



Interviewing Vulnerable Victims Training
Learning Objectives
July 31 – August 1, 2018

Day 1

Class participants will be able to:

1. List essential pre-interview information prior to effectively interviewing children with developmental disabilities.
2. Demonstrate an understanding of multiple communicative modalities commonly utilized in forensic interviews of children with children.
3. Discuss adaptations to current interview structures that may be required when conducting forensic interviews of children with developmental disabilities.
4. Identify key information to be gathered in the pre-interview process to assess whether mental health concerns need consideration.
5. Describe common emotional and/or behavioral concerns of youth who have experienced trauma.
6. Distinguish strategies for managing emotional/behavioral concerns during the FI process.
7. List the signs and symptoms observed during the interview process which warrant a post-interview check-in with a mental health professional.

Day 2

Class participants will be able to:

1. Explain the rationale for ADHD's classification as a neurodevelopmental disorder.
2. Describe 4 strategies helpful for the pre-substantive phase of a forensic interview with a child diagnosed with ADHD.
3. Identify 3 forensic interviewing practices to help ADHD diagnosed children maintain their focus during the substantive phase.
4. Identify the most commonly held misconceptions regarding divorce, custody, and child maltreatment allegations against a parent/caretaker.
5. Describe elements to consider when coaching may be a concern in a child maltreatment allegation.
6. Recognize the differences between unsubstantiated and false allegations of child maltreatment.
7. Recognize the characteristics of an Autism Spectrum disorder and how these characteristics can affect the interview.
8. Employ adjustments to an interview for specific Autism Spectrum disorder characteristics.
9. Modify the formation of question types for clients with Autism Spectrum disorders to obtain more reliable information.

10. Explore concepts related to vicarious trauma and secondary traumatic stress.
11. Discriminate between signs of secondary traumatic stress and burn-out.
12. Evaluate protective practices that can be incorporated into daily routines to minimize secondary traumatic stress.

Day 3

Class participants will be able to:

1. Identify the types of evidence that can be used in a forensic Interview.
2. Perform deliberation of case information with the team to create a plan for evidence introduction.
3. Present evidence to the child in a trauma informed, forensically sound manner.
4. Learners will identify essential pre-interview information to obtain before interviewing children with significant trauma impacts.
5. Learners will articulate the benefits of providing social support during forensic interviews.
6. Learners will describe strategies for providing social support during forensic interviews.
7. Identify developmental strengths and weaknesses of preschoolers as potential witnesses.
8. Consider the impact of environment and culture on a young child's ability and motivation to serve as a witness.
9. Recognize a developmentally appropriate modification of an evidence-based forensic interview structure.
10. Employ adaptations of a forensic interview structure to address allegations arising from specific issues (i.e. custody/family conflict and sexualized behaviors without an outcry from the young child).