

INTERVIEWING PROTOCOLS

Presenters:

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Investigation & Intervention Unit

Date: 29th November, 2022





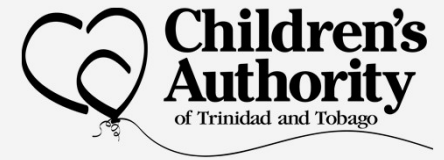
DISCUSSION POINTS

- Mandate & Function of the Authority
- Our Reality
- Interviewing Protocol

CHILDREN'S AUTHORITY MANDATE AND FUNCTION



MANDATE



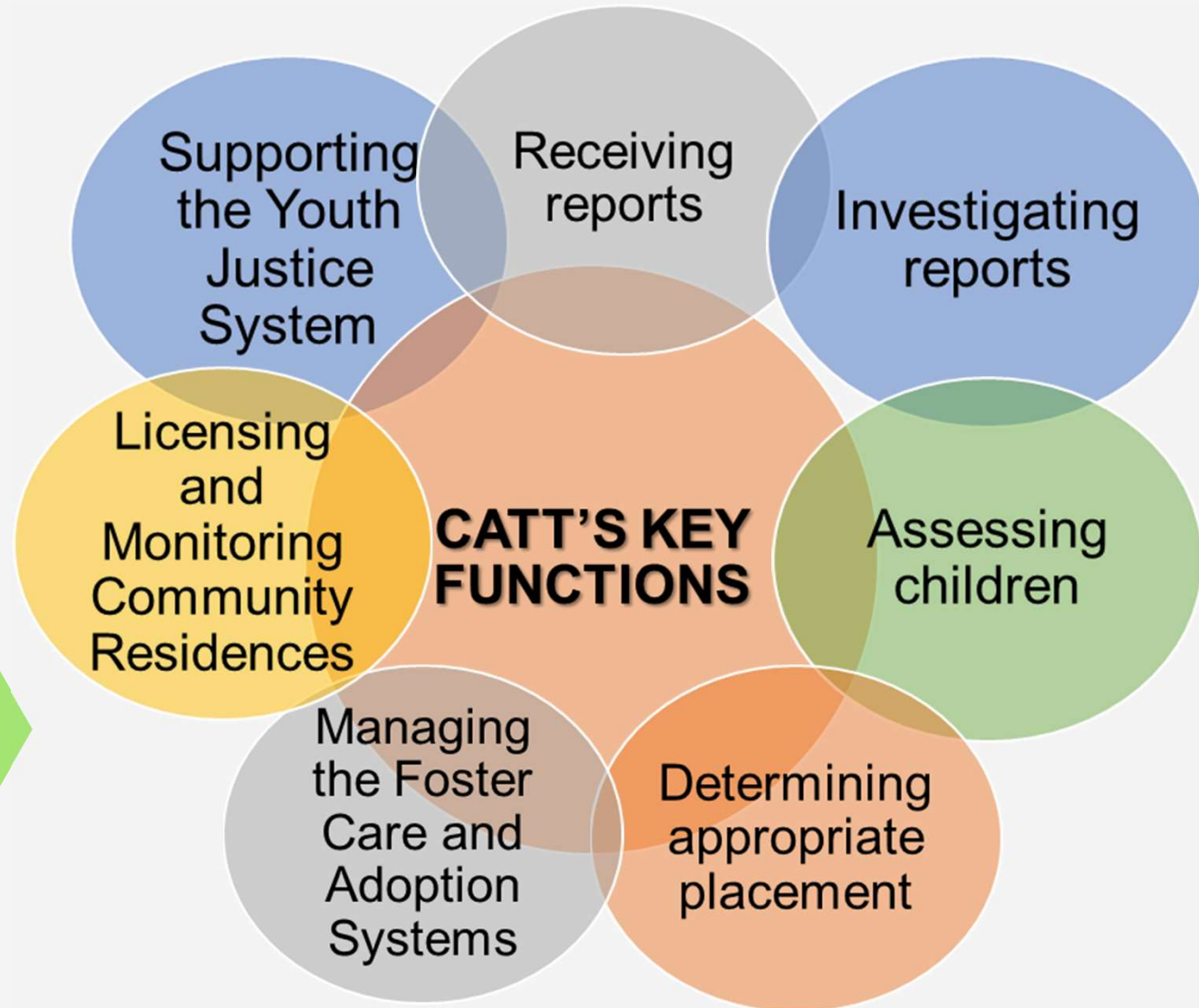
Trinidad and Tobago ratified many international conventions and consensus documents promoting the rights of children, including the UN Convention on the Rights of the Child (1989)

