

2014

The Child Centered Approach To Investigative Child Forensic Interviewing

An evidenced based certificate training curriculum designed to teach the foundational core knowledge competencies identified as critical for effective child forensic interviewing



Presented by

*The National Association of Certified Child
Forensic Interviewers (NACCFI)*

The rationale for a child centered approach to forensic interviewing is anchored on the premise that a child's ability, willingness and competency to participate in the interview is greatly enhanced when the interview strategy is structured based on the child's emotional cognitive and developmental abilities. At the center of the child centered approach is the need for a coordinated community response by a multi-disciplinary team of professionals and trusted members of the child's family when applicable.

Executive Summary

✚ Child maltreatment is both a public safety concern and in many cases a criminal matter. For this reason, everything that an alleged child victim tells a first responder is subject to judicial scrutiny in a court of law. Effectively questioning a child suspected of being maltreated is perhaps the most challenging and critical tasks facing the first responders. The effective first response begins from the moment that the allegation is received and documented. Conducting a comprehensive risk assessment, safety planning, source monitoring and the accurate documentation of physical and testimonial evidence are only a few of the many critical tasks associated with an effective coordinated first response. For this reason it is critical that all first responders and any other professional tasked to interview a child who is suspected of maltreatment be properly trained in the best practice standards associated with child forensic interviewing. Properly trained and credentialed first responders provide the general public, the child victim and the alleged offender(s) reasonable assurances of objectivity, credibility, safety and effectiveness.

Course Description

✚ The “Child Centered Approach to Forensic Interviewing” is a 40 hour evidenced based training curriculum designed to teach the foundational core competencies, tasks and functions identified as critical for safe and effective practice. Child forensic interviewing is both a science and an art. The science describes the foundational core knowledge competencies that one must learn to practice safely and effectively. The art of effective interviewing can only be mastered through active practice in the profession. Due to the increasing focus on competency and outcome-based measures of training for child protection professionals. (e.g., Leung et al., 1994; Mitchell, White, Wright, & Pecora, 1989; Stevenson et al., 1992), course participants are also required to complete a post training competency examination. This data is used to measure the impact of the training on the knowledge base of the course participants. Based on current research and expected benefits our goal is that the course learners will achieve 100 % of the stated course objectives.

Evidenced Centered Design

✚ The Evidence-Centered Design (ECD) is a construct used for the development of evidenced based competency examinations, training curriculums and academic courses. The empirical data from two separate practice job analysis was used in the construct of this curriculum in accordance with the universally accepted *Standards for Educational and Psychological Testing*, developed jointly by the: American Education Research Association (AERA), the American Psychological Association (APA) and the National Council on Measurements in Education (NCME).

Professional Credentialing

✚ Completion of this curriculum and similar courses offered by other National Training Programs; (*NCPTC, APSAC, NCAC, CornerHouse*), meets the training requisites needed to apply for professional credentialing in child forensic interviewing. The *Registered Child Forensic Interviewer (RCFI)* credential is the entry level credentialing tier for properly trained child forensic interviewers. To qualify for credentialing, the applicant must be a first responder, clinical, medical, law enforcement or other child protection professional. The applicant must pass a comprehensive competency examination and a criminal background check. The applicant must also provide three current character endorsements by their peers. All credentialed members are listed in the *National Registry of Members* on the NACCFI webpage. Certification in child forensic interviewing is also available based on the amount of additional training and practice experience. Credentialing applications must be submitted separately. Applicants, who are successfully credentialed, are entitled to add their credentialing acronyms at the end of their signature. To download the Credentialing Application Package [Click Here]

About NACCFI

✚ The National Association of Certified Child Forensic Interviewers (NACCFI) is the only professional credentialing program for child forensic interviewers in the United States. NACCFI was established on June 16, 2006 on the principle that conducting child forensic interviews should only be performed by professionally trained and credentialed practitioners. The empirical literature has established that the practice of child forensic interviewing is a professional practice that significantly impacts the welfare and safety of the general public. Professional credentialing programs are designed to provide the general public reasonable assurances of competent practice by identifying those practitioners who meet the minimal entry level practice standards identified as critical for safe practice by the profession. The multi-tiered credentialing standards include; actual work in the profession, specialized training and practice experience, evidence of good moral and ethical conduct and a commitment by the credentialed practitioner to the pursuit of continuous learning and skill building. NACCFI is a not for profit, non-stock association incorporated in Virginia, pursuant to Chapter 10 of Title 13.1 of the Code of Virginia (1950).

