Enhancing Your Investigative Skills: Interviewing Alleged Perpetrators
A Multi-Module Virtual Course

Trainer Manual

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

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

Kim Rutledge
Adult Protective Services Liaison
Adult Protective Services Division
California Dept. of Public Social Services
cdss.ca.gov/Adult-Protective-Services

Chris Alire and Francisco Wong
Co-Chairs
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 Burke, 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
Candace Heisler, JD

TABLE OF CONTENTS

GENERAL INFORMATION

MODULE 1
WELCOME AND INTRODUCTIONS

GOALS OF INTERVIEWING AN ALLEGED PERPETRATOR

SAFETY

PLANNING FOR THE INTERVIEW

MODULE 1 WRAP-UP AND NEXT STEPS

MODULE 2
INDIVIDUAL PRACTICE

MODULE 3
WELCOME AND REVIEW

WRAP UP AND EVALUATIONS

HOW TO USE THIS MANUAL

This curriculum was developed as a virtual workshop using the Zoom platform. It was adapted from the six hour in-person training consciously paying close attention to virtual training best practices.

It can be tailored to a different virtual platform (WebEx, GoTo Training, etc.), if necessary. It is a 5.5 hour training total with three modules. The Trainer Manual and Participant Manual are designed to conduct the three modules separately with at least one day in between Module 1 and Module 3. The Participant Manual should be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

- Actions which the trainer takes during the training are written in **bold**.

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

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

- When there are both Trainer and Moderator notes on same page, Trainer and Moderator is **<u>underlined</u>**.
- Expected time per slide is provided next to slide number and topic on each page.

<u>**Use of language:**</u> Throughout the manual, client is used most often 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 have 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.

<u>**Customizing the Power Point:**</u>
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 a 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 used for development of this curriculum. 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.

TRAINER GUIDELINES

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

Suggestions for virtual training when possible:
- Have a moderator or co-host who can primarily focus on the virtual aspects of this training (e.g., monitoring chat box, launching polls, assigning breakout groups, monitoring participant reactions, etc.).
    - A Moderator/Co-Host Tip sheet is on page 73
- Test out the use of the breakout room feature prior to conducting this training.
- Log in at least 30 minutes prior to the training to ensure the virtual classroom is fully functioning and that you are comfortable navigating it.
- Your equipment and platform may dictate how you do some activities or discussion. There are times you may not be able to see everyone's faces, names or reactions (thumbs up, mute/unmute, etc.). There is a need for both verbal discussion and chat discussion. At such times, the moderator will fill a critical role monitoring those features you cannot. Practice during a run through how you will use the various functions for each section.
- The optimal size for this virtual training is 20 participants.

Teaching Strategies	The following instructional strategies are used:
	    o Lecture segments
	    o Interactive exercises (e.g., breakout groups, chat box discussion, polling activities)
	    o Question/answer periods
	    o PowerPoint Slides

Materials and Equipment	**The following materials are provided and/or recommended:**
	    o Trainer Manual
	    o Participant Manual (fillable PDF)
	    o PowerPoint Slides
	    o Headset with microphone
	    o Computer
	    o Scorm link for Individual Practice (suggest registering participants immediately after Module 1). Contact APSWI @ apstraining@sdsu.edu to receive Scorm link for your program's learning management system.

VIRTUAL TRAINING TIPS

Training and facilitation have always been an art. Virtual training is no exception. Below are some helpful tips to remember and implement when training in a virtual environment.

- Assume nothing.
    - Do not assume everyone has the same knowledge or comfort level with technology or has access to equipment like printers, video camera, headsets or even reliable Wi-Fi.
- Distractions are everywhere.
    - Participants have greater access to distractions (email, phone, others at home) which can take their focus away from the training. Therefore, explain everything and summarize before asking participants to complete an activity and check for understanding of assignments.
- Over explain when possible.
    - The virtual room doesn't allow for participants to see everything you're doing as they can in-person. Share as you navigate the virtual environment. If you are silent while looking for something or finding a screen, they may think something is frozen.
- Mute with purpose.
    - "Mute all" function can help ensure we don't hear conversations we're not supposed to. However, it can also send a message to the participants that they are a passive participant and may not make them feel comfortable taking themselves off mute when you want them to speak.
- Two screens can be a lifesaver.
    - This allows you to move your chat box or participant gallery view away from your presentation so you can see more of what's going on.
- Rely on practice, not luck.
    - Winging it during an in-person training or facilitation may work from time to time, but is less likely to work in the virtual environment. In addition to covering the content, you have to manage all of the technology issues and learning styles in a virtual room, and it will show if you're not prepared.
- Bring the energy.
    - As trainers, we are no strangers to being "on," standing and moving around. However, some of the body language, subtle nonverbal skills we relied on the in-person training room do not translate well in the virtual environment. While this may make you more tired, it's important to up your enthusiasm, voice, and presence in order to engage with attendees.
- Be mindful of your space.
    - Training virtually brings an entirely new component to what we're willing to share with others. Learners can get distracted with what's in your background, whether what is physically there or if you set your video to use a virtual background.
    - It's important to reflect on questions of privilege, diversity and equity when thinking of your training space.
        - Are objects in your background that can symbolize status, privilege and/or power? If so, consider removing them to dismantle any added power dynamics that already exist with you as the Trainer.
        - Unknowingly, objects can come across as offensive, activate unpleasant or traumatic memories, and can instantly discredit your rapport building. Think of neutral backgrounds that are not distracting and allow you to be the focus of what learners see.

EXECUTIVE SUMMARY

COURSE TITLE: ENHANCING YOUR INVESTIGATIVE SKILLS: INTERVIEWING ALLEGED PERPETRATORS
<u>MULTI-MODULE VIRTUAL TRAINING</u>

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

Encouraging Complete Responses		
EXPLORING THE INCIDENT		**30-35 minutes**
Activity #2: Interviewing David (breakout groups)		*10 min*
DEFENSES AND JUSTIFICATIONS		**30-35 minutes**
Anticipating Defenses (group discussion)		*5 min*
Defenses and Justifications Deep Dive (breakout groups)		*15 min*
BREAK		**10 minutes**
ADDRESSING VOLATILITY		**20-25 minutes**
Activity #4: Self-Reflection (individual + chat box)		*5 min*
De-escalation skills		
ENDING THE INTERVIEW		**10-15 minutes**
Ending the interview (group discussion)		*7 min*
WRAP-UP AND EVALUATIONS		**10 minutes**
Key take-away (chat box)		*5 min*
TOTAL TIME (INCLUDING BREAKS)		**5.5 HOURS**

