



Child Interviewing: The Ten Step Forensic Interview Protocol

Continuing Education Course Overview

Instructors: Tom Lyon, JD, PhD; Lisa Aronson
Fontes, PhD; Justin Fitzsimmons, JD

Course Length: 33.0 hours

Delivery: Self-Paced Online Course Lessons

Course End Date: May 31st, 2018

Course Coordinator: Cerina Marlar, MSW, LCSW
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Course Description

Child maltreatment is widely recognized as one of the most serious threats to children's well-being. Forensic interviews are considered to be the cornerstone of a child abuse investigation and must be conducted in a non-duplicative, neutral and legally sound manner to ensure effective case outcomes. Tom Lyon, JD, PhD, developed the [Ten-Step Protocol](#) for interviewing children, which is used widely to interview children and has been translated into multiple languages. The protocol is a research-based, child-friendly interview structure that builds on the National Institute of Child Health and Human Development ([NICHD](#)) protocol.

This course provides an introduction to the Ten Step Forensic Interview Protocol and is intended to be utilized as a continuing education course for professionals whose primary responsibility is conducting forensic interviews of children at Children's Advocacy Centers. Topics include an overview of the Ten Step interview, rapport-building and narrative practice, question-types, interview instructions, the allegation phase, questions about time and number, questions about thoughts and feelings, secrecy and disclosure, reluctance and recantation, peer review of an interview, questions about children's preferences, the admissibility of children's hearsay, establishing truth-lie competency, and understanding suggestibility research. Guest lecturers will discuss cultural competency and tips for testifying in court. Throughout the course, the implications of child development for interviewing will be discussed.

Course Format

This course will utilize the Midwest Regional CAC eLearning Portal. All lessons, readings, and quizzes must be completed by **May 31st, 2018**.

Participation in this course consists of the successful completion of the following content:

- Pre-Test/Post-Test
- 16 Lessons consisting course lectures, handouts, and quizzes
- Score 80% or greater on each quiz and Post-Test

Students will receive instructions on how to access and use the Midwest Regional CAC eLearning Portal following confirmation of registration and payment. Format includes: Self-Paced Videos, Live Web-based Mock Interviews, Practice utilizing "Julian" the Virtual Child, online documents & quizzes. To receive a Certificate of Attendance, students are required to complete an End of Course Evaluation; after which they will receive the certificate.

Endorsement and Continuing Education

This material has been reviewed and is endorsed by Thomas D. Lyon, JD, PhD – Judge Edward J. and Ruey L. Guirado Chair in Law and Psychology at the University of Southern California, Gould School of Law.

This course meets the continuing education criteria outlined in the National Children’s Alliance Accreditation Standard 3: Forensic Interviews, Essential Component B.

Continuing Education Credit: Midwest Regional CAC is accredited by the Minnesota Board of Social Work to provide continuing education for Social Workers in the State of Minnesota. Students must complete all sections to receive full credit; no partial credit awarded. This activity is designed to meet the Minnesota Social Worker continuing education requirements and is approved for **33 CEU Clock Hours**. Professionals outside of Social Work and/or outside of Minnesota are responsible for determining whether this activity meets the requirements for acceptable education within their individual states and/or licensing boards.

Instructor Bios

Thomas D. Lyon, JD, PhD, is the Judge Edward J. and Ruey L. Guirado Chair in Law and Psychology at the University of Southern California. His research interests include child abuse and neglect, child witnesses, and domestic violence. He is the Past-President of the American Psychological Association’s Section on Child Maltreatment (Division 37) and a former member of the Board of Directors of the American Professional Society on the Abuse of Children. His work has been supported by the National Institutes of Health, the National Science Foundation, the United States Department of Justice, the National Center on Child Abuse and Neglect, the California Endowment, and the Haynes Foundation.

