



Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators TRAINER MANUAL

We create experiences that transform the heart, mind, and practice.



This training was developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.



**Curriculum Developer, 2019
Candace Heisler, JD**

© 2019. San Diego State University School of Social Work, Academy for Professional Excellence. Please acknowledge this copyright in all non-commercial uses and attribute credit to the developer and those organizations that sponsored the development of these materials. No commercial reproduction allowed.

INTRODUCTION

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to the Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators Trainer Manual, developed by APSWI, a program of the Academy for Professional Excellence under a grant from the California Department of Social Services, Adult Programs Division.

The Academy for Professional Excellence, a project of San Diego State University School of Social Work, was established in 1996 to provide exceptional workforce development and organizational support to the health and human services community by providing training, technical assistance, organizational development, research, and evaluation. Serving over 20,000 people annually, the Academy continues to grow with new programs and a diversity of training focused on serving the health and human services community in Southern California and beyond.

The Academy is a project of San Diego State University School of Social Work (founded in 1963), which offers both a bachelor's and master's degree in Social Work. The School of Social Work at San Diego State University was founded in 1963 and has been continuously accredited by the Council of Social Work Education since 1966.

APSWI (Adult Protective Services Workforce Innovation) is a program of the Academy for Professional Excellence. APSWI is designed to provide competency-based, multidisciplinary training to Adult Protective Services professionals and their partners. APSWI's overarching goal is the professionalization of Adult Protective Services professionals to ensure that abused and vulnerable older adults and adults with disabilities receive high quality, effective interventions and services. In partnership with state and national organizations, APSWI has developed a nationally recognized Core Competency Training Curriculum for Adult Protective Services professionals. This curriculum is reviewed and approved by experts in the elder and dependent adult abuse fields.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) Education Committee
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)

PARTNER ORGANIZATIONS

Dawn Gibbons-McWayne
Program Manager, APSWI
Academy for Professional Excellence
<https://theacademy.sdsu.edu/programs/>

Kat Preston-Wager
Curriculum Development Specialist, APSWI
Academy for Professional Excellence
<https://theacademy.sdsu.edu/programs/>

Lori Delagrammatikas
Executive Director
National Adult Protective Services Association (NAPSA)
napsa-now.org

Paul Needham
Chair
NAPSA Education Committee
napsa-now.org

Lori Delagrammatikas
Adult Protective Services Liaison (former)
Adult Protective Services Division
California Dept. of Public Social Services
cdss.ca.gov/Adult-Protective-Services

Valerie Smith and Allison Yant
Co-Chair Co-Chair
Protective Services Operations Committee of
the County Welfare Director's Association
cwda.org/about-cwda

THE ACADEMY FOR PROFESSIONAL EXCELLENCE

6505 Alvarado Road, Suite 107, San Diego, CA 92120

Tel: (619)594-3546 - Fax: (619)594-1118 - <http://theacademy.sdsu.edu/programs/>

ACKNOWLEDGEMENTS

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and workers across the state and the nation; professional educators; and the Academy for Professional Excellence staff members. APSWI would like to thank the following individuals and agencies:

Agencies

California Department of Social Services, Adult Programs Division
County of Los Angeles Workforce Development, Aging and Community Services
Orange County Social Services Agency
Riverside County Department of Public Social Services
San Bernardino County Department of Aging and Adult Services
County of San Diego Aging & Independence Services

Regional Curriculum Advisory Committee

Ralph Pascual, Human Services Administrator I, Los Angeles County
Jacquelyne Garza, Social Services Supervisor I, Orange County
Jessica Paradee, Staff Development Officer, Riverside County
LaTanya Baylis, Training and Development Specialist,
San Bernardino County
Penny Jacobo, APS Supervisor, San Diego County

Committees

APS Training Planning Committee
National Adult Protective Services Association Education Committee
Protective Services Operations Committee of the County Welfare Directors Association
of California

Curriculum Developer 2019

Candace Heisler, JD

Additional Subject Matter Expertise

Jacquelyne Garza, Social Services Supervisor I, Orange County
Jessica Paradee, Staff Development Officer, Riverside County
Melinda Zingg, Social Services Supervisor II, Riverside County

TABLE OF CONTENTS

GENERAL INFORMATION

Introduction.....	3
Partner Organizations.....	4
Acknowledgements.....	5
Table of Contents.....	6
How to Use this Manual	8
Trainer Guidelines	9
Executive Summary	10
Course Outline.....	12

PRESENTATION

WELCOME

Course Goal and Learning Objectives.....	17
Course Expectations	18

ADDRESSING OUR OWN REALITY:

Activity #1- Reflection	19
Cultural Considerations	23
Activity #2- Implicit Bias	25
Handout #1- Cultural Considerations and Biases	26
Activity #3- Addressing Mistakes Video	29

SAFETY CONSIDERATIONS

Activity #4- Safety First	32
Handout #2- Safety Considerations	36
Activity #5- Initial Home Visit Safety Video	37

PLANNING THE INTERVIEW

Setting the Tone	39
Handout #3- Helpful Hints: Planning the Interview and Setting the Tone	41

CONDUCTING THE INTERVIEW

MA Elder Affairs Video Clip	46
Activity #6- Skill Practice	47
Handout #4- Rapport Building Considerations	49
Handout #5- Case Study	51
Activity #7- Building Rapport	55
Activity #8 (Part 1)- Justifications and Defenses	57
Activity #8 (Part 2)- Role Play	58
Clarifying Answers Video Clip	59
Handout #6- Interview Practice	60
Activity #9- Managing Difficult Situations	63
Back On Track Video Clip	63

Handout #7- What-Ifs?	64
Handout #8- Techniques for Active Listening	66
Deescalating Video Clip	67
Activity #10- Norman and Evelyn Video Clip	68
Ending the Interview	71

DOCUMENTATION

Activity #11- Documenting the Interview	75
Handout #9- Norman Interview Documentation Sample	76
Handout #10- Tips on Documenting the A/P Interview	79

WRAP UP AND EVALUATIONS

Activity #12-Lessons Learned	81
References.....	83

HOW TO USE THIS MANUAL

- Training topics are in **BOLD** with expected time.
- Actions which the trainer takes during the training are written in **bold**.
- The Trainer Manual and Participant Manual differ in page numbers. It's suggested you make note of activities and handout page numbers from the Participant Manual for ease.

Trainer Notes are entirely written in bold text box and are provided as helpful hints.

Use of language: Throughout the manual, client is used most to describe the individual at the center of the APS investigation. However, if concept or material was directly quoted from copyrighted material, the term victim is used. Also, alleged perpetrator is used to describe the person alleged to have committed the abuse or neglect. However, if concept or material was directly quoted from copyrighted material, the term abuser is used.

He and she has been replaced with the gender-neutral they throughout this manual, unless quoted from copyrighted material. This should not be thought of as plural persons, but rather a gender-neutral term describing all humans.

Customizing the Power Point:

This manual is set up so that the trainer script/ background material is on the same page as the accompanying PowerPoint slide.

Hide a slide instructions:

1. On the **Slides** tab in normal view, select the slide you want to hide.
2. On the **Slide Show** menu, click **Hide Slide**.

The slide number will have line through it to show you have hidden it.

NOTE: The slide remains in your file even though it is hidden when you run the presentation.

The course outline, provided in the next section of this manual, is the class schedule suggested for your ease. It can be used to help determine how much time is needed to present each section. However, times will vary based on the experience and engagement of the audience.

Total content of material is 5.5 hours, with two 15-min breaks and one hour lunch built in for a 7 hour day.

TRAINER GUIDELINES

This advance training should be facilitated by someone with experience working with the Criminal Justice System and/or APS and Law Enforcement joint investigations.

<p>Teaching Strategies</p>	<p>The following instructional strategies are used:</p> <ul style="list-style-type: none"> ◆ Lecture segments ◆ Interactive exercises (e.g., Table Top Activities, experiential exercises, role plays) ◆ Question/answer periods ◆ Slides ◆ Participant Manual (encourages self-questioning and interaction with the content information)
<p>Materials and Equipment</p>	<p>The following materials are provided and/or recommended:</p> <ul style="list-style-type: none"> ◆ Computer with LCD (digital projector) ◆ USB or other storage device with the slide presentations ◆ Easel/Flipchart paper/markers/highlighters ◆ Video Clips on USB or saved to computer (Cultural Mistake clip, Safety clip, MA Elder Affairs clip, Financial Abuse Allegation clip, Clarifying Answers clip, Back on Track clip, Deescalating clip, and Norman and Evelyn clip). All video clips can be retrieved from https://theacademy.sdsu.edu/programs/apswi/advanced-training/ or by contacting apstraining@sdsu.edu. ◆ Trainer Manual: This manual includes the course overview, introductory and instructional activities, and reference materials. ◆ Participant Manual: This manual includes a table of contents, course introduction, and all training activities/handouts. ◆ Name tags/names tents ◆ Water access/snacks/restroom access/lunch plans

Trainer Note: This curriculum addresses APS's common need to work across disciplines, specifically with the Criminal Justice System, including Law Enforcement. When working across disciplines, there are inherent challenges such as personality differences, turf issues, bias, ageism, cultural concerns, etc. APS professionals may have their own personal or professional experiences with Law Enforcement and as a Trainer, it's important to have that mindfulness.

Executive Summary

Course Title: Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators

Interviewing alleged perpetrators is a key part of conducting an APS investigation. Some APS professionals are highly skilled at such interviews while others find the task challenging and difficult. This interactive and challenging training course is designed to advance the ability of APS professionals to effectively interview alleged perpetrators. It will include reminders about basic aspects of alleged perpetrator interviews such as anticipating dangers and enhancing safety, setting the tone for the interview, and rapport building as well as more advanced topics such as exploring defenses, cultural considerations when interviewing alleged perpetrators, addressing volatility, and creating an environment for disclosure and problem solving.

The following instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including individual, class and small group discussions; several of which are built around case studies, PowerPoint slides, role playing/demonstrations, and video clips to stimulate discussion and skill development.

Course Requirements:

Because this is an advanced course to enhance skills, participants are encouraged to have completed Modules 8 (Dynamics of Abusive Relationships), 9 (Communication and Interviewing) 16 (Investigation First Steps) and 22 (Working with the Criminal Justice System) of the NAPSA Core Competency Curriculum found at <https://theacademy.sdsu.edu/programs/apswi/core-competency-areas/> . The course is also designed for APS professionals with investigative experience handling variety of types of abuse. *All participants are required to role play APS interviewers and alleged perpetrators and to model effective techniques for class members.*

Target Audience:

This course is designed for APS professionals, including Supervisors and Training Staff who conduct interviews of alleged perpetrators, train staff on interviewing alleged perpetrators, and have experience conducting such interviews. Allied social services professionals who conduct interviews of alleged perpetrators may also benefit from course content. *The course is not designed for law enforcement professionals.*

Course Training Goal:

To enhance participants' skills and ability to effectively interview alleged perpetrators of abuse, neglect, and exploitation.

