



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

**FACILITATING DISCLOSURE OF CHILD SEXUAL ABUSE VICTIMS IN THE  
MIDDLE CHILDHOOD: A FORENSIC INTERVIEW PROTOCOL FOR SOCIAL  
WORKERS**

by

**ANSIE FOUCHÉ**

Submitted in partial fulfillment of the requirements for the degree

Doctor Philosophiae (Social Work)

in the

Faculty of Humanities

of the

University of Pretoria

PROMOTER: DR. J.M.C. JOUBERT

**Pretoria**

**September 2007**



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

## **OPSOMMING**

# **FASILITERING VAN ONTHULLING VAN KINDERSLAGOFFERS VAN SEKSUELE MISBRUIK IN DIE MIDDELKINDERJARE: 'N FORENSIESE ONDERHOUDSVOERINGSPROTOKOL VIR MAATSKAPLIKE WERKERS**

**deur**

**Ansie Fouché**

**Promotor: Dr. J.M.C. Joubert**  
**Departement Maatskaplike Werk en Kriminologie**  
**Universiteit van Pretoria**

**Graad: Doctor Philosophiae (Maatskaplike Werk)**

---

In hierdie studie word daar gefokus op die ontwikkeling, implementering en evaluering van 'n navorsingsgebaseerde forensiese onderhoudsvoeringsprotokol vir maatskaplike werkers in Suid-Afrika. Die doel daarvan is om die maatskaplike werkers se kennis, begrip en vaardighede te verbeter ten opsigte van forensiese assesseringsonderhoude met kinderslagoffers van seksuele misbruik.

Die motivering vir die studie het sy oorsprong in die feit dat huidige wetgewing vereis dat alle vermoedens van seksuele misbruik van kinders aangemeld word by maatskaplike werkers of die Suid-Afrikaanse Polisiediens. Maatskaplike werkers moet dikwels beweringe van seksuele misbruik hanteer in hulle daaglikse werk en moet assesseringsonderhoude voer. Die uitkoms van hierdie onderhoude is dikwels bepalend in die finale uitkoms van regsprosedures.

Die navorsingsprobleem is dat daar tans geen nasionale navorsingsgebaseerde forensiese onderhoudsvoeringsprotokol vir maatskaplike werkers in Suid-Afrika is nie.

'n Kwantitatiewe navorsingbenadering is gevolg. Toegepaste navorsing is gebruik om onmiddellike probleme wat deur professionele mense beleef word, aan te spreek. Daar is van intervensienavorsing as 'n navorsingsmetodologie gebruik gemaak. 'n Kwasi-eksperimentele ontwerp is toegepas waar die twee groepe vergelyk is.

Die hipotese vir hierdie studie is:

*Indien hierdie onderhoudsvoeringsprotokol toegepas word in sake van beweerde seksuele misbruik van kinders in die middelkinderjare, sal dit die onthulling in 'n meer geregtelik aanvaarbare en verdedigbare wyse fasiliteer.*

'n Self-ontwikkelde oorsiglys (checklist), bestaande uit 119 beginsels, is saamgestel na 'n intensiewe literatuurstudie, konsultasies met deskundiges, en ook uit ervaring van die navorser. Die oorsiglys is as metingsinstrument gebruik.

Die navorser het die nuut-ontwikkelde onderhoudsvoeringsprotokol toegepas gedurende onderhoude met tien dogters in die middelkinderjare wie na bewering seksueel misbruik is (eksperimentele groep). Die onderhoude is op audiobande opgeneem en geëvalueer deur middel van die self-ontwikkelde oorsiglys. 'n Onafhanklike maatskaplike werker, wat die res van maatskaplike werkers in Suid-Afrika verteenwoordig, het ook onderhoude met tien dogters gevoer (dieselfde ouderdomme as die eksperimentele groep) wie na bewering seksueel misbruik is (vergelykende groep). Hierdie maatskaplike werker het egter haar eie onderhoudsprotokol gebruik gedurende onderhoude. Hierdie onderhoude is ook opgeneem op audiobande en is geëvalueer deur middel van die oorsiglys. Die navorser het die kodering van beide die eksperimentele en vergelykende groepe gedoen. 'n Onafhanklike professionele persoon het 'n steekproef van 50% van al die onderhoude gekodeer. Al die data is aan die Departement Statistiek by die Universiteit van Pretoria gegee, wat die statistiese verwerkings uitgevoer het.



In hoofstuk twee is die seksuele misbruik van kinders as verskynsel bespreek en aspekte waarvan onderhoudsvoerders moet kennis te dra, is beklemtoon.

In hoofstuk drie is alle aspekte van kinderontwikkeling bespreek. Aspekte ten opsigte van kinderontwikkeling wat gedurende die forensiese onderhoude geakkommodeer behoort te word, is ondersoek. Hoofstuk vier fokus op onderhoudsvoeringstegnieke en internasionale riglyne ten opsigte van forensiese onderhoude. Hierdie inligting is gebruik om die voorgestelde forensiese onderhoudsvoeringsprotokol te ontwikkel. In hoofstuk vyf is die voorgestelde sewe-fase forensiese onderhoudsvoeringsprotokol bespreek.

In hoofstuk ses is alle versamelde data gekwantifiseer, geanaliseer en geïnterpreteer met die hulp van die Departement Statistiek van die Universiteit van Pretoria. Die statistiese verwerking toon dat daar tussen die vergelykende en eksperimentele groep 'n statistiese verskil in vyf van die sewe fases is.

