



ChildFirst®

The Forensic Interviewing Newsletter of the
National Child Protection Training Center

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**Don't Go Fishing...Does
having intake information
prior to the interview affect
our questions?**

By Rita Johnson, *Forensic Interview Specialist*

Introduction

Over the years, forensic interviewers have debated how much information they need (or want) prior to interviewing a child. Some interviewers want all the intake and case information about the child before going into the interview and other interviewers want very limited information. Some interviewers, depending on their specific role, may be required to have the case information prior to the interview. The theory has been that too much information can make it difficult to remain neutral. Untrained or inexperienced interviewers may have a tendency to unintentionally bring case information into the interview.

This article explores the benefits and pitfalls that case information can have on our forensic interviews with children. How much information is needed to conduct a clean interview? Can interviewers with only intake information conduct an effective interview? How important is training? How does working with an MDT help interviewers? How do forensic interviewers ask alternative questions during interviews?

**Defining intake vs. case
information**

Intake information is less detailed than case information. Intake information is

the information received by the referral agency (law enforcement or child protective service agencies) that initiates a child abuse investigation. Generally, intake information will include the name of the child, the age of the child, parental and family information, the family address, the type of maltreatment allegation (sexual abuse, physical abuse, neglect or witness), location of the alleged incident and identity of the alleged offender. Case information generally comes from law enforcement and may include specific statements about the case, the alleged offender's complete criminal and child maltreatment history and other details regarding the circumstances of the allegation. In the case of child protective services, it may include several days worth of internal notes on conversations between the agency and interested/involved parties.

**How much intake information
is needed to conduct a legally
defensible forensic interview?**

This depends on the forensic interviewer: the level of training received, experience interviewing children and the skills of the individual conducting the interview. Generally speaking, forensic interviewers need to have the child's name, age, abuse allegation type and any developmental disabilities that may affect the process. Having the child's name, age and abuse type will assist with any national interviewing protocol. The interviewer needs to have an understanding of cultural differences and any developmental abilities or disabilities known by investigators so the interviewer can formulate their questions in an age- and developmentally-appropriate manner.



Some interviewers want to know additional information from their team, such as location of abuse, alleged offender, offender history, victim family information and notes of prior maltreatment or criminal history. This information may or may not be available from the initial intake information when the referral was made.

Does having additional information harm interviewer neutrality?

One can argue that yes, having additional information can harm not only the neutrality of the interviewer, but the process as well. Particularly with newly-trained forensic interviewers, knowledge of additional information can affect interviewer questions, bring inaccurate information into the interview and introduce assumptions about the case. Some interviewers may incorporate information obtained from both the intake and case prior to a child's disclosure in an interview. An example would be an interviewer asking the child about going to the hospital, such as, "I heard you went to the hospital last night, tell me all about that." Unfortunately, the intake form may be inaccurate and the child did not go to the hospital. Another example would be an interviewer that has intake information indicating the abuse event allegedly happened at the neighborhood park. Instead of exploring alternative locations, the interviewer may ask the child, "Did something happen at the park near your home?" These may seem like insignificant questions that may or may not be challenged later in the judicial process; however, forensic interviewers need to be cognizant of the formation of each question and be able to defend the questions asked should she or he be challenged in court.

Interviewers may be challenged when expressing a preference not to have all the case information prior to an interview. Many investigators believe the interviewer should have all information pertinent to the case. One response to this is that the interviewer's skills should allow him to conduct a clean, non-leading, defensible forensic interview by following the child, listening carefully and asking age-appropriate questions, utilizing a protocol that is purposeful. This position can be supported in two ways.

First, the intake information often is inaccurate. Forensic interviewers should not rely on the intake information to drive their process. The skills of the trained interviewer and the child's report will dictate the direction of the interview. One mistake interviewers often make is to assume information not yet brought into the interview by the child. The interviewer may not intend to be leading, but assumptions are just as misleading as other suggestive techniques.

