

#1

Receiving the Report

Instructions:

You have just received the attached report of suspected abuse. As a group, review the report and answer the following questions:

1. Do you have enough information to open an investigation?

2. What would be your next step?

3. What do you still need to know?

#2

Report



Highland Elementary School Principal Smith called at 12:30 PM today. During the lunch period, one of his teachers came to him about a 6th grade student named Lisa Roberts. Another student told the teacher Lisa's father got mad last night and broke Lisa's left wrist.

A preliminary computer search indicates a prior substantiated dependency case on a Lisa Roberts when Lisa was six years old. The mother was hospitalized as a result of domestic violence and the father was jailed. The file had yet to be pulled.

Demographics:

ACV: Lisa Roberts, age 12, 6th grader at Highland Elementary School

Parent: Kim Roberts, age 29

Sibling: Alec Roberts, age 7, 2nd grader at Highland Elementary

Address: 1234 Line Street

Contact: 222-1234 (mom's cell phone)

#3- INVESTIGATIVE PLAN WORKSHEET

Instructions: Now that you have received additional information about this report, complete the following Investigative Plan Worksheet as a group,

Question #1

What hypotheses do you have about this report? Generate as many as possible.

Hypothesis:

Hypothesis:

Hypothesis:

Question #2

What information should be gathered?

Question #3

Who should be interviewed, and why?

Question #4

Which community investigation team members should be involved in the investigation?

Question #5

Who would complete which tasks in the investigation?

Question #6

How would the interviews be sequenced?

Question #7

How would the child's safety be ensured?

Question #8

Where would the investigative interviews take place? (Refer to Issue #5 in the handout on CAPTA 4th and 14th amendment rights that addresses interviewing the alleged victim at school.)

Question #9

Who would be present during the interview?

Question#10

How would you plan for worker safety issues during home visits?

Question #11

Are there cultural issues that must be addressed?

Excerpts from: “Protecting Parents’ Constitutional Rights During Child Abuse And Neglect Investigations And Assessments”

Below are excerpts from a guidance paper on protecting parent’s rights during investigations. The entire guidance paper is available at www.ocwtp.com

INTRODUCTION

This document provides guidelines to address commonly asked questions and dilemmas regarding these two CAPTA provisions. A statewide work group of child welfare professionals developed this guidance document. The state work group consisted of county agency and prosecuting attorneys, Ohio Department of Job and Family Services legal and child protective services staff, and staff from the Institute for Human Services (the State Coordinator of the Ohio Child Welfare Training Program). This group considered best practice standards, available Ohio Revised Code (ORC) and Ohio Administrative Code (OAC), and the dilemmas faced by PCSAs.

ISSUE 1: NOTIFICATION OF INDIVIDUAL SUBJECTS OF INVESTIGATIONS

The CAPTA Amendment of 2003 requires that, at the initial time of contact, the PCSA must notify the individual subject of the child abuse or neglect investigation of the allegations against the individual.

Questions:

- ***To which types of investigations does this requirement apply?***
- ***What constitutes initial contact?***
- ***How much detail regarding the allegation should the investigator provide to the subject of the investigation?***
- ***Should the investigator inform the subject of the investigation that his/her cooperation is voluntary?***
- ***What if the investigator is unsure who the perpetrator is?***

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- **What if, during the course of the investigative interviews, there are allegations of another instance or different type of maltreatment?**
- **What if there may be a criminal investigation of the alleged maltreatment?**

To which types of investigations does this requirement apply?

Discussion:

CAPTA is federal legislation and, as such, refers to the federal term “child abuse and neglect.” Ohio’s definitions of abused and neglected children, as well as other related definitions, do not strictly fit this federal term. Therefore, a question has been raised as to which types of investigations this notification requirement applies.

It appears the intent of the CAPTA amendment was to ensure that subjects are informed of the allegations against them, irrespective of whether the allegation strictly fits within the federal statutory definitions of abuse and neglect.

This requirement includes notifying youth of the allegations against them, for example, in cases of sibling abuse or adolescent perpetrators of sexual abuse.

Guideline:

The CAPTA notification requirement applies to the **initial time of contact** with the individuals who are the subjects of the complaint or allegation, regardless of how the agency defines the nature of the complaint or allegations for purposes of assignment to the assessment/investigation (abuse, neglect, dependency, other, etc.). The subject of the investigation may be persons other than the parent, such as a boyfriend or caretaker of the child.

What constitutes initial contact?

Discussion:

The CAPTA requirement reflects an interest in ensuring the civil rights of subjects of investigations are protected. This includes the Fourteenth Amendment right to due process. In accordance with the Fourteenth Amendment, subjects must be aware of the allegations made against them so they may be fully informed prior to giving consent to proceed with the investigation. Therefore, notification must be made prior to engaging the subject in conversation about the alleged maltreatment.

Prepared by the Institute for Human Services, in collaboration with the Ad Hoc CAPTA Work Group, with contributions from Rich Schneider, JD

Caseworker Core Module V: *Investigative Processes...*

Written by IHS for Ohio Child Welfare Training Program – FINAL- July 2008

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There is no stipulation that the subject be the first person interviewed during the investigation. In some cases, collateral sources of information or the alleged child victim will be interviewed prior to the subject of the investigation.

Guideline:

Initial contact means either the first face-to-face contact or the first phone contact (whichever is first) with the individual subject of the investigation where the PCSA worker is gathering information as part of the investigative process. The notification must be made prior to discussing the allegation with that individual.

How much detail regarding the allegation should the investigator provide to the subject of the investigation?

Discussion:

The Fourteenth Amendment right to due process includes the right to make fully informed, voluntary consent to searches. Therefore, prior to proceeding with the information gathering phase of the interview, the worker must provide enough information so that the individual subject of the investigation knows to what he/she is consenting. Workers are not required to and should not give Miranda warnings. Miranda warnings are given by law enforcement officers to individuals suspected of crimes when the individuals are in law enforcement custody.

However, the identities of the reporter and any person providing information during the course of the investigation must remain confidential as specified in the OAC. In many cases, the individual subject of the investigation can easily determine who knew about the alleged maltreatment and who was likely to report it. The worker's responsibility is to not refute or affirm these identities, regardless of whether the individual subject can make these determinations.

Guideline:

Workers should provide enough information so the subject of the investigation understands why the agency is conducting an investigation, but must protect the identity of the reporter at the same time. Prior to asking the individual subject any questions about the alleged maltreatment, workers should consider using direct, non-inflammatory techniques that address the following elements:

- That a report was made to the agency
- That the agency is required by law to investigate the report

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- That the report states abuse or neglect (whichever is the case) may have occurred
- A general description or paraphrase of the report
- That the report states that he/she was possibly involved in the situation

For example, the worker should state that there was a report that the children were possibly neglected in that they were left unsupervised, that a child may have been abused and has bruises on his face, or that a child may have been abused by being touched in a sexual way.

Because of concern about releasing the identity of the reporter, it may be advisable not to provide detailed information from the report regarding how the alleged maltreatment occurred, the frequency of the maltreatment, or any other details. For example, the name of the reporting source cannot be disclosed, nor should the identity of witnesses or specific items of evidence.

Example of appropriate level of detail needed during notification:

"My name is Cathy Caseworker. I am a caseworker with Franklin County Children Services. We are required by law to investigate all reports of possible abuse or neglect. We have received a report about your daughter, Cyndi. May I come in so that we can talk about this?"