As gevolg van die klein steekproef (10 kinders in elke groep) word daar nie veralgemenings gemaak nie, maar dit wil blyk dat die nuut-ontwikkelde sewe-fase forensiese onderhoudsvoeringsprotokol nie tans in sy totaliteit in die maatskaplike werk professioneel gebruik word nie. Verdere studies met 'n groter steekproef kan die werklike bydrae in die praktyk bevestig.

Gevolgtrekkings en aanbevelings (hoofstuk 7) uit hierdie studie word gemaak aan die hand van die proses wat gevolg is in die ontwikkeling en implementering van die sewe-fase forensiese onderhoudsvoeringsprotokol.



## **SUMMARY**

# **FACILITATING DISCLOSURE OF CHILD SEXUAL ABUSE VICTIMS IN THE MIDDLE CHILDHOOD: A FORENSIC INTERVIEW PROTOCOL FOR SOCIAL WORKERS**

**By**

**Ansie Fouché**

**Promoter: Dr. J.M.C. Joubert**  
**Department of Social Work and Criminology**  
**University of Pretoria**

**Degree: Doctor Philosophiae (Social Work)**

---

This study focuses on the development, implementation and evaluation of a research-based legally defensible forensic interview protocol for social workers in South Africa in order to improve the social worker's knowledge, understanding and skills regarding forensic assessment interviews in the field of child sexual abuse.

The motivation for the study has its origin in the fact that current legislation in South Africa requires that all cases of alleged sexual abuse have to be reported to either social workers or the South African Police Service. Social workers often find themselves having to deal with allegations of sexual abuse, and are faced with the challenging task of conducting assessment interviews, where the result of such interview will be a determining factor in the final outcome of the legal proceedings. The research problem is that there is currently no national research-based forensic interview protocol for social workers in South Africa.

A quantitative research approach was followed. Applied research was used to address immediate problems that are encountered by professionals in practice. Intervention research was used as research methodology. The quasi-experimental design was applied where a comparison of two groups were done.

The hypothesis formulated for this study is:

*If this interview protocol will be applied in cases of alleged sexual abuse against children of the middle childhood, it would facilitate the disclosure in a more legally acceptable and defensible manner.*

An interview protocol with seven definite phases was developed. A self-developed checklist consisting of 119 fundamentals compiled from comprehensive literature study, consultations with experts and extensive experience of the researcher, was used as a measuring instrument.

The researcher applied the newly developed interview protocol with ten girls (experimental group) in the middle childhood who have allegedly been sexually abused. The interviews were audio-recorded and evaluated by means of the self-developed checklist. An independent social worker also interviewed ten allegedly sexually abused children (comparison group) of the same age and gender as the experimental group. This social worker, however, made use of her own interview protocol. She represents the social workers in South Africa. The interviews were also audio-recorded and evaluated by means of the self-developed checklist. An independent professional person coded a sample of 50% of all interviews. All data were submitted to the Department Statistics of University of Pretoria who has done the statistical analysis.

In chapter two the phenomenon of child sexual abuse is discussed and aspects that interviewers need to take in consideration were highlighted.

In chapter three all aspects of child development are discussed. Developmental issues which need to be accommodated during forensic interviews are explored. Chapter four focuses on interview techniques in the forensic context, and



international guidelines on forensic interviews were explored. This information was used to develop the proposed forensic interview protocol. In chapter five the proposed seven-phase forensic interview protocol was discussed.

In chapter six all the data that was collected was quantified, analysed and interpreted with the assistance of the Department of Statistics of the University of Pretoria. The statistical analysis showed that in five of the seven phases a statistically significant difference was found between the experimental and comparison groups. The results suggest that the seven-phase forensic interview protocol was successfully implemented, and could be considered a new development and thus a contribution to the social work profession. However further research with a larger sample of children is needed.

Conclusions and recommendations (chapter 7) of this study are put forward in accordance with the process that was followed in developing and implementing the interview protocol which would assist social workers when dealing with alleged victims of child sexual abuse.



## **KEY WORDS**

Disclosure  
Forensic  
Interview  
Interviewer  
Protocol  
Social worker  
Child sexual abuse  
Child development  
Material mistakes  
Interviewing techniques  
Leading questions  
Free narrative

## **SLEUTERTERME**

Onthulling  
Forensies  
Onderhoud  
Onderhoudsvoerder  
Protokol  
Maatskaplike werker  
Seksuele misbruik van kinders  
Kinderontwikkeling  
Kernfoute  
Onderhoudsvoeringstegnieke  
Leidende vrae  
Vrye herroeping



## ACKNOWLEDGEMENTS

This study would not have been possible without the grace of God, our Heavenly Father, the passion and love of Jesus Christ and the inspiration of the Holy Spirit.