Second, interviewers should be trained and work with a multi-disciplinary team. Because we are unaware of how a report came about, we must not put too much faith into the accuracy of each report. The forensic interview, by definition, is a fact-finding conversation with a child who is an alleged victim of abuse. The interview needs to be conducted in a neutral, non-leading manner that is purposeful and legally defensible. The team can provide direction to the interviewer, if necessary, to facilitate the progress of the interview. Investigators or case managers who already have the case information as part of their roles and responsibilities can conduct a non-leading, purposeful and legally defensible forensic interview. These professionals particularly need to be conscious of the questions they ask and their role as a forensic interviewer. They need to use the child's words and remember the process of disclosure for child victims of abuse. Interviewers need to allow a child not to disclose if she is not ready. Investigators need to make sure they are wearing the "forensic interviewer" hat during the entire interview and be very careful not to introduce information they may have from their role as an investigator. The other members of the team who are observing the interview should also

be vigilant during both interviews and peer review to spot any tendency by the interviewer to introduce information into the interview.

Does having additional information affect interviewer questions?

Yes it can. If interviewers know additional case information, they are more likely to introduce extraneous information into the interview. Whether done purposefully or unconsciously, bringing any additional information into the interview can affect the reporting accuracy from the child. Interviewers should not appear to be "fishing" for a disclosure. The purpose is to have a conversation with the child; to hear if something has happened or not happened to the child. An interview is a search for the child's report, not for a disclosure.

Some interviewers may not have the ability or experience to move through the interview to completion, especially during the time when they may need to consider alternative questions. When the interviewer focuses on one particular piece of the information they have received prior to the interview, they may appear to be searching for a disclosure. Maintaining a neutral stance is vital to a successful interview. Regardless of the professional's disciplinary background, when interviewing a child, the role is to serve as a forensic interviewer. Professionals cannot allow previously-obtained information to affect their process or questioning. Forensic interviewers need to be aware of their question formation and not allow prior knowledge they possess to affect their question formation.



Some professionals believe the purpose of a forensic interview is to “get” a disclosure. Interviewers cannot allow prior knowledge of the case to affect their neutrality. Many national protocols hold that only unbiased forensic interviewers should talk with children. If a professional has previously worked with the family or maintains a preconceived idea about what has happened, another multidisciplinary team member should talk with the child.

A newly-trained interviewer may have the tendency to utilize the pre-reported information to obtain a disclosure. An example would be the interviewer who moves directly from talking with a child about his family to asking the child to talk about the alleged offender. The interviewer may “explore” other people in the child’s life until the interviewer hears the name of the alleged offender. For protocols that discuss family as part of the rapport-building stage, the purpose is to assess how the child talks about family, not to identify the offender. Another example would be the interviewer who “knows” where the event happened and attempts to “get” the location from the child prior to a disclosure. If an interviewer has a great deal of information, but the child does not disclose, the interviewer is more likely to bring some of the case information into the interview to “prompt” the child or guide the child to that area. Some interviewers state that due to heavy caseloads, they don’t have time to go through a protocol and they need to talk with the child using direct questions to see if “this has happened.” This approach will not only be detrimental to the interview and a subsequent case, but more importantly, detrimental to the child.

How important is training?

Training is one of the most important parts of conducting a clean, legally defensible forensic interview. Best practice recommends that forensic interviews be conducted by forensic interviewers who have successfully completed a recognized 40-hour forensic interviewing course. Forensic interviewers should seek out advanced training and participate in regular peer review. Finally, all forensic interviewers need to function as part of a multidisciplinary team.

The Multidisciplinary Team (MDT) Approach

Forensic interviewers should rely on their multidisciplinary team to assist when needed. This is the advantage of working with an MDT: no interviewer, investigator or team member should be left to conduct an interview alone. If there is pertinent case information an interviewer needs to know, it is the observing investigators’ responsibility to communicate this information to the interviewer. There are many techniques for communicating with an interviewer, such as communicating via earpiece or telephone or having the interviewer check in with the team in the observation room prior to concluding the interview. If the interviewer is missing something or needs to ask additional follow-up questions, the team can communicate this to her. The MDT needs to be well-trained in the protocol and processes utilized by the interviewer so they understand the techniques employed and the questions asked. If the entire team is trained in and understands the protocol, everyone’s job is easier. The interviewer should have a standard phrase or statement that lets the team know the interviewer is ready for any final questions.

What are alternative questions?

Alternative questions are asked during a forensic interview when an interviewer has gone through the phases of the accepted protocol they are utilizing. For instance, if the child does not know why he is at the CAC and the allegation is that something happened at the park, the team might suggest that the interviewer ask about what the child does for fun; are there places they visit to play; friends or others with whom they play; etc.