Consistent with these principles, a Package of Children's Legislation was developed in 2000 with the Children's Authority at its centre.

On 18th May, 2015 several key pieces of legislation were proclaimed giving power to the Children's Authority to begin to deliver on its mandate to care, protect and rehabilitate children who are at risk, or have been victims of abuse or neglect.



POWERS AND FUNCTIONS



THE AUTHORITY'S REALITY



CASELOAD

- The Authority has been receiving an avg. <4,000-5,000 cases per year.
- Increase in number of children presenting with mental health and behavioural challenges

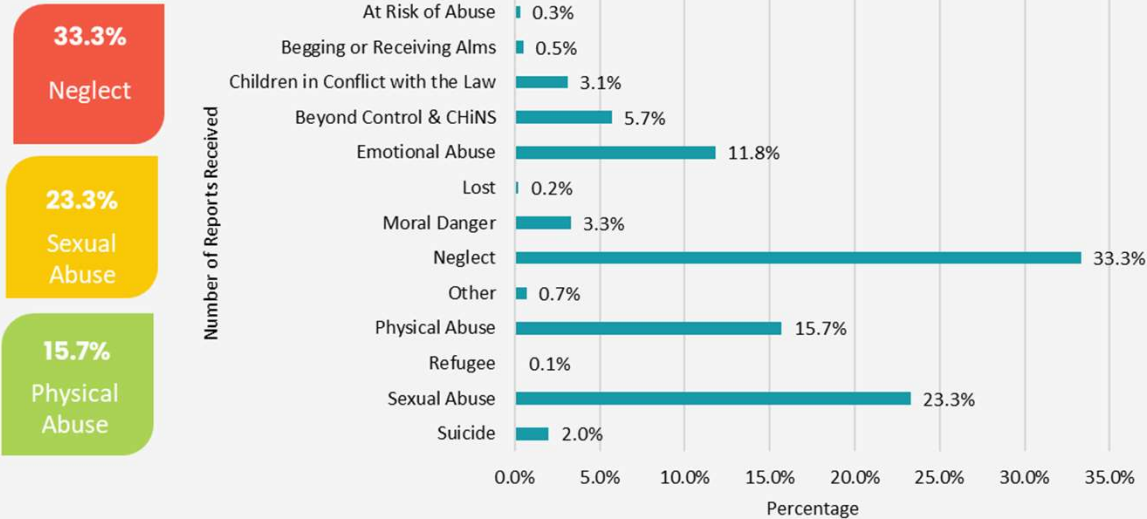


SNAPSHOT: CHILDREN IN NEED OF CARE AND PROTECTION (MAY 2015 – JUNE 2022)

CASE LOAD



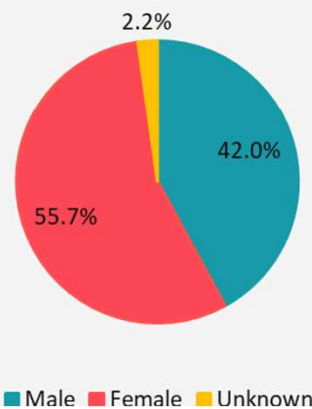
CATEGORIES OF CHILD ABUSE AND MALTREATMENT



