



# **Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators**

## A Multi-Module Virtual Course

### Participant 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 2020  
Candace Heisler, JD**

## **INTRODUCTION**

### **THE ACADEMY FOR PROFESSIONAL EXCELLENCE**

We are pleased to welcome you to the Multi-Module Virtual Training- Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators Trainer Manual, developed by Adult Protective Services Workforce Innovations (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 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**

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## **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  
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### **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**

Candace Heisler, JD

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## EXECUTIVE SUMMARY

### **COURSE TITLE: ENHANCING YOUR INVESTIGATIVE SKILLS: INTERVIEWING ALLEGED PERPETRATORS MULTI-MODULE VIRTUAL TRAINING**

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 virtual 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, addressing volatility, and creating an environment for disclosure and problem solving.

#### **Multi-Module Virtual Training:**

- This course has been developed as a virtual training composed of three modules, including individual practice. Participants will first complete Module 1 in the virtual classroom, then, Module 2: Individual Practice, on their own, and finally Module 3 in the virtual classroom. Each module is full of interaction, opportunities for critical thinking, and skill building.
- The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout groups, chat box discussions, large group discussions, self-reflection, poll options, and individual practice. PowerPoint slides and role playing/demonstrations are used 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, to model effective techniques for class members, and fully participate in all discussions and other activities.*

Completion of each module is required to receive course completion credit.

Participants will need access to a computer with video conferencing capability and be able to connect to the virtual platform being used to deliver this training. A headset or earbuds with microphone and a video camera are highly encouraged. Participant



Manual is a fillable PDF if using Adobe Acrobat. Participants are encouraged to either print a hard copy or ensure access to Adobe Acrobat to allow for highlighting, typing in comments and filling out worksheets.

**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:

- Identify at least three goals an APS professional has when interviewing an A/P
- Develop a method for planning and organizing the interview
- Using a scenario, demonstrate the ability to identify potential justifications and defenses and develop questions to address them
- Identify and implement strategies to maintain control of an interview of an A/P in order to achieve its goals

## COURSE OUTLINE

CONTENT	MATERIALS	TIME
<b>MODULE 1</b>		<u>2 hours</u>
<b>WELCOME AND INTRODUCTIONS</b>		<b>30 minutes</b>
<i>Technology overview</i>		
<i>Course overview, goals, and learning objectives</i>		
<i>Greatest concerns (Poll)</i>		7 minutes
<b>GOALS OF INTERVIEWING ALLEGED PERPETRATORS</b>		<b>10 minutes</b>
<i>Top 2 goals (Chat box)</i>		
<b>SAFETY</b>		<b>30 minutes</b>
<i>Activity #1: Identifying and Managing Safety concerns (breakout groups)</i>		25 min
<i>Anticipate Danger</i>		
<b>PLANNING FOR THE INTERVIEW</b>		<b>25-30 minutes</b>
<i>Understanding the A/P's Perspective</i>		
<i>Building an Environment for Disclosure</i>		
<i>Organizing the A/P Interview</i>	Handout #1	
<i>Tip Sheet Review</i>		
<b>MODULE 1 WRAP-UP AND NEXT STEPS</b>	Handout #2	<b>15-20 minutes</b>
<b>MODULE 2</b>		<u>45 minutes</u>
<b>INDIVIDUAL PRACTICE</b>	Handout #2, LMS link	<b>30-45 minutes</b>
<b>MODULE 3</b>		<u>2.5 hours</u>
<b>WELCOME AND REVIEW</b>		<b>10-15 minutes</b>
<i>Course review (Poll)</i>		7 min
<b>BUILDING RAPPORT</b>		<b>20 minutes</b>
<i>Activity #1: Part 1- Ways to Build Rapport (chat box)</i>		7 min
<i>Activity #1: Part 2- Ways to Build Rapport (group discussion)</i>	Completed Handout #2	
<i>Encouraging Complete Responses</i>		
<b>EXPLORING THE INCIDENT</b>		<b>30-35 minutes</b>
<i>Activity #2: Interviewing David (breakout groups)</i>		10 min
<b>DEFENSES AND JUSTIFICATIONS</b>		<b>30-35 minutes</b>
<i>Anticipating Defenses</i>		5 min