MODULE 1

WELCOME AND INTRODUCTIONS
Time Allotted: 30 minutes

Slide #1: Welcome (5 minutes)
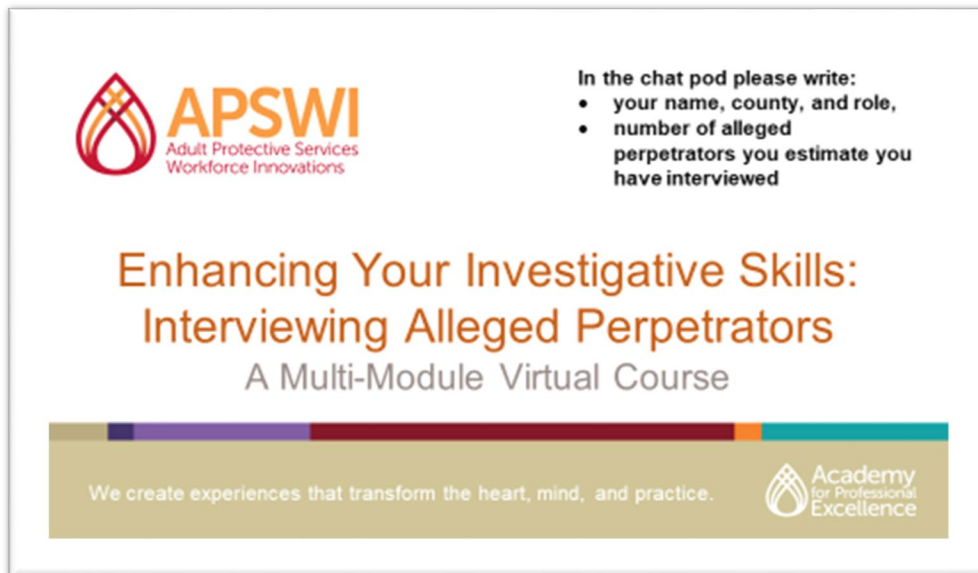
Allow for a few minutes for participants to settle in.

Chat Box:
> **Ask** participants to type in their names, titles, and counties (or APS programs) for attendance purposes and estimate how many alleged perpetrators (A/Ps) they have interviewed.

Introduce yourself and briefly highlight your interest in this topic and relevant experience with the subject.
Introduce moderator(s) or **ask** moderator(s) to introduce themselves.
- **Describe** moderator's role—monitor the chat box, assign breakout rooms, handle any administrative issues, etc.

Highlight information from chat box such as number of counties participating, and experience interviewing A/Ps.

Share that if any participants have attended the in-person or eLearning version of this course they will see some repeated content as well as new.

Slide #2: SDSU School of Social Work (1 minute)

Explain that the Academy for Professional Excellence is a project of San Diego State School of Social Work. Its mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

Slide #3: About APSWI and the Academy (1 minute)

Explain that Adult Protective Services Workforce Innovations (APSWI) provides innovative workforce development to APS professionals and their partners. APSWI is a program of the Academy for Professional Excellence along with others listed on the slide.

Slide #4: Technology Overview (2 minutes)

<u>**Trainer/Moderator**</u> **Note: If participants are equally comfortable with the virtual platform you are using, this slide might not be needed. However, it provides participants an opportunity to get involved right away and establishes that the Moderator is a key partner in this training (if available).**

Overview of Technology — APSWI

- 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

Explain:

Many of you are pros at navigating through a virtual learning course like this one, while this may be less familiar for some. Therefore, we will review the various functions we will use during this course.

Video Camera: when you find, turn off/on.

Mute: Everyone locate it, mute and unmute yourself. While you are listening or others are speaking, please mute yourself. Unmute if you are about to speak or while in break-out rooms.

Chat box: **Ask** participants to type "Got it" once they've located the chat box.

Hand clap/thumbs up: Ask participants to press the hand clap icon or give thumbs up when you've found it. There are other icons in the same area.

- <u>**Explain** that you will ask participants to use any of these reactions in place of the raising hand feature as participants cannot see all see the raise hand feature. You may need to remind them of this a few times.</u>
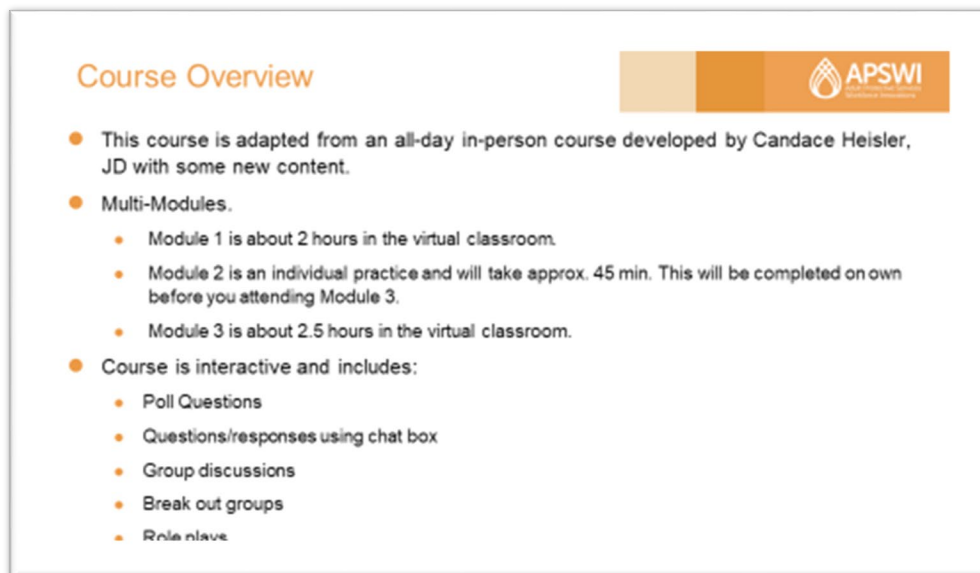
Icons to facilitator: Raise hand, slow down, need a break, stepping away.

<u>**Trainer/ Moderator**</u> **Note: In Zoom, certain icons are only visible to the Host/Co-Host of Zoom, not the participants. If no Moderator is available, these will be very hard to keep track of, so encourage participants to give a different reaction like clap, thumbs up or heart to get your attention.**

Remind participants they are expected to attend the entire course, but if they need to leave, they should type BRB (be right back) in chat box and then "I'm back" on return.