Lisa Aronson Fontes, PhD, has dedicated two decades to making the mental health, social service, and criminal justice systems more responsive to culturally diverse people. She is the author of the books: *Under His Thumb No More: Ending Domination in Intimate Relationships*, *Interviewing Clients Across Cultures: A Practitioner’s Guide* and *Child Abuse and Culture: Working with Diverse Families*. She has written numerous journal articles and chapters on cultural issues in child maltreatment and violence against women, cross-cultural research, and ethics. She teaches at the University of Massachusetts. She has worked as a family, individual, and group psychotherapist, and has conducted research in Santiago, Chile, and with Puerto Ricans, African Americans, and European Americans in the United States. Dr. Fontes is fluent in Spanish and Portuguese. For seven years, she trained school guidance counselors, including five years as director of the School Counseling Master’s Program at Springfield College. She is a popular conference speaker and workshop facilitator. Dr. Fontes completed a Fulbright Foundation Grant in Buenos Aires, Argentina. As a volunteer, Dr. Fontes worked for three years with Somali refugees in Springfield, Massachusetts.

Justin Fitzsimmons, JD, is the Program Manager of the High Tech Training Services division of SEARCH Group, Inc. He is a nationally-recognized legal authority on technology-facilitated crimes against children. He is licensed to practice law in Illinois and has significant experience as a prosecuting attorney.

Prior to joining SEARCH Group he was a Senior Attorney with the National District Attorneys Association’s National Center for Prosecution of Child Abuse. Before joining NDAA he was the supervisor of the Special Prosecutions Unit of the Kane County State’s Attorney’s Office. He was also assigned to the Child Advocacy Center where he prosecuted sexual assault and severe physical abuse of children.

Lesson Overview and Learning Objectives

	Lesson Title	Instructor	Objectives	Required Reading
1	Overview of the Ten Step Interview (2 hours)	Tom Lyon	Participant will be able to describe the Ten-Step Interview and the rationale for its use.	<ol style="list-style-type: none"> 1. Lyon, T.D. (2005). Ten Step Interview. Los Angeles: Author. http://works.bepress.com/thomaslyon/5/ 2. Lyon, T. D. (in press). Interviewing children. Annual Review of Law and Social Science. http://works.bepress.com/thomaslyon/9_3/
2	Rapport Building and Narrative Practice (1.5 hours)	Tom Lyon	Participant will be able to describe how to conduct narrative-practice.	<ol style="list-style-type: none"> 1. American Professional Society on the Abuse of Children (2012). Practice Guidelines: Forensic Interviewing in Cases of Suspected Child Abuse. Chicago, Il.: Author.
3	Question Types (1 hour)	Tom Lyon	Participant will be able to describe the different types of questions and why open-ended questions are preferable.	<ol style="list-style-type: none"> 1. Newlin, C., et al. (2015). Child Forensic Interviewing: Best Practices. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.
4	Interview Instructions (1 hour)	Tom Lyon	Participant will be able to describe the interview instruction phase of the Ten-step interview.	<ol style="list-style-type: none"> 1. Gee, S., Gregory, M., & Pipe, M. E. (1999). 'What colour is your pet dinosaur?' The impact of pre-interview training and question type on children's answers. Legal and Criminological Psychology, 4, 111- 128.
5	Allegation Phase and Follow-Up Questions (1.5 hour)	Tom Lyon	Participant will be able to describe the allegation phase of the Ten-step interview.	<ol style="list-style-type: none"> 1. Poole, D. A., Bruck, M., & Pipe, M. E. (2011). Forensic interviewing aids: Do props help children answer questions about touching? Current Directions in Psychological Science, 20, 11-15.
6	Time and Number (1 hour)	Tom Lyon	Participant will be able to describe how best to ask about time and number.	No additional reading
7	Thoughts and Feelings (1 hour)	Tom Lyon	Participant will be able to describe how best to ask about thoughts and feelings.	<ol style="list-style-type: none"> 1. Lyon, T. D., Scurich, N., Choi, K., Handmaker, S., & Blank, K. (2012). "How did you feel?" Increasing child sexual abuse witnesses' production of evaluative information. Law & Human Behavior, 36, 448-457. http://works.bepress.com/thomaslyon/8_0/