<i>(group discussion)</i>		
<i>Defenses and Justifications Deep Dive (breakout groups)</i>		<i>15 min</i>
<b>BREAK</b>		<b>10 minutes</b>
<b>ADDRESSING VOLATILITY</b>		<b>20-25 minutes</b>
<i>Activity #4: Self-Reflection (individual + chat box)</i>		<i>5 min</i>
<i>De-escalation skills</i>		
<b>ENDING THE INTERVIEW</b>		<b>10-15 minutes</b>
<i>Ending the interview (group discussion)</i>		<i>7 min</i>
<b>WRAP-UP AND EVALUATIONS</b>		<b>10 minutes</b>
<i>Key take-away (chat box)</i>		<i>5 min</i>
<b>TOTAL TIME (INCLUDING BREAKS)</b>		<b>5.5 HOURS</b>

# **MODULE 1**

### Overview of Technology



- Video camera
- Mute, unmute
- Chat box
- Hand clap/thumbs up
- Icons to indicate facilitator needs to slow down or you need a break
- If you must step away briefly...
  
- Technical problems with technology

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### Course Overview



- This course is adapted from an all-day in-person course developed by Candace Heisler, JD with some new content.
- Multi-Modules.
  - Module 1 is about 2 hours in the virtual classroom.
  - Module 2 is an individual practice and will take approx. 45 min. This will be completed on own before you attending Module 3.
  - Module 3 is about 2.5 hours in the virtual classroom.
- Course is interactive and includes:
  - Poll Questions
  - Questions/responses using chat box
  - Group discussions
  - Break out groups
  - Role plays

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### Course Goals and Objectives



- Enhance your ability to effectively interview alleged perpetrators (A/Ps) of abuse, neglect, and exploitation of older and vulnerable adults by improving your ability to:
  - Identify at least three goals an APS professional has when interviewing an A/P
  - Develop a method for planning and organizing the interview
  - Using a scenario, demonstrate the ability to identify potential justifications and defenses and develop questions to address them
  - Identify and implement strategies to maintain control of an interview of an A/P in order to achieve it's goals

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**Poll Question**



Pick your **top** concern.

What is your greatest concern when conducting an effective A/P interview?

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**What Has Worked?**



What have you seen or done that has been effective?

Chat Box: Share your ideas and be prepared to verbally discuss further



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**Interviewing Goals**



Interviewers may have a variety of goals when interviewing an A/P.

Think about your goals when interviewing an alleged perpetrator.

What are your top two goals?

**Please write answers in chat box but do not hit enter until asked to do so.**

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**Why Do You Interview A/Ps?**



- Gather or substantiate facts
- Get A/P's explanation for events
- Establish what happened
- Stabilize/ensure safety by assessing whether A/P 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

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**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 opportunity to assess A/P's willingness and appropriateness to continue to play a role in your client's life and to enhance your client's safety.
  - Stay in your role, you are not an agent for law enforcement.



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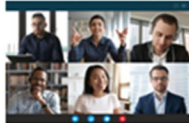


**Reports Back**



● Group Reports

*Your client, age 78, lives with her daughter, Brenda who has a history of hoarding behaviors. 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 Brenda has run electrical cords to the neighboring apartment. There are rats in your client's apartment and they are invading other units in the building.*




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**Anticipate Dangers; Take Precautions**



- **A/P has tactical advantage, knows the location, and where dangerous items are located**
- Check location and known parties with LE and APS files before you respond
- Decide if you should make an announced or unannounced visit, go alone, or with a co-worker or LE
- Think about locations outside the home for conducting the interview e.g., porch
- Interview A/P alone, away from anyone at the location
- Memorize safe exits when entering home
- Scan for areas that could hide a weapon