Slide #5: Course Overview (3 minutes)

Trainer Note: Share with participants if there will be a designated break or not.

Review the points on the slide**.**

Highlight that this course is interactive and uses various technology tools to stimulate thinking and discussion. The course is also practical and gives you the opportunity to practice developing and asking questions.

Slide #6: Course Goals and Objectives (2-3 minutes)

Review the goal and objectives of the course listed on the slide.

Slide #7: Poll Question (10 minutes)

<table>
<tr>
<td>

Moderator Note: It's suggested to develop polls prior to training for ease and timing of launching during training.

</td>
<td>

Poll Question   APSWI

Pick your **top** concern.

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

</td>
</tr>
</table>

Explain that you want to get a read on how they feel about interviewing alleged perpetrators. In a moment, they should answer the anonymous poll with their top choice, even if they have more than one answer.

Poll Question:
"What is your greatest concern when conducting an effective A/P interview?"
a. My Safety
b. Client's Safety
c. They won't talk to me
d. I do not know what to ask
c. Other

Moderator: Launch poll and provide 60-90 seconds for everyone to answer.
   • **Share** results
Report results of poll. **(1 minute)**

Ask for anyone who responded "other" to type in chat box what their concern is.

> **Trainer Note: Alternative method—ask participants who responded "other" to physically raise their hand or hit the thumbs up icon and call on them to respond. Remind the speakers to unmute themselves.**

Solicit 1 or 2 who responded with (a)-(d) to describe their concern in more detail. (7 minutes)

> **Trainer Note: You do not have to cover every category if time is of concern.**

End the activity be sharing that we may have concerns, but let's also think about what has worked.

Slide #8: What Works (5 minutes)

Ask participants to think about the following question and type their answers in the chat box: "What have you seen or done that has been effective when interviewing A/Ps?"

Call on 2-3 participants from the chat box to expand on what they wrote.
- **Try to draw** from students who have not yet said very much and who have experience.

Share the following points (if not already covered) as you transition to next segment:
- Course will offer suggestions for addressing some of these concerns
- Recognize expertise in class
- Learn from one another as we have just done
- **Emphasize** that <u>APS routinely interviews many "challenging" subjects, including clients. This interview may be easier or less difficult than you are expecting.</u>

<u>GOALS OF INTERVIEWING A/PS</u>
<u>Time Allotted: 10 minutes</u>

Slide #9: Interviewing Goals (5 minutes)
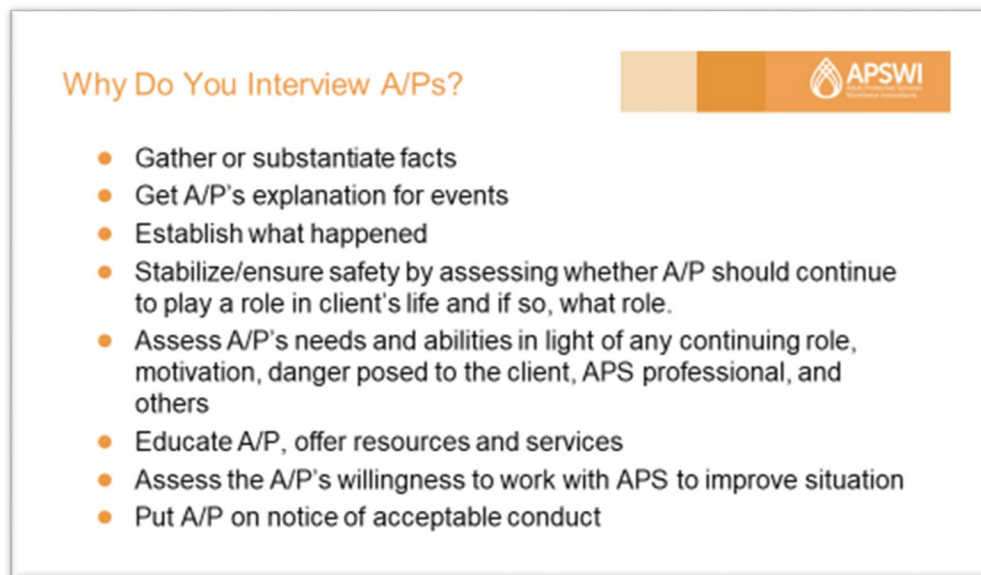
Explain that participants will type in the chat box, but should <u>wait</u> to press "enter" until asked to do so.

Chat Box:
Ask participants to write in the chat box what their top two goals are when interviewing an A/P but do not press enter.

- **Wait** for 1-2 minutes so everyone has a chance to come up with their thoughts.
- After 1-2 minutes, **tell** participants to hit Enter.
- Either the moderator or trainer **read** a few responses and **note** any themes (2-3 minutes)

Slide #10: Why Do You Interview A/Ps? (2-3 minutes)

Highlight the bullet points on the slide that were not raised in the previous discussion.

Share that interviewing an A/P is about ensuring the process is fair to someone alleged to have committed abuse against someone, as well as giving you an opportunity to better understand the situation and assess the A/P's beliefs, motivations, and safety risk to your client.

Slide #11: Summary Points (2 minutes)

Review the summary points on the slide.

Inform participants that we have talked about your goals and concerns when interviewing and A/P. Let's turn to how you can improve the likelihood of conducting a successful interview in ways that overcome possible barriers and concerns.

SAFETY
Time Allotted: 30 minutes
Slide #12: Safety Considerations (15 minutes)

Trainer Note: This slide is animated to first introduce the need for safety considerations and then introduces the activity.

Safety Considerations   APSWI

When interviewing an A/P there are many sources of potential danger.
- Must maintain focus on safety of yourself and client when interviewing the A/P

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.

You are about to interview Brenda, your client's daughter.
- Work with your group in your breakout room for 15 minutes, and identify your safety concerns specific to the interview and how you would manage them.

Begin section by commenting that the safety of your client and yourself is paramount in any investigation.

You can't do your job effectively if you are not safe.

Because of its importance, we will spend some time thinking about safety. It should be one of the first things you consider when planning the A/P interview and throughout the case.

Activity #1: Identifying and Managing Safety Concerns (12-15 min)

Instructions:
1. **Explain** that participants will have 1-2 minutes to review the case study either on the PPT slide or in their participant manual.
2. They will then be assigned to a group in breakout rooms and should click "join group" once it appears on their screen.
   a. In your breakout rooms, you will have 10-12 minutes to identify the safety concerns specific to the interview and how you would manage them. Choose a recorder who will report out with the class when we get back together.
   b. There will be a one-minute warning cascaded on their screens before breakout rooms close.
   c. They can request help from the Trainer by clicking on the request help icon.
Moderator assign participants to groups for breakout rooms. After 11 minutes, close groups.