Alternative questions can assist with understanding more about the child and family. We know that disclosure is a process, not an event. Many children we talk to may not be ready to talk about what has happened to them. Examples of alternative questions are: Tell me about your day today? What did you do when you got up this morning? Did someone talk to you about coming here today? I have asked you a lot of questions; do you have any questions for me?

Conclusion

The debate will continue on how much information is needed to conduct a legally defensible forensic interview. The answer lies with each individual forensic interviewer. No matter what her or his role or responsibility is outside the interview room, it is up each interviewer to be ready to defend the interview.

Some Tips to remember:

- Begin every interview with an unbiased, neutral stance
- Receive as much training in interviewing alleged child victims as you can
- Use the child’s words
- Be careful not to introduce something into the interview that the child hasn’t said
- Know your role as an interviewer
- Formulate your next question from what the child just said
- Receive on-going peer review
- Reach out to experienced forensic interviewers for mentoring
- Put intake or case information you may have aside and hear what the child is saying
- Use non-leading and culturally- and developmentally-appropriate questions
- Know your field – read as much research and literature on forensic interviewing children as you can



ChildFirst® State Training Calendar 2011*

ARKANSAS

March 7-11, June 7-11, October 3-7

CONNECTICUT

April 11-15, October 17-21

DELAWARE

April 11-15, October 3-7

GEORGIA

March 14-18, May 9-13, September 12-16

INDIANA

February 7-11, July 18-22, October 24-28

ILLINOIS

October 3-7

KANSAS

Jan. 24-28, May 2-6
Advanced training/September

MARYLAND

March 28-April 1, September 19-23

MISSOURI

TBA – 4 Trainings
Contact Connilee Boehne at (314) 535-3003

MISSISSIPPI

February 28 - March 4, August 15-19, October 3-7

OHIO

July 18-22

NEW JERSEY

March 14-18, June 6-10, October 24-28

OKLAHOMA

April 18-22

PENNSYLVANIA

March 14-18, June 6-10

SOUTH CAROLINA

March 14-18, July 18-22, October 24-28

VIRGINIA

TBA

WEST VIRGINIA

March 13-18th, October 3-7

*ChildFirst® state programs are open only to child protection professionals working or residing in the state in which the course is held. Also, please note that several states have not finalized their 2011 calendar and thus you should contact individual state coordinators for updated calendars.

Trainings For Forensic Interviewers

WHEN WORDS MATTER: EMERGING ISSUES IN FORENSIC INTERVIEWING

September 19-22, 2011 in Chicago, IL

When Words Matter is the largest, annual conference for forensic interviewing professionals in the United States. It is designed to extend the concepts of the CornerHouse RATAC® interviewing protocol. *When Words Matter* is a four-day national conference hosted each year in a state that has implemented the ChildFirst Forensic Interview Training Program. The conference brings together nationally recognized experts from different areas of the child protection field for this informative and innovative conference. The topics covered will be useful for prosecutors, law enforcement officers, child protective service workers, forensic interviewers, child counselors/psychologists, medical professionals, victim advocates, and anyone else who interviews children or prepares them for court.

When Words Matter 2011 will be hosted by the DoubleTree Chicago Magnificent Mile Hotel in downtown Chicago, IL. Guest rooms are available at the federal per diem rate of \$173.00 per night. To book your room, please call 312-787-6100. You must mention "When Words Matter" in order to receive the discounted price.

Registration Fee:

\$200 If payment post-marked by 8/31/2011
\$250 If payment post-marked on or after 9/1/2011
\$275 for same-day registration

Registration refund cut-off date: 8/19/2011 (We will reserve an administration fee of \$25 for each refund)

Visit www.ncptc.org to download the application and apply for this course.

USING PEER REVIEW TO GENERATE CORROBORATING EVIDENCE

For: Multidisciplinary Team Members and Forensic Interviewers

October 17-19, 2011 in Bentonville, AR

Applications may be completed individually or as an MDT team. Each application must contain a professional who practices forensic interviewing – a member of a multidisciplinary team. You may apply in a MDT group (up to 4 people), but one member must be someone who conducts forensic interviews. Please note whether you apply as a group, or as an individual, the cost is \$50 per person. In this course, peer review practices will be used to improve the ability of forensic interviewers and multidisciplinary teams to generate corroborating evidence.