Then... (in cases where the subject of the investigation is identified by the reporter):

"Thank you. We received a report that Cyndi may have been abused, because there are bruises on her face. The report also states that you may have been involved in this situation. However, I'm hoping that you will answer my questions and we can get this straightened out."

Another Example (in cases where the subject of the investigation is not known):

"My name is Cheryl Smith. I am a caseworker with Shelby County Children Services. We are required by law to investigate all reports of possible abuse and neglect. We received a report about your son, Terry. May I come in so that we can talk about this?"

Then...

"Thank you. We received a report that Terry was possibly neglected because he was walking around outside, unsupervised last Tuesday evening. I'm hoping that we can discuss it so that we can get it straightened out. Can you tell me about the situation?"

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Each worker will need to develop his/her unique interviewing style and adapt it for different situations and different individuals.

Further Suggestions:

ODJFS has two booklets under development on parental rights. These booklets notify parents of their rights and explain agency and juvenile court procedures. It is advisable that agencies develop procedures for distributing these booklets, if they do not already have agency booklets to distribute.

When parents are uncooperative the worker should inform the parents of the agency's legal obligations if the child is believed to be at risk of serious harm. That is, to consult with legal counsel about legal options for protecting the child. Once it is determined that the agency will initiate court action, the worker should notify the individuals as to where and when the court hearing will be held; what the agency will ask the court to do; how the parent can obtain an attorney; and that the individual should attend the court hearing.

CAPTA also requires that individual be apprised of their rights to appeal agency actions. OAC 5101:2-33-04 (post SACWIS OAC 5101:2-33-20) states that clients have the right to appeal any decision or action the PCSA may take, including the right to appeal the disposition or resolution of child abuse or neglect report. The agency is required, under CAPTA and OAC, to inform parents of these rights.

Should the investigator inform the subject of the investigation that his/her cooperation is voluntary?

Discussion:

Being forthright about the voluntary nature of cooperation can help develop a trusting relationship with clients. However there are some other considerations to keep in mind: a) CAPTA does not require that we inform subjects of the voluntary nature of their involvement; b) the subject's involvement may become involuntary by court order (e.g., orders to access the child or Protective Supervision); and c) communication regarding the voluntary nature of the subject's involvement may invite some subjects to refuse to cooperate.

Guideline:

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Workers are not required to inform the subject of the voluntary nature of the investigation. The worker will need to use his/her judgment and the advice of his/her supervisor to make decisions on a case-by-case basis. If the subject directly asks if his/her cooperation is voluntary, the worker should reply honestly that it is. If the parent asks about what would happen if he/she refuses to cooperate, the worker should explain that: a) he/she must continue to investigate the allegations, b) there are several options, including legal intervention that may be implemented, and c) the worker will speak with his/her supervisor regarding the best course of action. The worker should deliver this information as fact, not threat.

What if the investigator is unsure who the perpetrator is?

Discussion:

In many cases, the identity of the perpetrator is not initially known. Many reports allege harm to the child without identifying anyone as the person responsible for that harm.

Guideline:

In the course of the investigation, information may be obtained from one individual that another individual could have caused the maltreatment. In these situations, the worker must notify that individual of the allegation against him/her prior to gathering information from him/her.

What if, during the course of the investigative interviews, there are allegations of another instance or a different type of maltreatment?

Discussion:

It is not uncommon during the investigation for different or additional maltreatment to be identified or alleged. CAPTA focuses on the initial contact, and does not specifically address this issue. However, it is considered best practice to give the individual a chance to make an informed decision about whether to continue with the investigation in light of the additional allegations.

Guideline:

#4

It is considered best practice (but not required by CAPTA) for the worker to notify the subject of the investigation of additional allegations prior to seeking information about those allegations from him/her.

Example:

"Mrs. Jones, I need to talk with you further about the situation we've been investigating. We have additional information regarding Carol that that she was touched in a sexual way and that you may have been involved in this. I need to talk with you about any information you have about that situation. As I said when we talked the first time, your cooperation is voluntary, and I hope that you will answer my questions so that we can be sure that Carol is safe. Can you tell me what you know about this?"

What if there is a criminal investigation of the alleged maltreatment?

Discussion:

Although CAPTA is silent on this issue, guidance has been provided by the U. S. Department of Health and Human Services, Administration for Children and Youth, (www.hhs.gov April 2005, Children's Bureau, Initiatives):

"... states should be careful not to compromise their own investigations or a concurrent criminal investigation that may lead to criminal charges against a perpetrator of serious child maltreatment. In cases alleging severe physical abuse or sexual abuse, for example, it is critical that CPS and law enforcement investigations be either jointly conducted or at the least carefully coordinated. Investigation of cases involving alleged perpetrators of serious crimes against children should be synchronized between CPS and law enforcement so that relevant evidence of offenses not be concealed or destroyed, child victims not be subjected to undue influence to give or not give information to CPS or law enforcement investigators, or that actions get taken that would place children at greater risk. Such coordination should help ensure that criminal investigations are not undermined."

Guideline:

The PCSA should coordinate investigative activities with law enforcement so as not to compromise a criminal investigation. In Ohio, this is stipulated in each county's Memorandum of Understanding (MOU).

#4

In cases involving criminal investigations, law enforcement officers should determine how and when to notify the subject of the investigation and workers should follow their lead.

However, if coordination of the investigation cannot be accomplished within OAC time line requirements for the safety assessment and protective services investigation, PCSA workers should proceed with the investigation. They should first notify law enforcement of the agency's determination to pursue its investigation. Then, in conducting their investigation, PCSA public children services workers should act carefully to avoid compromising the criminal investigation.

At times, there are cases where referral information indicates that the child is not in immediate danger of serious harm and law enforcement requests the agency to "hold off" on investigative activities in order to build a criminal case. In these cases, workers should consult with their supervisors as well as the county prosecutor or agency attorney, as needed.

Further Suggestion:

PCSA managers should review their MOU and use these Guidelines to revise it as necessary.

ISSUE #5: CONDUCTING INTERVIEWS WITH CHILDREN AT SCHOOL WITHOUT PARENTAL KNOWLEDGE OR AGAINST PARENTAL WISHES

When parents send their children to school they may expect that only school system staff members will be interacting with their children, and people outside of the school system will not be talking with their children. Conducting interviews at school, without parental permission or against their wishes, may impact their rights to parent their children without governmental interference.

On the other hand, failing to interview a child at school may result in an incomplete investigation, and the agency may fail to protect the child from further maltreatment.

The agency must balance the two dangers inherent in this dilemma: failure to protect the child vs. violating parents' rights to due process.

When is it permissible to conduct investigative interviews with the alleged child victim at school without first informing the parent about this activity?

#4

Guidelines:

Investigative interviews should not be conducted at schools as a matter of standard operating procedure or because it is convenient to do so. Each case should be evaluated to determine the need to interview the child at school.

Specific facts about the allegation should indicate the need to conduct investigative interviews at the child's school. For example, a child who discloses at school that there is current or ongoing physical or sexual abuse may need to be interviewed at the school, if there is good reason to believe that the child will be in danger upon returning home. Indications that the child would be unwilling to discuss the alleged maltreatment in his home would also necessitate interviewing him/her at school. On the other hand, there would be no reason to interview a child at school regarding neglect due to unsanitary conditions at home. It is more reasonable to interview that child at home.