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**Anticipate Dangers; Take Precautions  
(continued)**



- Preprogrammed phone to 911 if workable in area
  - Staff/office check in and check out procedures
  - Park where not be blocked in; avoid standing in front of the door when gaining entry
  - Protective Equipment
  - Remove animals
  - Avoid places with known dangers- e.g., kitchen, workshop
  - Trust instincts—leave if not safe, or there is no safe place to talk
- **Biological:**
    - Communicable Disease
    - Bodily Fluids
    - Needles
  - **Chemical:**
    - Precursor Drugs/ Meth Lab

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**Understanding the A/P's Perspective**



- What does the A/P need from you if the A/P is to participate in the interview with you?
  - To respond, physically raise your hand or use the thumbs up icon.
- If you fail to consider the A/P's needs, you may never build rapport or get the A/P to speak with you. You may miss a critical opportunity to learn about and address A/P expectations and biases that may be counterproductive to the interview or your client's interests.

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**Building an Environment for Disclosure**



- Build trust with A/P—
  - Must think that you are interested in what they are saying, are neutral and objective, empathetic
  - Must believe that what they have to say is important and will be fairly considered
  - Honesty
    - Who you are
    - Why you are there



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**Organizing the A/P Interview**



Do you plan your A/P interview in advance?

- Need a clear plan to the interview
- Ordinarily interview late in the fact gathering stage—one opportunity, may not be others to go back and clarify
- Get the facts before moving to problem solving and education
- See Tip Sheet

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# HANDOUT #1- INTERVIEWING ALLEGED PERPETRATOR TIP SHEET

TIP SHEET

## Interviewing Alleged Perpetrators



This tip sheet suggests a way to structure your interview with an alleged perpetrator (A/P). Examples are provided to spark ideas. However, it is important to take the examples and make them your own based on the situation, your interview style, and APS program policies.



**Safety must be considered during intake, when first initiating interview and throughout the entire interview.**

Pre-Interview	Examples
<p>Is it safe to conduct the interview?</p> <ul style="list-style-type: none"> <li>Consider safety for yourself and your client.</li> <li>If unsafe (environment, infectious diseases, violence), do not enter.</li> </ul> <p>Should you bring someone with you? Screen for anyone in home being ill, exposure to communicable diseases.</p> <p><b>If at any point you feel unsafe, EXIT, and call Supervisor.</b></p>	<p>Weapons—location, any in area of interview Animals—assume any can be dangerous</p> <p>“Does anyone in the home have or recently had a fever?” Who else is present at location? Identify safe exit should you need to leave quickly.</p>
<p>If conducting a phone or virtual interview, additional safety considerations:</p> <ul style="list-style-type: none"> <li>Are you using a personal phone, computer or other device? Is your number blocked on A/P’s display or call back list?</li> <li>Can you be located by the A/P?</li> <li>Consider consulting with your IT department to ensure that your device is protected from malware.</li> <li>Is anyone other than the A/P listening?</li> <li>How do you know that you are speaking with the A/P?</li> </ul>	
Introductions	Examples
<ul style="list-style-type: none"> <li>Title/Agency</li> <li>Cultural Considerations—e.g., is eye contact appropriate? Is shaking hands appropriate?</li> <li>Getting in the door.</li> <li>Wear or display badge/ID.</li> </ul>	<p>“Thanks for answering, I’m Jason with Adult Services.” “Could we talk about your (mom, dad, grandma, etc)?” “I’m a Social Worker with the County.” “I’m from Aging and Adult Services.”</p>
Spend Time to Build Rapport	
<p>Have a conversation, not an interrogation. Create an environment for disclosure. Demonstrate respect for their time.</p>	<p>Acknowledge décor, pictures, etc. in environment. “Thank you for taking time to talk to me.” “Tell me about yourself...” (job, military, interests) “What do you enjoy doing?”</p>
Explanation of Events: One Allegation/Subject at a Time	
<p>Let A/P narrate. Open ended questions. Discuss one allegation at a time – ask directly. Make sure that your questions are answered and not deflected.</p>	<p>“We received a report about some concerns regarding your Mom’s health (safety, finances).” “I was hoping you could tell me more about...” “I would really like to hear from you and get your perspective on what has been happening.” “Help me understand how your dad got that bruise?” “Perhaps my question was not clear,” then repeat the question that was not answered. “Thank you for that information. Can you tell me...?” and repeat the question that was not answered.</p>