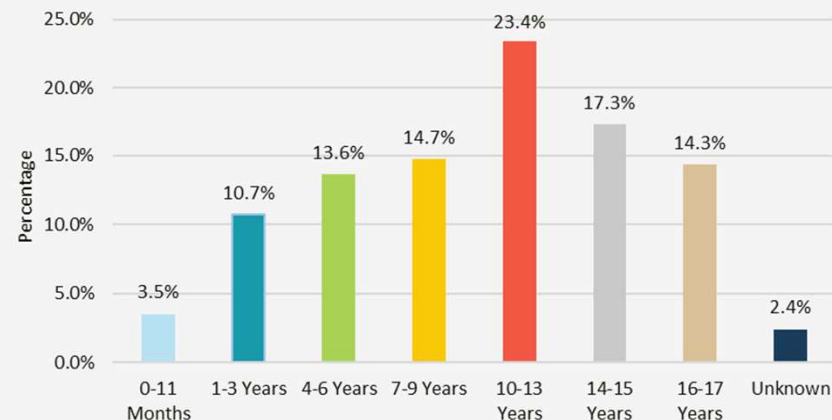
GEOGRAPHICAL DISTRIBUTION



SEX OF CLIENTS



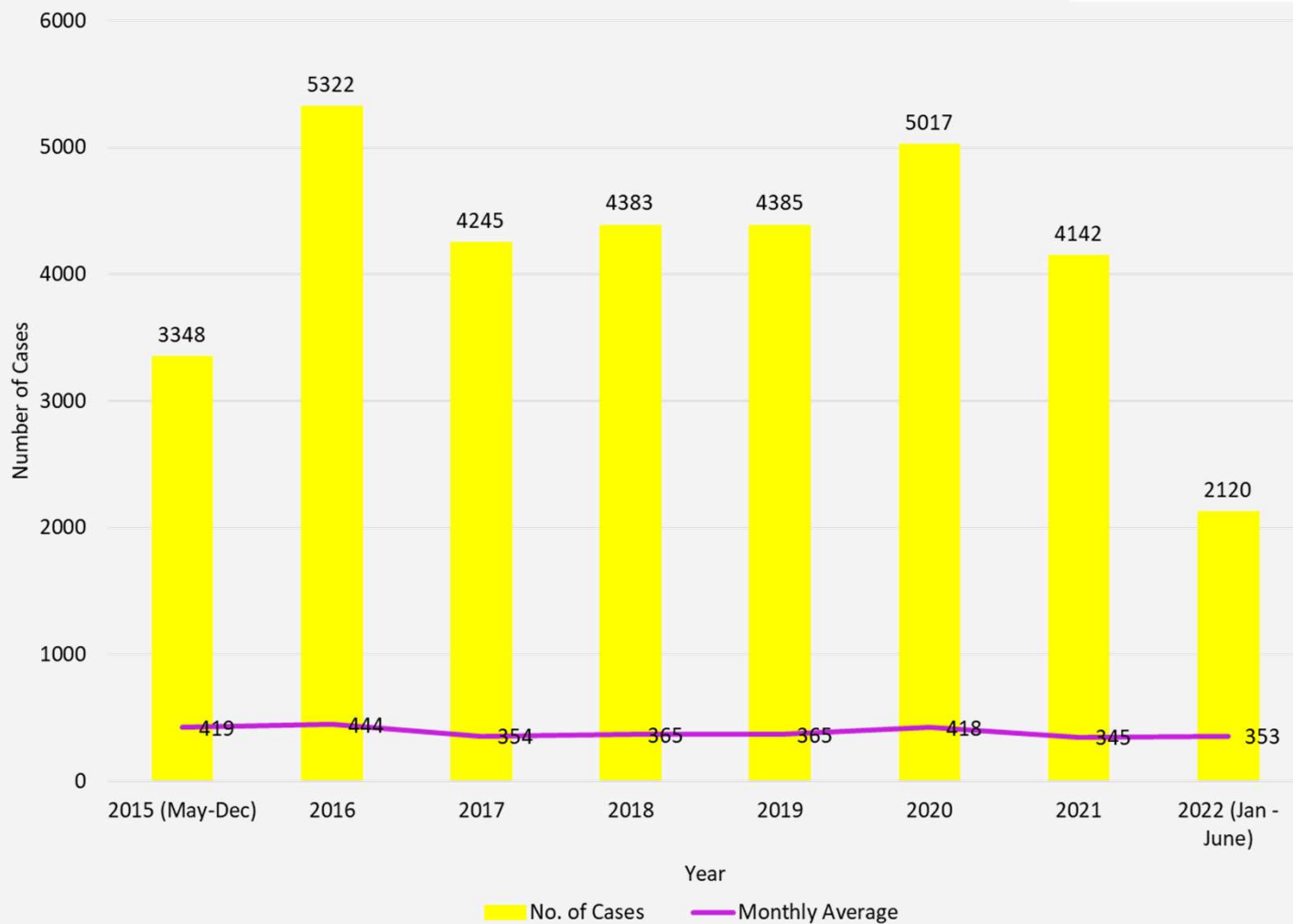
AGE OF CLIENTS



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