Investigative interviews at school without the parent's knowledge should be limited to the following situations (OAC #5101:2-34-32; post SACWIS OAC 5101:2-36-03 [J])

- There is credible information indicating the child is in immediate danger of serious harm
- There is credible information indicating that the child will be in immediate danger of serious harm upon return home from school or other locations away from home
- There is credible information indicating that the child may be intimidated from discussing the alleged abuse or neglect in their home
- The child requests to be interviewed at school or other location due to one of the circumstances listed above

The worker must follow school protocol in conducting investigative interviews at school. These usually include procedures for gaining permission from a school administrator and specify when a school staff member must be present during the interview. Some schools do not allow investigative interviews. The worker should follow agency procedure for how to proceed in those situations.

The worker must document the necessity of interviewing the child at school in the case record and must, on the same day, attempt a face-to-face contact with the child's parent, guardian, or custodian to inform them that the interview occurred. (See OAC 5101:2-34-32; post SACWIS OAC 5101:2-36-03). This guidance also applies to interviewing children in other out of home care setting such as day care centers, day camps, etc.

ISSUE #6: INTERVIEWING COLLATERAL SOURCES WITHOUT THE SUBJECT'S KNOWLEDGE

A complete investigation requires gathering information from a variety of sources.

What are the limits of a caseworker's authority in contacting collateral sources of information?

Discussion:

A complete investigation often requires gathering information from collateral sources that may have information about the family. In most cases, it is possible to gain the subject's cooperation in contacting those people. In some circumstances, it may be necessary to contact collaterals without parental knowledge. In other cases, the worker may need to gather information from collateral sources to support a request to juvenile court for an order compelling the subject to allow access to the home or the alleged child victim. However, doing so may interfere with the individual subject's right to privacy.

On the other hand, failure to gather complete information may result in failure to protect the child from further abuse. The agency is faced with balancing protecting parents' rights while at the same time fulfilling their duty to investigate.

Guidelines:

Workers may make collateral contacts without the parent's or alleged perpetrator's knowledge. OAC 5101:2-34-32 (post SACWIS 5101: 2-36-03) states that PCSA staff may contact collaterals "identified as possible sources of information during the assessment/investigation to obtain relevant information regarding the risk to the children." However, collaterals may be contacted only after the referral has been accepted as a report to be assessed/investigated. In other words, caseworkers must not contact collaterals prior to accepting the referral as a report. Furthermore, PCSA staff must not contact collaterals *in order to determine* whether to accept the referral as a report.

The identity of collateral sources should be gathered from the person who made the referral, from each person interviewed, and from the worker's knowledge of the situation. For example, if the worker knows the child visits her grandmother regularly, the worker could contact the grandmother.

#4

During collateral contacts, the worker should protect the privacy of the family being investigated as much as possible. During the interviews the worker should focus on gathering information about the child, not on making allegations or identifying the perpetrator. The worker should not provide details about the allegation.

Example:

“ Mr. Smith, my name is Alice Jones. I am from Guernsey County Children Services. We received a report your nephew, Charles, has two black eyes. We are trying to figure out what happened to Charles. Can you share with me any information that would be helpful in understanding the current situation?”

If Mr. Smith asks for details about the report, the worker could state something like the following: “Mr. Smith I’m sure you can understand the importance of protecting the family’s privacy in this situation. I really can’t tell you about the details of the report. However, I am very interested in finding out what happened, so we can make sure Charles is safe. Do you have any information that would be helpful in understanding this situation?”

Workers are not required to obtain permission to contact collaterals. However it is also advisable to proceed with the investigation in an open and transparent manner in order to develop trust with the client, as long as doing so does not compromise the safety of the child. For example, the worker could explain the requirement to conduct an investigation and a fair assessment of the family’s situation. The worker could ask the subject for a list of people who could help the worker gather information about the family. The worker should ask the subject to complete a “release of information” form to be included in the case record. Following is an example of how to ask for information about collateral sources of information:

Example:

“Ms. Jones, as you know, I need to complete an investigation. I would like to have a fair approach to understanding your family. Would you please give me the names of people I could contact who could help me gain a good understanding of your family?”

Interviewing collaterals against parental wishes is different from interviewing collaterals without parental knowledge. A case-specific analysis should be made to determine whether it is necessary and appropriate to contact a collateral source over the parent's opposition. The worker should consult with his/her supervisor and agency attorney or prosecutor regarding these situations. The worker should consider the following factors in determining whether to proceed with contacting collaterals against the parent's wishes:

- The parent's reasons for objecting (e.g. confidentiality concerns, safety concerns, vs. an unwillingness to cooperate)
- The value of the information the collateral can provide
- Whether the information can be gathered from another source

#5

Instructions for Collateral Interviews and Evidence

Instructions: Refer to your Investigative Plan Worksheet and identify the collateral interviews and evidence you need for this case. Once identified, approach the trainer and request the information identified.

#6

Summary of Past PCSA Involvement:

When Lisa was six years old, her father (Robbie Roberts) beat her mother resulting in the mother being hospitalized and the father being temporarily placed in jail. Lisa and her infant brother were placed in foster care. The mother refused to file charges and resumed living with the father upon his release from jail.

Records indicate that the father had several domestic violence charges and had been jailed with assault and battery charges on numerous occasions. Kim had pressed charges once and had a temporary protection order, but claimed it only made things worse.

Eventually, Kim moved in with her mother, and told her caseworker that she was out of her abusive relationship. She was attending support group sessions with the local domestic violence program and worked hard at her case plan so that she could bring her children home. Mother and children were reunified and the case was closed after nine months.

#7

Instructions for Reporting Student – Sara Richards

Instructions:

- Select two members from your group to do this role play – one to be Sara and one to be the caseworker.
- Sara should open her role play envelope to prepare for the role play and, after reading the background information, should let the caseworker know she is ready to start.
- Other group members should serve as coaches. Remember, the role play can be stopped at any point and restarted. Group members should feel free to give suggestions, help out, or step in when needed.

Prior to the role play, the group as a whole should answer the following questions:

1. Can you meet with Sara? What permission do you need?
2. Sara lives with her grandmother. Her mother is in the National Guard and not available. What obstacles might this pose and what can you do about them?