Clarifying Questions	
<p>Only after getting the explanation of events, go back to ask clarifying questions. By topic or events. Existence of collaterals or information/evidence supporting the account. Explore justifications and defenses.</p>	<p>"Do I correctly understand that (repeat what you have been told)?" "If I heard you correctly, you said that he called you a name, and you became angry. What is the next thing that you did?" "Do you have a copy of the POA/contract/form you described?" "Have you shared what happened with anyone else?"</p>
Educate if Appropriate	
<p>Describe relevant laws or rules/regulations.  Remain objective and neutral as you educate-- do not label the person.</p>	<p>"What appears to have occurred/what you have told me may be considered elder abuse/neglect, exploitation." "When you left your dad alone overnight instead of staying with him, that may be considered neglect." "How else could you have responded to this situation?"</p>
Engage in Problem Solving as Appropriate	
<p>Resources for A/P                      "How could we prevent (bed sores, being delinquent in the rent payment, etc.)?"                      "Would you be interested in getting additional support caring for your mother?"                      "How would you feel about getting support for yourself around your substance use/gambling/mental health challenges?"                      "What are you comfortable doing?"</p>	
Wrapping Up the Interview	
<p>Ask if there is anything else the person wants to tell you. <b>Thank the person for their time and for being willing to speak with you.</b></p> <ul style="list-style-type: none"> <li>• If you know what happens next, inform them if appropriate and safe to do so.</li> <li>• Keep the door to further interaction open—consider if you may want to invite the person to contact you if additional information comes to mind.</li> <li>• Attempt to end on a conversational note .</li> </ul>	<p>"What else would you like to tell me that we didn't cover?" "Is there anything else you want me to know?" "Is there anything I did not know to ask you?" "Thank you for speaking with me today. I really value your perspective in helping me understand the situation better." "Do you have any questions for me?" "If you remember anything else or have questions, please call me."  If asked, provide a brief summary of what happens next. "I'm going to go back to my office and mail you the resources we talked about."</p>
Post Interview	
<p>Document the interview.</p>	<p>As close in time to interview as possible so memory is clear and fresh.</p>



Developed by Candace Heisler, JD in collaboration with Southern CA APS Curriculum Advisory Committee and NAPSA Education Committee– June 2020


For more information about APSWI and/or this tip sheet, contact us at [apstraining@sdsu.edu](mailto:apstraining@sdsu.edu)

Or visit our website at: [theacademy.sdsu.edu/apswi](http://theacademy.sdsu.edu/apswi)

# ADVANCE: Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators

# PARTICIPANT MANUAL (VIRTUAL)

## Interviewing A/P Tip Card



**Tip: Interviewing Alleged Perpetrators**

Be sure you understand the role of the interview in the overall investigation. Interviewing alleged perpetrators is a critical component of the investigation. It provides a unique perspective on the incident and can help to identify the perpetrator and the circumstances surrounding the incident. Interviewing alleged perpetrators is a complex task that requires a high level of skill and experience.

**APSWI** provides a comprehensive training program for law enforcement officers and investigators. The program covers a wide range of topics, including interviewing techniques, report writing, and case management. The program is designed to be flexible and can be tailored to meet the needs of your agency.

**Key Concepts:**

- Interviewing Alleged Perpetrators:** This is a critical component of the investigation. It provides a unique perspective on the incident and can help to identify the perpetrator and the circumstances surrounding the incident.
- Interviewing Techniques:** This includes a variety of techniques, including direct, indirect, and circumstantial questioning. Each technique has its own strengths and weaknesses, and the interviewer should be able to use them effectively.
- Report Writing:** This is a critical skill for investigators. The report should be clear, concise, and accurate. It should provide a detailed account of the interview and the information obtained.
- Case Management:** This involves keeping track of all the information gathered during the investigation. It is important to organize the information in a way that is easy to access and understand.

