



## An Evolution in Practice for Over 20 Years

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## Guiding Principles

### Person centered:

- Individuals are treated with dignity, recognized as the expert, allowed own communication

### Forensically sound:

- Unbiased perspective; invitation & inquiry to elicit narrative; suggestive techniques avoided

### Semi structured:

- Each interview is individually tailored; *progression is guided by the individual and not limited by stages, process, or techniques*

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## Updated CH Protocol

### What about RATAC®?

- Foundationally similar
- Evolution of the field
  - Adjustments in practice & language
    - How we conceptualize
    - How we speak to

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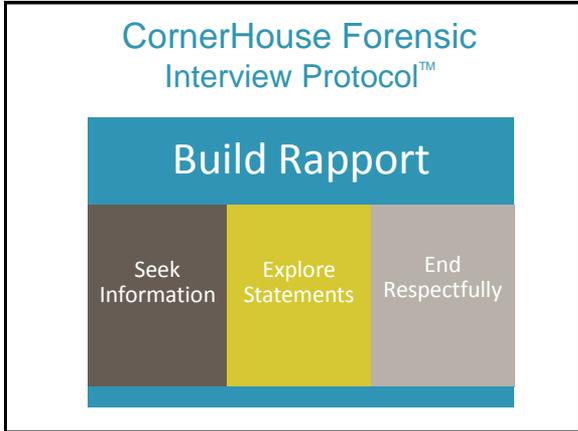
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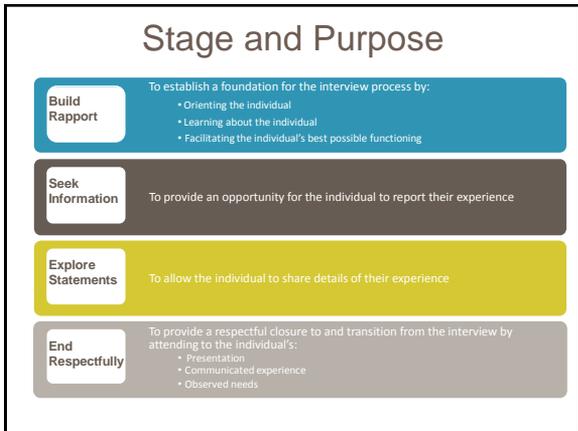
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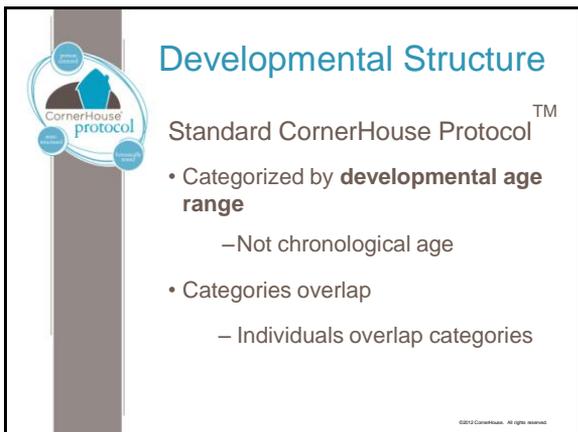
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## Developmental Structure

### CornerHouse Forensic Interview Protocol™

Stage:	Purpose Approaches				
<b>DEVELOPMENTAL CONSIDERATIONS</b>					
Developmental Group	Preschooler (4-5)	Young to Middle Childhood (6-9)	Pre-Adolescent (9-12)	Early Adolescent (12-15)	Later Adolescent (15-18)
Recommended Methods					
Recommended Tools					

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## Developmental Structure

In Stages of the CH Protocol™ :

- **Purpose and Approaches** are consistent
- **Recommended Methods & Tools** adjust
  - Individual Differences
  - Developmental Considerations

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## Build Rapport

**Build Rapport** To establish a foundation for the interview process by:

- Orienting the individual
- Learning about the individual
- Facilitating the individual's best possible functioning

**Seek Information** To provide an opportunity for the individual to report their experience

**Explore Statements** To allow the individual to share details of their experience

**End Respectfully** To provide a respectful closure to and transition from the interview by attending to the individual's:

- Presentation
- Communicated experience
- Observed needs

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## Build Rapport Approaches

**1. Utilize orienting messages**

- Culture of the Interview: novel experience
- Anything that serves to familiarize child to new experience
- Prepare child to do his/her best

Communication of "Interview Instructions"

- Beginning
- Throughout
- As needed

Orienting Messages

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Interview Instructions

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## Build Rapport Approaches

**2. Engage in narrative practice**

- "Forensic Conversation of non-forensic topic" (Steele, 2010)
- Allows child & interviewer to "practice"
- Demonstration of abilities
- Focus on child
- Child is expert

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## Narrative Practice

Opportunity for:

- Demonstration of abilities
  - How provides information
  - What is/is not offered
- Interviewer to learn & adjust
  - What increases spontaneous info

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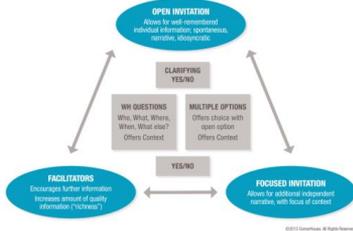
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# Narrative Practice

From Script (general) to Episodic (specific)

## Invitation & Inquiry




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## Research at CornerHouse Preliminary Findings



- “Traditional” rapport building vs. narrative practice rapport building
- Fewer details provided by “traditional” group
- Narrative practice, with more open ended questions, elicited significantly more details from children

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## Seek Information

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## Seek Information

- Increased use of “open invitation” with younger children
  - Allows spontaneous, salient, unique information
  - Maximizes available attention and focus
- Invitation
  - What do you know.../How come...?
  - Who brought/Did someone tell you...?
  - What did they say?
- Utilize opportunity provided by child
  - Follow when presented
  - Refer back to previous statement
- Attempt; but move on

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## Stage and Purpose

<b>Build Rapport</b>	To establish a foundation for the interview process by: <ul style="list-style-type: none"> <li>• Orienting the individual</li> <li>• Learning about the individual</li> <li>• Facilitating the individual's best possible functioning</li> </ul>
<b>Seek Information</b>	To provide an opportunity for the individual to report their experience
<b>Explore Statements</b>	<b>To allow the individual to share details of their experience</b>
<b>End Respectfully</b>	To provide a respectful closure to and transition from the interview by attending to the individual's: <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Communicated experience</li> <li>• Observed needs</li> </ul>

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## End Respectfully

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## End Respectfully



- Explore Resources
  - Acknowledge/reinforce
    - What said, did or reported
    - Information comes from child
- Acknowledge Participation
  - Regardless of level
  - Prepare for & ease transition
- Provide Opportunity for Questions

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