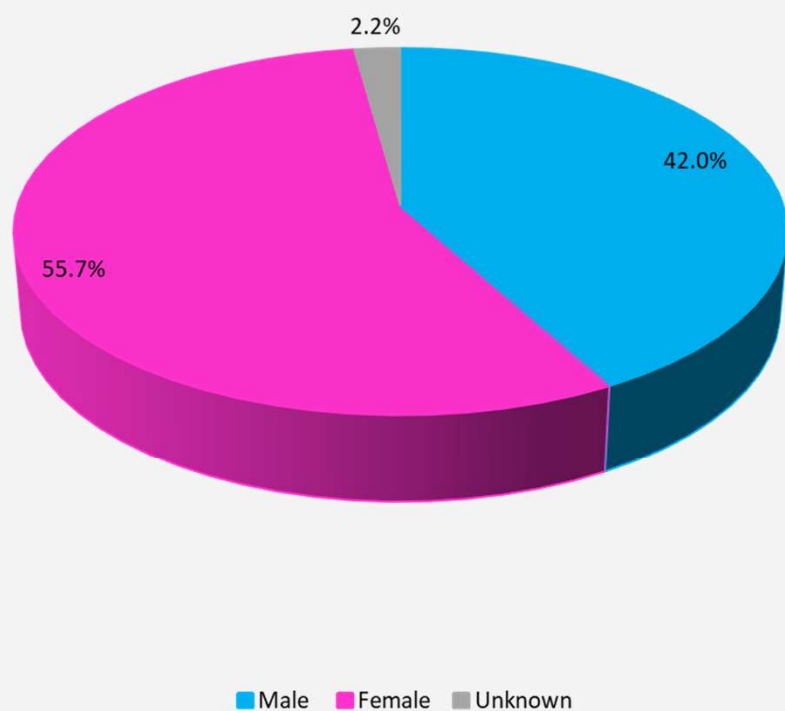
Yearly Totals of Cases Reported to the Authority

Total number of cases reported to the Authority yearly and average number of cases reported per month in each yearly period:

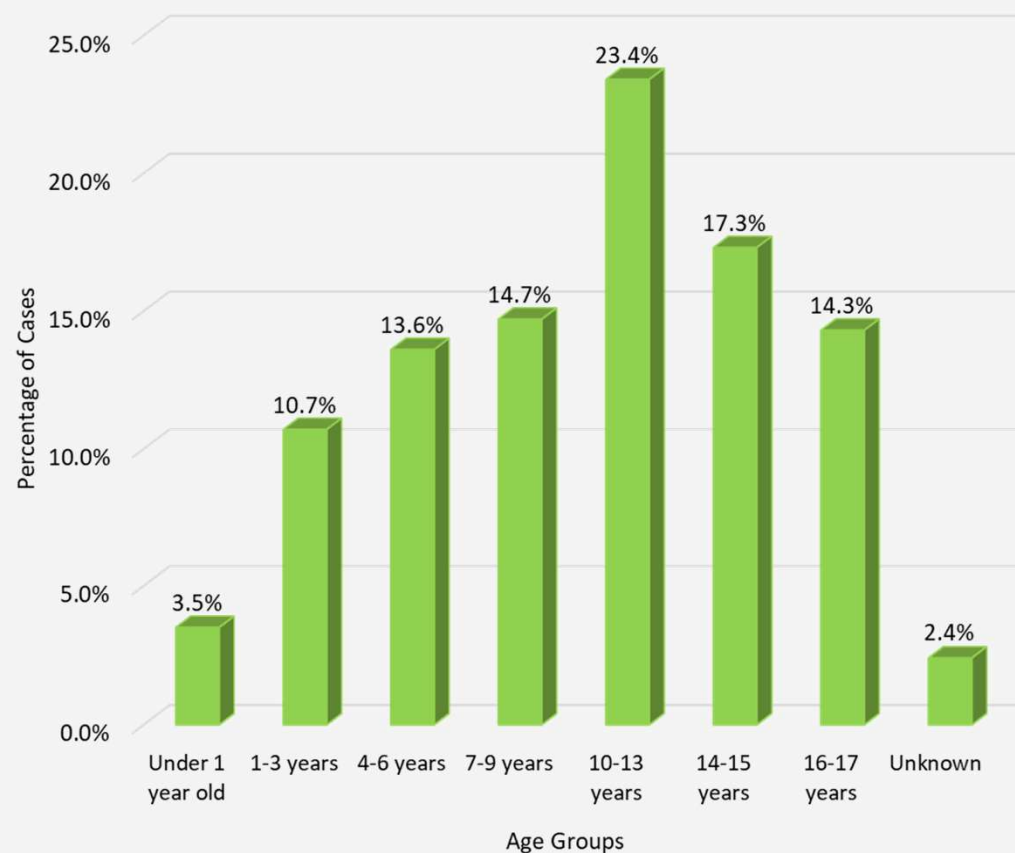


Demographic summary of children reported to the CATT in need of care and protection during the period May.18.2015 to June.30.2022