Visit www.ncptc.org to download the application – Click on *Training Conferences*. You will be notified of your registration confirmation and acceptance. **Registration Fee: \$50 per registrant; fee must be submitted with application.**

WEBINARS

NCPTC offers online webinar training monthly! Every third Thursday of the month at 2:00pm. Each webinar is only \$15 per registrant. Visit our website and click on Webinars to register. There will be a live question and answer portion with an NCPTC trainer at each webinar.

Upcoming webinar topics include:

July 21, 2011

When the Victim is on Film, with Victor Vieth

August 18, 2011

Mandated Reporting, with Amy Russell

September 15, 2011

Interviewing Child Witnesses of Violence, with Amy Russell

October 20, 2011

Impact of Truth-Lie Inquiries & Interview Instructions, with Victor Vieth

ChildFirst® Program Updates

(in alphabetical Order)



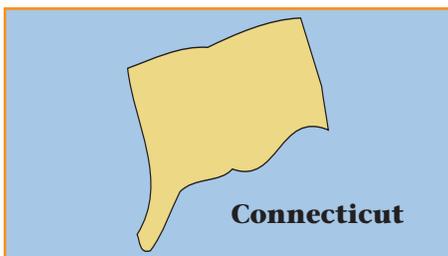
Arkansas is off to a great start in 2011! We completed our March training in Bentonville, Arkansas and last week held our second training in Monticello, Arkansas. October will be our final training for the year in Jonesboro, Arkansas. We were very excited to have Anne Lucas Miller visit during our March training! Thanks for coming down south to Arkansas, Anne!

We held two advanced trainings for forensic interviewers in May and June on interviewing teen victims of abuse. We will be scheduling two more advanced trainings for forensic interviewers this year. The advanced trainings are available to all states through a joint venture with NCPTC and ChildFirst.

We have trained 44 professionals this year in ChildFirst Arkansas and 25 forensic interviewers in our Advanced trainings.

We are so blessed to have wonderful funding from the Arkansas Commission on Child Abuse, Rape and Violence and look forward to continuing to travel around our state offering ChildFirst. Next year we hope to travel to Eureka Springs and Little Rock, Arkansas.

We are also very active with the State Peer Review process in Arkansas. There is an established CAC peer review process and we hope to expand to the investigators with the Arkansas State Police who also interview children. We will keep you posted!



Finding Words – Connecticut –
A ChildFirst State

Connecticut, through the Governor's Task Force, was certified as a Finding Words state in 2007. *Finding Words Connecticut -a ChildFirst state-*, with its April 2011 course, started its fifth program year. Each course trains 37 child abuse professionals free of charge. The course continues to be held at the Police Officers Standards and Training Council (POSTC) at the Connecticut Police Academy in Meriden where the training facilities are donated. Feedback from students who complete the course remains very positive.

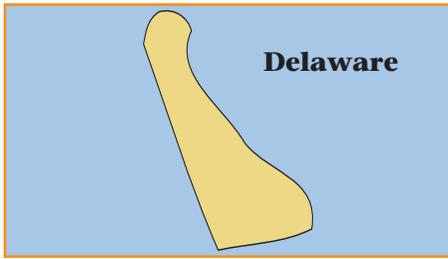
The GTF Coordinator continues to administer the *Finding Words* program. During the reporting period, two courses were held, one in October, 2010 and one in April, 2011, with over 70 students trained in these two courses. In total there have been over 340 child abuse professionals trained, including law enforcement, social workers, prosecutors, forensic interviewers and other MDT members. Starting with the April 2010 course, the non-state employee faculty have been given a \$100/day honorarium during the course week and mileage reimbursement. This continues. In 2010 a medical presentation was incorporated into the training. Stephen Sedensky, chair of the *Finding Words* sub-committee and Kristen M. Clark, GTF coordinator continue to participate in quarterly national calls held with the NCPTC, CornerHouse and the other certified states. The faculty is currently looking for additional professionals to join the Connecticut team. A law enforcement professional was identified in April 2011 and has been sent a letter regarding beginning the process to become a faculty member.

