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University of Pretoria
Pretoria 0002 Republic of South Africa <http://www.up.ac.za>

**Department of Social Work and
Criminology
Faculty of Humanities
Tel. +27 12 420-2325
Fax. +27 12 420-2093**

Date: _____

Child participant's name: _____

Name of parent/guardian: _____

Researcher: Ansie Fouché, D.Phil. (Social work) student at the University of Pretoria, South Africa.
9 Erica Street, Arcon Park, Vereeniging 1937.

Promoter: Dr. J.M.C. Joubert, Department of Social Work, University of Pretoria, 0002,

Informed consent

- 1. Title of study:** Facilitating disclosure of child sexual abuse: victims in the middle childhood: a forensic interview protocol for social workers.
- 2. Purpose of the study:** To develop, implement and evaluate a legally defensible interview protocol for social workers.
- 3. Procedures:** It will be expected of me to bring my child to the office of Mrs. Fouché for between 2-4 sessions, depending on my child's disclosure process. I understand that Mrs. Fouché will conduct an assessment and also apply a newly developed interviewing protocol. These interviews will be over a period of four weeks at a time that is convenient for my child and me. I understand that this protocol helps children to tell about possible sexual abuse. I take notice of the fact that these services rendered by Mrs. Fouché are free of charge and that I am entitled to some feedback after the interviewing process is completed. If a caseworker is involved I give my consent that feedback may be given by Mrs. Fouché.



4. **Risks and discomforts:** There are no known medical risks or discomforts associated with this research, although my child may experience fatigue and/or stress when talking about the alleged sexual abuse. I understand that Mrs. Fouché is experienced in handling traumatised children and that she will handle my child with the necessary sensitivity. I understand that my child be given as many breaks as he/she needs during the session. I understand that I will not be present during the interviews but that my child can call for me any time he/she wants to.

5. **Benefits:** I understand that there are no direct benefits to me for participating in this research. However, results of the study may help:
 - a) Assist my child to relate his/her version about the abuse event(s)
 - b) Social workers who have to conduct a legally sound forensic interviewing process.

6. **Participant's rights:** Allowing my child to participate is voluntary, and I am at liberty to withdraw from the research/meeting at any time.

7. **Financial compensation:** I understand that there will be no financial gain from participating in this study. I understand that the researcher will cover my transport costs if necessary.

8. **Confidentiality:** In order to record exactly what my child says during the interviews, an audio-recording will be made and I give hereby my consent. The tape will only be looked at by the promoter and authorized personnel of the University of Pretoria. I understand that the results of the interviews be kept confidential unless I ask that they be released. The results of this study may be published in professional journals or presented at professional conferences, but my child's records or identity will not be revealed unless required by law.

9. **If I have any questions or concerns:** I can call Ansie Fouché at: 016-428 3517 or 083 777 3511 at any time during the day or before 21:00 at night.

I understand my child's rights as a research subject, and I voluntarily consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

Parent's signature

Date

Researcher's signature



UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA



University of Pretoria

Pretoria 0002 Republic of South Africa <http://www.up.ac.za>

**Department of Social Work and
Criminology**

Faculty of Humanities

Tel. +27 12 420-2325

Fax. +27 12 420-2093

Date: _____

Dear _____

Talking about things that happened to me and still bothers me.

My work is to find out from children what makes them feel happy about school, family and friends. It is also my job to find out if any person has ever done something to a child that made that child unhappy, uncomfortable or sad in order to see how I or someone else can help the child. If I want to do my job well I must ask the correct questions otherwise children won't understand me. I also need to remember not to only ask questions but also sometimes ask children to draw pictures. I am busy to study further so that I can become better when I talk to children. I have to talk to children for my studies so that I can learn from the children what is the best way to work and talk with children. I want to know if you are prepared that I can use your pictures and all the things that we discussed here for my studies. I would like to explain more.

Researcher: D.Phil.(Social work) student at the University of Pretoria, South Africa.

Adres:

Promoter: Dr. J.M.C. Joubert, Department of Social Work and Criminology, University of Pretoria, 0002,

Informed consent:

- 1. Title of study:** Facilitating disclosure of child sexual abuse victims in the middle childhood: a forensic interview protocol for social workers.
- 2. Purpose of the study:** To develop, implement and evaluate a legally defensible interviewing protocol for social workers that facilitate a disclosure of child sexual abuse for children in the middle childhood years.