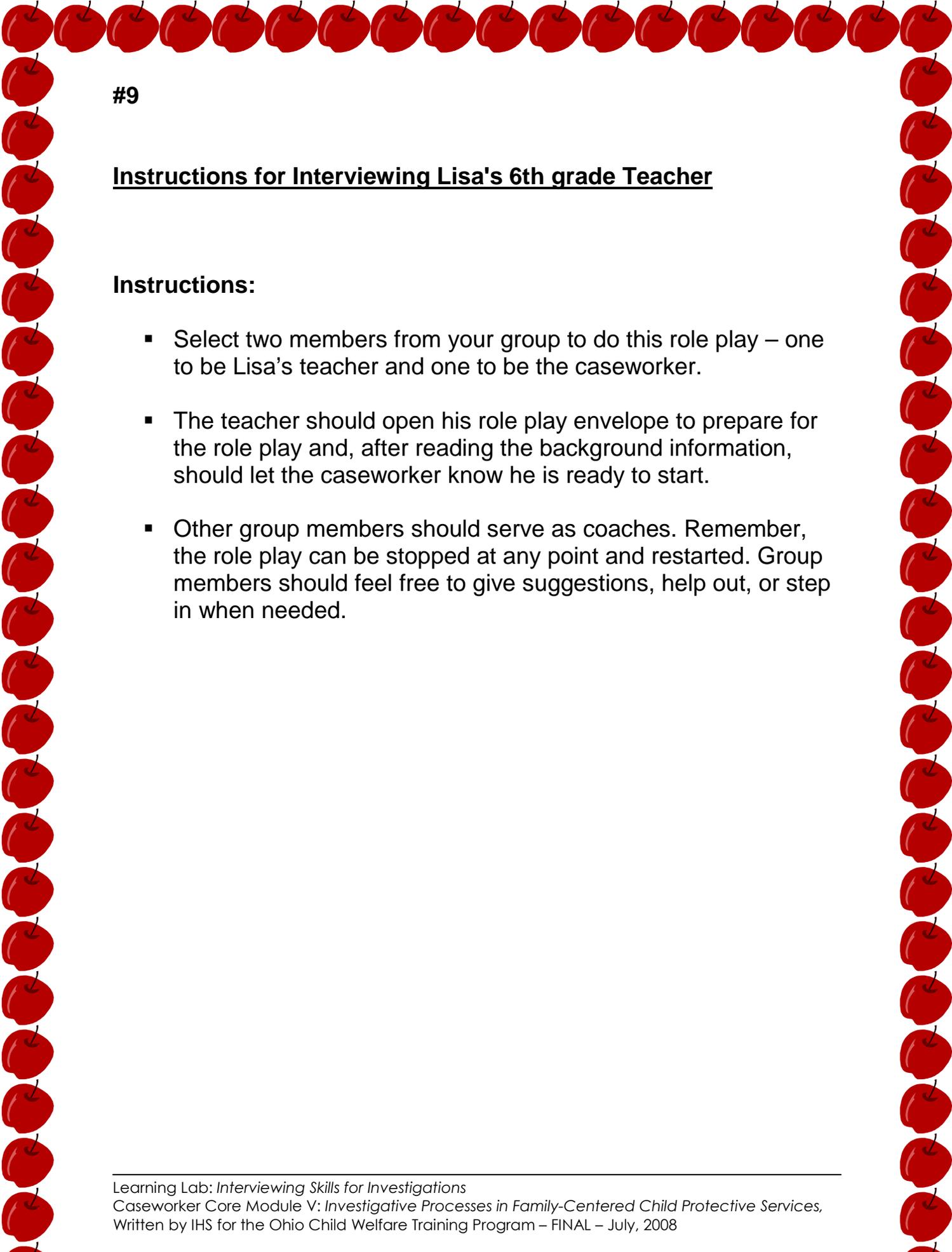
#8

Information for Reporting Student - Sara:

Sara - You are 11 years old and live with your grandmother who is your legal guardian. Your mother is in the National Guard serving in Iraq. She has been gone for four months. Your best friend in the 6th grade is Lisa Roberts, age 12. Lisa came to school with a cast on her wrist. When no one else was around, Lisa told you that, yesterday, Jay (you think he is Lisa's father) got really pissed off that the chores were not done. He yelled and pushed her around and then kicked her out the door and caused her to fall down some steps and break her wrist. Lisa was crying and made you promise to not tell. Lisa was afraid she would have to move out of the house and leave her new school and would not see you again. You were worried about your friend and afraid she'd get hurt again. During band class, you couldn't stop thinking about your friend and you started to cry. Your teacher took you in the hall and you finally told her what happened. You felt a little bit better, but now you are afraid that Lisa will be angry with you and that you may have gotten your friend in trouble.

When interviewed you are:

- Scared – you want your grandma present
- Worried about getting friend in trouble
- Very clear about what Lisa told you. He was angry about chores. Lisa was afraid she was going to get hit. He pushed her, and then kicked her out the door.
- Worried your friend will have to move
- Overwrought with how frightened your friend was
- Confused about how to help
- Worried that things will get worse
- Worried that Lisa will now stop being your friend

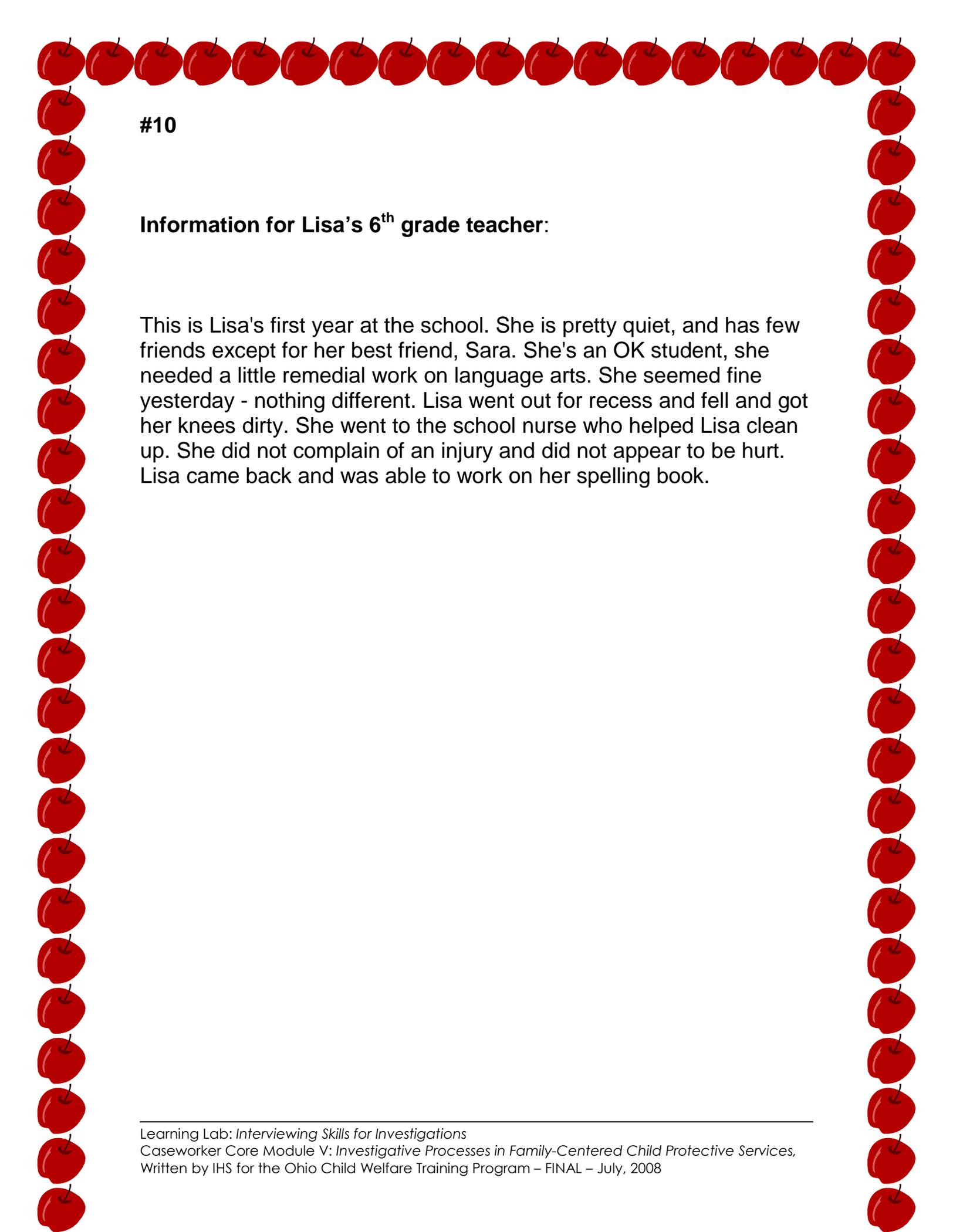


#9

Instructions for Interviewing Lisa's 6th grade Teacher

Instructions:

- Select two members from your group to do this role play – one to be Lisa's teacher and one to be the caseworker.
- The teacher should open his role play envelope to prepare for the role play and, after reading the background information, should let the caseworker know he is ready to start.
- Other group members should serve as coaches. Remember, the role play can be stopped at any point and restarted. Group members should feel free to give suggestions, help out, or step in when needed.