Outcome Objectives for Participants:

By the end of this training participants will be able to:

- List the purposes of APS interviews with alleged perpetrators (A/P)
- Recognize cultural, racial, and gender biases and assumptions of APS professionals and A/Ps that may affect the interview
- Identify safety concerns APS professionals may encounter during the interview process with an A/P
- Model effective techniques for building rapport with an A/P
- Develop strategies to address defenses when interviewing an A/P
- Model techniques to address A/P volatility during an interview
- Compare benefits and challenges of conducting joint A/P interviews with law enforcement

COURSE OUTLINE

<u>CONTENT</u>	<u>MATERIALS</u>	<u>TIME</u>
WELCOME, INTRODUCTIONS, COURSE OVERVIEW		TOTAL: 15 minutes
ADDRESSING OUR OWN REALITY: FEARS, PURPOSE OF INTERVIEW, & CULTURAL CONSIDERATIONS		TOTAL: 60 minutes
<i>Activity #1-Reflection (Individual, Table Groups, & Large Class)</i>	<i>Reflection Questions</i>	<i>15-20 min</i>
<i>Activity #2- Implicit Bias (Table Groups)</i>	<i>Handout #1</i>	<i>30 min</i>
<i>OPTIONAL- Activity #3- Addressing Mistakes (Large Class)</i>	<i>Cultural Mistake Video Clip</i>	<i>5 min</i>
SAFETY CONSIDERATIONS		TOTAL: 20 minutes
<i>Activity #4-Safety First (Large Class)</i>	<i>Handout #2</i>	<i>10 min</i>
<i>Activity #5- Initial Home Visit Safety (Large Class)</i>	<i>Safety Video Clip</i>	<i>3-5 min</i>
BREAK		15 minutes
PLANNING THE INTERVIEW		TOTAL: 15-20 minutes
<i>Class Discussion: Setting the Tone</i>	<i>Handout #3</i>	<i>5 min</i>
CONDUCTING THE INTERVIEW		TOTAL: 155- 165 minutes
<i>Class Discussion: Building Rapport</i>	<i>MA Elder Affairs Video Clip</i>	<i>5-10 min</i>
<i>Activity #6-Skill Practice (Individual & Table Groups)</i>	<i>Handout #4</i>	<i>15 min</i>
<i>Class Discussion: Introduction to John and Betsy</i>	<i>Handout #5</i>	<i>15-20 min</i>
LUNCH		TOTAL: 60 minutes

<i>Activity #7: Building Rapport with Betsy (Table groups)</i>		<i>15 min</i>
<i>Activity #8 (Part 1)- Justifications and Defenses Questions (Dyads/triads)</i>	<i>Handout #5</i>	<i>10 min</i>
<i>Activity #8 (Part 2)- Justifications and Defenses Role Play (Dyads/triads & Large Class)</i>	<i>Financial Abuse Allegation Video Clip & Handout #5</i>	<i>40 min</i>
<i>Class Discussion: Interview Practice</i>	<i>Handout #6 & Clarifying Answers Video Clip</i>	<i>5 min</i>
<i>Activity #9-Managing Difficult Situations (Dyads/triads)</i>	<i>Handout #7, & Back on Track Video Clip (optional)</i>	<i>20-25 min</i>
<i>Class Discussion: Addressing Volatility</i>	<i>Handout #8 & Deescalating Video Clip</i>	<i>5-10 min</i>
BREAK		TOTAL 15 minutes
<i>Activity #10- Norman and Evelyn (Large Class)</i>	<i>Norman and Evelyn Video Clip</i>	<i>10-15 min</i>
DOCUMENTATION		TOTAL 35 minutes
<i>Class Discussion: Why Document?</i>		<i>5 min</i>
<i>Activity #11: Documenting the Interview (Individual, Table Groups, Large Class)</i>	<i>Handouts #9 & #10</i>	<i>25 min</i>
WRAP-UP AND EVALUATIONS		TOTAL: 15 minutes
<i>Activity #12- Lessons Learned (Individual and Large Class)</i>		<i>10 min</i>
TOTAL TIME (INCLUDING BREAKS AND LUNCH)		7 hours


WELCOME & INTRODUCTIONS

Time Allotted: 15 minutes

Slide #2: Housekeeping

Housekeeping

- Location of restrooms
- Set cell phones to vibrate
- Please return promptly from breaks and help us keep to the schedule
- Materials
 - PowerPoint Slides
 - Participant Materials




Academy
for Professional
Excellence

Cover any housekeeping items to include:

- breaks,
- lunch,
- participant materials
- in case of emergency


Slide #3: Welcome & Introductions

Introductions



- Participants
 - Name, agency, assignment
 - Number of alleged perpetrators interviewed
 - Types of abuse alleged in cases where have interviewed the alleged perpetrator

- Instructor



Welcome participants to the class making the following points:

- An important aspect of the APS investigation is the ability to effectively interview alleged perpetrators.
- Many of you have conducted dozens of these interviews and have perfected your methods. Others are less experienced in doing so. Everyone can benefit from seeing what has worked for other participants.
- This class will include reminders about some of the basics of alleged perpetrator interviews as well as more advanced topics. There will be opportunities throughout the day to practice techniques and experiment with ideas you may have had but not wanted to try out in a real case.

Introduce yourself, highlighting expertise relevant to interviewing perpetrators. Depending on group size, choose the most appropriate way for participants to introduce themselves:

Small Class Size (15 or less)-

Ask each participant to introduce themselves with following information:

- Name, agency, assignment
- Number of alleged perpetrators interviewed
- Types of abuse alleged in cases where they have interviewed the alleged perpetrator

Large Class Size (16 or more)-


Ask by a show of hands, how many have:

- Interviewed 100 or more alleged perpetrators?
- Interviewed 10 or less alleged perpetrators?
- How many have interviewed alleged perpetrators of financial abuse?

Trainer note: You may want to count up years of experience and types of cases in which participants have interviewed alleged perpetrators. It can be helpful to announce the number of years of experience in room and range of allegations involved. Then comment that this expertise and experience will be useful as we move through the curriculum and to draw upon it throughout the day.

Slide #4: Terminology

Terminology



- Jurisdictions refer to alleged perpetrators in a variety of ways such as A/P, alleged abuser (A/A), and person of interest (POI), etc.
- Throughout this course we will use the term alleged perpetrator or A/P for consistency.


Acknowledge that various jurisdictions use different terms for the alleged perpetrator such as suspected abuser, person of interest, alleged abuser, etc.

For consistency we will use the terms “alleged perpetrator” or “A/P” throughout this course.

Slide #5 & #6: Course Goals and Learning Objectives

Course Goal

Enhance your ability to effectively interview alleged perpetrators of abuse, neglect, and exploitation of older and vulnerable adults



Academy of Professional Excellence

Course Learning Objectives

- Identify purposes of APS interviews with alleged perpetrators (A/P)
- Recognize cultural, racial, and gender biases and assumptions of APS professionals and A/Ps that may affect the interview
- Identify safety concerns APS professionals may encounter during the interview process with an A/P
- Model effective techniques for building rapport with an A/P
- Develop strategies to address defenses when interviewing an A/P
- Model techniques to address A/P volatility during an interview

Academy of Professional Excellence

Explain:

The goal of this course is to enhance your ability to effectively interview alleged perpetrators of older/vulnerable adult abuse, neglect, and exploitation.


Paraphrase the learning objectives:

By the end of the training, participants will be able to:

- Identify three purposes of APS interviews with alleged perpetrators (A/P) and 2 helpful interview planning steps
- Recognize cultural, racial, and gender biases and assumptions of APS professionals and A/Ps that may affect the interview
- Model effective techniques for building rapport with an A/P
- Develop strategies to address defenses when interviewing an A/P
- Model effective techniques to avoid or deescalate potentially volatile or unsafe situations before and during an interview

Slide #7: Course Expectations

Course Expectations



- Course is interactive, built on case studies, video, and activities.
- **Everyone has valuable expertise to share in the course!**
- Everyone needs to share in the discussions, group reports, role modeling, and other course work. While not everyone enjoys role playing or modeling of techniques, they are a valuable way to learn, especially for professionals.
- **Everyone deserves support and respect when participating and this is a safe place to practice or try a new technique or idea.**


Highlight the following:

- Course is interactive, built on case studies, video clips, and activities.
- Everyone has valuable expertise to share in the course.
 - Interviewing is more of an art than a science. We will have stylistic differences in the role plays and video clips, all are valuable. It's important to refine what works for YOUR style.
- Everyone needs to share in the discussions, group reports, role playing, and other course work. While not everyone enjoys role playing or modeling of techniques, they are a valuable way to learn, especially for professionals.
- Everyone deserves support and respect when participating; this is a safe place to practice or try a new technique or idea.

ADDRESSING OUR OWN REALITY

Time Allotted: 60 minutes

Slide #8: Activity: Reflection




Activity: Reflection

Individually, in Participant Manual, answer the following questions:

- What are your challenges/fears when interviewing A/Ps?
- How is your role different from that of law enforcement?
- What has been effective?

Discuss as table and choose one question to report out on.



Activity #1: Reflection (15-20 min)

Explain that this activity is in 3 parts: individual, table groups and large class discussion.

1st: **Ask** that each participant take 5 minutes and individually write their answers to the following questions:

- What are your challenges/fears when interviewing A/Ps?
- How is your role different from that of law enforcement?
- What have you found effective when interviewing A/Ps?

2nd: In Table groups, **give** participants 5 minutes to share their answers with one another and explain that not every participant will share each of their answers, but that within the tables, all 3 questions should be discussed.

3rd: **Ask** each table to choose 1 question to report out on. **Lead** a short discussion of responses assuring that each table is asked to respond to at least one of the 3 questions and is adding new ideas to what has already been said by other table groups.


Possible responses:

- *Challenges/fears: A/P refuses to be interviewed, A/P controls the interview, interview increases client's danger, uncertain what to ask, uncertain how to address A/P's anger*
- *APS Role: not to be LE, not to get a confession, to build rapport and relationship to help client, to help A/P when appropriate, to support client in desire to stay with A/P*

Continued

- *What has Been Effective: build rapport, not blame the A/P, engage A/P in helping the client, making APS role clear, offering assistance to the A/P when appropriate.*

Slide #9: Summary Points

Summary Points 

- APS' role is not to get a confession but to have a conversation with a purpose, not to establish guilt for a crime
- Not to build a case for criminal justice system - you are not their agent
- Your goal is to assess the A/Ps willingness and appropriateness to continue to play a role in the client's life and to assure your client's safety

Click to highlight the summary points:


- APS' role is not to get a confession but to have a conversation with a purpose, not to establish guilt for a crime
- Your goal is to assess the A/Ps willingness and appropriateness to continue to play a role in the client's life and to assure your client's safety.

Remind participants that A/Ps are another collateral interview and not all will be scary or combative. Participants conduct interviews every day that can be difficult, whether it's a Reporting Party, client, witness, or A/P.

Slide #10: Why Does APS interview A/Ps?

Trainer Note: Slide is animated to only show the question first. Click to display and summarize the bullets after you've had the discussion.

Why Do You Interview A/Ps?



- Gather or substantiate facts
- Establish what happened
- Stabilize/ensure safety by assessing whether alleged perp should continue to play a role in client's life and if so, what role.
- Assess A/P's needs and abilities in light of any continuing role, motivation, danger posed to the client, APS professional, and others
- Educate A/P, offer resources and services
- Assess the A/P's willingness to work with APS to improve situation
- Put A/P on notice of acceptable conduct

Shout Out: “Why does APS interview A/Ps?”

Lead a class discussion highlighting as many reasons as the class can suggest.

Possible responses include:

Determine if the elements of an allegation exist, identify alternative explanations for the available evidence, identify defenses and justifications, identify additional sources of information (witnesses/collaterals, documents, etc.), explore A/P's motives and intent, assess A/P's abilities and needs, A/P's willingness to accept help or intervention, due process and fairness, liability prevention, agency requirement, gives insight into client's safety risk.

After the class discussion **cover** any bullet points on slide not mentioned.

