

Multi-Session Interviews

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Language Confusion

- Repeat interviews
- Follow-up interviews
- Subsequent interviews
- Multiple session interviews
- Structured multiple session interviews

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Benefits of Multiple Interviews

- Overview
- Support more routine use of multiple interviews
- Continues confusion of language
 - La Rooy, D., Katz, C., Malloy, L. C., & Lamb, M. E. (2010). Do we need to rethink guidance on repeated interviews?. *Psychology, Public Policy, and Law*, 16(4), 373-392.
 - Waterhouse, G. F., Ridley, A. M., Bull, R., La Rooy, D., & Wilcock, R. (2016). Dynamics of repeated interviews with children. *Applied Cognitive Psychology*, 30(5), 713-721.

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Repeat/Subsequent Interviews

- Multiple reasons
 - Time needed for more detail
 - New information uncovered in investigation
 - Child becomes distressed
 - Need for greater rapport
 - No disclosure → ready to talk
 - Need additional support from specialist

Waterhouse et al. (2016)

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Recommendations

- Implementation of good interview practices
- Non-duplicative
- Close together
- Single interviewer
- Clearly documented
- Avoidance of suggestive questioning &/or coercion
- High quality training & supervision / peer review

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- Waterhouse, G. F., Ridley, A. M., Bull, R., & Wilcock, R. (2020). A study space analysis for multiple interviewing of child witnesses. *Child Abuse Review*.
- Clarifies needs for future research including
 - Adolescents
 - Reluctant children
 - Repeated events

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Why Do More than One Interview?

- Cognitive / memory processes
- Reminiscence
- Organization of narrative
- Consolidation of memory
- Social/emotional needs
- Greater rapport & trust
- Management of traumatic material
- Offer some control over sharing of difficult material

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Reluctance in Child Witnesses

- Blasbalg, U., Hershkowitz, I., Lamb, M. E., & Karni-Visel, Y. (2020). Adherence to the Revised NICHD Protocol recommendations for conducting repeated supportive interviews is associated with the likelihood that children will allege abuse. *Psychology, Public Policy, and Law*.
- Hershkowitz, I., Lamb, M. E., Blasbalg, U., & Karni-Visel, Y. The dynamics of two-session interviews with suspected victims of abuse who are reluctant to make allegations. *Development and Psychopathology*, 1-9.

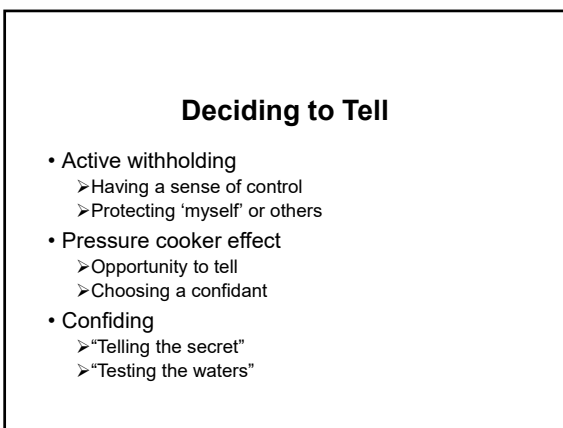
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Reluctance in Child Witnesses

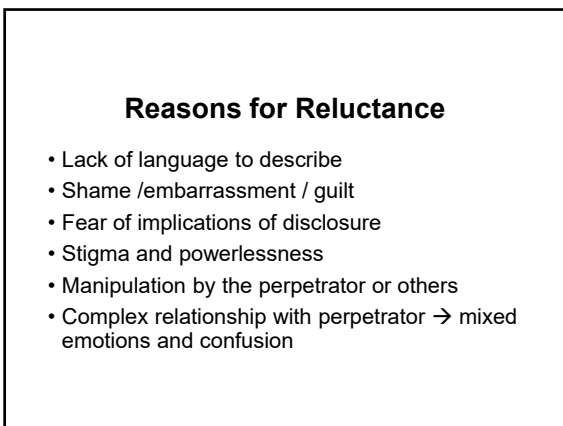
- Lyon, T.D. & Henderson, H.M. (2021) Increasing true reports without increasing false reports: Best practice interviewing methods and open-ended-wh questions. *Bepress*.
- Gongola, J., Williams, S. & Lyon, T.D. (2021). Children's under-informative responding is associated with concealment of a transgression. *Bepress*.

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Reluctance May Be Predicted

- Child considerations
- Offense considerations
- Outcry or non-outcry
- Relationship to alleged offender
- Caregiver response
- System response

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Reluctance in Different Places in FI

- Prior to the FI
- Transition
- Providing details
- Revealing different acts
- Clarification
- Minimization

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Enter with a plan.....



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Multiple Session Interview Structure

Models for multiple session interviews

- NCAC
- Texas model
- Norwegian Sequential Interview for Preschoolers
- Cornerhouse
- RADAR
- Duron, J. F., & Remko, F. S. (2020). Considerations for pursuing multiple session forensic interviews in child sexual abuse investigations. *Journal of Child Sexual Abuse, 29*(2), 138-157.
- Langballe, A., & Davik, T. (2017). Sequential interviews with preschool children in Norwegian barnahus. In S. Johansson, K. Stefansen, E. Bakkeiteig, & A. Kaldal (Eds.), *Collaborating Against Child Abuse* (pp. 165-183). Palgrave Macmillan, Cham.

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FI & EFI

<ul style="list-style-type: none"> • Stage 1 <ul style="list-style-type: none"> ➢ Early Engagement ➢ Interview Instructions ➢ Narrative Practice • Stage 2 <ul style="list-style-type: none"> ➢ Transition ➢ Abuse Questioning ➢ Follow-up Questions ➢ Closure 	<ul style="list-style-type: none"> • Foundational Sessions <ul style="list-style-type: none"> ➢ 1 or 2 sessions • Allegation Focused Sessions <ul style="list-style-type: none"> ➢ 1 or 2 sessions
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Foundational Sessions

<p>Session 1</p> <ul style="list-style-type: none"> • Engagement • Interview instructions • Narrative practice • Note development • Safe topics <ul style="list-style-type: none"> • Encourage description • Set pace & tone 	<p>Session 2</p> <ul style="list-style-type: none"> • Continue goals of Session 1 • Family • School • Feelings • Other relevant topics
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Transition

Gathering Details

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Barrier Assessment

- "How are you feeling about talking with me so far?"
- "Do you have any worries or concerns about talking to me?"
- "Do you think that somebody else is worried about us talking?"
- "What can I do to help you feel more comfortable?"
- "If you have any worries later, please let me know."

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Indirect	Direct
<ul style="list-style-type: none">• Incremental focus topics	<ul style="list-style-type: none">• Introduction of information• Introduction of evidence• Body safety conversation

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Reluctance May Continue

- Skeletal description
- Low voice
- Minimizing
- Lack of context
- Scripted language
- Justifying/explaining

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Balancing Act

- Clarification in child's words
- Elicit as much info as possible without being suggestive
- Best info comes from child's narratives
- **Child is only one source of information**

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