- 3. Procedures:** Mom, dad or the aunty will bring you to my office for two to four times. I will tell you when it will be our last session. Mom and I will choose a time that suits you the best. I will make sure that it will not interfere with your school attendance, homework or after school activities. During our sessions I will test new ways of helping children to talk about things that may have happened and made them feel unhappy, sad or uncomfortable. This study of mine is all about me asking the correct questions.
- 4. Risks and discomforts:** I have been working for many years with children who feel sad or unhappy about things that happened to them. More than 500 children talked to me. I will show you some of their pictures just now. You cannot get hurt during our sessions. Sometimes it is tough to talk about sad things and I will understand if you don't want to talk about the sad things anymore, I will make sure that we take breaks often, and if you want to leave the room you will be excused. You can at anytime decide if you don't want to be part of this study. I will not be cross at you. We will still continue talking, but I will then not give the information to my teacher. Mom and dad won't be present while we talk, but you can call for them anytime you want.
- 5. Benefits:** I am not allowed to give you money or gifts, but by helping me will help many other children to talk to someone that will understand them. I will teach social worker aunts and uncles how to work better with children after this study. .
- 6. Confidentiality:** Because I work with many children I can't remember clearly what I asked you, that is why I taped our interview. Only you and I and my teachers will listen to the tapes. Your name will not be on the tape and you and I will choose a different name for your tapes. My teachers love children very much and will never ever laugh at the tape or tell anyone about it. There is one very important rule that I must follow and that is confidentiality. That big word means I am not allowed to talk to anyone about our sessions unless I told you about it. After our sessions I need to write a report, but I will tell you about it, but they will never ever know your name, where you stay, which school you are in or what exactly happened to you. I will only tell them which questions were easy and which ones were difficult for you.



If I have any questions or concerns: Remember you or mommy can call me anytime to ask questions. My number is 016 428 3517 or 083 777 351.

If you are prepared to be part of this study, mom or dad will complete the attached form.

**ANSIE FOUCHE
RESEARCHER**

Parent's signature

**DR. J.M.C. JOUBERT
PROMOTER**

Date

Child's signature

Date

Researcher's signature



CHECKLIST

Cluster	Fundamentals	YES			NO			<i>For coding use only</i>	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
								Yes	No
1. Facilitation of initial disclosure	Did the interviewer?								
	<ul style="list-style-type: none"> • Clarify with the child what she is referring to (e.g. What is naughty things?) 								
2. Ground rules	<ul style="list-style-type: none"> • Inform the child that the interviewer is going to ask questions about the alleged sexual abuse (use label of child), and that it is important to tell everything as the interviewer does not know what happened? 								
	<ul style="list-style-type: none"> • Give the child permission to indicate when she does not understand and test comprehension with neutral topics? 								
	<ul style="list-style-type: none"> • Tell the child that she may resist answering questions? 								
	<ul style="list-style-type: none"> • Confirm with the child to correct her if she reflects information incorrectly and test comprehension with neutral topics? 								
	<ul style="list-style-type: none"> • Allow the child to ask questions before, during or after the interview? 								
	<ul style="list-style-type: none"> • Tell the child that she may indicate when she does not know the answer and test with neutral topic? 								
	<ul style="list-style-type: none"> • Tell the child she may indicate if she can't remember and test with neutral topics? 								
3. Distinguish between truth and lie	Did the interviewer?								
	<ul style="list-style-type: none"> • Determine the child's ability to distinguish between truth and lies and test with concrete and abstract concepts? 								
4. Morality check	Did the interviewer?								
	<ul style="list-style-type: none"> • Conduct a morality check with the child? 								



Cluster	Fundamentals	YES			NO			For coding use only	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
5. Truth-and-lie check after interview	Did the interviewer ask the child after the interview whether she spoke the truth or lied, and which of the facts given she is not sure about, or was lying about?								
6. Using clear and age appropriate language	Did the interviewer?								
	• Avoid legal words and phrases?								
	• Clarify labels/concepts/instructions/big words the child uses, to evaluate comprehension?								
	• Continue with the labels the child used?								
	• Use pronouns selectively (he, she, their)?								
	• Avoid using double negative sentences?								
	• Avoid vague referents (that, there, it)?								
	• Avoid asking "Why" questions and rather rephrased starting with "what...." or "how..."?								
	• Keep questions and sentences simple?								
	• Attempt one main thought per utterance?								
	• Avoid questions beginning with: "Do you remember?"								
	• Avoid questions beginning with can you, have you, do you?								
• Use as few negatives as possible?									
7. Invite free narrative	Did the interviewer?								
	• Firstly facilitate free narrative? "Tell me everything about..."								
	• From the child's free narrative identify themes/topics and explored by introducing topics ("Tell me everything about ..; "tell me more".)								