- Gather or substantiate facts
- Establish what happened
- Stabilize/ensure safety by assessing whether alleged perpetrator should continue to play a role in client's life and if so, what role.
- Assess A/P's needs and abilities in light of any continuing role (e.g., well intended but incapable caregiver; elderly spouse trying manage financial affairs without any experience), motivation, danger posed to victim, APS professional, and others
- Educate A/P, offer resources and services
 - Explain what your state's Elder/Vulnerable Adult Abuse statute means, APS's role and limitations, what constitutes abuse/neglect
- Assess the A/P's willingness to work with APS to improve situation
- Put A/P on notice of acceptable conduct

Slide #11: Cultural Considerations



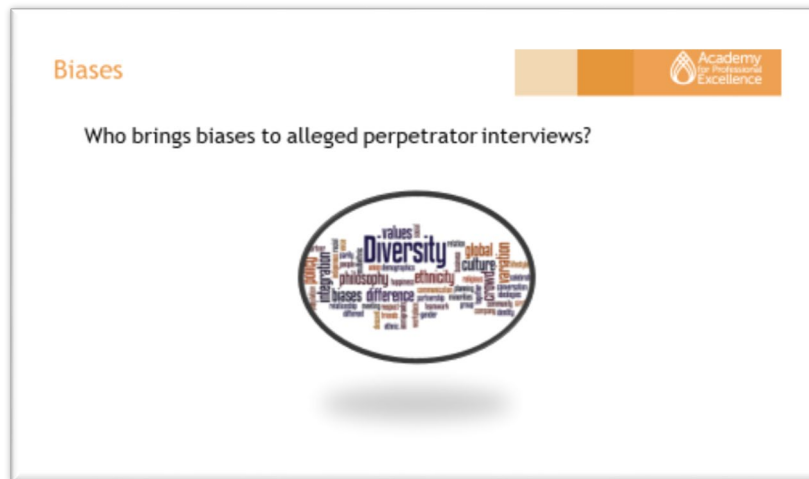
Introduce the topic of cultural considerations when interviewing A/Ps with these points:

- Many of us are uncomfortable talking about cultural sensitivity and awareness.
- The purpose of this discussion is to make you more effective when conducting A/P interviews.
- This discussion is not about being “politically correct” but offers ways to avoid obstacles and overcome reluctance when interviewing.
- Being aware of cultural practices may help you build rapport and gain the trust of the A/P. Failure to be aware of cultural beliefs, values, and experiences can lead to misunderstanding, hostility, or outright failure to obtain the interview or work with the A/P on a case plan.

Trainer Note: You can use the following example OR draw from your own experience about how having cultural awareness and understanding can greatly affect an investigation in a positive way. Another option is to ask participants to share how having cultural awareness has positively affected an investigation. You’ll want to limit the number of examples and keep brief.

- **Example, a LE colleague needed to arrest a person from one of the minority communities in SF. The subject was physically large and very strong and could easily have become violent or created a dangerous situation in which his family and friends could have been embroiled in a confrontation with LE. The officer was new to LE but had a seasoned partner who knew that in that cultural community an officer must first advise the cultural leader of the need to make an arrest. The leader accompanied the officers to the subject’s location, told him to be cooperative, and that he would be arrested and handcuffed. The situation ended without problem.**


Slide #12: Biases



Ask: “Who brings biases to alleged perpetrator interviews?”

Lead a short discussion **highlighting** that both the interviewer and the A/P may bring biases to an interview.

Slide #13: Activity: Implicit Biases



Activity: Implicit Biases

- Odd Numbered Tables: Address questions from the perspective of the interviewer
- Even Numbered Tables: Address questions from perspective of the A/P
 - Create a list of biases/assumption and examples of practice situations where they may arise
 - How do these affect your interview?
 - How will you identify such biases/assumptions?
 - How would you address those biases and assumptions to successfully conduct the interview?

Select a note taker and a spokesperson to report for your group.

Activity #2: Implicit Bias (30 min total with report back):

1. Inform participants they will work within their tables and count off the number of tables.
 - a. Instruct that odd numbered table address these questions from the perspective of the interviewer while the even numbered tables answer the same questions from the perspective of the A/P.
2. Ask each group to select a note taker and a spokesperson to report for your group.
 - a. Refer participants to **Handout #1- Cultural Considerations and Biases** to chart their answers.
3. Assignment: From your assigned perspective (A/P or interviewer), in 12 min:
 - a. In your participant manual, create a list of biases/assumption and examples of situations where they may arise (e.g.: As an APS professional, when interviewing an A/P accused of financial abuse, I might automatically think they are a deadbeat son. Or as an A/P, I might think that this young APS professional has no clue about the real world).
 - i. Discuss how do these affect your interview?
 - ii. How will you identify such biases/assumptions?
 - iii. How would you address those biases and assumptions to successfully conduct the interview?

TRAINER NOTE: This may be an uncomfortable assignment for some participants as there may be reluctance to accept that the APS professional may have biases. If so, keep class focused on the importance of recognizing barriers to interviewing effectively and that such barriers may rest with the interviewer, the interview subject (A/P), or both. Failure to do so will reduce their effectiveness in interviewing the A/P and ultimately may reduce their effectiveness in assisting a client.


HANDOUT #1

Cultural Considerations and Biases


Possible Biases and Assumptions	How They Will Affect the A/P Interview	How To Identify These Biases and Assumptions	How To Address them & Successfully Conduct the A/P Interview

Slide #14: Report Back Summary Points

Report Back & Summary Points



- Biases are held by both the interviewer and A/P and may affect your ability to engage with the A/P
- Examples of Interviewer biases
 - Stereotyping
 - Misunderstanding cultural experiences
 - Misinterpreting actions during contact
- Examples of A/P biases
 - Distrust or fear of governmental officials
 - Refusal to accept help as cultural norm



Reports back (10-15 min):

Have each group identify one example and a strategy in a round robin. **Go around** the tables until all ideas have been presented.

Highlight any ideas not covered.

- Biases are held by both the interviewer and A/P. Both can affect the APS professional's ability to engage with the A/P.
- Interviewer biases may include:
 - stereotyping groups of people (e.g., immigrants are lazy or criminals; American Indian/Alaska Native are alcoholics; Asians take care of their parents, etc.) inhibiting your ability to build rapport, assess credibility fairly;
 - all A/Ps lie (cannot assess credibility fairly);
 - misunderstanding of cultural experiences;
 - misinterpreting actions during contact (e.g., not look the interviewer in eye so not telling the truth vs. sign of respect not to look one viewed as a superior or official person;
 - raised voices may be how this group normally interacts vs. becoming aggressive;
 - getting too close to interviewer as being aggressive vs. ideas about personal space being different;
 - touching the interviewer as aggressive vs. cultural norm;
 - not talking to person of opposite gender alone vs. cultural norm
- A/P biases may include:
 - distrust or fear of governmental officials,
 - beliefs that interviewer just wants to see me arrested; no cultural equivalent of APS;
 - refusal to accept help as cultural norm;

Continued


- sharing resources not seen as exploitation
- Ageism (young APS professional trying to interview an older A/P—"I have clothes older than you. Send me an adult... or older APS professional interviewing young son/daughter "you're just old and crusty and don't understand how it is these days"
- historical trauma, history of genocide;

Trainer Note: It's suggested you explain Historical Trauma briefly. Historical Trauma-trauma is transferred to subsequent generations through biological, psychological, environmental, and social means, resulting in cross-generational cycle of trauma. (Brown-Rice, 2013). This is particularly important when working with American Indian and Alaska Native populations.

Refer participants to the References in their Participant Manual.

- **Explain** that if they desire to explore implicit biases more on their own, an on-line article with link in references, *200 Cognitive Biases Rule Our Everyday Thinking*, is a nice way to start.

Slide #15: Addressing the Elephant in the Room



Addressing the Elephant in the Room

How do you handle a situation in which you feel (or know) that you have offended the A/P because of a cultural bias or assumption?



Ask: “How do you handle a situation in which you feel (or know) that you have offended the A/P because of a cultural bias or assumption?”

Solicit volunteers to share suggestions that have worked.

Possible responses:

Apologize and ask what a better way to speak with the person is. Ask the A/P if they want to be addressed in a certain way or if there is anything he or she wants the interviewer to know before the interview begins or continues. If you do not understand how an A/P is responding inquire appropriately about the behavior rather than assuming anything.

OPTIONAL- Activity #3: Addressing Mistakes Video Clip (5 min)

Trainer Note: This is optional and may be helpful for newer APS professionals. If the participants get the concept of acknowledging mistakes and getting back on track, there is no need to show video. If showing video, you may want to address that it appears the APS professional is sitting higher than the A/P, but this was the angle of the camera; not to exert any power over the A/P.


Explain that you are going to show a short clip demonstrating how APS professionals can address their mistakes.

Inform participants that this clip is of an APS professional interviewing an A/P accused of caregiver-neglect. The client’s grandson recently moved in with his grandmother to provide 24/7 care in exchange for paying back his student loans.

Show Culture Mistake Video Clip (run time: 2 min).

- **Acknowledge** that ethnicity is a very personal and powerful component of one’s identity and can easily be an area of rapport building OR an area where someone can offend another.
- **Acknowledge** that the APS professional simply apologized, recognized her assumption, and moved on.
- **Ask** if participants have other suggestions on how to handle this or a similar situation.

Slide #16: Cultural Awareness

Cultural Awareness 

- Need to know cultural entities/communities you serve. Do you need to engage with a leader or elder before interviewing the A/P (or victim)?
 - Need an interpreter?
- If you are not sure, be culturally humble and respectful.
 - Ask for guidance.
 - Apologize if you get off on the wrong foot.
- Big picture—have relationships with respected leaders in other communities you may serve.

Conclude this section with summary points:

- Big picture—have relationships with respected leaders in other communities you may serve.
- Need to know cultural entities/communities you serve. Do you need to engage with a leader or elder before interviewing the A/P (or victim)?
 - Need an interpreter?
- If you are not sure, be culturally humble and respectful. Ask for guidance.
- Apologize if you get off on the wrong foot.

SAFETY CONSIDERATIONS

Time Allotted: 20 minutes

Slide #17: Safety Considerations

Safety Considerations

- Safety of Self
- Safety of Client

RISK POTENTIAL

Introduce this section making these points:


- When planning to conduct any interview, but especially the A/Ps, an important aspect is safety: yours and the client's.
 - We can become complacent and not put safety first or fail to plan. You may have met this A/P before and have never had problems. You may assume that because the A/P lives in a safe area or has a good job you will not have problems.
- Beyond your own safety, you may feel that the allegation is one the A/P will work with you on resolving or that the A/P and client are in a strong and supportive relationship so the client will not be in danger once you meet with the A/P.
- Both kinds of assumptions may result in you misreading the situation and making a situation less safe for your client and for you.
- Danger can come from many situations so in this section we will consider sources of dangers and approaches you may find helpful in anticipating and handling safety concerns.
- This section is a reminder of what you most likely already know and do to attempt to remain safe.

Slide #18: Safety Scenarios

Safety Scenarios

Academy of Professional Excellence

- Identify safety considerations for the client and the APS professional and strategies/ways to address them.




Activity #4: Safety First (10 minutes)


Explain that the following three PowerPoint slides have case studies that we, as a large group, will identify possible safety concerns that may impact both the safety of the APS professional and of the client.

Slides #19- Case Study #1

Case Study #1



Your client is a dependent adult (age 52) with an intellectual disability who lives in his brother's home. The brother is the client's guardian/conservator. The report is that his brother is not paying the bills that are in your client's name, is emotionally abusing your client, and is not taking your client to medical and therapy appointments. It indicates the brother has been heard calling the client names, berating him, and threatening to put him out of the house. Client is living in a basement room without heat or cooling. He is afraid to come upstairs if the brother's large dog is present in the house.



Instructions:

1. **Provide** one minute for participants to read over the slide (or corresponding case) on **Handout #2- Safety Considerations: Case Studies**.
2. **Solicit** a few identified safety considerations for the client AND the APS professional.
3. **Solicit** a few strategies/ways to address them.