Connecticut's program supports continuing education for Finding Words faculty and has paid for the faculty to attend national trainings. Stephen Sedensky is scheduled to attend *When Words Matter* September 2011 in Chicago, IL where he will co-present a session on ethics and the forensic interviewer. Several members of the Finding Words faculty will also be in attendance at the conference. Last year, the National Child Protection Training Center (NCPTC) contacted Connecticut's *Finding Words* program, requesting that it participate in a study

on *Finding Words* to be conducted by Dr. Mark Everson from the University of North Carolina at Chapel Hill. GTF members and member agencies submitted letters of support to Dr. Everson to be included with his grant application. While the project was not funded last year, a similar application was submitted in April, 2011. The project is awaiting the funding decision. During the April 2011 course, the *Finding Words* program was recertified by the National Child Protection Training Center (NCPTC), in collaboration with Cornerhouse, an Interagency Child Abuse Evaluation and Training Center located in Minneapolis, Minnesota. Amy Russell, Deputy Director of NCPTC, conducted the process. An exhaustive review of Connecticut's program included interviews, observation and written materials regarding the following:

- program history;
- offerings/program logistics (e.g. number of trainings, students trained, application process and materials);
- faculty (membership, coordination, peer review);
- curriculum (agenda, training binder, curriculum changes, strategies for updating, challenges, other resulting trainings);
- course administration (course administration policies, participation in national offerings - HAN calls, Bulletin Boards, and *When Words Matter* conference);
- student evaluations of most recent training, positive changes on a local, regional, or state level that are attributable to the implementation of the state's ChildFirst/Finding Words™ training program;
- outcomes (1-any positive changes on a local, regional, or state level that are attributable to the implementation of *ChildFirst/Finding Words™* training program, and 2-how students are implementing the RATA^C protocol in their communities - including whether there are any concerns about the protocol's implementation);
- strengths and areas of improvement; and
- opportunities for further support from NCPTC.

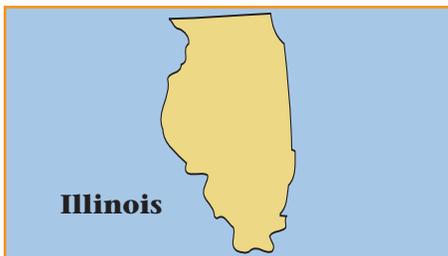
The next course will occur in October 2011.



Delaware is off to a great start in 2011! In April, we trained an intimate group of enthusiastic and focused professionals. Although smaller than our previous training sessions, the class yielded the highest scoring ChildFirst graduates to date. The success of the April session was further confirmed by the glowing review we received after the NCPTC recertification assessment visit. We look forward to the fall training, scheduled for October 3-7, 2011, as we continue to focus on strengthening the MDT approach throughout the state. Regrettably, we say farewell to several faculty members who have recently moved on to new endeavors. We are grateful for their passion and dedication to the ChildFirst program throughout the years. They will truly be missed!



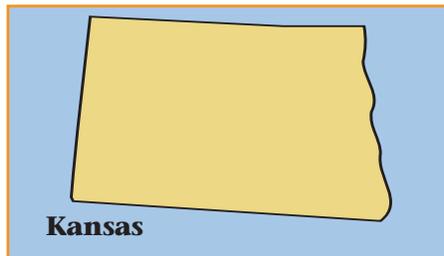
ChildFirst Georgia will host a total of 3 courses during 2011. The first course was in March, then May and the final course of the year will be in September. Susanne Walters will conduct a site visit during the September course.



ChildFirst Illinois has one training scheduled for this year in October. Anne Lukas Miller will make a site visit during that week.



ChildFirst Indiana has three trainings scheduled this year. The first was in February. The next training will be held in July and Susanne Walters will conduct a site visit during that week. The final training of the year will be in October.



Finding Words of Kansas: ChildFirst Program will be hosting our first Advanced 2 day course August 8-9, 2011. We will be covering a variety of topics including peer review, cross examining defense experts, expert testimony, and interview and interrogation. We hope the conference will become an annual event. We plan to have two basic courses next year along with the advanced course. We still get great reviews on our classes, which reinforces that the program works!



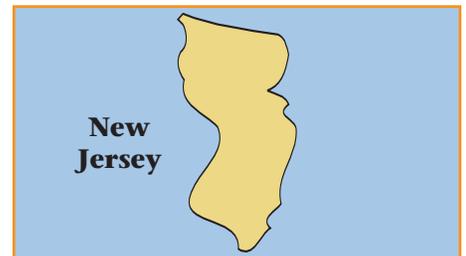
ChildFirst Maryland had their first training of the year in March. Susanne Walters made a site visit during this week and the training was wonderful! They have a second training scheduled for September. The Maryland faculty is considering adding an advanced training.



