



## **ADVANCED FORENSIC INTERVIEWING OF CHILDREN**

### **Learning Objectives 2019**

#### **Day 1**

##### **Class participants will be able to:**

1. Practice effective assessment of their own and other's forensic interviews and articulate strengths and challenges observed.
2. Listen to child's forensic interview statements and ascertain essential elements which require further exploration.
3. Develop critical thinking skills in making decisions throughout a forensic interview.
4. Successfully incorporate a child's specific language into narrative prompts and follow-up questions.

#### **Day 2**

##### **Class participants will be able to:**

1. List essential pre-interview information prior to effectively interviewing children with communicative challenges stemming from disabilities, mental health diagnoses, and traumatic experiences.
2. Discuss adaptations to current interview structures which may be necessary when conducting forensic interviews with children with complex communicative needs.
3. Identify the impact of trauma on memory recall in child victims and witnesses.
4. Recognize indications of reluctance and discomfort in child witnesses which may negatively impact a forensic interview.
5. Explain the difference between appropriate and inappropriate social support in a forensic interview.
6. Increase the use of effective and evidence-based forms of social support to negate reluctance and discomfort in child witnesses.

#### **Day 3**

##### **Class participants will be able to:**

1. Identify the impact of trauma on memory recall in child victims and witnesses.
2. Articulate the difference between episodic and script memory and how these types of memory recall assist an investigation.
3. Construct questions which will elicit a greater amount of reliable information regarding a child's memory of specific episodes of abuse.
4. Implement strategies for exploring a child's perception of grooming behaviors that lead to compliance.
5. Recognize how manipulation and grooming behaviors extend beyond the child and how these behaviors contribute to a tentative or delayed disclosure.