

<p>Washington State Child Interview Guide: Quick Reference <u>Interview Stages & Components</u></p>
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Introduction	Introduce yourself; Neutral job description; Explain documentation & observers
Ground Rules	<p>☆ “Don’t guess.” [practice: “What’s my dog’s name?”]</p> <p>☆ “Tell me if I make a mistake.” [practice: “What would you say if I said you were 30 years old?”]</p> <p>☆ “Tell me if you don’t know what I mean.” [practice: “What’s your gender?”]</p> <p>◆ “I wasn’t there, so I don’t know what happened.”</p>
<i>Truth-Lie Discussion</i>	<p>Elicit an agreement to tell the truth - “Do you promise that you <u>will</u> tell the truth today?”</p> <p>Explore truth/lie competency as necessary: 1) Understands concepts (<i>scenario example</i>) 2) Understands it’s wrong to lie</p>
Narrative Practice	<p>Elicit neutral event narratives, practice open-ended questioning techniques, build rapport</p> <p>Pay attention to child’s use of language to gauge developmental level</p>
Transition	Start with: “Tell me why you’re here today.” As needed, follow with, “It’s really important that we know everything that happened.” (Additional prompts should be the least suggestive possible)
Substantive Questions	<p>SEPARATE - “1 time or more than 1 time?” “Tell me all about the last time/about the time you remember the most.”</p> <p>INVITE - Open ended invitations</p> <p>ELABORATE – “Tell me more” “Then what happened?”</p> <p>FOCUS: Time - Time segmentation & time framing Senses - Sensory focus questions Key facts - Pair focused questions or cued invitations with open-ended follow-ups</p> <p>CLARIFY & ELABORATE</p>

Examples: Helpful Questions & Invitations

- Narrative Practice**
- ◆ “I’d like to get to know you better - tell me about things you like to do.”
 - ◆ Recent **event**: “Tell me everything about _____.” (e.g., “your last soccer game,” “the 1st day of school,” etc.)
 - OR** ◆ “Tell me everything that happened today, from when you woke up, until you got here.”
 - ◆ “Tell me more.” “Then what happened?” “What happened next?” “Tell me everything you saw/heard.”
“Tell me everything that happened from _____ until _____.”
- Transition**
- ◇ “Tell me why you’re here today.” “It’s really important that we know everything that happened.”
 - ◇ “Why do you think I wanted to talk to you?” “What did _____ tell you about talking to me today?”
 - ◇ “Did anyone [talk to you/tell you] about what I wanted to talk to you about?”
 - ◇ “I heard something might have happened. Tell me what happened.”
 - ◇ **If previous statement**: “I heard you talked to [name] about something that happened. Tell me what happened.”
 - ◇ **If observable injury**: “I see you have [a burn, a cut, a bandage, bruises, etc.] . Tell me everything about that.”
 - ◇ **Someone’s worried**: “Is [name] worried about something that happened? Tell me what [name] is worried about.”
 - ◇ **Bothered you**: “I heard someone might have bothered you. Tell me what happened.”
 - ◇ **Something that wasn’t right**: “I heard someone may have done something that wasn’t right. Tell me about that.”
- Substantive Questions**
- ◆ “Tell me everything about [child’s words], from the beginning to the end.”
 - ◆ “Tell me more.” “Then what happened?” “What happened next?”
 - ◆ “Tell me everything that happened from _____ until _____.”
 - ◆ “How do you know?” “How did you figure that out?”
 - ◆ “Think about what it looked/sounded like.” “Tell me everything you saw/heard.”
 - ◆ “How did that make you feel?” “How did that make your body feel?”
 - ◆ “You said _____, tell me all about that.” “I heard something about _____. Tell me all about that.”
 - ◆ “I’m confused, tell me again.”
- Closure**
- ◇ “Is there anything else you feel like telling me right now?”