Trainer Note: From the explanation of the activity to the return from breakout rooms to full class is 15 minutes.
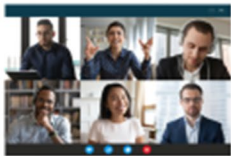**Reports back are on next slide and are 10 minutes.**

Slide #13: Reports Back (10 minutes)

<u>Reports back: (10 min)</u>

Call on two groups to share only the safety concerns they identified.
- After first two groups share, **ask** if any other groups have other ideas not already mentioned.
  - *Possible answers (safety considerations): untreated mental health issues, egress and ingress concerns, fire hazards, tripping hazards, lack of utilities (during hot and cold weather), animal and insect infestations, disease from rats, presence of client during the interview with the A/P.*

Ask two other groups what ideas they had for managing the safety concerns.
- *Possible answers (management of safety concerns): conduct interview outside of apartment (a porch) or in another location (apartment complex community room), at Brenda's mental health provider's location, telephonic meeting, Zoom (or similar) if available, ask to speak with Brenda alone.*

If time allows and if participants do not mention pandemic procedural changes, then **ask** class about their effect during reports back segment. If they do mention pandemic as changing their procedures, **ask** in reports back how they would handle the safety issues in non-pandemic times.

> **Trainer Note: Watch the time as this can create a longer discussion than available for this workshop. Limit reports to no more than 10 minutes total and then lead teaching points on next slide (5 minutes)**

Slide #14: Anticipate Danger—Take Precautions (2 minutes)

Trainer Note: These next two slides mention various reasons why APS may contact law enforcement. This may trigger discussion or reactions about law enforcement and justice responses. Be mindful of the various perspectives and experiences those in your training may bring when discussing the involvement of law enforcement and the criminal justice system.

Anticipate Dangers; Take Precautions   APSWI

- **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
- Memorize safe exits when entering home
- Scan for areas that could hide a weapon

Review the points in this and next slide.
- Note not all points are relevant to previous case study

Emphasize the importance of interviewing an A/P alone, out of ear and eye shot of others, including the client, in order to capture the A/P's information free of any taint or influence from others who may cause the A/P to shade or not share critical information.

Slide #15 Anticipate Danger—Take Precautions continued (5 minutes)

Trainer Note: This slide is animated.

Review the points on the left side of the slide.

- **Encourage** participants to discuss access to PPE with their programs.

Click to display the right side of the slide and **remind** participants that not all dangers are as well known. Consider biological and chemical dangers such as those on the slide.

Ask if anyone has additional categories to share in addition to the Biological and Chemical categories.

Ask if anyone has anything else to add or if anything was surprising before moving to next section.

Encourage participants to prepare for the worst in every interview, so that they can be as ready as possible for whatever happens.

<u>PLANNING FOR THE INTERVIEW</u>
<u>Time Allotted: 25-30 minutes</u>

Slide #16: Understanding the A/P's Perspective (5 minutes)

Trainer Note: This slide is animated to allow you to provide a few comments before asking the question. After participants have shared, you can click again to make the last point.

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

- 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.

Explain: (1-2 minutes)

- An A/P interview is a goal-driven conversation. As interviewers, we have our needs, such as the need for information, concerns about client safety, and deadlines. We also need cooperation and participation from the A/P.
- How often do we step into the A/P's shoes and think about what the A/P needs in order for that person to give you what you need—participation and cooperation?
- Think about what it is that the A/P needs from you.

Click to reveal the question and instructions on the slide.

- **Tell** participants you would like a few volunteers to share and to physically raise hand or use thumbs up icon to get your attention that they are willing to share.
- **Call** on those who volunteered. (3-4 minutes)

> **Trainer Note: If no one responds, probe with questions such as: Does the A/P need any information about you? About why you are there? About your willingness to accept what the A/P has to say?**

Click to **share** the following**:**

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.

Slide #17: Building an Environment for Disclosure (5 minutes)

Review the bullet points on slide and **add** some examples:
- <u>Interest in what A/P has to say</u>
  - o Includes telling them you want to hear their side of things
- <u>Your neutrality</u>
  - o That you have not arrived at a final conclusion
- <u>Their information is important</u>
  - o What they say is important to understanding if they did something, what they did, why they did it, and what they meant to accomplish
  - o Give them an opportunity to vent and tell their information in their own way (you can later clarify, question, or challenge with other information, etc.)
- <u>Honesty</u>
  - o Be honest about who you are, why you are there (e.g., I am following up on information we received about (your father)), and what you cannot tell them (e.g., name of person who made the report to APS)

Slide #18: Organizing the A/P Interview (5 minutes)

This slide is animated.

Click to display the question on the slide: "Do you plan out your A/P interview(s)?"

Ask for participants to think about this question and **ask** that they type in the chat box <u>why or why not</u>?

- If no one responds, ask what are some benefits of planning it out?
  - *Examples: not forgetting to ask something important, formulate "difficult" questions in advance, being ready to explore the information you already have.*

Click to i**ntroduce** this section with the points on the slide.

Explain that some APS professionals are natural interviewers and have a way to organize their interviews. Some interviewers can grow impatient with the A/P's responses and move to very leading and sometimes accusatory questions as a result, while others educate and correct as soon as the A/P admits to any conduct that may be part of an allegation. While these techniques may shorten an interview, they may miss important information. Planning an interview still allows for flexibility and increases the likelihood that you'll remember what you needed to cover.

There is no single "right way" to organize an interview. This training highlights a way to conduct your A/P interview.

Direct participants to **Handout #1: Interviewing Alleged Perpetrator Tip Sheet** in their participant manual. This may have also been sent electronically prior to training.

Advise participants that this tip sheet will be used through remainder of this training.

HANDOUT #1- INTERVIEWING ALLEGED PERPETRATOR TIP SHEET

TIP SHEET	Interviewing Alleged Perpetrators	APSWI Adult Protective Services Workforce Innovations

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
Is it safe to conduct the interview?	Weapons—location, any in area of interview
• Consider safety for yourself and your client.	Animals—assume any can be dangerous
• If unsafe (environment, infectious diseases, violence), do not enter.	
Should you bring someone with you?	
Screen for anyone in home being ill, exposure to communicable diseases.	"Does anyone in the home have or recently had a fever?"
	Who else is present at location?
If at any point you feel unsafe, EXIT, and call Supervisor.	Identify safe exit should you need to leave quickly.