I would like to thank the following people:

- My husband, for his continuous interest and support. Without your encouragement, understanding and assistance I would never have been able to complete this study.
- My three children, Daniëlle, Ben and Jestus, for their continuous patience, and childlike impatience during my studies. Thank you for all the neck massages, coffee and snacks while I was occupied in front of the computer.
- My mother for her loyal support during all the years of my studies.
- My sister-in-law, Cecelia Fouché for helping me right through the last 24 hours before submission for examination.
- My brother-in-law, Jestus Fouché, thank you for all the encouragement and support.
- All my family, colleagues and friends, thank you for sharing your knowledge and skills with me and also for all your support and encouragements.
- Dr. Joubert, for all her patience, guidance and meaningful contributions throughout this study.
- Anne-Marié Potgieter for the language editing and technical assistance. Thank you so much for your immense help and support.
- Jackie Sommerville and Marien Graham from the Department Statistics, University of Pretoria for all your hard work, support and input during the course of my study.
- The Teddy Bear Clinic in Johannesburg, and in particular Esmé Weerdt, for assisting me in this study.
- Advocate Renate Carstens, for being so supportive.
- All the children who have shared their sad experiences with me.



UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

**DEDICATED TO MY MOTHER,  
MY HUSBAND FRANS  
AND  
MY THREE CHILDREN  
DANIÉLLE, BEN AND JESTUS**



# CONTENT

## CHAPTER 1: RESEARCH PROCESS AND ORIENTATION OF RESEARCH STUDY

1.1	INTRODUCTION .....	1
1.2	PROBLEM FORMULATION.....	5
1.3	PURPOSE, GOAL AND OBJECTIVES OF THE RESEARCH STUDY .....	11
1.3.1	The purpose of the research study.....	11
1.3.2	Goal of the study.....	12
1.3.3	Objectives of the study .....	13
1.4	HYPOTHESIS FOR THE STUDY .....	14
1.5	RESEARCH APPROACH .....	14
1.6	TYPE OF RESEARCH .....	15
1.7	RESEARCH DESIGN AND METHODOLOGY .....	15
1.7.1	Phase one: Problem analysis and project planning .....	19
1.7.1.1	Identifying and involving clients through various processes.....	20
1.7.1.2	Gaining entry into and co-operation from all relevant stakeholders.....	20
1.7.1.3	Identifying concerns of the population .....	21
1.7.1.4	Analysing concerns and problems identified .....	21
1.7.1.5	Analysing the broad areas of concern to guide the development of data collection instruments .....	22
1.7.1.6	Setting goals and objectives .....	22
1.7.2	Phase two: Information gathering and synthesis .....	22
1.7.2.1	Utilising existing resources of information .....	23
1.7.2.2	Study of natural examples .....	24
1.7.3	Phase three: Design of the protocol .....	25
1.7.4	Phase four: Early development and pilot testing.....	27
1.7.4.1	Developing a prototype or preliminary intervention .....	27
1.7.4.2	Conducting a pilot study of protocol and checklist .....	27
1.7.4.3	Applying design criteria.....	28
1.7.5	Phase five: Evaluation and advanced development .....	28
1.7.5.1	Collecting and analysing data.....	28
1.7.5.2	Refining the intervention .....	30
1.7.6	Phase six: Dissemination .....	30
1.8	DESCRIPTION OF THE RESEARCH POPULATION, DELINEATION OF THE SAMPLE AND SAMPLING METHOD.....	30
1.8.1	Universum.....	30
1.8.2	Population.....	31
1.8.3	Delineation of the sample .....	31
1.8.4	Sampling method.....	31
1.8.4.1	Participants for the experimental group.....	32
1.8.4.2	Participants for the comparison group.....	32
1.9	ETHICAL ISSUES .....	33
1.9.1	The right to experimenter responsibility .....	33
1.9.2	Informed consent.....	34
1.9.3	The right to privacy / anonymity / confidentiality.....	35



1.9.4	Actions and competence of the researcher .....	35
1.9.5	The right to equivalence .....	36
1.9.6	Release and publication of the findings.....	36
1.9.7	Recovery of respondents.....	36
1.10	DEFINITION OF KEY CONCEPTS.....	37
1.10.1	Child sexual abuse .....	37
1.10.2	Forensic interviewing .....	38
1.10.3	Disclosure .....	38
1.10.4	Interview protocol.....	39
1.11	PROBLEMS EXPERIENCED DURING THE STUDY.....	39
1.12	LIMITATIONS OF THE STUDY .....	40
1.13	CONTENTS OF THE RESEARCH REPORT .....	42

## CHAPTER 2: SEXUAL ABUSE AND THE IMPACT ON THE CHILD IN THE MIDDLE CHILDHOOD

2.1	INTRODUCTION .....	43
2.2	DEFINING A CHILD .....	43
2.3	CONSTITUTIONAL PROTECTION .....	44
2.4	CHILD SEXUAL ABUSE .....	45
2.4.1	Defining child sexual abuse.....	46
2.4.2	Circumstances of child sexual abuse .....	48
2.4.2.1	Dyadic sexual abuse.....	48
2.4.2.2	Solo sex rings and syndicated (organised) sex rings .....	48
2.4.2.3	Sexual exploitation and child pornography.....	49
2.4.2.4	Satanic ritual abuse .....	49
2.4.2.5	Computer-facilitated child sexual exploitation .....	49
2.4.3	Types of sexual abuse.....	50
2.5	LEGAL DEFINITIONS .....	52
2.5.1	Common-law crimes .....	52
2.5.1.1	Rape.....	53
2.5.1.2	Sexual assault.....	54
2.5.1.3	"Sodomy" .....	54
2.5.1.4	Incest.....	54
2.6	REPORTING OF CRIMES AGAINST CHILDREN.....	55
2.6.1	Obligation to report crimes against children .....	55
2.7	INCIDENCE AND PREVALENCE OF CHILD SEXUAL ABUSE .....	55
2.7.1	International statistics .....	56
2.7.2	South Africa: National, provincial and regional statistics.....	57
2.7.3	Vaalrand area .....	61
2.8	DYNAMICS IN THE FIELD OF CHILD SEXUAL ABUSE .....	62
2.8.1	Disclosure of child sexual abuse .....	62
2.8.1.1	Factors which influence the disclosure process .....	63
2.8.1.2	Non-supportive disclosure .....	65
2.8.1.3	Disclosure process.....	67
2.8.1.4	Child abuse accommodation syndrome .....	69
2.8.2	The grooming process .....	70
2.8.2.1	Perpetrator's selection of victims and <i>modus operandi</i> ... ..	71