#10

Information for Lisa's 6th grade teacher:

This is Lisa's first year at the school. She is pretty quiet, and has few friends except for her best friend, Sara. She's an OK student, she needed a little remedial work on language arts. She seemed fine yesterday - nothing different. Lisa went out for recess and fell and got her knees dirty. She went to the school nurse who helped Lisa clean up. She did not complain of an injury and did not appear to be hurt. Lisa came back and was able to work on her spelling book.



#11



Instructions for Interviewing Neighbor



Instructions:



- Select two members from your group to do this role play – one to be Lisa’s neighbor and one to be the caseworker.
- The neighbor will open his or her role play envelope to prepare for the role play and, after reading the background information, should let the caseworker know he or she is ready to start.
- Other group members should serve as coaches. Remember, the role play can be stopped at any point and restarted. Group members should feel free to give suggestions, help out, or step in when needed.





#12



Information for Lisa's Neighbor:



You have lived next door to Jay Philips for six years. He is pretty quiet, keeps his yard and house up, and usually helps keep your walkway shoveled in the winter. Sometime this past summer, his new girlfriend and her two children moved in. The little boy delivers your paper. Usually, you don't hear anything out of them, but yesterday you did hear Jay yelling something about how things had better change around here and something about picking up all the mess. The dog was barking in the back yard, but you could also hear the girl crying. You figured it was just a parent-child thing and didn't want to get involved.



If it comes up, you were friends with Jay's ex-wife before the divorce and she moved out. She told you that Jay had a really bad temper and she left him because she could not take it anymore. She always said, "If he tries to lay a hand on me - I'm out of there." You guess she got out of there.



#13

School Nurse Record:

School Nurse Summary: Lisa Roberts, a 6th grade student, came to the office during recess claiming she fell off a piece of playground equipment onto the mulch surface. We washed some dirt off her palms and knees, but everything else was OK. She was not hurt anywhere and was not complaining of any pain. Lisa frequently visits the office and just likes to talk. I checked on Lisa before the end of the day and she said she was just fine.

#14

Medical Record:

Medical Summary: 12-year-old white female presented in ER with history of fall from playground equipment. She fell with her left wrist extended and suffered a routine Colles wrist fracture consistent with her history. The fracture was casted in the emergency department and routine follow-up instructions were provided.

#15

Police Record for Jay Philips:

A record check on Jay Philips indicates there has been no prior involvement except for a minor traffic violation a year ago.

#16

Instructions for Interview with ACV

Instructions:

- Select three members from your group to do this role play – one to be Lisa, one to be Lisa’s assistant, and one to be the caseworker.
- Lisa will open her role play envelope to prepare for the role play. She and Lisa’s assistant should join the trainer in the hallway to prepare for the role play.
- Other group members should serve as the caseworker and the caseworker’s coach. While Lisa and the assistant are discussing their role, they should take some time to carefully plan this interview by reviewing what they know so far and by determining the types of questions they want to ask.

Your name is Lisa. You are 12 years old and in the 6th grade at Highland Elementary. Your best friend is Sara. You live with your mother named Kim and your 7-year-old brother named Alec. You are living in the home of your mother's new boyfriend named Jay.

Your dad is out of the picture. You distinctly remember being scared of your father and describe him as a mean man. You vaguely remember being in a foster home, but your mother consistently tells you it was a terrible time and that she would kill herself before letting someone take her kids away from her again.

Your father was sent to prison (you think because he beat up someone) and your family lived temporarily with your grandma, but the house was too crowded and everyone was always fighting. Six months ago, you moved in with your mother's new boyfriend Jay. You now have a small house in a good neighborhood with a fenced-in yard. You have your own bedroom and you and your brother finally have a dog - something you have always wanted.

When you first moved in, everything was great. Although Jay was really strict and liked things his way, he and your mother got along really well. Your mother explained to you and your brother that Jay just wasn't used to kids and wasn't used to sharing his house, and that you'd just have to try and follow his rules. Over the past two months, things have started to get more tense. Jay and your mom have started to fight more. He thinks she is too easy on her children, particularly on Alec (who he calls "mommy's boy") and he has started to accuse her of being interested in other men. Lately, Jay has also started to yell at you and Alec over everything. It seems as though you cannot do anything right. Your mom tries to explain that you are just kids, but he accuses her of always being on your side.

Your mother has begged you to try harder to live with Jay's rules. She reminds you that this is the best house you have ever lived in and that she would never be able to afford to keep you in your new school if the family had to move out. Jay has insisted that Alec deliver the weekly neighborhood paper, to learn some responsibility, and he wants all chores done before he gets home from work at 4:30 PM. Your mom doesn't get home until 5:30 or 6:00 so she has begged you to make sure everything at home is OK before Jay walks in. Lately, although you are really trying, Jay has been getting more and more angry. Everything you do is wrong. Jay is particularly hard on Alec.

On Tuesday, you had to stay after school for 15 minutes to work on your science project with your new best friend, Sara. You told your brother to go on home and reminded him that his papers had to be delivered that afternoon. When you got home, Alec had forgotten to do any of his chores and was sitting in front of the

TV playing a video game. The living room was a mess with school papers, snacks, and game equipment, and Alec had not started to prepare the newspapers for delivery. When you yelled at your brother to get busy, he started to panic and cried that Jay would be so mad at him. You helped him roll his papers and sent him off to his deliveries.

You began to straighten up the living room but had not finished before Jay walked in. He took one look around and started picking things up off the floor and throwing them and yelling that you and your brother were brats and had no respect for anything. When he learned that the dog had not been taken care of, he lost it. He screamed at you to feed the dog immediately and started to push you when you did not move as quickly as he wanted. At that point, you were sobbing. You were afraid he was going to hit you and you crouched down and covered your head. He grabbed you by your forearms and told you that you had better do as he said and pushed you into the kitchen. As you were heading out the back door with the dog food in your hands he kicked you hard on your right hip because you were moving too slow and you fell down the steps, catching yourself with your hands. Your right wrist hurt really badly, but you were so scared you scrambled up to finish feeding the dog. Jay yelled that he was fed up and stormed out of the house.

You were crying when your brother came home. You told him how mad Jay was but made him promise not to say anything to your Mom, reminding him that you and he did not want to have to move in with grandma again. You would not be able to take your dog with you and you both would have to go to a different school.