Case Study #1: You are assigned a case of dependent adult (age 52) with an intellectual disability who lives in his brother's home. The brother is the client's guardian. The report is that his brother is not paying the bills that are in your client's name, is emotionally abusing his brother, and is not taking his brother to medical and therapy appointments. The report indicates the brother has been heard calling your client names, berating him, and threatening to put him out of the house. Client is living in a basement room without heat or cooling. He is afraid to come upstairs if the brother's large dog is present in the house.

Possible answers include:


- *Client safety concerns: large dog, unhealthy living condition, threats of violence, potential behavioral issues related to caregiver not taking medication.*
- *APS professional safety concerns: animal present, A/P or others may be present, getting trapped in the basement*

Slide #20- Case Study #2

Case Study #2



Your client is a woman, aged 70, whose adult son has moved in and has been stealing from her. He has allegedly stolen her car, forged checks, and locked her out of the house during very cold weather. He uses opioids and abuses alcohol and a couple of times while high, has picked up a knife and said he was going to hurt her. His friends often “crash” at the house for days at a time. He has a criminal history for stealing, gang violence, driving under the influence of alcohol, and fighting.



1. **Provide** one minute for participants to read over the slide (or corresponding case) on **Handout #2- Safety Considerations: Case Studies**.
2. **Solicit** a few identified safety considerations for the client AND the APS professional.
3. **Solicit** a few strategies/ways to address them.


Case Study #2: Your client is a woman, age 70, whose adult son has moved in and has been stealing from her. Client has told you he has stolen her car, forged her checks, and locked her out of the house during very cold weather. He uses opioids and abuses alcohol and she mentioned that a couple of times when he was high, he picked up a knife and said he was going to hurt her. His friends often “crash” at the house for days at a time. He has a criminal history for stealing, gang violence, driving under the influence of alcohol, and fighting. She loves him and wants him to get help.

Possible answers include:


- *Client safety concerns: aggressiveness of A/P, visitors, possible gang connections, substance use, threats of violence, presence of weapon, being locked out of house*
- *APS professional safety concerns: client’s emotional dependence on A/P; may turn on APS professional, substance use of A/P or visitors (e.g. being intoxicated while APS is conducting interview), presence of others, presence of weapons*

Slide #21- Case Study #3

Case Study #3



Your client, age 78, lives with her daughter who has a history of hoarding behaviors and has been diagnosed with bipolar disorder. The home is so cluttered that it is difficult to enter and leave the apartment. The utilities have been turned off for nonpayment of bills so the daughter has run electrical cords to the neighboring apartment. There are rats in the apartment and they have begun invading other units in the building.



1. **Provide** one minute for participants to read over the slide (or corresponding case) on **Handout #2- Safety Considerations: Case Studies**.
2. **Solicit** a few identified safety considerations for the client AND the APS professional.
3. **Solicit** a few strategies/ways to address them.

Case Study #3: Your client, age 78, lives with her daughter who has a history of hoarding behaviors and has been diagnosed with bipolar disorder. Client has difficulty walking and is at high risk for falling. The home is so cluttered that it is difficult to enter and leave the apartment. The utilities have been turned off for nonpayment of bills so the daughter has run electrical cords to the neighboring apartment. There are rats in the apartment and they have begun invading other units in the building.

Possible answers include:

- *Client safety concerns: lack of egress/ingress, risk of fire, lack of working utilities, rodent droppings/eating through cords, untreated mental health conditions, home environment*
- *APS safety concerns: lack of egress/ingress, risk of fire*

Safety Considerations: Case Studies

Identify the safety considerations/concerns for your client; for yourself; and what you can do to address these concerns.


Case Study #1: You are assigned a case of dependent adult (age 52) with an intellectual disability who lives in his brother's home. The brother is the client's guardian/conservator. The report is that his brother is not paying the bills that are in your client's name, is emotionally abusing his brother, and is not taking his brother to medical and therapy appointments. The report indicates the brother has been heard calling the client names, berating him, and threatening to put him out of the house. Client is living in a basement room without heat or cooling. He is afraid to come upstairs if the brother's large dog is present in the house.

Case Study #2: Your client is a woman, age 70, whose adult son has moved in and has been stealing from her. Client has told you he has stolen her car, forged her checks, and locked her out of the house during very cold weather. He uses opioids and abuses alcohol and she mentioned that a couple of times when he was high, he picked up a knife and said he was going to hurt her. His friends often "crash" at the house for days at a time. He has a criminal history for stealing, gang violence, driving under the influence of alcohol, and fighting. She loves him and wants him to get help.

Case Study #3: Your client, age 78, lives with her daughter who has a history of hoarding behaviors and has been diagnosed with bipolar disorder. Client has difficulty walking and is at high risk for falling. The home is so cluttered that it is difficult to enter and leave the apartment. The utilities have been turned off for nonpayment of bills so the daughter has run electrical cords to the neighboring apartment. There are rats in the apartment and they have begun invading other units in the building.

Slide #22: Anticipate Dangers; Take Precautions

Trainer Note: Make sure to show video prior to covering bullet points.



Anticipate Dangers; Take Precautions

- Check location and known parties with LE and APS files before you respond
- Decide if you should make an announced or unannounced visit
- Consider where you should conduct the interview
- Should you take another APS professional or LE with you?
- Tactical considerations
 - Preprogramed phone to 911
 - Staff/office check in and check out procedures
 - Park where not be blocked in
 - Hands free
 - Do not stand in front of the door
 - Remove animals
 - Nothing between you and door. Plan an escape route.
 - Avoid places with known dangers- e.g., kitchen, workshop
 - Try to place the A/P in soft furniture while you sit in chair without upholstery
 - Trust instincts—leave if not comfortable. call law enforcement

Remind participants that APS must always anticipate possible dangers and take precautions.

Activity #5: Initial Home Visit Safety Video (3-5 min)
 Show Safety video clip (run time: 56 sec.).
 Discuss how safety concerns were addressed.

Trainer Note: Participants may get distracted by the sign advertising weapons on premises. It's helpful to remind participants that these signs can be found in homes where members belong to certain cultures where guns or weapons are common.

Follow up with the bullets on slide and solicit feedback about how to best do these in the field.

- Check location and known parties with LE and APS files before you respond
- Decide if you should make an announced or unannounced visit
 - Common practice is to make an announced visit, however, what circumstances warrant the possibility of an announced visit?
 - Domestic Violence or other unsafe situations, when A/P is in an institution where you may need permission to enter, when APS professional's safety may be at risk
 - Always consult with Supervisor when unsure.
- Consider where you should conduct the interview
- Should you take another APS professional or LE with you?
 - When teaming up with another APS professional, have an exit strategy beforehand, e.g.; a code word, who calls it, etc.
- Tactical considerations
- Preprogramed phone to 911
 - Some counties can text 911 when making a call might put someone in more danger.


Continued

- Staff/office check in and check out procedures
- Park where not be blocked in
- Whistle and/or dangle your keys when first getting out of car to solicit any animal response
- Hands free
- Do not stand in front of the door
- Remove animals
 - Note: An APS professional reported during a class that when she entered a home to speak with a party a pet uncaged parakeet attacked her face and eyes.
- Nothing between you and door.
 - Plan an escape route.
- Avoid places with known dangers- e.g., kitchen, workshop
- Try to place the A/P in soft furniture while you sit in chair without upholstery
- Trust instincts—leave if not comfortable, call law enforcement
- If interview turns hostile and you cannot defuse the situation, leave.

PLANNING THE INTERVIEW

Time Allotted: 15-20 minutes

Slide #23: Setting the Tone

Setting the Tone 

How do you set the tone for a productive A/P interview?

- Just like your conversation with the client, the A/P interview is a conversation with a purpose.
- It is not an interrogation aimed at obtaining a confession in order to build a criminal case or prove a crime has occurred.

Explain that planning the interview includes focusing on how, where and when to conduct the interview, all while thinking about safety.

Let's turn first to setting the tone for the interview.


Ask: How do you set the tone for a productive A/P interview?

- **Remind** participants that like any interview, it's a conversation with a purpose.

Slide #24: Helpful Tips

Helpful Tips

- Introductions
- Addressing confidentiality



Academy
for Professional
Excellence

Ask the following 2 questions and **solicit** a few comments and suggestions:

1. How do you introduce yourself?
 - a. Are there pros and cons to stating you are from APS?
2. How do you respond when the A/P insists on knowing who reported or what you have heard from the client?

Refer participants to **Handout #3- Planning the Interview and Setting the Tone** and **provide** time for them to review and ask questions if desired.

Remind them they can reference this when back in the field.

Helpful Hints: Planning the Interview and Setting the Tone

During the planning phases, think of the following important interview skills to improve your ability to investigate.


Setting the Tone:

- Your ability to set the tone for the A/P interview affects your safety and that of your client
- It provides you the opportunity to clarify your role to enable you to build rapport with A/P
 - Explain that you are **not** law enforcement, this is **not** a criminal investigation
- Setting the tone, when done well, creates an environment for disclosure.

During the Interview with A/P:


- Identify yourself by name and position; relevant job responsibilities; describe your legal authority
 - What are the pros and cons of stating you're from Adult Protective Services?
 - Goal is to build trust and create an environment for cooperation. Consider how your introduction may affect your success.
- Enlist the A/P's cooperation and assistance in better understanding the situation
 - "Help me understand"
 - "I would love to hear how you...."
- Offer help as needed for client and perhaps, the A/P
- Get and keep A/P focused on purpose of the interview—get their side of situation
 - How and when do you explain your Elder/Vulnerable Adult Abuse Statute?
 - Use a conversational tone and avoid complicated legalistic explanations
- If you cannot legally answer a question, say so
 - "State law prohibits me from discussing who made the report/ who I have spoken with already"
- Refocus A/P on purpose of the interview and importance of A/P's account
- Always stay focused on client safety.
 - Do not share information that may be attributed to client (or other collaterals)
- "My information from various sources reflects..."
- "Records suggest..."
- "I have talked with many other people about this situation and based on what I have heard it seems that..."
- Always treat the A/P with dignity and respect.
 - You cannot expect the A/P to give you what you need (their statement) unless you give them what they need; to be treated as a person, with dignity and respect

Slide #25: Telephone Vs. In-Person Interviews



Telephone Vs. In-Person Interviews

- What are the pros and cons of each?
- Which is preferable?



Acknowledge that interviews can be done in a variety of ways.

Ask:

- What are the pros and cons of telephonic vs. in-person interviews?
- Which is preferable?

Highlight that it is usually preferable to interview the A/P in person as it provides the ability to see the person, their behavioral cues, emotions, and environment. We lose this on the phone.

Ask: Why conduct a phone interview?

Possible answers:

May be only interview you can get; may have to because A/P's location is too remote or APS is out of time; fewer safety issues for APS professional though phone interviews are not the preferred method. In such cases what about programs such as Skype or zoom?


Ask: What are the disadvantages of a phone interview?

Possible responses:

How do establish who you really interviewed? How verify identity? How to tell if A/P is really committed to improving a situation? Is able to carry out a service plan. May be more time limited to scope of interview; more distractions for A/P and interviewer. How can you assure confidentiality (i.e.; no one else listening, giving non-verbal cues to the A/P, or recording the call without your knowledge)?

Acknowledge that there may be times when the telephone interview is all that can be accomplished.

Slide #26: Timing

Timing 


- There is no single “right time” to conduct the A/P interview.
 - A/P’s work or school schedule
 - If the A/P works in a congregate work or living setting the facility’s schedule—not during meals, bathing times
- Consider asking the client when they feel is the best time to speak with A/P
- Should also ask the client how they feels A/P will react to contact and interview by APS
 - Any “hot buttons” to avoid during the A/P interview
- Make sure that interview is conducted in a private place away from others who may listen or interfere

Ask: “When is the best time to interview the A/P?”