**Key Questions:**

- Confidence Questions:** These are questions that are designed to build rapport and trust with the interviewee. They are typically open-ended and allow the interviewee to share their own perspective on the incident.
- Direct Questions:** These are questions that are asked directly and are typically closed-ended. They are used to obtain specific information from the interviewee.
- Indirect Questions:** These are questions that are asked indirectly and are typically open-ended. They are used to explore the interviewee's thoughts and feelings about the incident.
- Circumstantial Questions:** These are questions that are asked in a way that suggests a particular answer. They are used to test the interviewee's knowledge and understanding of the incident.

**Key Tips:**

- Build Rapport:** This is a critical step in the interview process. It helps to create a comfortable and trusting environment for the interviewee.
- Use Open-Ended Questions:** These questions allow the interviewee to provide a detailed account of the incident and can help to uncover information that the interviewer may not have thought to ask.
- Use Closed-Ended Questions:** These questions are used to obtain specific information from the interviewee and are typically asked after the interviewee has provided a detailed account of the incident.
- Use Circumstantial Questions:** These questions are used to test the interviewee's knowledge and understanding of the incident and can help to identify inconsistencies in their account.

**Key Takeaways:**

- Interviewing alleged perpetrators is a complex task that requires a high level of skill and experience.
- Building rapport and trust is a critical step in the interview process.
- Using a variety of questioning techniques can help to uncover information that the interviewer may not have thought to ask.
- Organizing the information gathered during the investigation is a critical skill for investigators.

**APSWI** provides a comprehensive training program for law enforcement officers and investigators. The program covers a wide range of topics, including interviewing techniques, report writing, and case management. The program is designed to be flexible and can be tailored to meet the needs of your agency.

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## Tip Sheet



**Introductions**

Examples
• Title/Agency
• Cultural Considerations
"Thanks for answering, I'm Jason with Adult Services."

**Spend Time to Build Rapport**

**Explanation of Events: One Allegation/Subject at a Time**

Let A/P narrate.

Open ended questions.

Discuss one allegation at a time – ask directly. Make sure that your questions are answered and not deflected.

"We received a report about some concerns regarding your Mom's health (safety, finances).  
 "I was hoping you could tell me more about..."  
 "I would really like to hear from you and get your perspective on what has been happening."  
 "Help me understand how your dad got that bruise?"  
 "Perhaps my question was not clear," then repeat the question that was not answered.  
 "Thank you for that information. Can you tell me..." and repeat the question that was not answered.

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## Tip Sheet continued



**Educate if Appropriate**

Describe relevant laws or rules/regulations. "What appears to have occurred/what you have told me"

**wrapping up the interview**

Ask if there is anything else the person wants to tell you. Thank the person for their time and for being willing to speak with you.

- If you know what happens next, inform them if appropriate and safe to do so.
- Keep the door to further interaction open—consider if you may want to invite the person to contact you if additional information comes to mind.

"What else would you like to tell me that we didn't cover?"  
 "Is there anything else you want me to know?"  
 "Is there anything I did not know to ask you?"  
 "Thank you for speaking with me today. I really value your perspective in helping me understand the situation better."  
 "Do you have any other questions for me?"

**Post Interview**

Document the interview. As close in time to interview as possible so memory is clear and fresh.

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**Concluding Module 1**



**Today's Module**

- Goals of Interviewing A/Ps
- Safety Considerations
- Planning and Organizing the Interview
- Introduce the Interviewing A/P Tip Sheet

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**Overview of Module 2-  
Individual Practice: Handout #2**



**Locate Handout #2**

- Can be completed immediately after logging off from Module 1.
  - Provides you time to work at your own pace and develop interview questions on your own.
- Handout #2 must be completed before we convene for our next virtual classroom, Module 3.
  - Will be used in next virtual classroom for activities.
- Expected to take 45-60 min.
- You will need the Tip Sheet and Handout #2 in your Participant Manual.
- Once completed, log into the Module 2 on-line learning activity and record for credit.