When your mom came home from work, she asked if Jay was home yet. You said he had gone out. He had been doing that more lately, and coming home after you were in bed. Kim noticed that you were not using your left hand and asked you what was wrong. Looking at your brother, you said you thought you hurt it during recess, jumping off that "log-like thing" on the playground. When your mom tried to look at it, you cried out saying it really hurt and burst into tears. Your mom thought maybe you had broken something and took you to the hospital, where the x-ray confirmed that the wrist was broken. You told the ER staff that you had been jumping off something that was like a big, bouncy balance beam and hurt your hand. The ER nurse said that another child had a similar injury just last week. Your wrist was put in a cast and you were sent home with some aspirin.

The next morning, before school, Jay looked at you when he came in the kitchen and said your mom had told him what happened. Before leaving for work he said you had better learn to not to be so clumsy and had best stay off that beam. When putting on your jacket, your shirt came up and your mother noticed bruising above your hip bone and asked how you got the bruise. You shrugged and said it probably happened when you fell.

At school, you told your best friend Sara what had happened but begged her to never tell anyone. You told everyone else that you broke your wrist when you fell yesterday during recess.

When interviewed, you:

- Are reluctant to tell
- Cry easily
- Don't want to move or leave your new school
- Are afraid that, if you tell, you will have to leave your behind dog
- Are afraid you'll be removed and your brother left unprotected
- Don't want to disappoint mother
- Are hurting from where Jay kicked you in the hip – it is hard to sit still and you try to favor that hip. You have a big bruise there.
- Have bruises on your forearm from when Jay grabbed you and pushed you into the kitchen.

If questioned as to why you did not appear to be hurt during school yesterday you could reluctantly change your story and say "Ok maybe not at recess, maybe when I was feeding the dog." If asked why you told your friend Sara that Jay hurt you, you could say that you were just playing around.

Make the caseworker ask you more questions about that before you divulge any other information. When ready, reluctantly change your story in the following way:

- I tripped and fell down stairs when feeding the dog
- Be reluctant to say that Jay was there
- Then, when you admit Jay was there, say that you tripped on his legs
- Explain that your brother Alec had you really upset - "I was thinking about him because he hadn't done his chores - maybe that's why I tripped."

However, if the caseworker does not ask any questions that challenge your story about hurting your wrist during recess, **DO NOT CHANGE** your story.

If asked about other injuries, or if the caseworker notices your non-verbal actions that indicate your hip hurts, you reluctantly show them a bruise on your hip and hand the caseworker a card labeled " Hip Bruise."

If the caseworker asks about any other bruises or injuries, you can decide to give the card labeled " Forearm Bruise."

If confronted about the bruises, you may begin to change your story, as stated above.

Make a point of saying that Jay put ice on your wrist and took care of you.

#19

Instructions for Interview With Non-Offending Parent

Instructions:

- Select two members from your group to do this role play – one to be the Lisa’s mom Kim and one to be the caseworker.
- As a group, discuss what the caseworker should initially say to Lisa’s mom.
- Kim should open her role play envelope to prepare for the role play. After reading the background information, Kim should let the caseworker know she is ready to start.
- Other group members should serve as coaches. Remember, the role play can be stopped at any point and restarted. Group members should feel free to give suggestions, help out, or step in when needed.

#20

Information for the NOP:

You got pregnant when you were 17 by a man who was extremely abusive. He beat you up for over 10 years. He got sent to jail for assault and battery after almost killing a man in a bar fight. You have been living with your mother until about six months ago when you moved in with your boyfriend – Jay Philips. The house is not large, but better than anything you have ever had before. Your kids have their own rooms and there is a fenced in yard for the dog they always wanted. The school is a really good school.

Jay is strict with the kids but he is just not used to having children around. You think it is really good for the children to have a man in their life, and you think he is really trying to give them some structure and security in their lives – something you all certainly need.

You say your relationship with Jay is going really well, but if pushed, you will admit that you and he have been fighting more lately. He calls Alec a “mommy’s boy” and says you baby him too much, and he has started to accuse you of being interested in other men.

Children's Services was previously involved with the family when Lisa was six and her brother was an infant. You had to be hospitalized as a result of a battering incident that briefly sent your children's father to jail. Lisa and her brother were placed in a foster home for nine months. It was a terrible time and you have often said that you would kill yourself before letting someone take your kids away from you again.

When you came home from work, you asked if Jay was home yet. Lisa said he had gone out. He had been doing that more lately, and coming home after the children were in bed. You noticed that Lisa was not using her left hand and asked her what was wrong. Looking at her brother, Lisa said she thought she hurt it during recess, jumping off that "log-like thing" on the playground. When you tried to look at it, Lisa cried out saying it really hurt and burst into tears. You thought maybe Lisa had broken something and took her to the hospital, where the x-ray confirmed that the wrist was broken. Lisa

told the ER staff that she had been jumping off something that was like a big, bouncy balance beam and hurt her hand. The ER nurse said that another child had a similar injury just last week. Lisa's wrist was put in a cast and she was sent home with some aspirin.

The next morning, when Lisa was putting on her jacket, you noticed bruising above her hip and asked how she got the bruise. Lisa shrugged and said it probably happened when she fell.

When interviewed you are hostile and resistant and are thinking:

- "Not again!"
- Everything is good this time
- Your boyfriend, Jay, is a little strict - not used to kids
- Jay is only there an hour before you are home
- Your daughter would not lie to you
- Lisa's an active girl – she's always falling down and jumping off of things
- Alec is spoiled - Jay's just trying to make him more responsible.
- You noticed the bruise but believed your daughter when she told you it happened at recess



#21

Instructions for Interview With Sibling

Instructions:

- Select two members from your group to do this role play – one to be Lisa’s brother, Alec, and one to be the caseworker.
- Alec should open his role play envelope to prepare for the role play. After reading the background information, he should let the caseworker know he is ready to start.
- Other group members should serve as coaches. Remember, the role play can be stopped at any point and restarted. Group members should feel free to give suggestions, help out, or step in when needed.



#22

Information for Lisa's Brother:

Your name is Alec. You are seven years old. You live with your sister Lisa, your mom, Kim, and her boyfriend, Jay. In the summer you moved to this house. You like that you have your own room, have a Play Station, and can now have a dog. Your mom is really happy, but you don't think her boyfriend likes you very much. He's always saying you are a "mommy's boy." He is stricter than your mom and things have to be kept really clean. He has made you get a paper route and you hate it.

Yesterday, you forgot to do what you were supposed to after school and you were afraid Jay would get mad and yell at you. Your sister helped you get things done and sent you off to deliver your papers. When you came back she was on the couch crying. She told you that Jay was really mad and pushed her in the kitchen, then pushed her out the back door. Her wrist hurts really badly. She told you not to tell, reminding you that you do not want to have to move in with Grandma again. You and she would not be able to take your dog and you both would have to go to a different school.

When interviewed, you:

- Refuse to talk
- Cry
- Think there is no way you can win – if you tell everyone will get in trouble
- Think that Jay might hurt you
- Think that, if Jay doesn't like you, your mom might have to leave him
- Don't want to move and lose new school friends and lose the dog

#23

Instructions for Interview With Alleged Perpetrator

Instructions:

- Select two members from your group to do this role play – one to be the mom’s boyfriend, Jay, and one to be the caseworker.
- As a group, refer to Issue #1 in the enclosed CAPTA 4th and 14th amendment rights handout about informing subjects of investigations of the allegations and discuss what the caseworker should initially say to Jay.
- Jay should open his role play envelope to prepare for the role play. After reading the background information, he should let the caseworker know he is ready to start.
- Other group members should serve as coaches. Remember, the role play can be stopped at any point and restarted. Group members should feel free to give suggestions, help out, or step in when needed.