	2.8.2.2	Phases in the grooming process .....	74
2.8.3		False allegations.....	76
	2.8.3.1	Different possibilities when allegations are made.....	78
	2.8.3.2	Perpetrator substitution.....	79
	2.8.3.3	Custody and access disputes .....	79
	2.8.3.4	The parental alienation syndrome .....	81
	2.8.3.5	Psychological disturbances .....	82
	2.8.4	Stockholm syndrome .....	83
2.9		INDICATORS OF CHILD SEXUAL ABUSE .....	83
	2.9.1	Physical and medical indicators of child sexual abuse .....	83
		2.9.1.1 Medical examination – J88 .....	84
		2.9.1.2 Normal versus abnormal anatomy.....	85
	2.9.2	Psychological and behavioural indicators of child sexual abuse ...	87
	2.9.3	Sexualised behaviour as indicator of child sexual abuse.....	89
		2.9.3.1 Masturbation .....	89
	2.9.4	Familial indicators .....	90
2.10		SEX OFFENDERS AGAINST CHILDREN.....	92
	2.10.1	Youth sex offenders.....	92
	2.10.2	Types adult sex offenders .....	93
		2.10.2.1 Fixated offender .....	93
		2.10.2.2 Naïve offender .....	93
		2.10.2.3 Regressed offender .....	93
		2.10.2.4 Exploitative paedophile.....	94
		2.10.2.5 Aggressive (sadistic) perpetrator .....	94
	2.10.3	Etiology of adult sex offenders .....	94
		2.10.3.1 Emotional congruence .....	95
		2.10.3.2 Sexual arousal .....	95
		2.10.3.3 Blockage .....	95
		2.10.3.4 Disinhibition.....	96
	2.10.4	Victim-perpetrator relationships.....	96
	2.10.5	Rehabilitation of adult sex offenders against children.....	98
2.11		IMPACT OF CHILD SEXUAL ABUSE.....	98
	2.11.1	Trauma of child sexual abuse.....	98
	2.11.2	Four specific responses to trauma .....	99
	2.11.3	Factors which influence the sexually abused child's reactions and recovery.....	100
	2.11.4	Psychological resilience.....	101
	2.11.5	Internal trauma of the child .....	103
	2.11.6	Traumagenic dynamics.....	104
	2.11.7	Post-traumatic stress disorder.....	107
2.12		TREATMENT OF SEXUALLY ABUSED CHILDREN .....	108
2.13		SUMMARY .....	109

### **CHAPTER 3: DEVELOPMENTAL FACTORS WHEN WORKING WITH MIDDLE CHILDHOOD CHILDREN IN THE FIELD OF SEXUAL ABUSE**

3.1	INTRODUCTION .....	111
-----	--------------------	-----



3.2	PHASES OF CHILD DEVELOPMENT .....	111
3.3	THE MIDDLE CHILDHOOD .....	112
3.4	PHYSICAL DEVELOPMENT AND THE DEVELOPMENT OF MOTOR SKILLS .....	113
3.4.1	General physical development .....	113
3.4.2	Motor skills .....	116
3.4.2.1	Gross motor skills .....	116
3.4.2.2	Fine motor skills .....	117
3.5	COGNITIVE DEVELOPMENT .....	118
3.5.1	Piaget's cognitive-developmental theory .....	119
3.5.2	The concrete operational stage .....	120
3.5.2.1	Tasks achieved during concrete operational stage .....	121
3.5.2.2	Limitations of concrete operational thought .....	124
3.6	MEMORY .....	125
3.6.1	Information-processing system .....	126
3.6.2	Encoding or acquisition .....	127
3.6.2.1	Factors which influence children's acquisition of information .....	127
3.6.3	Storage .....	131
3.6.3.1	Rehearsal .....	131
3.6.3.2	Memory organisation .....	131
3.6.3.3	Elaboration .....	132
3.6.4	Retrieval .....	132
3.6.5	Suppression .....	133
3.6.6	Repression .....	134
3.6.7	Dissociation .....	134
3.6.8	Suggestibility .....	135
3.6.9	Parental factors influencing children's memory recall .....	137
3.6.10	Personal characteristics as influence on memory recall .....	139
3.7	ASKING A CHILD TO DRAW .....	140
3.8	LANGUAGE DEVELOPMENT .....	143
3.8.1	Semantics .....	145
3.8.1.1	Developmental issues to consider regarding semantics .....	146
3.8.2	Syntax .....	149
3.8.2.1	Developmental issues to consider regarding semantics .....	149
3.8.3	Pragmatic and social competence .....	151
3.8.4	Content expected during the forensic interview .....	153
3.8.4.1	Number of times the abuse occurred .....	154
3.8.4.2	Time and place of the abuse .....	154
3.8.4.3	Length, age and weight .....	155
3.8.4.4	Intentions, perspective and feelings .....	156
3.8.4.5	Logical arguments .....	157
3.8.4.6	Understanding and responding to questions .....	157
3.9	SOCIO-EMOTIONAL DEVELOPMENT .....	158
3.9.1	Emotional development .....	158
3.9.1.1	Love .....	160
3.9.1.2	Happiness and humour .....	160
3.9.1.3	Anger and aggression .....	160