Cluster	Fundamentals	YES			NO			<i>For coding use only</i>	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
		8. Questioning Format and framing the event (introduce, explore, summarise)	<ul style="list-style-type: none"> Use open-ended questions during follow-up questioning? (who, what, where) Use non-leading questions during abuse-focused questioning? Summarise main thoughts given in order for the child to rectify? Inform the child when a new topic will be addressed by introducing it? Limit the use of multiple choice questions? Avoid using close-ended questions? Avoid using leading questions? Avoid using suggestive questions? Avoid the repeating of questions? 						



Cluster	Fundamentals	YES			NO			<i>For coding use only</i>	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
		Yes	No						
9. Determine number of times abuse happened	Did the interviewer:								
	<ul style="list-style-type: none"> Determine whether the alleged sexual abuse happened once or more than once? 								
10. Use pictures to explore	<ul style="list-style-type: none"> Ask the child about the different places the alleged abuse happened, and requested her to name the different places (first, last, any other) – label different blank pages? 								
	<ul style="list-style-type: none"> Take labelled blank pages one by one asking the child to close her eyes and think back to the specific incident and thereafter draw the different events one by one? 								
	<ul style="list-style-type: none"> Use pictures and explore the happenings by asking questions about the picture the child has made? 								
11. Determine the identity of the perpetrator	Did the interviewer								
	<ul style="list-style-type: none"> Determine who the child claims to be the alleged perpetrator? Determine the relationship with the alleged perpetrator? 								
12. Explicit accounts of sexual abuse	Did the interviewer?								
	<ul style="list-style-type: none"> Instruct the child to draw and/or list the happenings step by step? 								



Cluster	Fundamentals	YES			NO			For coding use only	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective	Yes	No
	<ul style="list-style-type: none"> Determine which body parts of the perpetrator, if any were involved in the alleged sexual abuse? 								
	<ul style="list-style-type: none"> Determine if the child has seen any sexual parts from the alleged perpetrator and, let the child describe and draw it? (If applicable) 								
	<ul style="list-style-type: none"> Determine which body parts of the child, if any were involved in the alleged sexual abuse? 								
	<ul style="list-style-type: none"> Explore if any body movements occurred (if applicable)? 								
	<ul style="list-style-type: none"> Explore any sexual behaviour mentioned? 								
	<ul style="list-style-type: none"> Explore the naming for sexual parts? 								
	<ul style="list-style-type: none"> Explore who has taught her these names? (If applicable) 								
	<ul style="list-style-type: none"> Explore what the child was wearing? 								
	<ul style="list-style-type: none"> Explore what the offender was wearing? 								
	<ul style="list-style-type: none"> Explore whether any clothing was removed? 								
	<ul style="list-style-type: none"> Explore the offender's actions to involve the child? 								
	<ul style="list-style-type: none"> Explore what the child physically felt? 								
	<ul style="list-style-type: none"> Explore what the child heard, saw, smelt during the alleged incident? 								
	<ul style="list-style-type: none"> Explore whether the offender said anything? 								
	<ul style="list-style-type: none"> Explore whether the offender said anything about telling or not telling? 								
	<ul style="list-style-type: none"> Assess if the child reveals a grooming process? 								
	<ul style="list-style-type: none"> Explore the experience of initial boundary violations? 								



Cluster	Fundamentals	YES			NO			<i>For coding use only</i>	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
	<ul style="list-style-type: none"> Ask the child if anything else happened than those incidents she revealed? 								
	<ul style="list-style-type: none"> Explore any other information revealed by child or that is unclear? 								
13. Context explanation	Did the interviewer?								
	<ul style="list-style-type: none"> Explore where the alleged abuse happened? 								
	<ul style="list-style-type: none"> Explore what the address is or who's living there? 								
	<ul style="list-style-type: none"> Explore where in the house/car/venue the alleged abuse took place? 								
	<ul style="list-style-type: none"> Explore how the child got to that specific venue? 								
	<ul style="list-style-type: none"> Explore about furniture/objects in the room/venue? 								
	<ul style="list-style-type: none"> Explore where other people were at the time? 								
	<ul style="list-style-type: none"> Explore how the child got to be alone with the perpetrator? 								
	<ul style="list-style-type: none"> Explore what the alleged perpetrator said to obtain the child's involvement? 								
	<ul style="list-style-type: none"> Explore whether any threat were posed to the child by the perpetrator?(If applicable) 								
	<ul style="list-style-type: none"> Explore how the child got out of the venue/room/house? 								
	<ul style="list-style-type: none"> Explore when the alleged sexual abuse happened? 								
	<ul style="list-style-type: none"> Attempt to link the time it happened to any other happenings during that day/period? 								
	<ul style="list-style-type: none"> Explore the child' reactions after the alleged abuse? 								
<ul style="list-style-type: none"> Explore where the perpetrator went after the alleged abuse? 									