If conducting a phone or virtual interview, additional safety considerations:

- Are you using a personal phone, computer or other device? Is your number blocked on A/P's display or call back list?
- Can you be located by the A/P?
- Consider consulting with your IT department to ensure that your device is protected from malware.
- Is anyone other than the A/P listening?
- How do you know that you are speaking with the A/P?

Introductions	Examples
• Title/Agency	"Thanks for answering, I'm Jason with Adult Services."
• Cultural Considerations—e.g., is eye contact appropriate? Is shaking hands appropriate?	"Could we talk about your (mom, dad, grandma, etc)?"
• Getting in the door.	"I'm a Social Worker with the County."
• Wear or display badge/ID.	"I'm from Aging and Adult Services."

Spend Time to Build Rapport	
Have a conversation, not an interrogation.	Acknowledge décor, pictures, etc. in environment.
Create an environment for disclosure.	"Thank you for taking time to talk to me."
Demonstrate respect for their time.	"Tell me about yourself..." (job, military, interests)
	"What do you enjoy doing?"

Explanation of Events: One Allegation/Subject at a Time	
Let A/P narrate.	"We received a report about some concerns regarding your Mom's health (safety, finances)."
Open ended questions.	"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."
Discuss one allegation at a time – ask directly.	"Help me understand how your dad got that bruise?"
Make sure that your questions are answered and not deflected.	"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.

Clarifying Questions

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.

"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?"

Educate if Appropriate

Describe relevant laws or rules/regulations.

Remain objective and neutral as you educate-- do not label the person.

"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?"

Engage in Problem Solving as Appropriate

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?"

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.

- Attempt to end on a conversational note .

"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."

Post Interview

Document the interview.

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

Academy for Professional Excellence
Inquire. Inspire. Impact.

2 of 2

Slide #19: Interviewing A/P Tip sheet (1 minute)
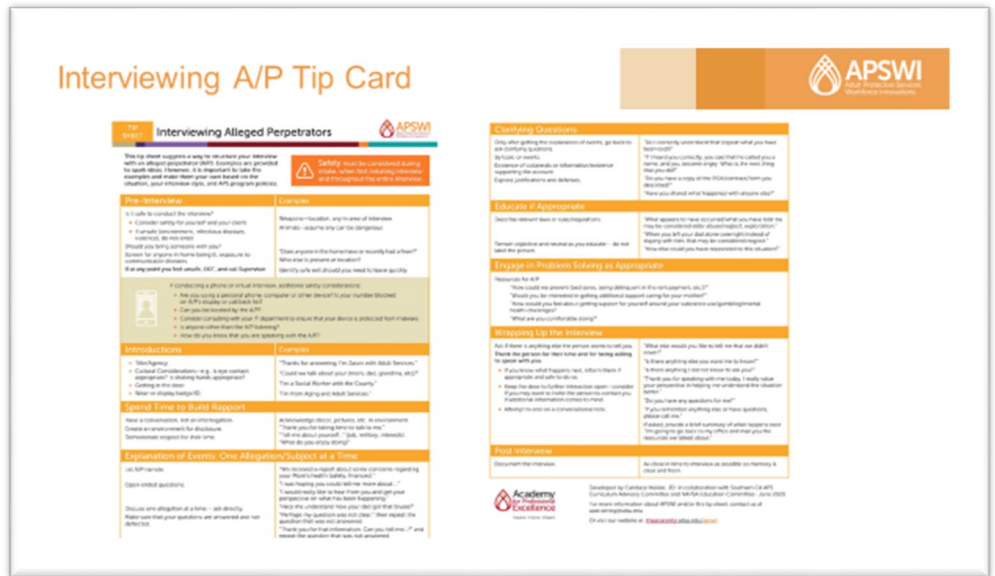
Explain that in a moment, we will go through the tip sheet by section. **Encourage** participants to take notes, if necessary, on the tip sheet itself, as it's available for download if they want another copy.

Sections are:

- Introductions

- Rapport Building

- Explanation of Events

- Explore Defenses/Justifications

- Educate and Problem-Solve if appropriate

- Thank A/P, offer to reach out again, explain next steps if appropriate

Slide #20: Tip Sheet (5-7 minutes)

Trainer Note: This slide is animated to show each section as you review it.

As you click to display each section, **review** the sections of tip sheet and **provide** the corresponding examples given below.

Introduction: Who you are, why are you there, part of building trust.

> "Hello I am Maty Jones from Adult Protective Services. I am following up on some concerns about your mother. May I chat with you? I really would like to hear about how things are going."

Rapport Building: Your investment in the interview and opportunity to make assessments of the person, their motives, abilities, needs and insight into situation, appropriateness of offering resources and problem solving.

> "Thank you for letting me in. What a nice photo on the wall. May I ask who that is? Tell me a little about yourself. Tell me about your relationship with (client). That is a lot of responsibility you have taken on. How is that going?"

Explanation of Events: What occurred, explanations, defense and justifications for actions.

> "The report I have suggests there are concerns about your mother's health and that she may not be eating properly. Can we talk about that? What things is your mother able to do by herself? Are there things she needs help with? Who is helping her with those things? How is that going? Does anyone help you with that? Who else takes care of her?

> "There are concerns that she is not getting to doctor's appointments. Can you shed some light on that? Do you help her with that? Does someone else help out? Can she get to the doctor by herself?

> "Have you asked anyone to help you? Who is that? Please tell me about that."

Slide #21: Tip Sheet continued (5-7 minutes)

As you **click** to display each section, **review** the sections of tip sheet and **provide** the corresponding examples given below.

Educate and Problem-Solve: Clarify what is permissible behavior in a situation in a neutral, objective way.

> "How is your mom doing as you try to help her with meals and medical appointments and the other things you have told me about? From my information, it appears that your mom's needs are not adequately being met. You are her caregiver and that means you are responsible for her care. That is a lot to take on. Do you think you could use some help? What kind of help do you think you need? Would you accept some help?"

Ending the Interview: Have a plan! Provide an opportunity to tell you more.

> "Thank you for speaking with me. I really appreciate you taking the time to talk. I have a better understanding of the situation and I want to try to help your mother and you. I will review the case with my boss and we will develop a plan to offer to you and your mother. May I come back once we have that plan?"

Post Interview: Document as soon as possible. Objective, concise, clear.

Ask for participants to think about all of the sections of the tip sheet and share in the chat box any other specific examples they've done that has worked well for them in addition to those just covered.