Course Presentation Formats

✚ The 40 hours of course instruction is available in three different formats. The first is an interactive 40 hour live classroom experience that includes a peer reviewed practicum. The course material can also be presented online in a live interactive webinar with up to 100 learners. The third option is a 40 hour self-paced e-learning webinar series that can be purchased and viewed from the comfort of your home or work computer. All course participants must also take an end of course competency exam designed to measure how effectively the learners are retaining the information presented. A passing score is not required on the post course exam. 40 Continuing Education Credits (CEC) are assigned when the course work is completed. Learners will also receive a wall certificate of attendance.

Course Registration Information

Live On-sight or Interactive Webinars on-line

- ✚ Individualized schedules available for groups of 10 or more
- ✚ **Cost: \$ 250.00** per participant
- ✚ Live interactive practicums may be combined with the onsite or webinar courses
- ✚ For on-site training or training in other languages contact: naccfiadmin@naccfi.com

Self-Paced e-Learning Recorded Webinars

- ✚ The recorded modules may be downloaded as on demand self-paced e-learning modules
- ✚ **Cost: \$ 225.00** per participant.
- ✚ Live practicums may be combined with the Self-Paced e-learning recorded webinars.
- ✚ To purchase the 40 hour self-paced e-learning modules: [[Click Here](#)]

Course Learning Objectives

1. Course participants will learn the foundational core knowledge competencies, tasks and functions associated with effective child forensic interviewing.
2. Course participants will learn the proper use of question typology in order to avoid interview practices that can compromise the testimonial evidence in a criminal or civil court proceeding.
3. Course participants will learn how to assess the child's developmental and cognitive capacity to participate in the interview.
4. Course participants will learn the importance of how the child's family, culture and social economic status may impact the interview process.
5. Course participants will learn how to identify and respond to common barriers associated with the interview process.
6. Course participants will learn how to effectively corroborate testimonial evidence with other physical evidence.
7. Course participants will learn the use of effective source monitoring and the importance of objectively considering other alternative but plausible non-abuse hypothesis that may help to explain the allegation.

The Course Curriculum Modules

Module I: Forensic Interview Protocols & Structures	Credits	Presenter
Session 1: Introduction to Child Forensic Interviewing	2	Hector M. Campos
Session 2: The Child Centered Approach: Part I	2	Hector M. Campos
Session 3: Effective Use of Question Typology	2	Hector M. Campos
Session 4: The Child Centered Approach: Part II	2	Hector M. Campos
Session 5: Best Practice Principles & Ethical Conduct	2	Hector M. Campos
Module II: Dynamics of Child Maltreatment Disclosures		
Session 6: Setting the Foundation for an Effective Interview	2	Kelly Bobber
Session 7: Considerations Related to Memory, Suggestibility & Contamination	2	Kelly Bobber
Session 8: Process of Disclosure Impact of Family Dynamics	2	Kelly Bobber
Module III: Developmental & Cognitive Considerations		
Session 9: Child Development & Forensic Interviewing Considerations	2	Marcella Rustioni
Session 10: Linguistic Considerations in Child Forensic Interviewing	2	Michelle Thames
Session 11: Variables Impacting Interview Outcomes & Addressing Problems	2	Marcella Rustioni
Session 12: Interviewing Children with Disabilities	2	Kelly Bobber
Module IV: Module V: Interview Functions, Tools Aids & Props		
Session 13: Rapport Building & Assessing Competency During the Interviews	2	Kelly Bobber
Session 14: Exploring Abuse Allegations, Gathering & Organizing Details	2	Kelly Bobber
Session 15: Considerations in Using Anatomical Drawings	2	Marcella Rustioni
Session 16: Considerations on Using Anatomical Dolls	2	Michelle Thames
Module V: Investigative Procedures & Legal Considerations		
Session 17: Team Approaches to Child Abuse Investigations	2	Michelle Thames
Session 18: Investigations with Juveniles, the Importance of Evidence Collections,	2	Julie Wagner
Session 19: Understanding Court, Legal Terms, Definitions & Processes	2	Julie Wagner
Session 20: Role of Witness in Court, Giving Effective Testimony	2	Marcella Rustioni

It is recommended that you review the course material as often as needed until you feel you have a comprehensive understanding of the knowledge competencies presented. Once you have reviewed all of the modules, you may take an end of course competency examination online to receive a certificate of attendance. A passing grade is not required. The scores are only used for statistical measures and to determine how much of the information the class learners are retaining. If you have any questions about any of the material or the exam, please feel free to e-mail the NACCFI admin representative.