#24

Information for the Alleged Perpetrator:

Your name is Jay. You live in a small home that you purchased six years ago in a nice neighborhood. You were divorced two years ago. If asked about the divorce, you claim it was because you and your wife just did not get along. Six months ago, your new girlfriend (Kim) moved in with her two children named Lisa and Alec.

Yesterday, you came home after the kids were in bed and Kim told you she had taken Lisa to the ER and that she had broken her wrist during recess. You said you were not surprised. Lisa is really active and always jumping off things and falling down.

You say that you like the kids but you think they need more discipline. When they came to your house, they had come from a house full of people and chaos. They did not have any rules and were not used to having any responsibilities. One of the first things you did was assign chores, and get them a dog to teach them how to be responsible. You can imagine that they might say you are mean, but you are only trying to help them. They are doing better in school and Alec does not whine as much as he did when he first moved in. Your own dad was pretty hard on you but you think it was for your own good. You admit that you get upset when they do not do their chores or when they break a rule but admit that they are pretty good kids.

When interviewed you are:

- Bright
- Engaging
- Have a smooth presentation
- Authoritarian, rigid
- Dogmatic
- Narcissistic – very self-centered

When confronted with the report you say, “Is that what she said?” and claim it is not true.

A Positive Approach to Resistance

H. B. Karp

DEALING POSITIVELY WITH RESISTANCE

Two basic assumptions underlie a positive approach to dealing creatively with resistance:

1. Resistance is. People will always resist, knowingly or not, those things that they perceive as not in their best self-interest.
2. Resistance needs to be honored. It must be dealt with in a respectful manner.

If resistance is handled from a perspective that incorporates these two assumptions, it can become a tool and can actually enhance rather than injure a relationship. Another condition that must exist for the positive approach to work: the caseworker – the individual who confronts the client – must be absolutely clear about what she wants from that person. When the demand is stated in terms of time frames, specific outcomes, potential benefits, concrete behaviors that are needed, and so forth, the probability that the caseworker will achieve compliance from the client is great. Even if compliance is not possible, the resistance will become more workable.

The positive approach consists of four separate steps: (1) surfacing, (2) honoring, (3) exploring, and (4) rechecking. Each step should be completed before moving to the next step. This is referred to as the S.H.E.R. model.

1. Surfacing the Resistance

After the caseworker has clearly stated what he or she wants from the other party, the first – and probably most difficult – step is to get the resistance out in the open. Many people intentionally withhold their resistance for a number of reasons: experience with a past heavy emphasis on the low-yield strategies, mistrust, poor interpersonal relationships, or a lack of awareness of their own resistance. For example, the worker could say, *“You seem very upset and angry; please help me understand why.”* It is a good idea to include an explanation that resistance is normal and expected, and that the worker is confident that it

can be worked through in a constructive manner. The surfacing of resistance can be approached easily and effectively by keeping two guidelines in mind:

- A. Make the expression of resistance as “safe” as possible. The caseworker should state clearly--and publicly, if possible--that he wants to hear the resistance. It is a good idea to include an explanation of why the resistance is important and to be straightforward. Once the client is aware that she is not going to be attacked, punished, or “sold” on what the caseworker wants, the caseworker has a much greater chance of exposing the real source of the resistance.
- B. Ask for it all. Listening to a client's statement of what he does not like about the very thing that the caseworker wants is rarely a pleasant experience. Nevertheless, it is the best approach to resistance. When the resistance exists, it is much better to hear all of it than to try to work through the situation in partial ignorance. Invite discussion of clients' concerns by saying, *“As we talk today, please feel free to let me know if you disagree with anything that's said or if you have any concerns so we can continue talk them through.”*

2. Honoring the Resistance

Honoring involves the following process:

- A. Listen. When a person states resistance openly, she provides the caseworker with vital sources of information about what the caseworker wants and the potential pitfalls in achieving what is wanted. In addition, the client is making a personal statement about who she is. Any attempt to discount the information not only stops the information but also carries a clear message to the client that her opinion does not matter; the client will interpret this to mean that she does not matter. It is of critical importance at this stage that the caseworker does not attempt to reinforce his original position, to sell, to reason, or in any way to imply that the client should not feel as he does. The correct approach is simply to listen.
- B. Acknowledge the resistance. The act of acknowledgment does not imply that the caseworker agrees with every point of resistance. It is a simple affirmation of the client's right to resist. Statements such as *“I see how that could be a problem for you,”* or *“You certainly have a right to be concerned,”* allow the caseworker to respond to the client's concern without relinquishing anything. The caseworker should acknowledge the resistance, but not agree with it.

- C. Reinforce the notion that it is permissible to resist. The caseworker should keep in mind that openly resisting in a safe environment may be a new experience for the client. Periodically reinforcing that the resistance is valuable and that the client is safe and appreciated for stating her resistance creates a positive atmosphere. Statements such as *“It’s really all right that you don’t like all of this”* or *“I can see why you are angry”* maintain the caseworker’s control of the situation while making the environment continually safe for the client.

3. Exploring the Resistance

- A. Fully explore the resistance. Once the resistance has been surfaced and acknowledged, and the client understands the worker’s intent to keep the interaction comfortable and safe, the caseworker can elicit the client’s concerns using open-ended and clarifying questions, such as *“tell me what you think about that,”* or *“let’s see if I understand what you’re saying,”* or *“can you explain what you mean,”* or *“this sounds really important to you – please tell me more about it.”*
- B. Move from resistance to action. Ask the client to consider the future, what his or her goals are, and how the worker might help achieve the goals of child safety and permanence in a way that is least distressing and most comfortable for the client. In responding to this question, the client works with the caseworker toward the objective rather than against it. The client may suggest alternative ways the situation can be resolved. The worker can then begin negotiating a solution that meets the casework objectives, and is acceptable to the client. The end point of this kind of dialogue should be the development of some kind of agreement about the next steps to be taken.

4. Rechecking

Before the encounter is over, the last step is to recheck the status of the current resistance and the agreements that have been made. This step is essential because it provides closure to the issue and ensures that no agreement will be forgotten. If there is to be a second meeting, rechecking provides a basis on which to start the next interview so that the entire process of dealing with the resistance does not have to be repeated.

CONCLUSION

The caseworker should always keep the following points in mind when confronted with a resistant client:

1. The objective is not to eliminate all resistance because it is not possible to do so. Instead, the objective is to work with and reduce the needless resistance. The reduction is usually enough to allow proceeding with the demand effectively.
2. Always keep paper and pencil handy to make notes during the process. When the problem is recorded, the client's objection is honored and there is less chance that important points will be forgotten. Making notes also facilitates the last step, rechecking.
3. Once the resistance is at a workable level, thank the client and move on. It is important not to try to persuade the client to like the demand. It is enough that the client is willing to agree to it.

This approach has universal application. It can be used in any situation in which resistance is an issue, such as in managing conflict, scheduling work, or dealing with diversity.