Discuss the following:

- There is no single “right time” to conduct the A/P interview.
- It may be helpful to ask the client when she or he feels is the best time to speak with A/P
 - Should also ask the client how they feel A/P will react to contact and interview by APS
 - Any “hot buttons” to avoid during the A/P interview
- Important to consider the A/P’s work schedule or school schedule
- If the A/P works in a congregate work or living setting, need to consider the facility’s schedule—not during meals, bathing times
- If work or school is not a concern the time when the A/P is most likely to be available
- Just remember that interview should ordinarily be conducted in a private place away from others who may listen or interfere

Slide #27: Summary Points

Summary Points 

For best possible outcome:

- Be careful with terms such as “investigation”
- Keep a neutral tone, no accusations
- Do not threaten A/P with notifying law enforcement unless A/P threatens you
- If A/P is reluctant or unwilling use statements like:
 - I really value your point of view;
 - Perhaps we can offer help with your mother’s caregiving needs;
 - I am not accusing you of anything, I am not L.E., I am a Social Worker

Highlight the following bullet points:

For best possible outcome:

- Be careful with terms such as “investigation”
- Keep a neutral tone, no accusations
- Do not threaten A/P with notifying law enforcement unless A/P threatens you
- If A/P is reluctant or unwilling use statements like:
 - I really value your point of view;
 - Perhaps we can offer help with your mother’s caregiving needs;
 - I am not accusing you of anything, I am not L.E., I am a Social Worker


CONDUCTING THE INTERVIEW

Time Allotted: 135-140 minutes

Slide #28: Building Rapport


Trainer Note: Depending on experience and prior training received, participants may not have thought about the logical or best order in which to conduct an interview. Throughout these next sections, you may need to provide helpful hints about the importance of rapport building, asking about one allegation at a time, letting A/P speak without interruptions, planning for following up, etc.

Building Rapport



Why build rapport with an A/P?

- Build trust with the A/P
- Encourage A/P to participate in the interview
- Educate the A/P in APS professional's goal and role
- Demonstrate respect for A/P
- Provides a way to better understand communication style
- Gain insight into their values and beliefs



Acknowledge that we have reviewed aspects of preparing for the interview including safety, addressing cultural differences and biases, setting the tone for the interview and its timing.

It is now time to conduct the interview and practice what you already do to effectively build rapport with an A/P.

- **Acknowledge** that APS professionals have considerable skills building rapport so this section is to enhance their ability and perhaps offer some new ideas to try.

This section will also include the first of several role plays in which you will teach one another how you build rapport.

Ask: Is there a difference between rapport-building when interviewing an A/P vs. your client?

Answer: not usually. The same skills you use to build rapport with your client in order to gain trust and create an environment for disclosure and problem solving may be equally effective when speaking with the A/P.

Ask the class “Why build rapport with an A/P?”

Possible responses:

Build trust with the A/P; encourage the A/P to participate in the interview; educate the A/P in APS professional's goal and role; demonstrate respect for the A/P.

- *Less often mentioned are that it provides ways to better understand the person's communication style and to gain insight into that person's values and beliefs.*

Slide #29: Rapport Building in Action



Rapport Building in Action

MA Elder Affairs Video Clip

- Note how the APS professional builds rapport and what was effective and what may not have been

Introduce the MA Elder Affairs Video clip.


1. **Ask** participants to note how the APS professional builds rapport and what was effective and what may not have been.
2. **Play** the video clip (run time 1 min 40 sec).
3. **Solicit** volunteers to discuss what was helpful and what may not have been.

Possible responses:

- *APS professional spent time before meeting with A/P to learn his history and interests.*
- *APS professional did not hurry the A/P or show impatience.*
 - *She did not cut him off.*
- *She got him to speak in sentences and paragraphs, not short phrases or yes/no*
 - *In this way she has demonstrated that this is the kind of response she welcomes*

Trainer Note: Some APS professionals may not like the way the role player conducted her interview. Invite such comments to the discussion and highlight that rapport building, like interviewing, is a personal skill. We each develop our own unique style and process. Even if no one articulates any disapproval of the APS professional's style, it is important to make the point that we each will find what works for us and develop an individual style of interviewing.


Slide #30: Rapport Building Skill Practice



Rapport Building Skill Practice

Return to the case studies from the safety segment.

- Focus on building rapport with the A/P in your case.
- Develop questions to build rapport
- Select team member as A/P and role play the APS interviewer and A/P building rapport, using techniques you've written down (5-7 minutes)



Activity #6: Skill Practice (15 min)

1. **Assign** each table group one of the case studies from Handout #4- Rapport Building Considerations: Case Studies.
 - a. These are the same ones used in the safety segment.
 - b. Depending on class size, case studies will be used more than once.
2. **Explain** that each person will have 2-3 minutes to individually write down in their participant manuals ways in which they would build rapport with this A/P.
 - a. Get specific about questions you would ask, topics addressed, body language, etc., but focus only on rapport building.
3. After everyone has some ideas down, **explain** that tables will do an informal/impromptu type of role play for 5-7 min.
 - a. One group member will be the A/P and the others will practice their rapport building skills they just wrote down on that A/P.
 - b. The person who is role playing as the A/P should react as the A/P might, but **stress** the importance of not going overboard and sticking to just rapport building for benefit of this skill-building activity.
 - c. **Encourage** participants to do this without hesitation and **remind** them that their individual lists gave them some tools to use.
4. There is no report back on this activity. This is to get them comfortable with next portion of the training, practicing interviewing skills.
5. **Thank** the groups and **congratulate** them for completing a difficult and sometimes awkward assignment.

Trainer Note: Walk around the room and help coach if groups seem reticent or stuck. Possible rapport building approaches are under each group scenario for you.

Continued

Group 1: Your client is age 52 with an intellectual disability. He lives in his brother's home. The brother is the client's guardian and the A/P. The allegation is that A/P is not paying your client's bills, is emotionally abusing him, and is not taking the client to medical and therapy appointments. Your investigation shows that the A/P has been heard calling the client names, berating him, and threatening to put him out of the house. Client is living in a basement room without heat or cooling. He is afraid to come upstairs unless the brother's large dog is removed from the house.

Possible approaches:

Tell us about yourself, e.g., hobbies, interests, work history, military service, family life. How you enjoy spending time. Acknowledge how being someone's guardian can be challenging and affect one's ability to do all the things once done. Ask what the A/P does to help his brother and acknowledge the effort A/P may have expended.

Group 2: Your client is a woman, age 70, whose adult son has moved in and has been stealing from her. Client has told you he has stolen her car, forged her checks, and locked her out of the house during very cold weather. He uses opioids and abuses alcohol and she mentioned that a couple of times when he was high, he picked up a knife and said he was going to hurt her. His friends often "crash" at the house for days at a time. He has a criminal history for stealing, gang violence, driving under the influence of alcohol, and fighting. She loves him and wants him to get help.

Possible approaches:

Life circumstances, any employment history, upbringing, how feels life has worked out, plans for future, how APS may be able to help the A/P.

Group 3: Your client, age 78, lives with her daughter who has a history of hoarding behaviors and has been diagnosed with bipolar disorder. Client has difficulty walking and is at high risk for falling. The home is so cluttered that it is difficult to enter and leave the apartment. The utilities have been turned off for nonpayment of bills so the daughter has run electrical cords to the neighboring apartment. There are rats in the apartment and they have begun invading other units in the building.

Possible approaches:

Personal history, employment, friends, social life (does the A/P have one and is it the one the A/P desires), feelings about parent, how A/P would like home to be, desire to have mother live with the daughter and appreciation for her commitment to her mother, how APS may be able to help her with her mother.

Rapport Building Considerations: Case Studies


Identify ways to build rapport with the A/P in the following scenarios:

Case Study #1: You are assigned a case of dependent adult (age 52) with an intellectual disability who lives in his brother's home. The brother is the client's guardian/conservator. The report is that his brother is not paying the bills that are in your client's name, is emotionally abusing his brother, and is not taking his brother to medical and therapy appointments. The report indicates the brother has been heard calling the client names, berating him, and threatening to put him out of the house. Client is living in a basement room without heat or cooling. He is afraid to come upstairs if the brother's large dog is present in the house.

Case Study #2: Your client is a woman, age 70, whose adult son has moved in and has been stealing from her. Client has told you he has stolen her car, forged her checks, and locked her out of the house during very cold weather. He uses opioids and abuses alcohol and she mentioned that a couple of times when he was high, he picked up a knife and said he was going to hurt her. His friends often "crash" at the house for days at a time. He has a criminal history for stealing, gang violence, driving under the influence of alcohol, and fighting. She loves him and wants him to get help.

Case Study #3: Your client, age 78, lives with her daughter who has a history of hoarding behaviors and has been diagnosed with bipolar disorder. Client has difficulty walking and is at high risk for falling. The home is so cluttered that it is difficult to enter and leave the apartment. The utilities have been turned off for nonpayment of bills so the daughter has run electrical cords to the neighboring apartment. There are rats in the apartment and they have begun invading other units in the building.

Slide #31: Introduction to the Case of John Rogers and Betsy

Introduction to the Case of John Rogers and Betsy 

- This case will be used throughout the rest of the day and will be the basis for a number of activities in which you will demonstrate what you would do in one of your assigned cases.
- There are a number of role plays. You will work in groups of 2-3. Everyone will participate in the discussion and preparation while individual team members will alternate playing the APS interviewer and the A/P.
 - **Everyone is expected to play the interviewer at least once so you have an opportunity to practice your skills.**
- Read the case study and make notes of key points.

Introduce this section by explaining that we will work with a new case for the rest of the day to allow us to review and model skills you use when interviewing A/Ps in your real cases.

Sticking to one “Mega” case will allow us to practice skills more in depth.

Ask participants to break into dyads or triads. This allows for everyone to practice being the interviewee and an APS investigator.

Refer participants to **Handout #5- Case Study** in the Participant Manuals. **Give** 10 minutes for them to carefully review case individually.

Trainer Note: The case includes elements of financial abuse, physical abuse, and caretaker neglect.

In some jurisdictions on a case such as this case study, Law Enforcement may take the lead on the investigation and APS may not interview the A/P. Participants in these jurisdictions can still practice the skills in the following activities.

Case Study**HANDOUT #5**

John Rogers aged 77 years, has diabetes, serious vision impairment, and a history of heart attacks. He developed ulcers on his lower left leg and for the last 6 months has received weekly visits from a visiting nurse who checks his blood pressure and changes his leg dressing. John is a retired teacher who was widowed 8 months ago. Up to that point his wife, a nurse, took care of his medical needs.

John's health needs have grown so that he needs some help with his ADLs. His daughter Betsy has moved in to help her father. They have always had a contentious relationship but Betsy recently lost her job and helping her father seemed a good way to help him and provide her with a place to live and earn some money. Betsy receives IHSS funds to provide care for her father, keep the home in order, make sure that he eats properly for his medical condition, and takes his medications.

On a regular visit to check on John and treat his leg ulcer, the nurse was unable to get anyone to answer the door. She became concerned as this is her regular time to visit and John has always looked forward to her visits. She called John's phone but no one answered.

The nurse looked through an open window and saw John in bed apparently asleep. It was very cold outside so the nurse was concerned that the bedroom window was open. She called to John but he did not respond.

The nurse knocked on a neighbor's door, whom she had previously met as John's friend. The neighbor, Bill Samson, had a key to John's house. Bill said he had not seen John for several days and thought he and Betsy were away as he had seen a sign on their door telling Meals on Wheels not to deliver meals that week.

The two entered the home. Betsy was not there. When they entered John's bedroom they discovered that John did not respond to them. The house was very

cold though Bill said there was a heater in the house which was always on in the winter. The bedroom was dirty and there was a strong smell of urine and feces.