Course References: [\[Click Here\]](#) / To take End of Course Exam: [/ \[Click Here\]](#) / Credentialing Application Form [\[Click Here\]](#)

Course Presenters

Hector M. Campos MSW, LCSW
NACCFI Chairman

Hector is a Licensed Clinical Social Worker (LCSW) with 25 years of clinical social work practice experience. For the past 17 years, Hector has been employed by the Department of Defense (DOD), Family Advocacy Program (FAP). His primary role is the clinical assessment, investigation and treatment of child and spouse abuse allegations within the Department of Defense. In this role he has investigated thousands of child and spouse abuse allegations. Hector received extensive training in the assessment of child and spouse abuse investigations at the, US Army Academy of Health Sciences in Fort Sam Houston, Texas. His training includes; basic and advanced child forensic interviewing using the NICHHD Child Forensic Interview Protocol. Hector is also a graduate of the Virginia Child First, (RATAC) interview model and the Tom Lyons 10 Step Model. His first introduction to child forensic interviewing was in 1987 while working as a child court companion and victim advocate for the Pitt County Sheriffs Dept, Greenville NC. Hector completed his Bachelor's degree in Criminal Justice and Masters in Social Work (MSW) in 1989. He is also certified in North Carolina as a Forensic Screener and remains in good standing. Hector has trained nationally and internationally on the treatment of Post Traumatic Stress Disorders (PTSD) and Child Forensic Interviewing. Hector also participated in the training of the first Sexual Assault Victim Advocate Coordinators for the US Army Europe Regional Medical Command. In 2005 he received a special commendation from the US Army Surgeon General for his effective case management of a multiple victim child sexual abuse case, in Wurzburg, Germany. Other past professional accomplishments includes; member of the working group responsible for the development of the 2010 Clinical Course Guide for the US NAVY Family Advocacy Program. He served as a contributing writer for the Good Sense Magazine, adjunct assistant faculty at East Carolina University, a featured guest on the Carolina Today Show (1989) discussing treatment issues related to child abuse. J. William Fulbright Scholar: Field investigator for ethnographic research, ECU, Chiriquí Grande, Panama (1885). Hector also served honorably in the USMC, as a Spanish translator and de-briefer during Operation Freedom Flotilla, Key West, Florida (1980) and currently holds a secret clearance with Department of Defense (DoD). Hector currently serves as a Psychometric Consultant and Chairman of Board for the National Association of Child Forensic Interviewers (NACCFI). In this role he was tasked to conduct the Practice Job Analysis, The Competency Examination Distractor Analysis and, "The Child Centered Approach" to forensic interviewing course curriculum.

Marcella Rustioni LCSW, DCFI
Forensic Program Coordinator
Arlington County Child Advocacy Center

Marcella Rustioni is a Licensed Clinical Social worker currently practicing at the Arlington County Child Advocacy Center. In her role, she coordinates the multidisciplinary team response to child sexual abuse and severe physical abuse. She conducts Forensic Interviews and Extended Forensic Interviews of child and adolescent victims. Ms. Rustioni also worked at the DC Children's Advocacy Center coordinating the Forensic Interview Program and conducting interviews of victims of sexual abuse, severe physical abuse,

and witness to violent crimes. Additional work experience includes family counseling, group therapy for adolescents, conducting psychiatric assessments in Emergency Department, and investigating child abuse allegations through Child Protective Services. Ms. Rustioni has served as an expert witness in both civil and criminal Courts providing testimony about sexual abuse dynamics, the process of disclosure, delayed disclosure and interviewing techniques. Ms. Rustioni received her Masters of Social Work at The University of North Carolina at Chapel Hill. She has been licensed in North Carolina, the District of Columbia, and is currently licensed in Virginia. Ms. Rustioni has completed nationally recognized trainings in Forensic Interviewing including ChildFirst (formerly Finding Words), American Professional Society on the Abuse of Children (APSAC), Childhood Trust, and the National Children's Advocacy Center. Ms. Rustioni is currently on faculty with ChildFirst-Virginia and is a trained facilitator for the Stewards of Children Darkness to Light Curriculum. She has spoken at state and national conferences including the National Conference on Child Abuse and Neglect, Child Advocacy Centers of Virginia, and the National Children's Alliance Leadership Conference.