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INTERVIEWING METHODS CHART B

STRATEGY	PURPOSE	BENEFITS	LIABILITIES
Closed-Ended Questions Probing Questions Yes/No Questions	<ul style="list-style-type: none"> To gather factual information regarding a specific content area To obtain answers to specific questions 	<ul style="list-style-type: none"> Can obtain a considerable amount of information in a short period of time 	<ul style="list-style-type: none"> Limits potential responses of family members to those directed by the interviewer May be threatening to family members; may encourage evasiveness or lying
Open-Ended Questions	<ul style="list-style-type: none"> To gather a lot of information about a wide range of topic areas To gain insight regarding a client's feelings and perceptions about the situation 	<ul style="list-style-type: none"> Worker may discover information that he may not have thought to ask about. Provides information to be used in the assessment; helps identify "process" level issues 	<ul style="list-style-type: none"> Takes considerable time Worker may need to sort through irrelevant information to identify pertinent issues. Person may use open format to digress and avoid discussing important topics.
Supportive Responses Active Listening	<ul style="list-style-type: none"> To communicate and demonstrate the caseworker's interest and concern To establish a positive casework relationship 	<ul style="list-style-type: none"> Builds trust and communicates worker's interest and willingness to listen and help May have an enabling effect on the client Client may feel better for having talked. 	<ul style="list-style-type: none"> Client has considerable control of the direction of the interview. Little change may be generated; few goals set. Does not always promote action
Clarification	<ul style="list-style-type: none"> To promote insight into one's own behaviors and actions to enable change and participation in the casework process To enable the worker to better understand family dynamics, needs, and problems 	<ul style="list-style-type: none"> Helps move to process level in interview Allows worker to make accurate assessment of causal and contributing factors to family problems, and family strengths Helps family gain insight into own situation 	<ul style="list-style-type: none"> May be threatening to family members, who may be unaware of, or not want to discuss issues raised by the worker May increase family members' resistance
Summarization Redirection	<ul style="list-style-type: none"> To keep the interview focused and on track To help the person organize her information 	<ul style="list-style-type: none"> Makes efficient use of time by keeping the discussion focused on pertinent topics Helps family members organize thinking Prevents family being overwhelmed by details 	<ul style="list-style-type: none"> People who are redirected may feel cut off, as if the worker is not listening. Overdirection by worker may lead to moving too quickly off a topic, thus missing important information.
Giving Options, Advice or Suggestions	<ul style="list-style-type: none"> To offer a range of possible solutions to the family's problems To direct family members into positive action 	<ul style="list-style-type: none"> Provides family members with potential solutions they had not previously considered Encourages families to try new solutions Keeps activities goal-directed 	<ul style="list-style-type: none"> May prevent family from arriving at their own solutions to problems Worker may be blamed for failures if solution does not work.
Confrontation	<ul style="list-style-type: none"> To push family members to acknowledge problems, feelings, or behaviors, when other less directive interventions have failed 	<ul style="list-style-type: none"> Can precipitate movement quickly Can cut manipulations and digressions and focus on the critical issues Can help family members become aware of their own resistance 	<ul style="list-style-type: none"> Cannot be used without a well-established and supportive relationship May increase resistance if not successful May require considerable follow-up support from the worker; takes time and commitment

Factors to Consider in a Safety Assessment

1. The child has received serious, inflicted, physical harm.
2. The caretaker has not, cannot, or will not protect child from potential serious harm, including harm from other persons having familial access to the child.
3. The caretaker or other person having access to the child has made a credible threat that would result in serious harm to a child.
4. The behavior of any member of the family or other person having access to the child is violent and/or out of control.
5. Acts of family violence pose an immediate and serious physical and/or emotional danger to the child.
6. Drug and/or alcohol use by any member of the family or other person having access to the child suggests that the child is in immediate danger of serious harm.
7. Behavior(s) of any member of the family or any person having access to the child is symptomatic of mental or physical illness or disability that suggests the child is in immediate danger of serious harm.
8. Caretaker is unwilling or unable to meet the child's immediate needs for sufficient supervision, food, clothing, and/or shelter to protect child from immediate danger of serious harm.
9. Household environmental hazards suggest that the child is in immediate danger of serious harm.
10. Any member of the family or other person having access to the child describes or acts toward the child in predominantly or extremely negative terms and/or has extremely unrealistic expectations of the child.
11. The family refuses access to the child or there is reason to believe the family will flee.
12. Caretaker has an unconvincing or insufficient explanation for the child's serious injury or physical condition.

13. Caretaker is unwilling or unable to meet the child's immediate and serious physical or mental health needs.
14. Child sexual abuse/sexual exploitation is suspected and circumstances suggest that the child may be in immediate danger of serious harm.
15. Other safety factors.

Also consider:

Historical information

Child vulnerability

Protective capacities

Seven Steps of Critical Thinking in the Assessment Process



Regardless of the *PURPOSE* of the assessment, the *PROCESS* of assessment always involves the same seven steps of critical thinking:

1. Knowing why an assessment needs to be done - what critical questions need to be answered, and what decisions will be made using the information
2. Determining the most pertinent and relevant criteria to be assessed -- that is, the type, scope, and depth of information that must be gathered to inform the decision
3. Implementing a variety of information-gathering strategies to access and record the needed information
4. Analyzing the information (examining in detail) and formulating hypotheses about what the information reveals
5. Testing out hypotheses to assure a high degree of accuracy and consistency in the information
6. Synthesizing or integrating the information so it is congruent and allows accurate conclusions to be drawn
7. Using the conclusions to make a well-informed decision that achieves the desired outcome

Below is a listing of the folders used for the simulation, along with what instruction sheets go in the folder. The instruction sheets are numbered in the order they are used during the Learning Lab.

Folder	Instructions Sheets	Notes
#I References	A. Positive Approach to Resistance B. Interview Strategies Chart C. Factors to Consider in Safety Assessment D. Seven Steps of Critical Thinking	These are handouts used in earlier Core Modules
#II Report	#1 Receiving the Report #2 Report	Also provided as handout
#III Initial Planning	#3 Investigative Plan Worksheet #4 Excerpt: Guidelines for Implementing CAPTA	Also provided as handout
#IV Collateral Interviews and Evidence	#5 Instructions for Collateral Interviews and Evidence	Participant will approach the trainer and request information. The trainer should only provide the next 7 folders as requested.
#V Summary of Past PCSA Involvement	#6 Summary of Past PCSA Involvement	
#VI Reporting Student	#7 Instructions for Reporting Student #8 Information for Reporting Student	#8 should be placed in an envelope
#VII Lisa's Sixth grade Teacher	#9 Instructions for Lisa's Teacher #10 Information for Lisa's Teacher	#10 should be placed in an envelope
#VIII Lisa's Neighbor	#11 Instructions for Lisa's Neighbor #12 Information for Lisa's Neighbor	#12 should be placed in an envelope
#IX School Nurse Record	#13 School Nurse Record	
#X Medical Record	#14 Medical Record	
#XI Police Record for Jay Phillips	#15 Police Record for Jay Phillips	
#XII Interview With ACV	#16 Instructions for Interview With ACV #17 Information for Child Victim #18 Hip and Forearm Bruise Card	#17 and #18 should be placed in the same envelope. Separate #18 into two sheets.
#XIII Interview With NOP	#19 Instructions for Interview With NOP #20 Information for NOP	#20 should be placed in an envelope
#XIV Interview With Sibling	#21 Instructions for Interview With Sibling #22 Information for Brother	#22 should be placed in an envelope
#XV Interview With Alleged Perpetrator	#23 Instructions for Alleged Perpetrator #24 Information for Alleged Perpetrator	#24 should be placed in an envelope