3.9.1.4	Fear.....	161
3.9.1.5	Anxiety .....	162
3.9.1.6	Jealousy .....	162
3.9.2	The emotional development of children from birth to adolescence.....	162
3.9.2.1	Infancy.....	163
3.9.2.2	Toddler .....	164
3.9.2.3	Early childhood .....	164
3.9.2.4	Middle childhood .....	165
3.9.2.5	Adolescence.....	166
3.9.3	Self -concept.....	167
3.9.4	Peer group and friends .....	168
3.9.5	Acquisition of skills.....	170
3.10	MORAL DEVELOPMENT.....	170
3.10.1	Kohlberg's stages of moral development .....	172
3.10.1.1	Level 1 _ Pre-conventional .....	172
3.10.1.2	Level 2 – Conventional level.....	174
3.10.1.3	Level 3 – Post-conventional, autonomous or principled level .....	174
3.10.2	Impact of sexual abuse on a child's moral development.....	175
3.11	SEXUAL DEVELOPMENT .....	177
3.11.1	Normal and abnormal sexual behaviour in middle middle childhood.....	177
3.11.2	Impact of television on children's sexual interest .....	179
3.12	SUMMARY .....	180

## **CHAPTER 4: FACILITATION OF DISCLOSURE AND INTERVIEWING VICTIMS OF CHILD SEXUAL ABUSE**

4.1	INTRODUCTION .....	183
4.2	CLASSIFICATION OF INTERVIEWS .....	184
4.2.1	Therapeutic interviews.....	184
4.2.2	Investigative interviews.....	185
4.2.3	Clinical assessment and forensic assessment interviews .....	185
4.3	THE ROLE OF THE SOCIAL WORKER IN THE LEGAL SYSTEM .....	186
4.3.1	Circumstances, necessitating referral for forensic interviewing.....	188
4.3.2	Expert testimony after conducting a forensic assessment interview .....	189
4.4	THE INTERVIEWER .....	190
4.4.1	Training of the interviewer .....	190
4.4.2	Conduct of the interviewer .....	192
4.4.3	Factors influencing the social worker .....	193
4.4.4	Nonverbal behaviour of the interviewer.....	196
4.4.5	Gender of the interviewer .....	197
4.4.6	Burnout .....	198
4.4.7	Interviewing factors which influence credible disclosure.....	199



4.4.7.1	Undesirable reinforcement interviewing .....	199
4.4.7.2	Noncontingent reinforcement.....	200
4.5	THE INTERVIEW SETTING.....	200
4.5.1	Time and place of the forensic interview .....	201
4.5.2	Presence of other people during the interview .....	202
4.6	INTERVIEW STRATEGIES.....	202
4.6.1	Cognitive interviewing.....	203
4.6.2	Narrative elaboration .....	204
4.6.3	Segmentation.....	204
4.6.4	Building rapport.....	204
4.6.5	Using toys and play material to facilitate the interview.....	207
4.6.6	Play related communication techniques to facilitate the initial disclosure of the child .....	207
4.6.6.1	Semi-structured questionnaires .....	209
4.6.6.2	The house-and-community plan .....	209
4.6.6.3	Family graphic and emotion cards.....	210
4.6.6.4	Robot.....	210
4.6.7	Ground rules .....	212
4.6.8	Free recall or free narrative .....	213
4.6.9	Second chance for free narrative .....	215
4.6.10	Invitational questions .....	216
4.6.11	Neutral and supportive comments.....	216
4.6.12	Open-ended or general questions .....	216
4.6.13	Abuse-focussed questions .....	218
4.6.14	Focused questions.....	218
4.6.15	Specific questions.....	219
4.6.16	Multiple choice questions .....	219
4.6.17	Close-ended questions .....	220
4.6.18	Leading and suggestive questions .....	221
4.6.19	"Why" questions.....	222
4.6.20	Repeating of questions .....	222
4.6.21	Reframing and summarising.....	222
4.6.22	Clarify labels, concepts and names.....	223
4.6.23	Use of drawings during forensic interviewing .....	223
4.6.24	Anatomically correct dolls.....	224
4.6.25	Truth-and-lie and morality check .....	226
4.6.26	Investigate multiple hypotheses .....	227
4.6.27	Anyone else, anything else, anywhere else .....	229
4.6.28	Prior knowledge about sexual matters .....	229
4.7	THE INTERVIEWING PROCESS .....	230
4.7.1	Clinical features indicating possible fictitious reports .....	230
4.7.2	Topics to be explored during the interviewing process .....	232
4.7.2.1	Identification of the perpetrator .....	233
4.7.2.2	Nature of the alleged sexual abuse .....	233
4.7.2.3	When the abuse happened.....	234
4.7.2.4	Explore the offender's actions to involve the child.....	234
4.7.2.5	Clothing.....	234
4.7.2.6	Emotional reactions .....	235
4.7.2.7	Context explanations .....	236
4.7.2.8	Anywhere else .....	236





