
- It's important to say "I don't know", no guessing
- It's important to say, "I don't understand"
- I only want to know about things that really happened nothing made up



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CONDUCT A PRACTICE INTERVIEW

- Ask about interests - "What are your favorite things to do?"
- Ask about an event or sequence of events - "Events have a beginning, a middle, and an end. Tell me everything you can remember about _____, even things you might think aren't important."
- You are training the child/person to do the talking
- You are assessing the status of rapport with the child

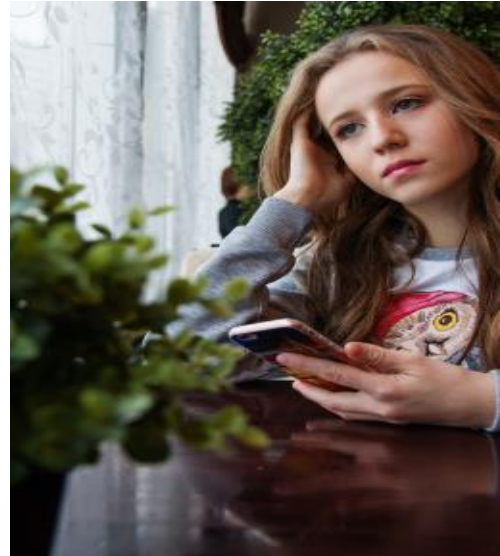


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INTRODUCE THE TOPIC

- Follow the hierarchy of questions - open ended, specific nonleading, closed and then leading if absolutely necessary. Always return to open ended after asking a leading question.
- 1st Q: How come you came to see me today?
- Before you enter into the interview, know how far you are willing to go. Know when to quit!

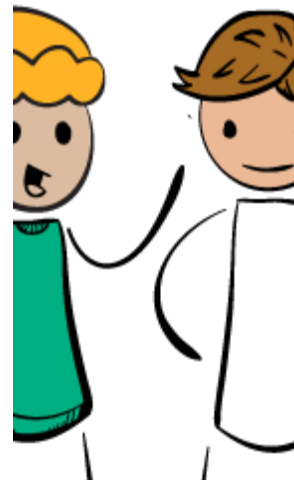


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ELICITE A FREE NARRATIVE

- Tell me about that
- Even the little things you might not think are important
- Beginning, middle, and end
- Give the child time to respond! It may take a child/disabled adults longer to process questions
- Use simple prompts to continue narrative. "You said ____, tell me more about ____, what else, or then what happened?"
- **THIS IS THE CHILDS TIME TO TALK!!!!!!**

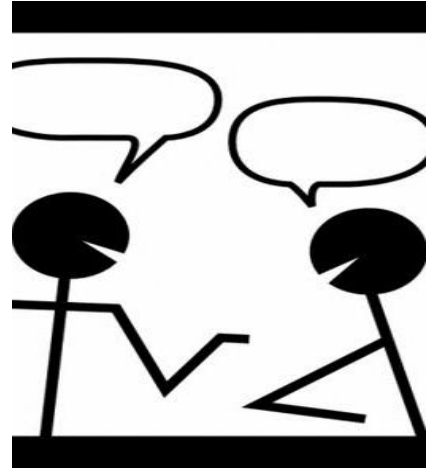


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QUESTION & CLARIFY

- Now it's your turn, but don't forget - it's okay to go back to the free narrative
- "You said ____, but then you said ____. I'm confused. Help me understand what you mean."
- Hypothesis test during this phase: (Who else may they have told; were they coached)
- When things happen, sometimes we remember things we hear, feel, see, etc.

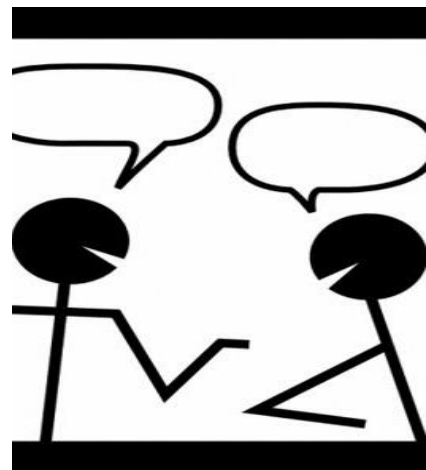


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QUESTION & CLARIFY CONTD.

- Squeeze out the sponge.
- Know how far you are willing to go.
- Keep in mind there may be a next person, maintain rapport.



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CLOSURE

- Thank the child for coming to speak with you
- A good time to let the child know what might happen next
- May want to talk to the child again, get their OK
- Revert to a neutral topic - end on a pleasant note
- Do not make promises.



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Questions



- Thank you for your time.
- Ashley Wheeler and Johnnie Daniels
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