8	Secrecy and Disclosure (1 hour)	Tom Lyon	Participant will be able to describe how best to ask about secrecy and disclosure of abuse.	1. Lyon, T. D., & Stolzenberg, S. N. (2014). Children's memory for conversations about sexual abuse: Legal and psychological implications. <i>Roger Williams University Law Review</i> , 19, 411-450. http://works.bepress.com/thomaslyon/9_1/
9	Reluctance and Recantation (1 hour)	Tom Lyon	Participant will be able to describe how best to question children who are reluctant or recant.	1. Malloy, L.C., Lyon, T.D., & Quas, J.A. (2007). Filial dependency and recantation of child sexual abuse allegations. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i> , 46, 162-170.
10	Peer Review- Is It Abuse? (1 hour)	Tom Lyon	Participant will be able to participate in peer review.	1. Anonymized Transcript of A.
11	Children's Preferences (1 hour)	Tom Lyon	Participant will be able to describe how best to ask children about their preferences.	1. Cashmore, J. (2011). Children's participation in family law decision-making: Theoretical approaches to understanding children's views. <i>Children and Youth Services Review</i> , 33, 515-520.
12	Hearsay and the Child Witness (1 hour)	Tom Lyon	Participant will be able to describe the ways in which children's hearsay may be admitted at trial.	1. Review the section in Lyon & Stolzenberg (2014) discussing hearsay exceptions for children's reports (assigned in Secrecy and Disclosure)
13	Truth/Lie Competency (1 hour)	Tom Lyon	Participant will be able to describe how children's understanding of truth and lies can best be assessed.	1. Lyon, T.D. (2011). Assessing the competency of child witnesses: Best practice informed by psychology and law. In M.E. Lamb, D. La Rooy, L.C. Malloy, & C. Katz (Eds.), <i>Children's Testimony: A Handbook of Psychological Research and Forensic Practice</i> (pp. 69-85). Sussex, UK: Wiley- Blackwell. http://works.bepress.com/thomaslyon/7_3/
14	Suggestibility Research (1 hour)	Tom Lyon	Participant will be able to describe how suggestibility research can be understood and can help inform interviewing.	1. Bruck, M., & Ceci, S. (2004). Forensic developmental psychology: Unveiling four common misconceptions. <i>Current Directions in Psychological Science</i> , 13, 229-232. 2. Lyon, T. D. (2001, Fall). Let's not exaggerate the suggestibility of children. <i>Court Review</i> , 38, 12-14.

15	Cultural Competency (1.5 hours)	Lisa Fontes	Participant will be able to discuss the important of incorporating culture into consideration during a forensic interview.	<ol style="list-style-type: none"> 1. Fontes, L.A. (2007) Sin Vergiienza: Addressing shame with Latino victims of child sexual abuse and their families. Journal of Child Sexual Abuse, 16, 61-69. 2. Fontes, L.A., Plummer, C. (2010). Cultural issues in disclosure of child sexual abuse. Journal of Child Sexual Abuse, 5, 491-518.
16	Tips for Testifying (2 hours)	Justin Fitzsimmons	Participant will be able to explain tips for testifying in a child abuse case.	No additional reading.
	Evaluation and Certificate		Participant will be able to print Certificate of Attendance.	<ol style="list-style-type: none"> 1. Complete Post-Test 2. Complete Course Evaluation

****All required readings are provided to you within the Midwest Regional eLearning Portal.****

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It is our intent that any potential conflict should be identified openly so that the listeners may form their own judgments about the presentation with the full disclosure of the facts. It is not assumed any potential conflicts will have an adverse impact on these presentations. It remains for the audience to determine whether the speaker's outside interest may reflect a possible bias, either the exposition or the conclusions presented.

Planning committee members and presenter(s) have disclosed they have no significant financial relationship with a pharmaceutical company and have disclosed that **no conflict of interest** exists with the presentation/educational event.