Mississippi will be hosting the next ChildFirst Mississippi training the week of August 15th. We are looking forward to having Amy Russell from NCPTC visiting with us that week.



ChildFirst Missouri has a new State Coordinator! Welcome Connilee Boehne! They had a training in May and have one scheduled for August where Susanne Walters will make a site visit.



Child First/Finding Words – New Jersey has held a total of 33 trainings and has trained a total of 1,174 people in all 21 counties. The types of trainings include, trainings in the 3 regions of NJ for Multidisciplinary Team (MDT) Professionals consisting of Detectives, Assistant Prosecutors, Division of Youth and Family Services (DYFS) Intake Caseworkers, and Clinicians; trainings specifically for DYFS Intake Caseworkers, as they are typically the first professionals to interview a child after the State Central Registry receives an allegation of abuse; and a training for one specific county, where the demand for trainings remains high.

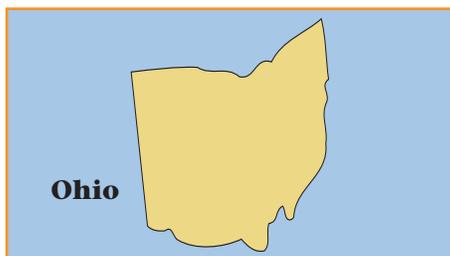
New Jersey has had four trainings thus far in 2011. In February 2011, twenty-four (24) professionals were trained in one county specific training. In March 2011, thirty-nine (39) MDT Professionals were trained during the Southern Region training. In May 2011, thirty-eight (38) DYFS Intake Caseworkers were trained. In June 2011, thirty-eight (38) MDT Professionals were trained during the Northern Region training. Susanne Walters conducted our site visit during the June 2011 training. There are three remaining trainings scheduled for 2011. Another training specifically for DYFS Intake Caseworkers will be held in September 2011. The Central Region training for MDT Professionals will be held in October 2011. Also in October 2011, a second county specific training will be held for the same county that was trained in February.

New Jersey has conducted two RATAC review/advanced trainings for detectives and forensic interviewers of three counties. The detectives/forensic interviewers submit two RATAC interview tapes (one good interview and one that needs improvement). The interview tapes are reviewed and teaching slides are created based on what was done correctly and what needs improvement. New Jersey continues to work on the research project based on the process of disclosure with the RATAC protocol in collaboration with NCPTC and CornerHouse. New Jersey will be attending the When Words Matter Conference in Chicago in September 2011.

The demand for trainings remains high, as we are not able to accept all professionals who apply to each training. We continue to receive positive feedback from professionals regarding the training.



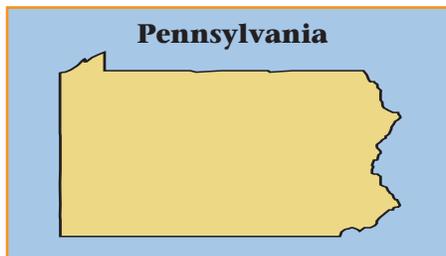
ChildFirst North Carolina will begin the training with Week One in August of 2011. The faculty and staff are busy preparing for the course.



ChildFirst Ohio held a course in April of 2011. Their second course will be held in July and Amy Russell will make a site visit during the week. They also have an October training planned.



ChildFirst Oklahoma had a successful course in April. Susanne Walters conducted a site visit during that course and the training received a glowing report. The Oklahoma faculty and staff are working on a way to bring the training to the rural parts of their state.



ChildFirst Pennsylvania began their training with Week One in March of 2011 and held Week Two in June. Both courses were full and there is a waiting list for the next training. The faculty and staff are working hard to finalize their lectures for Week Three in March of 2012.



We conducted ChildFirst South Carolina training on March 14 – 18, 2011. We have additional trainings scheduled for 2011: July 18 – 22 and October 24 – 28. Our July training will be the training that Susanne Walters will attend. We look forward to Susanne's site visit with us. As of our March 2011 training session, we have trained 705 professionals and 39 of 46 counties in South Carolina have trained forensic interviewers.