4.7.2.9	After the abuse.....	237
4.7.2.10	Reporting the alleged offence to someone.....	237
4.7.2.11	Consistency.....	237
4.7.2.12	Closure of sessions.....	238
4.8	STRUCTURED INTERVIEW PROTOCOLS.....	238
4.8.1	Memorandum of Good Practice.....	238
4.8.2	Five phases of forensic interviewing.....	240
4.8.3	The National Institute of Child Health and Human Development (NICHD) Investigative protocol.....	241
4.8.4	Step-Wise forensic interview Protocol.....	242
4.8.5	An extended forensic evaluation model.....	244
4.9	DEALING WITH DIFFICULT ISSUES.....	245
4.9.1	Cultural competency during forensic interviews.....	245
4.9.1.1	Using translators in forensic interviews.....	246
4.9.2	Number of sessions.....	249
4.9.3	Allegation blind interviews.....	250
4.9.4	Video-and audio-recording.....	251
4.10	CLASSIFICATION OF CHILD SEXUAL ABUSE ALLEGATIONS.....	252
4.11	SUMMARY.....	253

## CHAPTER 5: A FORENSIC INTERVIEW PROTOCOL FOR SOCIAL WORKERS

5.1	INTRODUCTION.....	255
5.2	DESIGN AND DEVELOPMENT OF THE SEVEN-PHASE FORENSIC INTERVIEW PROTOCOL AND SELF-DEVELOPED CHECKLIST.....	256
5.2.1	Self-developed checklist.....	257
5.2.2	Categories within the self-developed checklist.....	257
5.2.2.1	Category "Yes".....	258
5.2.2.2	Category "No".....	258
5.2.3	Fundamentals to be included in a forensic interview protocol.....	260
5.3	UTILISING PLAY RELATED COMMUNICATION TECHNIQUES TO FACILITATE THE INITIAL VERBAL DISCLOSURE.....	261
5.4	SEVEN-PHASE FORENSIC INTERVIEW.....	263
5.4.1	Phase 1: Rapport-building and facilitation of initial verbal disclosure.....	263
5.4.1.1	Rapport building.....	263
5.4.1.2	Facilitation of initial disclosure.....	264
5.4.1.3	Utilisation of play related communication techniques.....	264
5.4.1.4	Initial verbal disclosure.....	264
5.4.1.5	Clarifying the label referring to possible sexual abuse.....	265
5.4.2	Phase 2: Ground rules.....	266
5.4.2.1	Emphasise the importance of telling everything.....	267
5.4.2.2	Inform the child that he/she may indicate when she does not understand/ does not know the answer/ cannot remember/ does not want to answer.....	267
5.4.2.3	Empower the child to rectify summarised information... ..	268
5.4.3	Phase 3: Truth-and-lie and morality check.....	268



5.4.3.1	Child's ability to distinguish between truth/lies .....	268
5.4.3.2	Morality check .....	269
5.4.4	Phase 4: Free narrative .....	269
5.4.4.1	Inviting free narrative .....	270
5.4.4.2	Determine the identify of the perpetrator .....	270
5.4.4.3	Determine the number of times the alleged abuse happened, and the place it happened .....	271
5.4.4.4	Mental reconstruction and drawing of happenings .....	271
5.4.5	Phase 5: Questioning phase .....	273
5.4.5.1	Using clear and age appropriate language.....	273
5.4.5.2	Question format .....	275
5.4.5.3	Abuse-focused questioning: Explicit accounts .....	278
5.4.5.4	Abuse-focused questions: Context explanation .....	279
5.4.5.5	Abuse-focused questions: Emotional content and internalisations .....	280
5.4.5.6	Abuse-focused questions: Anatomical dolls .....	281
5.4.5.7	Abuse-focused questioning: Test for consistency .....	282
5.4.6	Phase 6: Investigate multiple hypotheses.....	282
5.4.6.1	Anyone else .....	282
5.4.6.2	Anything else .....	283
5.4.6.3	Prior knowledge about sexual abuse.....	283
5.4.6.4	Explore what parents and other say about abuse .....	283
5.4.7	Phase 7: Closure .....	283
5.4.7.1	Conduct a truth and lie check .....	284
5.4.7.2	Explain legal process .....	284
5.4.7.3	Ensure child's safety .....	284
5.4.7.4	Ensure the child is contained.....	285
5.4.7.5	Interviewer's closure and global check.....	285
5.5	SUMMARY .....	286

## CHAPTER 6: THE EMPIRICAL PROCESS

6.1	INTRODUCTION .....	288
6.2	RESEARCH PROCESS .....	289
6.2.1	Goal .....	289
6.2.2	Objectives .....	290
6.2.3	Hypothesis .....	291
6.2.4	Research approach and type of research .....	291
6.2.5	Research design.....	293
6.2.6	Selection of respondents .....	294
6.2.7	Ethical issues.....	296
6.2.7.1	Informed consent .....	296
6.2.7.2	Harm to experimental and comparison respondents.....	296
6.2.7.3	Violation of privacy/anonymity/confidentiality .....	297
6.2.7.4	Release of publications of the findings .....	297
6.2.8	Validity and reliability of measuring instruments .....	297
6.2.8.1	Validity.....	298
6.2.8.2	Reliability.....	298