The nurse was able to awaken John who did not recognize Bill. John was taken to the hospital by paramedics where he drifted in and out of consciousness. He was admitted to the hospital and found to have an elevated blood pressure, unmanaged diabetes, bilateral bruises on both upper arms, bruises on his chest, and several Stage 3 and 4 pressure sores over his shoulder and tailbone. The doctor told the visiting nurse that John would most likely have died in another day if not found by her.

APS was contacted along with law enforcement. APS consulted with Law Enforcement before interviewing the client and Law Enforcement requested APS to interview both client and A/P and provide an update on the investigation.


APS interviewed John, the client, who said:

- *He is no longer able to live alone and meet all of his needs.*
- *His daughter Betsy moved in to help him after she lost her job and needed a place to live.*
- *She is paid by “the government” to help him.*
- *Betsy was always a rebellious child and the two of them often argued throughout her growing up. He hoped she had changed once she lived on her own but things have only gotten worse between them since she moved in.*
- *She sometimes grabs him and shakes him when she is angry with him. He has developed bruises after some of the disagreements. The last time she shook him was a few days before he was hospitalized. She grabbed him by both upper arms and shook him. She screamed at him and called him “ugly” names that really upset him. She then left and that was the last time he saw her before he went to the hospital.*
- *He is unsure how long she was gone except that it was a ‘long time’. He did not know where she was or when she would come back.*
- *He was cold and hungry. He felt too weak to walk into the bathroom or bedroom and did not have a telephone.*
- *He did not have his medications and did not know where she had put them.*
- *He loves his daughter and does not want her to get into trouble. He also says she should not live with him ever again.*

Other information gained from the APS investigation:

- *Another neighbor, Mary Lawton, saw Betsy leave the home 3 days earlier carrying a suitcase and enter a car with a ride share logo on it.*
- *The ride share company records show that driver A. Johnston picked Betsy up at her home and drove her to the airport 3 days before the nurse discovered John.*
- *The neighbor called Betsy on her cell phone and learned that she was visiting friends in another state.*
- *Betsy told the neighbor that she thought John could be on his own for a few days. She said she left plenty of food in the refrigerator. She said she asked her boyfriend to check on John while she was away.*
- *IHSS records reflect that Betsy is the sole caretaker for John and she has received regular payments for the last 6 months.*
- *The police photographed the house, the bedroom in which John was found, noted the house heating system was working, and took custody of John's clothing.*
- *APS checked the refrigerator which was nearly empty and found uneaten meals on wheels containers on the front porch where they had been delivered and left. There were 5 days' worth of food on the porch.*
- *APS checked with Meals on Wheels and learned their driver had left the meals the same day that Betsy had left. The driver saw a sign on the front door saying to leave the meals on the porch as John and Betsy were away briefly.*
- *Police took custody of the note to Meals on Wheels.*
- *Betsy has no prior criminal history.*

Slide #32: Assessing the Situation

Assessing the Situation


- What forms of abuse do you suspect have been committed?
- Will you interview Betsy alone, in presence of the client, or in the presence of another possible witness?
 - Generally, no one in the interview room except A/P and interviewer(s)
 - Exceptions
 - Think safety-- yourself and client
 - Out of eye and earshot of anyone else at location (such as the client)

Ask the group what forms of abuse are present?

Answers should include physical abuse, caretaker neglect, physical abuse, financial exploitation (at least her misuse of funds for John's care), and emotional/psychological abuse (if part of the state's APS law).

Ask: "Will you interview Betsy alone, in presence of the client, or in the presence of another possible witness? If the latter, who would that other witness be and why would you want present?"

Take a few responses and **conclude** with the summary points:

- Generally, there should be no one in the interview area except A/P and interviewer(s)
 - Exception—interpreter or translator
 - Depending on agency policies, the A/P's attorney
- If doing a joint investigation or interview with LE, LE could be present.
 - Need to clarify purpose of interview and each party's role.
- Think safety-- yourself and client
 - If a safety issue surfaces, you may want a second APS professional present or LE
- Out of eye and earshot of anyone else at location (such as the client)
 - No outside influences
 - Not confuse person's memory with information obtained from others
 - Other witness to interview should not be a witness to case information

Slide #33: Rapport Building with Betsy

Rapport Building with Betsy

Academy of Professional Excellence

- How will you build rapport with Betsy?
 - Develop questions you would ask
- Identify a spokesperson for your team




Activity #7: Building Rapport with Betsy (15 min total with report out)

1. In table groups **have** participants discuss the case study for 5 minutes and develop strategies to build rapport with Betsy.
2. **Have** groups report back to the large class.
 - a. **Start** with one group and then move through the tables with new ideas until all ideas are mentioned (not to exceed 10 minutes for report back).

Possible answers:

Have her talk about her life, interests, and desires. Commend her for agreeing to care for her father. Ask what her typical day is like. What does she do for fun?

Slide #34: Betsy's Likely Defenses or Justifications

Betsy's Likely Defenses or Justifications 

What are Betsy's defenses or justifications she might come up with?

- Think about all of the forms of abuse that may be present.
 - Financial Abuse
 - Physical Abuse
 - Caretaker Neglect


Ask: “What are the possible defenses or justifications Betsy may offer?”

Trainer Note: Ensure each type of abuse is addressed with possible justifications/defenses.

Possible answers:

- *Doing the best I can. I am not a trained caregiver. (Neglect)*
- *John can really take care of himself if I set the food and meds up in advance and I did. (Neglect)*
- *John is very difficult and I had to get away so I did not “lose it” (All)*
- *I thought my boyfriend would check on John. (Neglect)*
- *He has been pushing all my buttons for days. I was so upset that I just had to leave. What would you have done—punch him? (Neglect)*
- *He has yelled at me all my life—it doesn't hurt anything. It just is how we argue. (Emotional/psychological)*
- *I didn't shake him, I was just helping him up and he bruises easily (Physical abuse)*

Slide #35: Interviewing Through Justifications/Defenses

 Academy of Professional Excellence

Interviewing through Justifications/Defenses

- In dyads/triads, develop questions to ask Betsy to explore your assigned defense or justification. Select a spokesperson to report to the class.
 - Doing the best I can. I am not a trained caregiver.
 - John can really take care of himself if I set the food and meds up in advance and I did.
 - John is very difficult and I had to get away so I did not “lose it”.
 - I thought my boyfriend would check on John.
 - He has been pushing all my buttons for days. I was so upset that I just had to leave. What would you have done—punch him?
 - He has yelled at me all my life—it doesn’t hurt anything. It just is how we argue.

Activity #8: (Part 1) Justifications and Defenses Questions: (10 min)

1. In dyads/triads, **assign** each group one of the justifications (e.g. I thought my boyfriend would check on John).
2. **Ask** participants to develop 3-5 interview questions for their assigned justifications.

Trainer Note: There is no report back, as they will be using these questions in their next role play.

Slide #36: Interview Practice

Academy
for Professional
Excellence

Interview Practice

- Assume that you have successfully built rapport with Betsy. You are now ready to ask her questions about what happened in the most recent incident
- Develop interview questions to establish Betsy's version of what happened and select 2 interviewers for your group and one person to play Betsy.
- Prepare to role play that segment of the interview for the class. The role plays should not exceed 3-4 minutes.

Activity #8 (Part 2): Role Play (40 min total with large group demonstrations)

1. **Inform** participants that they will now practice and demonstrate the interview portion, asking Betsy questions about what happened in the most recent incident. **Explain** that you will first show a short clip of an APS professional getting the A/P's side of the story to help demonstrate ways in which they can do this themselves. **Inform** them they are free to "copy" or tailor the APS professional's interview skills during their role plays.
 - a. **Play Financial Abuse Allegation video clip (running time: 2 min 43 sec.)**
2. **Instruct** that in their dyads/triads, one of them will be Betsy and the other(s) the APS professional.
3. The role play should focus on AFTER introductions and rapport building have occurred and start with addressing Betsy's take on the incident.
4. They have 10 minutes to practice asking questions, Betsy providing her side of the story, and then some follow up questions.
5. **Inform** them they will be doing a large group demonstration after they practice in their small groups.

Large group demonstrations (20 min):


1. Participants can either stay at their table groups, or come to front of class.
2. **Inform** them, the role plays should be 3-4 minutes and **explain** you'll interrupt the role play if it goes longer.
3. **Solicit** 2-4 groups to volunteer to demonstrate.

Trainer Note: You can have different groups focus on different aspects of the case and pick up where one group ends or have only a few groups model their role play.

Slide #37: Summary Points

Summary Points

- Try to begin with open ended questions to get narrative responses
- Challenge responses with care
- Create an Environment for Disclosure
- Do not collude with bad behavior
- Explore defenses and justifications



Academy of Professional Excellence

Refer participants to **Handout #6- Interview Practice**.

Highlight some ideas and **discuss** what worked well in their role plays. It may be especially effective if you can refer to demonstrations illustrating any of the following points:

- Try to begin with open ended questions to get narrative responses
- Challenge responses with care
- Create an environment for disclosure
- Do not collude with bad behavior
- Explore defenses and justifications

Trainer Note: If time allows, show Clarifying Answers Clip (run time: 2 min, 1 sec.) to demonstrate ways to challenge responses with care.

Interview Practice


TOPIC	SUGGESTED APPROACHES
Question Typology	<ul style="list-style-type: none"> • Try to begin with open ended questions to get narrative responses <ul style="list-style-type: none"> ○ Encourages providing more information ○ Yes-no questions close off answers ○ Open ended may help keep A/P calm and de-escalate anger ○ Use closed questions to clarify information and prior answers. <ul style="list-style-type: none"> ▪ “Who was there? Who said that? Where were you standing” ○ Avoid forced choice closed questions (“Was the light red or green? It was yellow) but if you must due to cognitive disability, then always add “or something else” as a last option. <ul style="list-style-type: none"> ▪ May not provide the right choices ▪ Discourages information giving
Your Responses	<ul style="list-style-type: none"> • Challenge responses with care <ul style="list-style-type: none"> ○ Only do so if needed for clarification and avoid accusing. ○ “Help me understand...” ○ “I thought that you said...” ○ “My investigation seems to indicate...”
Environment	<ul style="list-style-type: none"> • Create an Environment for Disclosure <ul style="list-style-type: none"> ○ Frame questions in neutral, objective language; avoid terms like “elder abuse, abandonment, and neglect”. ○ Remain neutral, maintain consistent body language and facial expressions. ○ Do not offer judgments about the A/P’s conduct. ○ Watch for general statements that may be “coded” responses and probe for more. <ul style="list-style-type: none"> ▪ “Can you give me an example?” ▪ Make sure your questions are really answered.

Continued


<p>Maintain Objectivity</p>	<ul style="list-style-type: none"> • Do <u>not</u> collude with bad behavior! Examples of this include: <ul style="list-style-type: none"> ○ Wow, I see what you mean. We all have breaking points. I'd have hit her too. ○ I understand. You had no money, your mom has all she needs and more. When she didn't give you money when you asked, I see why you had to take it. ○ Do not label the A/P as an abuser or other "charged" term. Instead stay focused on the behavior, not the person.
<p>Defenses and Justifications</p>	<ul style="list-style-type: none"> • Explore defenses and justifications <ul style="list-style-type: none"> ○ "What do you think others (or can ask about specific persons) would say about what has been happening if I were to ask them?" <ul style="list-style-type: none"> ▪ Do not disclose if you have talked to these persons or what they said. ○ "Who else have you spoken to about this...?" ○ "Do you have any notes, records, photos, or other about what you have told me (or about what has been happening)?" ○ "Have you sought help? Medical attention? Have you reported this to any officials?"

Slide #38: Difficult Situations

Difficult Situations



- What challenges have you faced during A/P interviews?
- What did you do that worked?
- What did you do that did not work?