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**Individual Practice –  
Handout #2**



**Individual Practice Assignment**

- Based on the case study in Handout #2:
  1. Develop 4-6 questions or ways to build rapport with David.
  2. Develop 4-6 questions to explore possible defenses or justifications David may offer to the allegations.
- We will use your individual practice work in the final module of the course.
- What questions about Module 2- Individual Practice do you have?

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# Thank You!

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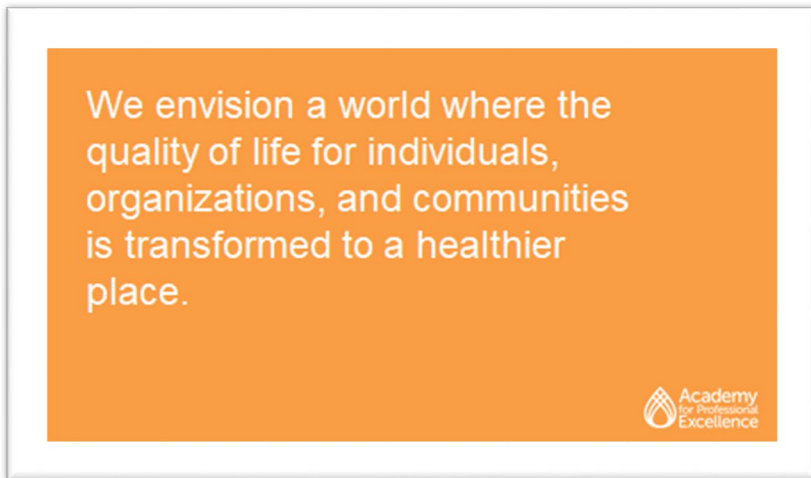
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# **MODULE 2**

## HANDOUT #2- INDIVIDUAL PRACTICE (MODULE 2) WORKSHEET

### Directions

Complete this individual practice on your own either after immediately logging off from Module 1 or at a later time that is more convenient. This must be completed prior to attending Module 3 (Virtual Classroom) as you will be using it in group activities. Bring your responses to the Module 3 session.

On your own:

1. Review the Case Study Below
2. In your Participant Manual, develop 4-6 questions or ways to build rapport with David when you attempt to interview him.
3. In your Participant Manual, develop 4-6 questions to explore possible defenses or justifications David may offer to the allegations.
4. After you've typed or written these into this handout, log into the Module 2 on-line learning activity via the learning management system and record one rapport building questions and one defenses/justification questions.

### Case Study

***“Your client is 78 and is living with dementia that has progressed so that it is no longer safe for him to live independently. He has lived with depression all his life. He lives in the home of his 53-year-old only child, David. David is the client’s guardian/conservator. The client has a history of domestic violence against his wife that ended when she died of cancer 5 years ago. David and the client have never gotten along well. The current report is that David is not paying bills that are in your client’s name, is emotionally abusing your client, and is not taking your client to medical and therapy appointments. The report indicates that David 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 David’s large dog is present in the house.”***

1. Develop 4-6 questions or ways you might build rapport with David when you attempt to interview him.

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2. Develop 4-6 questions or ways you might explore possible defenses or justifications David may offer to the allegations.

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**\*\*\*Log into the on-line learning activity and record one response for each question in order to ensure you get credit for completing Module 2. If unable to log in, contact the Training Host or Administrator for trouble shooting.**

# **MODULE 3**



In the chat box please:


- Write your name and county
- Any questions from Module 1 and 2 you would like answered before moving on.

## Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators

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Poll: Course Review



Pop Quiz



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Module 3 Content



- Conducting the Interview
  - Building rapport
  - Asking about the alleged abuse
  - Addressing defenses and justifications
  - Dealing with volatility
  - Ending the interview

Please have the Tip Sheet and completed Handout #2 available.