6.2.8.3	Inter-rater reliability .....	298
6.3	DATA COLLECTION AND ANALYSIS: SECTION OF THE EMPIRICAL RESEARCH .....	299
6.3.1	Development of the seven-phase forensic interview protocol and checklist .....	299
6.3.1.1	Coding of interviewer behaviour .....	299
6.3.1.2	Pilot testing.....	301
6.3.1.3	Experimental and comparison groups .....	301
6.3.1.4	Audio-recordings.....	302
6.3.1.5	Independent coding .....	302
6.4	DATA ANALYSIS: CLUSTERS .....	303
6.4.1	Rapport building and facilitation of initial verbal disclosure .....	304
6.4.1.1	Coding: Rapport building and facilitation of initial verbal disclosure .....	305
6.4.1.2	Results and discussion: Rapport building and facilitation of initial verbal disclosure.....	305
6.4.2	Ground rules .....	306
6.4.2.1	Coding: Ground rules.....	307
6.4.2.2	Results and discussion: Ground rules .....	307
6.4.3	Truth and lie check before abuse-focused questioning.....	308
6.4.3.1	Coding: Truth and lie check before abuse-focused questioning.....	308
6.4.3.2	Results and discussion: Truth and lie check before abuse-focused questioning .....	308
6.4.4	Morality check.....	310
6.4.4.1	Coding: Morality check.....	310
6.4.4.2	Results and discussion: Morality check.....	310
6.4.5	Truth and lie check after abuse focused questioning .....	311
6.4.5.1	Coding: Truth and lie check after abuse-focused questioning.....	311
6.4.5.2	Results and discussion: Truth and lie check after abuse-focused questioning .....	312
6.4.6	Use clear and age appropriate language .....	313
6.4.6.1	Coding: Use and age appropriate language.....	313
6.4.6.2	Results and discussion: Use clear and age appropriate language .....	314
6.4.7	Invite free narrative .....	315
6.4.7.1	Coding: Invite free narrative.....	315
6.4.7.2	Results and discussion: Invite free narrative .....	316
6.4.8	Questioning format .....	317
6.4.8.1	Coding questioning format.....	318
6.4.8.2	Results and discussion: Questioning format .....	318
6.4.9	Determine the number of times the alleged abuse happened .....	320
6.4.9.1	Coding: Determine the number of times the alleged abuse happened .....	320
6.4.9.2	Results and discussion: Determine the number of times the alleged abuse happened.....	320
6.4.10	Use pictures to explore alleged abuse .....	321
6.4.10.1	Coding: Use picture to explore alleged abuse.....	322
6.4.10.2	Results and discussion: Use pictures to explore alleged	



	abuse .....	322
6.4.11	Determine the identify of the perpetrator.....	323
	6.4.11.1 Coding: Determine the identity of the perpetrator.....	323
	6.4.11.2 Results and discussion: Determine the identity of the perpetrator.....	323
6.4.12	Explore explicit accounts of sexual abuse.....	325
	6.4.12.1 Coding: Explore explicit accounts of sexual abuse .....	326
	6.4.12.2 Results and discussion: Explore explicit accounts of sexual abuse .....	326
6.4.13	Determine context explanation .....	330
	6.4.13.1 Coding: Determine context explanation.....	331
	6.4.13.2 Results and discussion: Determine context explanation.....	332
6.4.14	Emotional content .....	334
	6.4.14.1 Coding: Emotional content.....	334
	6.4.14.2 Results and discussion: Emotional content .....	334
6.4.15	Explore the existence of internalisations .....	335
	6.4.15.1 Coding: Explore the existence of internalisations .....	336
	6.4.15.2 Results and discussion: Explore the existence of internalisations .....	336
6.4.16	Investigate multiple hypotheses .....	337
	6.4.16.1 Coding: Investigate multiple hypotheses.....	338
	6.4.16.2 Results and discussion: Investigate multiple hypotheses.....	338
6.4.17	The use of anatomical dolls.....	339
	6.4.17.1 Coding: The use of anatomical dolls.....	340
	6.4.17.2 Results and discussion: The use of anatomical dolls....	340
6.4.18	Test for consistency.....	341
	6.4.18.1 Coding: Test for consistency .....	341
	6.4.18.2 Results and discussion: Test for consistency.....	342
6.4.19	Interviewers conduct.....	343
	6.4.19.1 Coding: Interviewer's conduct.....	343
	6.4.19.2 Results and discussion: Interviewer's conduct .....	343
6.4.20	Practical arrangements.....	344
	6.4.20.1 Coding: Practical arrangements .....	344
	6.4.20.2 Results and discussion .....	345
6.4.21	Global check .....	346
	6.4.21.1 Coding: Global check.....	346
	6.4.21.2 Results and discussion .....	346
6.4.22	Closure of interview .....	347
	6.4.22.1 Coding: Closure of interview .....	348
	6.4.22.2 Results and discussion: Closure of interview .....	348
6.5	DATA ANALYSIS: PHASES.....	349
	6.5.1 Phase 1: Rapport building and initial disclosure .....	350
	6.5.2 Phase 2: Ground rules .....	351
	6.5.3 Phase 3: Truth and lie and morality check .....	352
	6.5.4 Phase 4: Inviting free narrative .....	353
	6.5.5 Phase 5: Questioning phase .....	355
	6.5.6 Phase 6: Investigating multiple hypotheses.....	356
	6.5.7 Phase 7: Closure.....	357
6.6	SUMMARY .....	358