Call on a few to explain more of what they typed.

<u>MODULE 1 WRAP-UP AND NEXT STEPS</u>
<u>Time Allotted: 15-20 minutes</u>

Slide #22: Concluding Module 1 (2-3 minutes)

Inform participants that we are about finished with Module 1 and **review** what has been covered in this session.

Ask participants to physically raise their hands if they have any questions about Module 1 and **respond** to any questions.

Once questions are addressed, **tell** participants that we will now discuss the next module of the course.

Slide 23: Module 2-Individual Practice (3-5 minutes)

> **<u>Trainer</u> and <u>Moderator</u> note: The on-line learning activity can be set up through your particular learning management system. Participants will need to be registered for this. Identify how this will be coordinated prior to training. It is helpful for the Trainer and Moderator to test it out prior to training so they can provide guidance.**

Ask participants to locate **Handout #2-Individual Practice (Module 2) Worksheet** in their participant manuals. **Ensure** everyone has found it before explaining the practice.
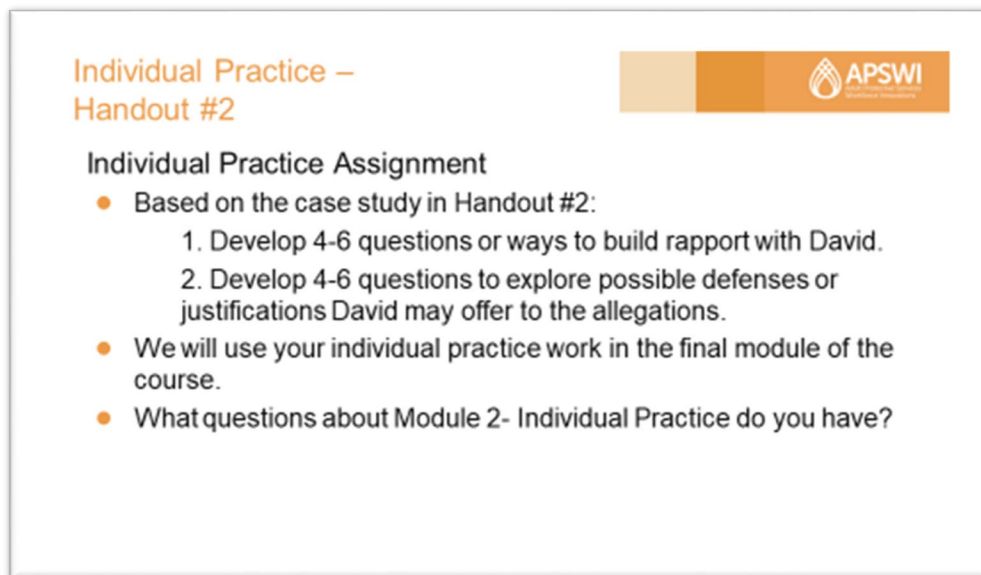
Explain that they will complete Module 2 on their own, in individual practice, instead of in the virtual classroom.

Review the guidance on the slide.

Emphasize the work itself is on their **Handout #2**. The on-line learning activity is how they get credit for doing their individual practice.

> **<u>Moderator</u> Note: If there are questions about how to log in to the on-line learning activity via your learning management system, share that you will troubleshoot with participants after Module 1 is complete.**

**Slide #24: Individual Practice-Handout #2 (3 minutes)**

Inform them they will develop 4-6 questions or ways to build rapport with David and 4-6 questions to explore defenses or justifications David may offer to the allegations.

Explain they will need to write/type these in their participant manual <u>and</u> log into the on-line learning activity via the learning management system and record one answer for each question (rapport building and defenses/justifications) in order to get completion credit for this Module.

Ask what questions they have about this Individual Practice (Module 2).

Remind participants to bring their completed Handout #2 to the next virtual class, Module 3. They will use their completed Handout in breakout sessions when we meet virtually again.

Slide #25 & #26: Thank You and Evaluations (2-3 minutes)
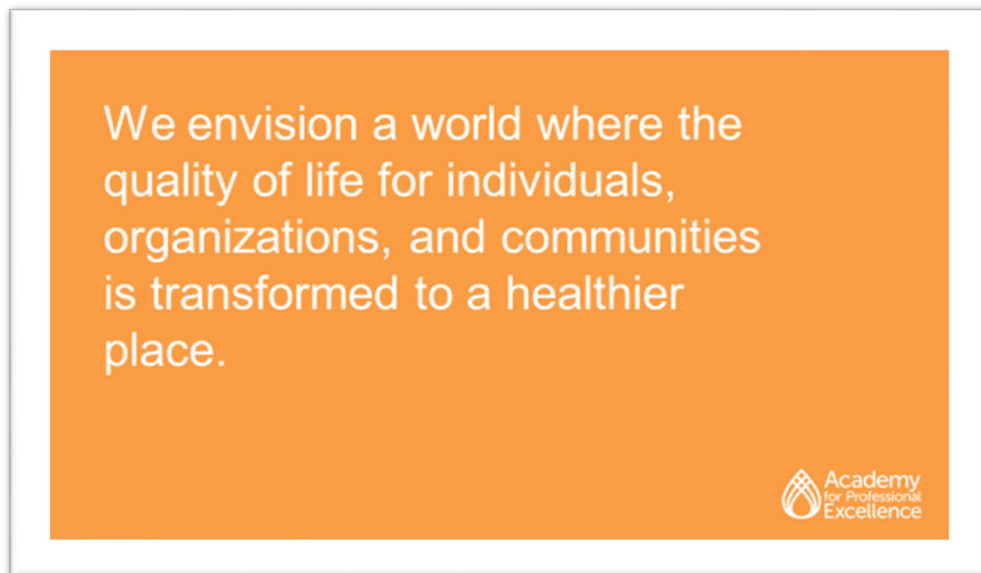
Thank participants for their time today and active participation.

Ask participants to complete evaluations for today's virtual classroom, Module 1.

MODULE 2

<u>INDIVIDUAL PRACTICE</u>
<u>Time Allotted: 30-45 minutes</u>

This Module is to be completed individually by participants on their own time.
It is suggested to provide time immediately after completing Module 1 in order to give participants a pre-planned timeframe, but it can also be done later if there is a more convenient time for them.

This individual practice allows participants to work at their own pace, providing time for critical thinking and skill building.
It also provides a break from the computer/virtual classroom and "Zoom Fatigue".

Participants are to complete **Handout #2- Individual Practice (Module 2) Worksheet**.