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**Building Rapport Activity**



- How can you use body language and other cues to build rapport?
- Write ideas in chat box but **do not hit enter**.
- Return to the case scenario you worked with in the Individual Practice. Please find the questions you developed to build rapport.
- Who will share the questions you developed?

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**Goals of Rapport Building**



- 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
- Better understand how they view your client
- Understand motivations and willingness to make needed changes



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**Encouraging Complete Responses**



- Goal of an interview is to get A/P to provide complete information which is not just a yes or no response
- Open ended questions
  - Tell me about yourself
  - Tell me about your father
  - How did your father come to live here?
  - How did you become his conservator/guardian?
  - How does that seem to be working out?
    - Can you give me an example of that?
  - What are the best parts of the relationship?
  - Some might find this situation stressful. Do you? How do you deal with the stress?
- Nonverbal Communication to encourage

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**Debrief of Activity**



- Did anyone ask about possible neglect?
  - What questions did you ask?
- Did anyone ask about possible financial abuse?
  - What questions did you ask?



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**Reminders**



- Begin with open ended questions to encourage narrative responses
- Create an environment for disclosure
- Challenge responses with care and not at the beginning
- Do not collude with bad behavior
- Explore defenses and justifications



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**Anticipating Defenses**



- The more we have the ability to put ourselves in someone else's situation the better we will be at anticipating possible justifications and the more effective we will be preparing to conduct the interview.
- Put yourself in David's position, what defenses or justifications would you offer?

- Neglect
- Emotional abuse
- Financial abuse

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**Defenses and Justifications:  
Follow Up Questions**



- Who else knows about this?
- Who did you tell about this?
- Who have you spoken with since this happened?
- Did you do anything after this happened?
- Did you seek any assistance/medical care, etc.

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**Addressing Volatility**



- At some point A/Ps may become emotional and lash out.
- How you respond will determine if you can control the interview and if it is safe to continue.
- In chat box, briefly describe a volatile situation you experienced during an A/P interview (or client/collateral) and what you did to manage it.
- **Do not hit enter** until you are asked to do so.

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**Addressing Volatility: Summary Points**



- Person may have lost control of self—does A/P have anger or control issues and is this how they deal with your client?
- Is this a choice to derail the interview, to get you to change topics to something more comfortable, or to control the interview?
- Stay calm.
  - Take control and ask A/P to lower voice.
  - Remind A/P of importance of the information they are providing and that you are not taking sides.

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**Addressing Volatility: Summary Points  
Continued**



- 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 contact your supervisor
    - Consider in extreme situations if you should contact LE or behavioral health
- If the A/P asks to speak to an attorney, follow agency policy.

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**De-escalation Skills**



- 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



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To observe ways of addressing volatility and de-escalation skills, view APSWI video on Financial Abuse Alleged Perp interview, available at <https://www.youtube.com/watch?v=6i9ARePrPpE>. Other videos, including interviewing alleged perpetrators, can be found on the APSWI website at: <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>

**Ending the Interview**



Give thumbs up icon to share verbally or type in the chat box answers to the following:



- How would you end the interview with David, the son?
- Are there other things you typically do to conclude an A/P interview that have not been mentioned?

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**Ending the Interview, Continued**



- Thank the A/P for speaking with you.
- Effective questions:
  - Is there anything I should have asked you that I did not?
  - Is there anything else you want me to know?
- If appropriate, tell the A/P what will happen next in general terms (e.g., I will write up my interview notes...I will discuss with my supervisor...etc.)
- Do not forget to promptly document the interview, including date, start and end time, location, everyone present, and what you learned.

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**Interviewing A/Ps 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 challenges 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


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**Conclusion** 

- Final questions– take self off mute
- Final Activity –write in chat box

What is one thing you will use in your work that was covered in this course?

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**Thank You!**

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## **References**

*The below work contributed to the content in this curriculum*

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