Let's think about challenges that can arise during the A/P interview and ideas for what to do. The goal is to keep the interview going and maintain a productive environment for disclosure, problem solving, and cooperation.

Ask the group what challenges participants have faced during A/P interviews and what they did that worked or did not work.

Invite a few comments and then **lead** into the next activity.

Slide #39: Working Through the What-Ifs



Working Through the “What- Ifs”

- Work with your assigned what-if and assume Betsy has raised the issue during your interview.
- Develop a role play modeling how you would deal with the situation. Have different team member play the interviewer.
 - Group A: Betsy shuts down and will not answer a particular set of questions
 - Group B: Betsy becomes very emotional and upset
 - Group C: Betsy verbally attacks you
 - Group D: Betsy threatens to file a complaint against you with your agency
 - Group E: Betsy derails the interview and starts asking personal questions
 - Group F: Betsy asks to speak with an attorney

Activity #9: Managing Difficult Situations (20-25 min)

In this next section we will consider the “what ifs”, some of those moments when your interview felt it had lost its direction or was being controlled and manipulated by the A/P. Such moments are not uncommon and can be managed.

1. **Explain** that participants will work in their dyads/triads.
2. **Assign** each group a situation (a “what-if”) from **Handout #7- What-Ifs**.
3. They have 10 min. to develop role plays modeling strategies to address their what-ifs.
 - a. They should switch roles if each person has not been the investigator yet.
 - b. If there are triads, the third member can set up the situation - what Betsy has said and what leads up to her becoming upset.
4. **Have** one or more teams model their strategies to the large group; more if time permits.

Trainer Note: Keep role plays to 2-3 minutes in the large group demonstration. It may be necessary for groups to create a situation. It is appropriate to allow some leeway in this part.

Group A: Betsy shuts down and will not answer a particular set of questions
 Group B: Betsy becomes very emotional and upset
 Group C: Betsy verbally attacks you
 Group D: Betsy threatens to file a complaint against you with your agency
 Group E: Betsy derails the interview and starts asking personal questions
 Group F: Betsy asks to speak with an attorney

Trainer Note: After the role plays, if time allows, explain that it can be common for interviewees to try and distract or derail the interviewer for a variety of reasons. Show the “Back on Track” video clip (run time: 1 min, 52 sec) to demonstrate an additional way to redirect the interview. This short clip, is from a Caregiver Neglect Allegation.

“What-ifs”

With your assigned situation, develop questions and approaches to address the situation. Assign 2 team members to play interviewers and 1 member to play Betsy who raises your “what-if” situation and model how to effectively deal with it to keep the interview going in an effective and productive way.

Group A: Betsy shuts down and will not answer a particular set of questions

Group B: Betsy becomes very emotional and upset


Group C: Betsy verbally attacks you

Group D: Betsy threatens to file a complaint against you with your agency

Group E: Betsy derails the interview and starts asking personal questions

Group F: Betsy asks to speak with an attorney

Slide #40: Addressing Volatility



Addressing Volatility

- Use active listening skills to keep interview going. Keeps your tone neutral and communicates to the A/P that you are really listening and care about what the A/P is saying.
 - Minimal Encouragers
 - Open Ended Questions
 - Mirroring/Reflecting
 - Emotion Labeling
 - Paraphrasing
 - “I” Messages
 - Effective Pauses
 - Summarizing

End this segment with these teaching points:

- Use active listening skills to keep interview going. Keeps your tone neutral and communicates to the A/P that you are really listening and care about what the A/P is saying.
 - Minimal Encouragers
 - Open Ended Questions
 - Mirroring/Reflecting
 - Emotion Labeling
 - Paraphrasing
 - “I” Messages
 - Effective Pauses
 - Summarizing

Refer to Handout #8- Techniques for Active Listening for more information on this important topic.



TECHNIQUES FOR ACTIVE LISTENING


Active listening is an important skill that takes both time and practice to acquire. It is an essential component of productive discussions because it allows for the respectful exchange of ideas. This handout will help you to understand and practice the skill.

- » **Listen** in order to fully understand what is being said to you.
- » **Rephrase** what you heard the person say so you can be sure you heard correctly.
- » **Ask questions** that help you get more information. For example, “What did you mean when you said...?”
- » **Offer encouragement and support.**
- » **Ask how the person feels.** Be careful not to assume that you know how the person feels.

COMMUNICATION BLOCKERS	COMMUNICATION ENHANCERS
Blaming and attacking.	Asking for more information and problem solving together.
Being distracted or using other body language that is non-attentive.	Making eye contact, leaning toward the other person, giving full attention.
Dismissing or making light of someone's problem.	Showing empathy, validating the other person's feelings.
Interrupting.	Staying silent until the person is finished speaking.
Lecturing/moralizing.	Withholding judgment.
“Yes...but” statements.	“Yes...and” statements.


Explanation and Diagram adopted from *Tutu and Franklin: A Journey Towards Peace Teachers Guide*, a production of Wisdom Works, Inc. (www.wisdomworks.net)

Slide #41: Addressing Volatility (continued)



Addressing Volatility (continued)

- Take control and ask A/P to lower voice. Remind them of importance of the information they are providing and that you are not taking sides.
- Offer possibility of providing help to them.
- Change the line of questioning and move to less upsetting subjects and then come back to what was upsetting.
- If unsuccessful in deflecting the A/P's anger or volatility, take a short break or end the interview.
 - Leave if you feel unsafe
 - Reschedule interview or conclude the interview
 - If you are concerned for your own safety or your client's, leave and call LE for help
- If they ask to speak to an attorney, follow agency policy.




Cover the following additional tips on addressing volatility:

- Take control and ask A/P to lower voice. Remind them of importance of the information they are providing and that you are not taking sides.
- Offer possibility of providing help to them.
- Change the line of questioning and move to less upsetting subjects and then come back to what was upsetting.
- If unsuccessful in deflecting the A/P's anger or volatility, take a short break or end the interview.
 - Leave if you feel unsafe
 - Reschedule interview or conclude the interview
 - If you are concerned for your own safety or your client's, leave and call LE for help
- If they ask to speak to an attorney, follow agency policy.

Reference any role plays that demonstrated these skills well, and **explain** that the short clip they will now see provides an additional demonstration as a way to address volatility.

Play De-escalating video clip (run time: 1 min, 53 sec) and if needed, **debrief** quickly, addressing what the APS professional did well and if the participants have different suggestions.

Slide #42: A/Ps Who “Push Your Buttons”



A/Ps Who “Push Your Buttons”

Watch the video clip of Norman and his wife Evelyn. Assume that you are interviewing Evelyn.

- There is a long history of abuse by Norman’s wife and 2 sons
- After last attack, Norman suffered a stroke
- Guardian has placed Norman in a SNF
- Norman wants to go home
- The interviewer is Norman’s friend Jim. Norman’s wife, Evelyn, joins the interview
- Take notes as you will want to refer to them when we discuss how you would document this interview.

Explain that there is another aspect of becoming upset or emotional during the A/P interview. It is when you get upset or angry.

Ask: by a show of hands, who has ever met an A/P who upset you or “pushed your buttons”?

Sometimes it happens when an A/P becomes someone who “gets to you”. Let’s look at a video clip.

Activity #10: Norman and Evelyn Video Clip (10 min)

Provide the following case history and then **play** Norman video with his wife (run time 3 min, 47 sec).

Tell class to take notes in the space provided in their participant manual as they will later use these notes to document the interview.

Norman case history:

- Norman is in a long-term marriage
- There is a long history of abuse by his and wife’s 2 adult sons living in home
- Law enforcement has responded and arrested the sons in the past
- Norman has always declined to participate in investigation or testify
- After the last attack, Norman was hospitalized with injuries and while in the hospital suffered a stroke
- Community agencies were aware of Norman’s history of abuse and applied to the court to appoint a guardian for Norman
- The guardian has placed Norman in a SNF (skilled nursing facility)
- Norman wants to go home
- Norman’s friend, Jim, is the interviewer and is making this video to capture Norman’s desires.
- Norman continues to say that he wants to go home
- Norman’s wife, Evelyn, joins the interview

Trainer Note: It’s suggested that you inform participants that the video is older, but the interview is real and provides some valuable teaching moments. Ask that they focus on the content, not the date of the interview.

Slide #43: Norman Debrief

Norman Debrief 

- Did you have a reaction to the person being interviewed (Evelyn)?
- What techniques did the interviewer (Jim) use to keep calm?
- If you had conducted this interview what techniques would you have used to remain calm?

Ask the group:

- Did you have a reaction to the person being interviewed (Evelyn)?
- What techniques did the interviewer (Jim) use to keep calm?
- If you had conducted this interview what techniques would you have used to remain calm?


Possible answers:

Maintain neutral tone and posture; do internal checks on self; stay calm.

Provide the following tips for when participants are the interviewer:

- Must maintain (apparent) neutrality
- Keep control of self and interview
- Not ask questions that assume guilt or are aggressive
- Do not directly accuse of being untruthful or abusive
- Make sure that you have the A/P commit to an account of events

Slide #44: Norman Debrief (continued)

Norman Debrief (continued) 

- What did you notice about Norman during the interview?
- APS professionals should not interview the client and A/P together
 - Safety concerns
 - Person being interviewed may be less candid and complete
 - Danger of contamination of information and non-verbal and verbal cues.
 - Your client may perceive you as believing and accepting the A/P's account

Ask the group what they noticed about Norman during the interview (and if not mentioned what participants thought about the fact that Evelyn was interviewed in front of Norman).

Conclude with these points **highlighting** any not mentioned by the participants in the discussion.

1. APS professionals should not interview the client and A/P together due to:
 - a. Safety concerns
 - b. Person being interviewed may be less candid and complete
 - c. Danger of contamination of information and non-verbal and verbal cues.
 - d. Your client may perceive you as believing and accepting the A/P's account


Point out that the interview really demonstrated power dynamics in the relationship; Norman changed demeanor when A/P arrived, but could pose safety concerns for client when you are gone. **Explain** that APS professionals should leave such interviews to LE.

Slide #45: Ending the Interview

Academy of Professional Excellence

Ending the Interview

- How do you conclude an A/P interview?
- How would you end the interview of Betsy in the John Rogers case?
 - Thank the A/P for speaking with you.
 - Effective questions
 - If there anything I should have asked you that I did not?
 - Is there anything else you want me to know?
 - Tell the A/P what will happen next (e.g., I will write up my interview notes...I will discuss with my supervisor...etc.)



Ask: “How Do You End Your Interview with the A/P, and why do you end this way?”
Encourage participants to think about the Case Study with John Rogers and interviewing Norman’s wife, Evelyn.
Solicit suggestions from participants.

Possible responses to these questions:


Try to keep door open, end professionally, invite the A/P to provide more information, not anger the A/P so A/P retaliates against the client.

Highlight the following points if not covered by the discussion:

- Have a plan to end all interviews with the A/P. It is as important to end well as to begin well.
- Thank the A/P for speaking with you.
 - Ex.: “I appreciate your willingness to talk with me”. “I am glad to have your perspective”. “I better understand the situation”.
 - Even if you do not like the answers provided by the A/P
- Effective questions
 - “If there anything I should have asked you that I did not?”
 - “Is there anything else you want me to know?”
- If you know, discuss what happens next

Explain that inviting A/P to add anything you missed communicates fairness and if case goes to litigation, will avoid cross examination intended to show you were not fair. “Isn’t it true that you never asked my client about ...?”