Using the case study, they develop:
- 4-6 questions or ways to build rapport with the A/P when they attempt to interview him.
- 4-6 questions to explore possible defenses or justifications the A/P may provide to the allegations.

There is space for them to write/type their responses in their Participant Manual.

They also need to record one rapport building question and one defenses/justification question in the on-line learning activity via your learning management system. This is simply to provide credit for completing their Handout #2.

To receive the Scrom link to the on-line learning activity for your learning management system, please contact <u>apstraining@sdsu.edu</u>.

HANDOUT #2- INDIVIDUAL PRACTICE (MODULE 2) WORKSHEET

<div style="border:1px solid black; padding:10px;">

<u>Directions</u>

Complete this individual practice on your own either immediately after 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 <u>one</u> rapport building question and <u>one</u> defenses/justification question.

</div>

<u>Case Study</u>

"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

<u>WELCOME AND REVIEW</u>
<u>Time Allotted: 10-15 minutes</u>

Slide #27: Welcome Back, Sign In (5-7 minutes)

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Trainer Note: Share that there will be a 10 minute break in this module.

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<u>**Chat box:**</u>
Ask participants to write their name, county or program in the chat box for attendance.
Ask participants to write any questions they have from Module 1 or Module 2 before moving on.

Welcome attendees back to the final module of the course and **thank** participants for completing Module 2, the Individual Practice.

Explain:

- The individual practice work and the case study will be used during this final segment.
    - **Ask** that they have their completed Handout #2 handy.
- This final module focuses on building their interviewing skills when interviewing alleged perpetrators.

Read or **ask** Moderator to read any questions from chat box. If the questions will be answered by material covered in this session, **inform** them that you will get to that later. If not, **ensure** participants have what they need in order to move forward with today's content.

Slide #28: Course Review Poll (5-7 minutes)

> **Moderator note: It is suggested that you create the polls prior to start of training.**

Poll: Course Review

Pop Quiz

APSWI

Explain that you are about to launch an anonymous poll with three different questions as a bit of a "pop quiz". Participants should answer each question and you'll discuss the results and any clarification needed as each question/answer is shared.

> **Trainer Note: Keep high energy when either sharing the results OR discussing any disagreements.**

Poll:
Moderator to launch 1ˢᵗ poll question. **Allow** 30-60 seconds and then **share** results and **discuss** any themes.

1. What is your biggest concern about interviewing an A/P in front of the client?
   a. I don't know the power dynamics between them.
   b. Will this put the client at risk for more abuse?
   c. The truthfulness of the A/P.
   d. Other.

Moderator to launch 2ⁿᵈ poll question. **Allow** 30-60 seconds and then **share** results and discuss any themes.
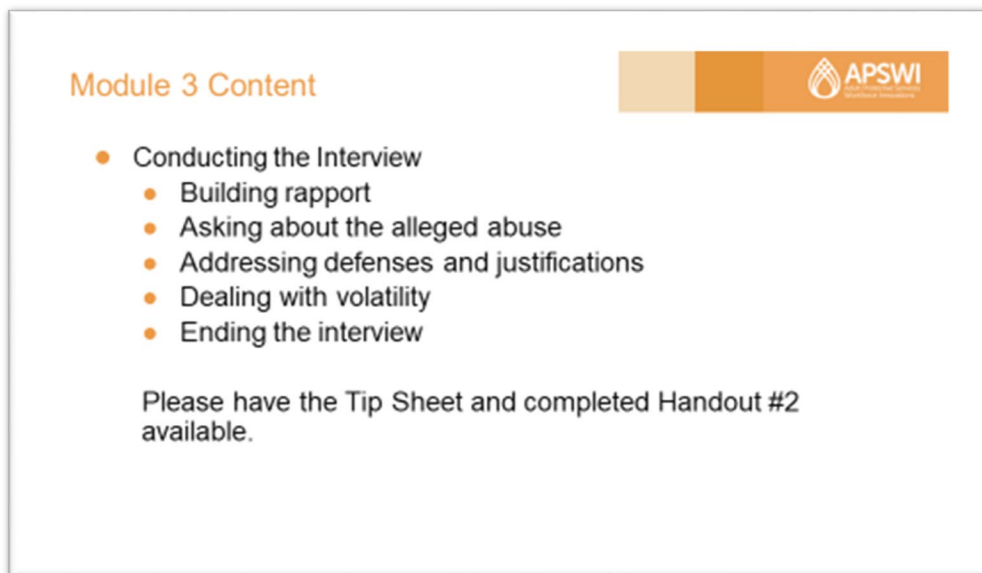
2. When possible, why should you avoid parking in the driveway of an A/P?
   a. Someone could block me in and I wouldn't be able to drive off.
   b. They could record the license plate.
   c. They could damage my vehicle.
   d. They may ask me for a ride to their appointment.
   e. Other

<u>**Moderator**</u> to launch 3rd poll question. **Allow** 30-60 seconds and then **share** results.
Cover any clarification if needed.

3. Educating and Problem-Solving with the A/P is one of the first steps in an interview:
   T F (false)

Thank everyone for participating in the "pop quiz".

Slide #29: Module 3 Content (1 minute)

Provide a quick overview of today's training content.

> **Trainer Note: In the course outline, there is a 10 minute break scheduled after the Defenses and Justifications section. You may need to adjust when the break is given based on time and participant engagement.**

BUILDING RAPPORT
Time Allotted: 20 minutes

Slide #30: Building Rapport Activity (10-15 minutes)

Trainer Note: This slide is animated to first cover part 1 of the activity and then click to cover part 2.	

Building Rapport Activity   🌢 APSWI

- 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?

Activity #1: Part 1- Ways to Build Rapport (5-7 min)

Share that, in addition to discussion and questions, our body language or other cues are instrumental in rapport building.

Instructions:

1. **Explain** in a moment the participants will write their answers in the chat box, but do not hit "enter" until prompted.
2. **Ask**, "What body language or other cues have you used or observed that build rapport?"
3. **Direct** participants to type their thoughts in chat box, but wait to hit Enter until asked to do so.
4. **Wait** 1-2 minutes, then **tell** participants to press Enter.
5. Either **read** or ask moderator to **read** some of the comments.
   a. A discussion around eye contact and culture may naturally come up. This can be an opportunity to discuss culture responsiveness. Eye contact in some cultures is NOT made to show respect, and in others, IS made to show truth telling. You may want to share that there are others reasons someone may not make eye contact (including APS professionals themselves) such as cognitive or physical disabilities and trauma history.