## CHAPTER 7: SUMMARISED CONCLUSIONS AND RECOMMENDATIONS

7.1	INTRODUCTION .....	360
7.2	EVALUATION OF THE PURPOSE, GOAL AND OBJECTIVE OF THE STUDY .....	360
7.2.1	Purpose of the study .....	360
7.2.2	Goal of the study .....	361
7.2.3	Objective of the study .....	361
7.2.3.1	Objective 1 .....	361
7.2.3.2	Objective 2 .....	362
7.2.3.3	Objective 4 .....	364
7.2.3.4	Objective 5 .....	364
7.2.3.5	Objective 6 .....	365
7.2.3.6	Objective 7 .....	366
7.3	TESTING THE HYPOTHESIS .....	366
7.4	CONCLUSIONS .....	367
7.4.1	Research process and orientation of research study .....	367
7.4.2	Sexual abuse and the impact on the child in the middle childhood .....	368
7.4.3	Developmental factors when working with middle childhood children in the field of child sexual abuse .....	370
7.4.4	Interviewing allegedly sexually abused children .....	372
7.4.5	Empirical process .....	373
7.4.5.1	Phase 1: Rapport building and facilitation of initial verbal disclosure .....	374
7.4.5.2	Phase 2: Ground rules .....	374
7.4.5.3	Phase 3: Truth and lie and morality check .....	375
7.4.5.4	Phase 4: Inviting free narrative .....	376
7.4.5.5	Phase 5: Questioning .....	377
7.4.5.6	Phase 6: Investigate multiple hypotheses .....	378
7.4.5.7	Phase 7: Closure .....	378
7.4.6	Other conclusions .....	379
7.5	RECOMMENDATIONS .....	381
7.5.1	Macro level .....	381
7.5.2	Meso level .....	382
7.5.3	Micro level .....	382
7.5.4	Seven-phase forensic interview protocol .....	383
7.5.5	Recommendations for further research .....	383
7.6	CONCLUDING REMARK .....	384
	REFERENCES .....	385



## **APPENDICES**

APPENDIX 1: Letters of consent – Child Welfare, Vereeniging and NG Welfare Vereeniging

APPENDIX 2: Letter of consent – Teddy Bear Clinic Johannesburg

APPENDIX 3: Letters of consent – Respondents and parents

APPENDIX 4: Letter of approval – Research Proposal and Ethics committee, University of Pretoria

APPENDIX 5: Self-developed checklist



## LIST OF TABLES

TABLE 2.1:	Types of sexual abuse.....	51
TABLE 2.2:	Sexual crimes (adults and children) in South Africa for the period 2001/2002 to 2004/2005.....	59
TABLE 2.3:	Crimes against children .....	60
TABLE 2.4:	Reported cases of crimes against children in the Vaalrand area for the period May to December 1999 .....	61
TABLE 2.5:	Four traumagenic factors.....	105
TABLE 3.1:	Physical development during middle childhood .....	115
TABLE 3.2:	Concepts from the theories of Piaget and Vygotsky .....	118
TABLE 3.3:	Piaget's cognitive-developmental theory .....	119
TABLE 3.4:	The relationship between Piaget's stages of cognitive development and the child's interpretation of sexual abuse.....	124
TABLE 3.5:	The relationship between Kohlberg's stages of moral development and the child's interpretation of sexual abuse .....	175
TABLE 3.6:	Sexual behaviour in children: normal versus sexual reactive behaviour .....	178
TABLE 6.1:	Explicit accounts of sexual abuse.....	327
TABLE 6.2:	Context information.....	332



## LIST OF FIGURES

FIGURE 6.1: Ages of the children interviewed in experimental and comparison groups .....	296
FIGURE 6.2: Rapport building.....	306
FIGURE 6.3: Ground rules.....	307
FIGURE 6.4: Truth- and- lie check before abuse-focused questioning .....	309
FIGURE 6.5: Morality check.....	311
FIGURE 6.6: Truth and lie check after abuse-focused questioning.....	312
FIGURE 6.7 Use clear and age-appropriate language.....	315
FIGURE 6.8: Invite free narrative .....	317
FIGURE 6.9 Questioning format .....	319
FIGURE 6.10 Determine the number of time the alleged abuse happened .....	321
FIGURE 6.11: Use pictures to explore alleged abuse .....	322
FIGURE 6.12: Determine the identify of the perpetrator .....	324
FIGURE 6.13 Explore explicit accounts of sexual abuse.....	327
FIGURE 6.14: Determine context explanation .....	331
FIGURE 6.15 Emotional content.....	335
FIGURE 6.16 Internalisations.....	336
FIGURE 6.17: Investigate multiple hypotheses .....	339
FIGURE 6.18 The use of anatomical dolls.....	341
FIGURE 6.19: Test for consistency.....	342
FIGURE 6.20 Interviewer's conduct .....	344
FIGURE 6.21: Practical arrangements.....	345
FIGURE 6.22 Global check.....	347
FIGURE 6.23: Closure of interview .....	349





FIGURE 6.24	Phase 1: Rapport building and initial disclosure .....	350
FIGURE 6.25:	Phase 2: Ground rules.....	352
FIGURE 6.26	Phase 3: Truth, lie and morality check .....	353
FIGURE 6.27	Phase 4: Inviting free narrative.....	354
FIGURE 6.28	Phase 5: Questioning phase .....	355
FIGURE 6.29	Phase 6: Investigate multiple hypotheses .....	356
FIGURE 6.30	Phase 7: Closure .....	357