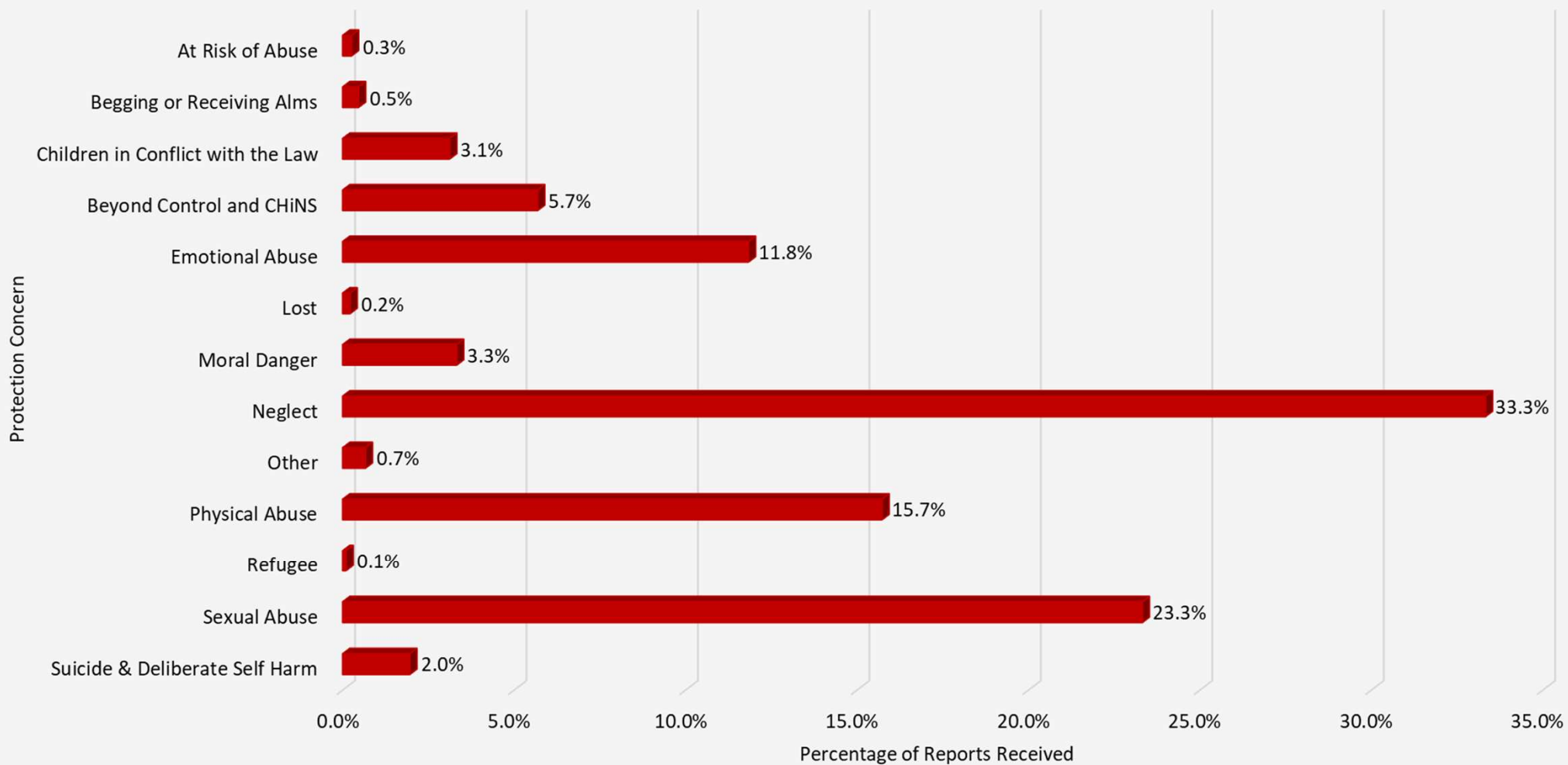
Gender of children brought to the attention of the CATT over the past seven years:



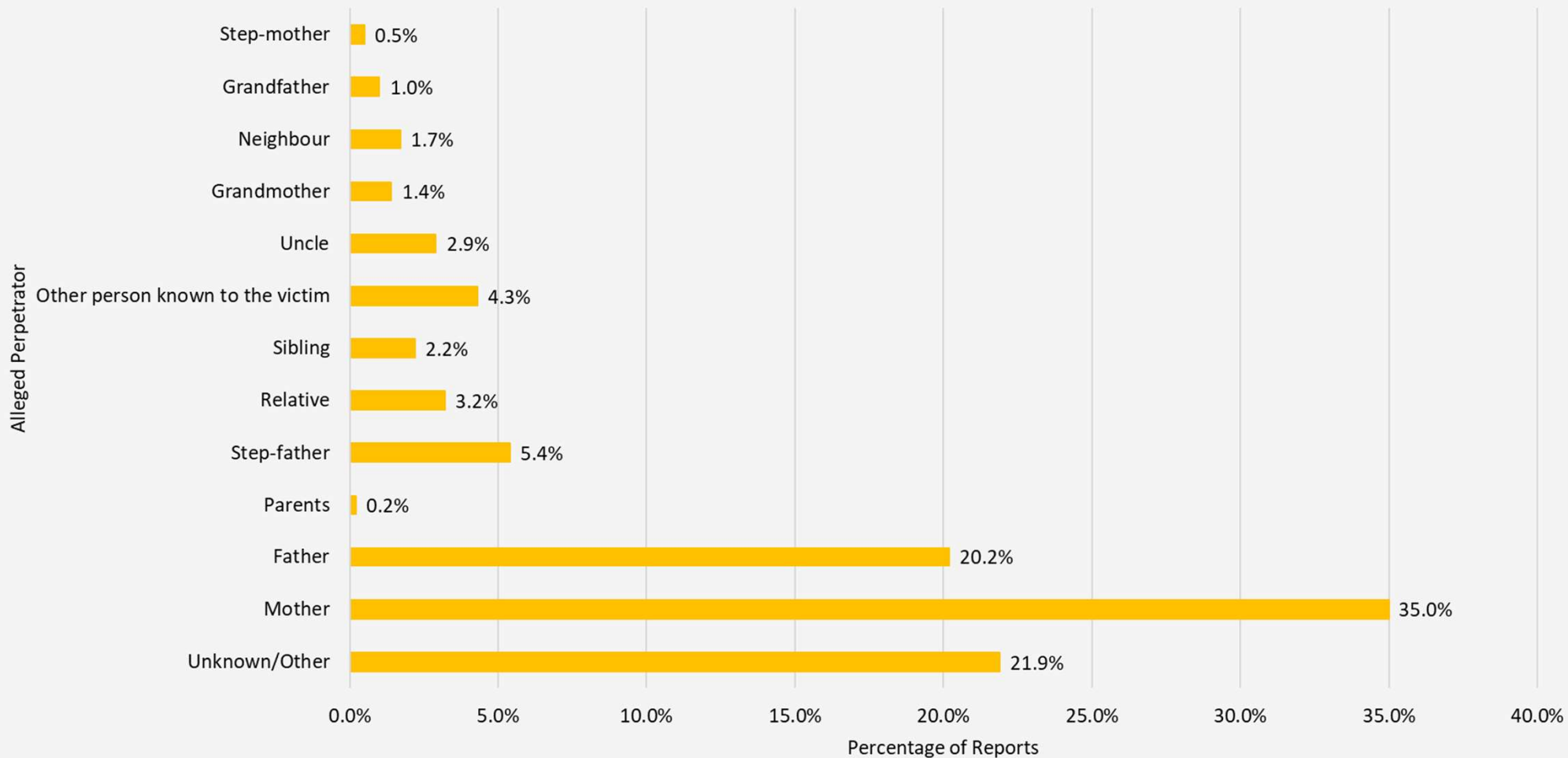
Age groups of children brought to the attention of the CATT over the past seven years:



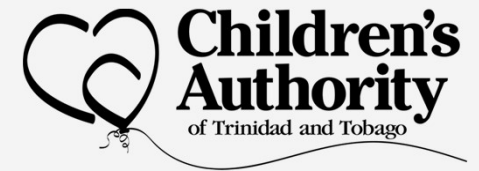
Total reports of children in need of care and June.30.2022



Reported alleged perpetrators made to the Authority from May.18.2015 to June.30.2022



NOTED TRENDS



- Sexual abuse, physical abuse and neglect most reported types of abuse.
- Females are predominantly victims of sexual and physical abuse while males are more often victims of neglect.
- Perpetrators known to children
- Harsh punishment and humiliation still very prevalent.

INTERVIEW PROTOCOL





Contents

- I. Self Presentation
- II. Introduction
- III. Rapport Building
- IV. The Interview
- V. Closing
- VI. Don'ts

I. Self Presentation

Preparing self to conduct interview with child.



Self Presentation

The interviewer **must ensure** that:

- They maintain a professional physical appearance
- Their official identification card is presented and visible
- They have appropriate materials. Example- forms, notepads/notebooks, folders, pens, etc.
- They display an open/ neutral body language and facial expression.
- They are emotionally open
- They are well hydrated

II. Introduction



- Introduce by first presenting official identification card and stating:
 - Name
 - Organisation and describe organization's role and function
 - Explain purpose
- Answer any questions the interviewee may have.
- Assess child's ability to differentiate between truth and lies through use of examples.
- Enter verbal contract with child to speak the truth by making allowances for other responses such as "I don't know", "I don't understand," "I don't remember" and "I don't want to talk about it."