Kelly Bober DCFI
CAC Executive Director
Winchester, Virginia

Ms. Bober's most important and cherished roles are that of being a wife and mother of three daughters. Professionally, she is the Executive Director of The Winchester Frederick County Child Advocacy Center in Winchester, Virginia. Prior to her current position, Ms. Bober was a fulltime Forensic Interviewer for The Children's Hospital of The King's Daughters Child Abuse Program where she worked for ten years. There, she completed over 2500 videotaped child forensic interviews for local investigative agencies, as well as NCIS, Army CID and the FBI. She provided training, supervision, peer review to other interviewers, and helped with the development of policies and procedures for that forensic interviewing program. Ms. Bober is involved with many different Multi-disciplinary teams and was appointed to serve on the Navy Mid Atlantic Regional Child Sexual Assault Team. She is active with the Virginia Network of Child Advocacy Centers (CACVA) and is on the state faculty for Finding Words Virginia with The Virginia Department of Criminal Justice Services. She frequently provides trainings at local, state and national conferences. Ms. Bober has been recognized as an expert in both civilian and military courts and often provides expert testimony and consultative services. She completed her Bachelor of Science Degree in Social Work at The College of Saint Rose and has completed several nationally recognized trainings in Forensic Interviewing including First Witness, National Finding Words, American Professional Society on the Abuse of Children Forensic (APSAC) and advanced forensic interviewing training at the National Child Advocacy Center (NCAC), and Eastern Area Health Education Center (EAHEC) as well as many additional specialized child abuse trainings and conferences. In her current role, Ms. Bober continues to interview children, in addition to program management and development. In 2009, Kelly was appointed as a member of the NACCFI Competency Examination Task Force (CETF). In that role, she received advanced training in the science of examination specification development and item writing. Kelly also sits on the Certification Board for the National Association of Certified Child Forensic Interviewer (NACCFI).

Michele Thames DCFI
Child Forensic Interviewer
Norfolk, Virginia

Michele is a forensic interviewer with the Children's Hospital of The King's Daughters Child Abuse Program in Norfolk, Virginia. Prior to her current position, Michele worked as a forensic interviewer and family advocate supervisor of the Child Advocacy Center in Gainesville, Florida where she conducted over 1000 forensic interviews of children. In her current position, Michele has provided over 800 forensic interviews for local investigative agencies. Michele has completed several nationally recognized trainings in forensic interviewing through the National Child Advocacy Center, Finding Words Virginia, the Childhood Trust as well as multiple advanced forensic interview trainings and is the coordinator of the canine assisted therapy dog program at Child Abuse Program. Michele completed her Bachelor of Arts at the University of Southern Mississippi has her Master's Degree in Education from Cambridge College. Michele regularly provides training to law enforcement, social workers, prosecutors, victim advocates, and doctors in Hampton Roads and sits on the research team at the Child Abuse Program. In 2009, Michele was appointed as a member of the NACCFI Competency Examination Task Force (CETF). In that role, she received advanced training in the science of examination specification development and item writing.

Lt. Julie Wagner DCFI
Bureau of Criminal Investigations
Johnston, Pennsylvania

Julie Wagner has served as a police officer for the City of Johnstown, Pennsylvania, for 14 years, currently assigned to the Bureau of Criminal Investigation as the Juvenile Detective. I am responsible for the investigation and prosecution of major crimes committed against children, specifically sexual and physical assaults. Duties include conducting forensic interviews of the victims and investigative interviews of the suspects and witnesses. I am also an instructor at the Indiana University of Pennsylvania Criminal Justice Training Center (Police Academy) teaching new police recruits Juvenile Law, Crimes Code, Cultural Diversity, Ethnic Intimidation, Victim Assistance, Domestic Violence, Crisis Intervention and related subjects. Prior to becoming a police officer, I was a Child Protective Services caseworker for several years. My education includes a BA in Sociology with certification in Latin American Studies from the University of Pittsburgh (1986), a diploma in Russian Studies from the Presidio of Monterey, California, Defense Language Institute-Foreign Language Center (1987), and an MS in Human Services – Counseling Studies, from Capella University (2012). I am also a US Army veteran, retired from 20 years of service in 2006.