Slide #46: Summary Points



Summary Points

- Keep interview professional in tone; maintain your professionalism
- Do not get “personal”
- Focus on the conduct, not the person you have interviewed
 - Safer for client if A/P is not angry
 - Fewer complaints or problems you will have to face
 - Helps keep the interview and your reaction to the individual (positive or negative) neutral and objective
- Keep the door open
 - Will you or another APS professional need to interview this person at a later time on another case? A/P’s level of cooperation will be related to how you treated them
 - Tell them what to do if they think of additional information.
- Prepare for cooperative problem solving and/or offer of services


End this segment on Interview Practice with these summary points:

- Importance of keeping interview professional in tone; maintain your professionalism
- Do not get “personal”
- Focus on the conduct, not the person (or their character) you have interviewed.
 - Safer for client if A/P is not angry
 - Fewer complaints or problems you will have to face
 - Helps keep the interview and your reaction to the individual (positive or negative) neutral and objective. (Not discount the conduct because you like the A/P or feel s/he is a “good person” and not arrive at conclusions about the A/P because you do not like them or think they are “bad” people.)
- Keep the door open
 - Will you or another APS professional need to interview this person at a later time on another case? A/P’s level of cooperation will be related to how you treated them
 - Tell them what to do if they think of additional information.
- Prepare for cooperative problem solving and/or offer of services

DOCUMENTATION

Time Allotted: 35 minutes

Slide #48: Documenting the Interview



Documenting the Interview

- When and how do you document the A/P interview?
- Do you take notes during the interview?
- If you can tape record, it is a great way to obtain actual quotes and the context of questions. May also pick up emotions.
- Even if you tape record, be prepared for problems with technology
 - Still take notes and tell A/P you are. Allow the A/P to correct and even to sign.
 - Take notes with awareness that if case goes to court, defense attorney will likely see them.
- Promptly write up documentation Your memory declines with passage of time.
 - Your memory may be confused by other information or cases you work on between the A/P interview and its documentation.
- Court implications for delays—goes to your credibility and accuracy

Explain that there are few tasks more critical than accurately and completely documenting the A/P interview. Yet time constraints and caseloads may work against your efforts.

Think about our earlier discussion on why we interview A/Ps and how the information provided in an interview may be used in:

- deciding whether or not to sustain or confirm an allegation,
- to support a criminal case,
- to support placing someone on an offender registry where such registries exist, and
- in developing a case plan

In reality, complete documentation of the interview will support all the key decisions you will make in a case. Inadequate documentation may undermine your success in serving and protecting your client.

Ask: “When and how do you document the A/P interview?”

Ask: “Do you take notes during the interview?”

Solicit a few comments and **conclude** with teaching points:

- If you can tape record, it is a great way to obtain actual quotes and the context of questions and it may also pick up emotions.
 - Even if you tape record, be prepared for problems with technology. It is not failsafe. You should still take notes and tell A/P you are.
 - Offer to show the notes to the A/P for corrections and even to sign.
- Take notes with awareness that if case goes to court, defense attorney will likely see them.
 - Do not discard notes unless agency directs that you do.

Continued

- Should write up documentation as soon as interview concluded and you are in a safe place
 - Your memory declines with passage of time.
 - Your memory may be confused by other information or cases you work on between the A/P interview and its documentation.
- Court implications for delays—goes to your credibility and accuracy

Slide #48: Documenting Evelyn's Interview

Documenting Evelyn's Interview 

- Working individually, document the interview with Evelyn, Norman's wife.
- You have 5 minutes.
- Share your documentation of the interview with Evelyn with others at your table.



Activity #11: Documenting the Interview (25 min with report back)

1. **Have** participants find their notes of the videotape of Norman's wife, Evelyn, viewed earlier.
2. **Instruct** each participant to in 10 minutes, individually document the interview of Evelyn, as they would if the case were assigned to them. There is space in their Participant Manual for this.
 - a. **Acknowledge** that they most likely will not have time to document as fully as they would back in the office.
3. **Have** them share their documentation with others at their table. (5 minutes).

Trainer Note: You may want to ask or note that even with the passage of just a short time and with notes some details may be less clear than they were immediately after the interview.

4. **Invite** 1-2 tables who feel confident they have the most complete documentation record to read out loud. (10 minutes)
 - a. If time allows, **ask** if others have anything to add.

After tables have shared out loud their own examples, **refer** participants to **Handout #9- Norman Interview Documentation Sample** as a comparison on helpful and accurate documentation.

Norman Interview Documentation- SAMPLE

The interview began at ____ and took place in the nursing home where Norman now lives at _____ (address).

The interview is in 2 parts. Part 1 is Norman and the interviewer (Jim).

Norman appears relaxed and responds immediately to each question.

Norman is asked if he wants to remain in the nursing home. He responds “I want to go home.”

The narrator expresses concern that Norman may have a recurrence of the reasons he is in the NH (prior abuse). Norman says he “doubts that very much” and they have “seen the mistake. It was all a mistake”.

The narrator asks how Norman will be taken care of and Norman responds “They’ll take care of me”, and “they will take care of me real good”.

Part 2 is Norman, the interviewer, and Evelyn, Norman’s wife.

Evelyn is asked how she feels about Norman coming home and responds that “she doesn’t mind” if he comes home and he would be more content. She says that their son Fred will help Norman get out of bed and into his wheelchair and wheel him to the table before Fred goes to work.

Evelyn is asked if Norman Jr. is at home. She says no and “he is not around” and he is “not with me right now”.

Evelyn says Norman has not been abused and when asked how Norman has been injured she says “Norman fell in the bathroom”. She asked Norman and he agrees. The interviewer asked “did he fall or was he pushed?” Norman says “He fell, I fell”. Evelyn says there has not been abuse adding “sometimes he (Norman) got a little crack, that’s all”. She says this will not happen again and said “Norman (Jr.) won’t touch Norman again, I’ll stake my life on that”. She says she “loves her two sons, like I love my husband, and like I love Chowie” (the dog).


The interviewer Jim confronted Evelyn with the fact he had called the house and spoken to Norman Jr. Evelyn says “All right, so” and says she spent \$1000 to get Norman Jr. out of jail. She also says she wrote a letter for Norman to sign asking that Norman Jr. not be prosecuted. She says she read it to Norman and asked him if he wanted to sign it. Norman said yes. She says she was confronted by the second floor nurse.

I noted that Norman's behavior changed during the time Evelyn was being questioned by interviewer. He seemed to defer to Evelyn and only spoke when directly questioned.

The interview ended at _____.

Slide #49: Elements of Documentation

Elements of Documentation



- Beginning and ending time of interview, location, everyone present
- If any accommodations used such as interpreter, facilitated communication,
- Time you wrote up the documentation
- Important statements in quotes with context (the question and the answer)
- Relevant observations (not gratuitous but for a purpose and can be defended)
- Any documents you used in the interview
 - Show documents individually and question about them individually. Have a way to identify each document and interview content about it.
- Anything the A/P provided

Conclude this section with the following summary points:

What to document:

- Beginning and ending time of interview, location, everyone present
- If any accommodations used such as interpreter, facilitated communication,
- Time you wrote up the documentation
- Important statements in quotes with context (the question and the answer)
- Relevant observations (not gratuitous but for a purpose and can be defended)
- Any documents you used in the interview
- Show documents individually and question about them individually.
 - Have a way to identify each document and interview content about it.
- Anything the A/P provided

Inform participants they can reference this information for future use in **Handout #10- Tips on Documenting the A/P Interview.**

This is good approach for documenting all interviews, not just the A/Ps.


Tips on Documenting the A/P Interview

Noted Yes/No	Documented
	Beginning and ending time of interview
	Location of Interview
	Identity of Everyone Present (Even Briefly)
	When You Prepared the Documentation of the Interview
	If any accommodations used such as interpreter, facilitated communication, and identity and contact information of any translator, facilitator, or interpreter
	Important Statements in Quotes and Context (Question and Answer and any helpful additional information)
	Relevant observations (not gratuitous but for a purpose that is defensible, such as injuries, complaints of pain, size and weight, behaviors)
	Any documents you used in the interview
	Show documents individually and question about them individually. Have a way to identify each document and interview content about it (e.g., number each document or refer to it by a different letter)
	Anything the A/P provided. If multiple items consider numbering them or assigning each a letter to distinguish
	Names and contact information of anyone the A/P provided with information about the situation

SUMMARY, Q &A, EVALUATIONS

Time Allotted: 15 minutes

Slide #50: Wrap Up



Wrap UP

- Effective A/P Interviews do not “just happen”, they require careful planning.
- Develop your own style.
 - Watch others and take what works for you
 - Practice
- Remember the purpose of A/P interviews.
 - Not to get a confession but to gather facts
 - Should the A/P continue to be part of your client's life if that is what client wants and if so, under what conditions
 - How you can improve a situation by offering services and education to help your client and the A/P
 - Possibly help build a case for a court case—civil, criminal, or Probate.

Explain that we have covered a lot of ground today.

- We discussed the goals and purposes of interviewing, barriers to effectiveness, including the role of culture and biases, and maintaining your safety and that of your client.
- We planned and practiced setting the tone for the interview, building rapport, dealing with volatility, conducting the interview, and dealing with defenses and justifications.
- We challenged our documentation skills and reviewed effective documentation elements.


Provide the following reminders:

- Effective A/P interviews do not “just happen”, they require careful planning
- Develop your own style
 - Watch others and take what works for you
 - Practice
- Remember the purpose of A/P interviews
 - Not to get a confession
 - To gather facts
 - How the A/P may be able to continue to be part of your client's life if that is what client wants
 - How you can improve a situation by offering services and education to help your client and the A/P
 - And in a few situations, help build a case for a court case—civil, criminal, or Probate.


Ask if there are any final questions.

Slide #51: Lessons Learned

Lessons Learned




- What is the most important thing you will take from this training that will help you be a more effective APS professional?
- Write your ideas in the Participant Manual.




Activity #12: Lessons Learned (10 minutes total with report out)

1. **Ask** participants to individually complete the question: “What is the most important thing you will take from this training that will help you be a more effective APS professional” in their participant manual. (2-3 min)
2. **Tell them** that each person will have the opportunity to share their thoughts.
3. **Conduct** a report back by quickly moving from participant to participant so each person provides one of their takeaways.

Slide #52: Evaluations

Evaluations 

- Thank you for attending this course and for the important work you do every day protecting older and vulnerable adults in your community!
- Please complete the course evaluation



Thank participants for their work today and every day on behalf of the older and vulnerable adults they help every day.

Have participants complete evaluations.

References

The below work contributed to the content in this curriculum

Adult Protective Services Workforce Innovations (2019). Caregiver Neglect Allegation, Home Visit: Alleged Perpetrator Interview, *Training Video*. Retrieved from <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>.

Adult Protective Services Workforce Innovations (2019). Financial Abuse Allegation, Home Visit: Alleged Perpetrator Interview, *Training Video*. Retrieved from <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>.

Adult Protective Services Workforce Innovations (2019). Home Visit: Addressing APS Professional Safety, *Training Video*. Retrieved from <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>.

Brown-Rice, K. (2013). Examining the theory of historical trauma among Native Americans. *The Professional Counselor*, 3 [3], 117-130. Retrieved from <http://tpcjournal.nbcc.org/category/pdf-articles/volumes/volume-3/volume-3-issue-3/>.

Media Education Foundation (2015). Techniques for Active Listening. Handouts and Downloads. Retrieved from <https://www.mediaed.org/handouts/ActiveListening.pdf>.

Ratner, P. (2019). 200 Cognitive biases rule our everyday thinking. *Big Think*. Retrieved from <https://bigthink.com/mind-brain/cognitive-bias-codex>.

Trusty, J., Looby, E.J. and Sandhu, D.S. (2002). *Multicultural counseling: Context, theory and practice, and competence*. New Your, NY: Nova Science Publishers.

OUR WHY: **REVOLUTIONIZE
THE WAY PEOPLE
WORK TO ENSURE
THE WORLD IS A
HEALTHIER PLACE.**



6505 Alvarado Road, Suite 107; San Diego, CA 92120 | (619) 594-3546

theacademy.sdsu.com