III. Build Rapport

Developing a relationship with the child



Rapport



- To break the ice and build rapport, make time for a brief conversation of topics other than purpose. Example- music that may be playing in the background, a fashionable hairstyle, etc.
- This allows case worker to gauge maturity and vocabulary of child so appropriate language can be utilized during questioning.
- Differentiate the different between the truth and a lie. This may be done using items around the room.
- Assure them that they will not be in trouble with you regarding anything they say to you. Let the child know they can feel comfortable to say anything.

Rapport Cont'd...



- Ascertain if the child can recall events in a sequential manner. This may be done by asking what they did in preparation for the meeting.
- Ask the child to recall the events 'from the beginning to the end'.
- Ask the child if they understand the purpose of the meeting.

IV. The Interview

Conducting the psychosocial interview.



Interviewing Skills

- Questions should begin from broad to specific.
- Questions should be open ended.
- Do not disclose what you know about the allegation.

Interviewing Skills Con't...

- Use words and terms used by the child.
- Be aware of non-verbal communication (body language, facial expressions).
- Refrain from leading questions.
- Be cognizant of the age and cognitive ability of the child.

Interviewing Skills Con't...



Active Listening Means:

- Be present. Do not appear distracted or detached during the interview.
- Take your time. Give the child time and space to talk, allow silence.
- Paraphrase.
- Express your nonverbal understanding. (nodding, smiling, sympathising eye contact)
- Acknowledge emotions of respondent.



Examples of Questions



- Where do you live?
- With whom do you live?
- Do you have chores, what are they?
- Who prepares your meals? Name your favourite dishes.
- How often do you eat and what do you like to eat?
- How do you and (state family member's name) get along?
- If you do something wrong, who are you disciplined?/ If you do something wrong, what does (state name) do?

Interviewing Questions



WHO?

- With whom do you work with?
- Who is your boss?
- Who owns the business?
- Who takes you to and from work?
- Who else works with you?
- Who pays you?
- Who knows that you work?
- Who can you go to if you are being harmed?

Interviewing Questions



WHAT?

- What type of work do you do?
- What do the other people do?
- What happens if...
- What do you do with the money you earn?
(If the child is paid)

Interviewing Questions



WHERE?

- Where do you work?
- Where is (your workplace) located? Attempt to get an exact address, landmark and description.
- Where are the other persons?

Interviewing Questions



WHEN?

- When do you work? (Days and times of work)
- When did you start working?
- When was the last time you worked?
- When was the last time you attended school? (If the child is enrolled at school)

Probing Questions

Clarification and Elaboration

- Can you tell me more about.....?
- Could you explain a bit more about.....?
- Can you give an example ?
- What else happened?

Expanding and Encouraging

- What happened next?
- “Uh hum”, “I see”, “Please continue”, or “Go on”

Probing Questions

”

Checking Consistency

- “You said...But now you told me...How do you explain that? Can you tell me more?”

Revisiting

- Let’s go back to what you told me before about...In light of what you told me earlier, can you tell me more about...?”



Barriers that may be encountered

Child refusing to talk.

Child may be presenting conflicting or inconsistent information

The child may be holding back or omitting what they may consider negative.

Distressed clients.

Angry/aggressive clients .

Parents not allowing you to visit the residence or talk to the child.



V. Terminating interview

Closing interview with child.



DO'S...



- Review what was disclosed and correct any discrepancies.
- Always allow the child to ask questions.
- Address any concerns raised by the child.
- Safety briefing – Identify with the child to whom they may go to in case of future challenges.
- End on a positive note – inquire from the child their future aspirations and offer helpful tips on goal attainment.
- Thank the child and formally state that interview has ended.

DON'Ts...

- Do not use why questions about the child's actions/choices as it could be interpreted as accusatory
- Do not use leading questions as impacts the child's disclosure.
- Do not be judgmental as it creates barriers between the interviewer and interviewee.
- Do not allowing touching.
- Do not interrupt but allow them to tell their story.
- Do not be tense or impatient.

Thank You!

