



## **PEER REVIEW FORM: INSTRUCTIONS**

An interview protocol provides a structure for the conversation with the child intended to maximize the quality and quantity of information elicited. While there is no one recognized interview structure, there is consensus regarding many of the stages that should be included (rapport, interview instructions, narrative practice, transition to the topic of concern, gathering details, clarification, and closure). The selection of a specific interview structure will be influenced by the preferences and professional background of an individual interviewer, Child Advocacy Center and Multi-Disciplinary Team guidelines, accepted community practice, recognized standards of practice, and available research on questioning effects and interview structure.

Research on the training and supervision of Child Forensic Interviewers (CFI) clearly shows that a one-week intensive training program helps interviewers understand what they should be doing, but does not change behaviors of the interviewer. Practice with reflection of one's work and feedback from peers or supervisors offers the opportunity to integrate the adopted interview structure.

The Feedback Form is designed to be used by the CFI to review a recording or a transcript of their own work or by a supervisor or consultant reviewing the interviewer's work. The tool is designed to assist in increasing the interviewer's awareness of the stages of the interview, encouraging adherence to the interview structure, and facilitating objective, specific, and concrete feedback on the interviewer's work. This form has been designed to follow the Child Forensic Interview Structure taught by the National Children's Advocacy Center. An electronic version of this Feedback Form may be adapted to reflect the stages of another interview structure.

The first document (Review Sheet) is the actual form, which will be completed in an interview. The document is divided into the various tasks included in Stage 1 (foundation building) and Stage 2 (substantive portion) of the interview. Time may also be noted at key transition points. This form may be completed by the interviewer themselves, another interviewer or supervisor acting in a feedback capacity, or by participants in a peer review process. Identifying information about the child being interviewed should not be included. Furthermore, the emphasis is not on the child's behavior or statements; but rather on the interviewer's behaviors and utterances.

The second document (Review Worksheet) is provided to stimulate the observer's thinking about the qualities and behaviors that might be included under each stage of the interview. This list of behaviors is not conclusive and should be expanded by the observations of interviewers implementing the form. All feedback for further expansion is welcome.

## PEER REVIEW FORM: REVIEW SHEET

Interviewer ID: \_\_\_\_\_

Date of Peer Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Child's Age and Gender:

Special Considerations:

Time interview begins: \_\_\_\_\_

Introduction:	Y	N	N/A
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Building and Maintaining Rapport:	Y	N	N/A
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Developmental/Cultural Accommodations:	Y	N	N/A
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Guidelines/Rules:	Y	N	N/A
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Narrative Practice:	Y	N	N/A
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Family:	Y	N	N/A
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**PEER REVIEW FORM: REVIEW SHEET**

Interviewer ID: \_\_\_\_\_

Date of Peer Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Time: \_\_\_\_\_

Transition:

Y                      N                      N/A

Disclosure:

Y                      N                      N/A

**PEER REVIEW FORM: REVIEW SHEET**

Interviewer ID: \_\_\_\_\_

Date of Peer Review: \_\_\_\_/\_\_\_\_/\_\_\_\_

Exploration of Alternative Hypotheses:

Y                      N                      N/A

Closure:

Y                      N                      N/A

Time Interview Ends: \_\_\_\_\_

Interview Skills to Work On:

Strengths Demonstrated During Interview:

Plan:

# PEER REVIEW FORM: REVIEW WORKSHEET

## Introduction

- Exchange names
- Explanation of room
- Explanation of process
- Intro was developmentally/culturally appropriate

## Building and Maintaining Rapport

- Interviewer demeanor (friendliness, voice tone)
- Pacing
- Proximity and posture
- Attending behaviors (eye contact, verbal following, reflection)
- Adaptations to changes in child's behavior during interviewer
- Use of child's name

## Developmental/Cultural Accommodations

- Age appropriate adaptations to environment
- Observe and adapts to child's linguistic style
- Appropriate language and cultural match
- Check response to question formats
- Concepts tested (if appropriate)

## Guidelines/Rules (if included in your protocol)

- Note guidelines provided
- Appropriate choice of guidelines selected
- Developmental appropriateness # of guidelines
- Demonstration of guidelines (if appropriate)

## Narrative Practice

- Identified topic for NP
- Follow-up prompts expanded child's narrative
- Use of open-ended prompts
- Use of 'wh' questions
- Limited use of directive and closed questions

## Family

- Identify people in household
- Balanced discussion of family members
- Everyday activities

## Transition

- Prompts used
- Prompt that elicited disclosure
- Funneling

## Disclosure

- Use of opens prompts
- Use of 'wh' questions
- Use of option-posing questions
- Use of tools (drawing, anatomical drawing, dolls)
- Descriptive details elicited
- Clarification of unclear statements

## Exploration of Alternative Hypotheses

- Issues relevant to investigation
- Inconsistencies in child's statements
- Issues addressed in developmentally appropriate, non-leading fashion

## Closure

- Addressed questions or concerns of child
- Return to neutral topic
- Explanation of next steps as appropriate
- Thank child for participation

## Episodic Event(s)

- Use of opens prompts
- Use of 'wh' questions
- Use of option-posing questions
- Use of tools (drawing, anatomical drawing, dolls)
- Descriptive details elicited
- Clarification of unclear statements