The Virginia Department of Criminal Justice Services (DCJS) has recently filled the Children's Justice Act Coordinator position, so planning is underway for the next session of ChildFirst Virginia to be held September 26-30, 2011 at the Prince William County Criminal Justice

Academy. DCJS is pleased to offer this training in partnership with the Children's Advocacy Centers of Virginia (CACVA). DCJS has been certified to provide the ChildFirst training since 2006 and has established a core group of dedicated faculty members and a cadre of actors who are committed to the program. Since CACVA has so many members who are forensic interviewers and promotes the multidisciplinary model, CACVA is well suited to take over the planning and administration of the ChildFirst Virginia program. In order to ensure a successful transition, DCJS will work in tandem with CACVA in the planning of the upcoming session. It is anticipated that this transition will promote the continued success of the ChildFirst program as a quality training for Virginia's law enforcement, child protective service workers and prosecutors who respond to child maltreatment.



Finding Words/ ChildFirst WV 2011 - has held 18 trainings since 2004, training over 520 professionals in over 49 of our 55 counties. West Virginia continues to train Prosecutors, Law Enforcement, Child Protective Service Workers and Forensic Interviewers who are employed by our State's Child Advocacy Centers.

West Virginia had two trainings in 2010, where we trained 55 individuals. The March 2011 seminar provided training to 23 West Virginia professionals. With one more training to go in 2011, October 3-7 – WV State Police Academy, Institute, WV, we hope to provide training to an additional 40 professionals.

Our program continues to improve with the inclusion of new staff members, equipment, etc. We hope that soon we will have trained at least one individual in each of our 55 counties.

National Child Protection Training Center (NCPTC)



ABOUT US

The National Child Protection Training Center (NCPTC) is a non-profit organization that is dedicated to ending child abuse through education, training, awareness, prevention and the pursuit of justice. NCPTC instructors train thousands of child protection professionals across the U.S. and internationally, year-round. NCPTC sustains and hosts forensic interviewing training courses as well as multidisciplinary team training. Additionally, NCPTC actively strives to prepare future front-line professionals to recognize and report the abuse of a child, through the implementation of NCPTC model curriculums. Furthermore, the staff provides technical assistance to child protection professionals, and victim/survivor assistance, on an ongoing basis.

SPEAKERS BUREAU

Need a speaker for an upcoming training event? Check out the NCPTC Speakers Bureau, visit www.ncptc.org click on *Speakers Bureau*. We have a list of specialized professionals who can travel to your event to fulfill your training needs. EMAIL: trainings@ncptc-jwrc.org



NWACC

NorthWest Arkansas Community College (NWACC), in Bentonville Arkansas, has been selected by NCPTC to be the first of four regional center locations. The NWACC-NCPTC facility will provide training, technical assistance and publications to child protection professionals, with a focus on 15 southern U.S. states. NCPTC at NWACC currently host training courses on the NWACC campus.

For more information on our Programs: **Center for Effective Discipline (CED)** and the **Jacob Wetterling Resource Center (JWRC)**, please visit our website and click on *Programs*.



CornerHouse Advanced Forensic Interview Training

This training is open to law enforcement, child protection investigators, prosecutors, and forensic interviewers who have completed the required prerequisites. This course teaches advanced forensic interviewing issues, modifies the interview protocol for physical abuse and other violent crimes, outlines research on memory and suggestibility, provides a mock cross-examination demonstration, and provides participants the opportunity to learn and utilize a video-recorded interview assessment tool to critique their own interviews.

PREREQUISITES

1. Completion of one of the following basic interviewing courses:
 - CornerHouse Child Sexual Abuse Forensic Interview Training or On-Site Child Sexual Abuse Forensic Interview Training
 - *ChildFirst*[®]
 - *Finding Words*[™]
 - *First Witness*[™]
2. Completion of a minimum of fifteen (15) interviews using RATA[®] (requirement waived for prosecutors)

OPENINGS

Advanced course at CornerHouse in Minneapolis, MN:

February 22-25, 2011
April 26-29, 2011
November 29-December 2, 2011

Advanced On-Site course at your facility:

July 20-July 22, 2011
September 14-16, 2011
November 29-December 2, 2011
December 12-14, 2011

REGISTRATION

Please contact Sandy Heitkamp at (612) 813-8310 or sandra.heitkamp@childrensmn.org

CornerHouse
Interagency Child Abuse Evaluation & Training Center
2502 10th Avenue South
Minneapolis, MN 55404
612.813.8300 • www.cornerhousemn.org