Cluster	Fundamentals	YES			NO			For coding use only	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective	Yes	No
	<ul style="list-style-type: none"> Explore what the perpetrator's reactions were towards her, after the alleged sexual abuse? Explore the possibility of any eyewitnesses? Explore whether the child has told anyone, and if so, what were their reactions? Explore reasons for not immediately telling someone? (If applicable) Explore whether the alleged sexual abuse happened anywhere else? Explore whether any pornographic material were used? (If applicable) Explore/follow-up any context information that is unclear? 								
14. Emotional content	Did the interviewer?								
	<ul style="list-style-type: none"> Explore the child's emotional reactions during and after the sexual abuse? Explore the thoughts of the child during the abuse? Explore and respond on the child's emotional reactions during disclosure? 								
	Did the interviewer explore/evaluate?								
	<ul style="list-style-type: none"> Stigmatisation? Powerlessness? Betrayal Traumatic sexualisation What changed in the child's life since the abuse happened? 								
16. Observing	Did the interviewer?								



Cluster	Fundamentals	YES			NO			For coding use only	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
		nonverbal and follow up appropriately	<ul style="list-style-type: none"> Follow up on nonverbal information coming from the child? 						
17. Explore multiple hypotheses	Did the interviewer explore ?								
	<ul style="list-style-type: none"> If any other person/s also sexually abused the child? 								
	<ul style="list-style-type: none"> If the child has seen similiar sexual acts anywhere else? 								
	<ul style="list-style-type: none"> Exposure to explicit television programmes? 								
	<ul style="list-style-type: none"> If the child knows any other person that has also been a victim of sexual abuse and clarify if the details are not identical? 								
	<ul style="list-style-type: none"> When the child heard the first time that “sexual abuse” exists and explore the circumstances around that? 								
	<ul style="list-style-type: none"> Who taught the child about prevention? 								
	<ul style="list-style-type: none"> What parents and/or caregivers said about the alleged abuse? 								
18. Anatomical dolls	If the interviewer utilised anatomical dolls, did she?								
	<ul style="list-style-type: none"> Use it in a non-leading way? 								
	<ul style="list-style-type: none"> Only use it to clarify information revealed? 								
	<ul style="list-style-type: none"> Avoid instructing the child who must be represented by the dolls? 								
19. Test for consistency	Did the interviewer?								
	<ul style="list-style-type: none"> Test the child’s account of the alleged sexual abuse for consistency? 								
20. The interviewer’s	Did the interviewer portry the following behaviour during the interview?								



Cluster	Fundamentals	YES			NO			<i>For coding use only</i>	
		Most of the times	Sometimes	Seldom	Effective	Not allowed	Ineffective		
		Yes	No						
conduct	• SOLER position?								
	• Acceptance?								
	• Nodding?								
	• Reassurance?								
	• Show neutral encouragements?								
	• Avoid suggestive utterances?								
	• Avoid suggestive verbalisations?								
	• Avoid suggestive actions?								
21. Practical arrangements	Did the interviewer?								
	• Avoid giving the child a treat?								
	• Avoid allowing the parent/care giver/guardian to be present during the interview?								
22. Global check	• Allow breaks as often as the child needed it?								
	Did the interviewer								
	• Stay in the child's world by framing her questions in terms of the child's experience?								
	• Avoid taking the child's comprehension of language for granted?								
	• Avoid reflecting advanced empathy								
23. Closure of interview	• Avoid doing therapy								
	Did the interviewer?								
	• Ensure that the child was contained when she left the interview room?								
	• Ensure child's personal safety?								
	• Use discretion regarding explanation of legal process? (If applicable)								



BACKGROUND INFORMATION

Age of child	
Relationship between child and perpetrator	
Number of times alleged abuse occurred	
Time period when the abuse happened	
Time lapse between occurrence and disclosure	
Nature of the abuse	
Existence of grooming process	
Therapy involved	
Existence of support systems	
Current circumstances of the child (place of safety, children's home, foster care, parents, family)	