Activity #1: Part 2- Ways to Build Rapport (5-7 min)

Ask participants to locate their individual practice rapport-building questions.

Explain that for this section, we're going to have a discussion instead of using the chat box. **Ask** for a volunteer to take themselves off mute and lead off with 1-2 of their questions.

Then **ask** 1-3 other participants to add new questions.

End this segment with points on next slide.

Slide #31: Goals of Rapport Building (2-3 minutes)
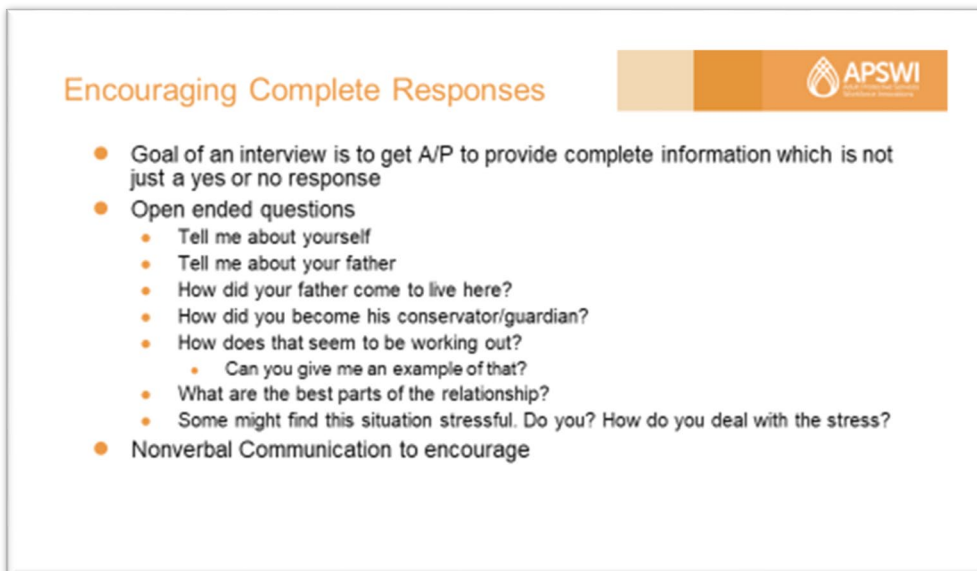
Cover the points in slide not stated by participants on last slide.

Highlight the importance of building trust and showing respect, as these are the foundation for communicating your interest in their perspective and building a relationship which is ultimately beneficial for your client**.**

Slide #32: Encouraging Complete Responses (5-7 minutes)

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<td>**Trainer Note: This slide is animated.**</td>
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Encouraging Complete Responses   APSWI

- 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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Review the bullet points and **share** the following as you review:

- When building rapport you are trying to create an environment in which the A/P is encouraged to provide complete answers, not just a yes or no, especially at the beginning of eliciting their account.

- This means responses that are sentences and even paragraphs.

- Best achieved by asking open-ended questions and building off of the prior response (You said that your father does not always listen to you, can you tell me more about that? Can you give me an example of…").

- Non-verbal cues can communicate that you are welcoming of more information, such as nodding, maintaining eye contact, and smiling. (But be mindful of cultural considerations, such as is maintaining eye contact considered appropriate)

Share that we will talk about active listening a little later.

EXPLORING THE INCIDENT(S)
Time Allotted: 30-35 minutes

Slide #33: Exploring the Incident (15-17 minutes)

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**Moderator Note:
Assign three
participants per group.
There may be one
group with only two
participants.**
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Exploring the Incident   APSWI

In your breakout groups:
- You have already built rapport with David and are now ready to ask him questions about what happened.
- Together, **choose a single form of abuse** (Caregiver Neglect, Emotional or Financial Abuse)
- Take 3 minutes working individually to develop interview questions to establish his version of what happened. Then, select 2 interviewers from your group and one person to play the A/P. Practice asking your questions. Then switch to allow for the person who played David to now be the interviewer.
- Practice for a total of 10-12 minutes.
- If you are playing the A/P, answer as you feel he would.

**The goal is to have everyone interview at least once.
Choose a lead who will report out to the larger group.**

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Activity #2: Interviewing David (10-15 min)

Instructions:
1. **Explain** that in a moment, they will be joining groups in their breakout rooms to practice interviewing David, the A/P from their Individual Practice. There will be three in a group for most groups.
2. **Share**, "You are going to ask David about the allegation or incident. You have already built rapport with him so you can jump into the allegation interview."
3. Once you've joined the breakout rooms, first choose one allegation or form of abuse you all agree to work with.
   a. Caregiver Neglect (medical and financial), Emotional Abuse, Financial abuse
4. Next, while in your breakout rooms, work individually for three minutes to develop the questions you want to ask him about the form of abuse or allegation you chose.
   a. You can stop the video for this individual work.
   b. We will cascade a message informing you when the three minutes is up.
5. Next, pick one person who will be David and the other two will practice asking the questions they just developed about the incident or allegation.
   a. The person playing David answers as they think David would.
6. After five minutes, switch so now the person playing David becomes an interviewer. Someone can either observe now or interview again.
7. **Explain** you will be calling on groups to report out, so they should decide who is taking the lead for the report out prior to joining the larger group.
8. **Inform** them you will be popping into some groups to observe, but if they need help, they can request it and you will join when you're not with another group.

9. **Remind** participants that the goal of this activity is to provide everyone with the opportunity to develop questions and practice asking them. They should use the full time for the role plays.
10. **Explain** that they will be given a 3-minute and 1-minute warning before the breakout rooms close.

<u>**Moderator**</u> **assign** participants to breakout rooms. **Remind** participants to click "join group".

Wait about 4-5 minutes and then **join** some groups for 1-2 minutes and observe**.** It is helpful for a quicker report out to get the name of the lead designated to report out. You can call directly on them when it's time.

<u>**Moderator:**</u> after 3 minutes, **cascade** a message to instruct them to stop their individual question development, turn on their cameras and start their role plays. After 6 minutes, cascade a message to switch role players. After 5 minutes, **give** a 1-minute warning and then close groups after the minute is up.

Slide #34: Debrief of Activity (15 minutes)

Debrief the activity by **asking** for the team leads who worked on possible neglect allegation to take themselves off mute and share 1-2 questions they asked David. **Solicit** 2-4 participants.

Continue with those who worked on possible financial abuse or emotional abuse.

Thank everyone for doing the work in their groups and for sharing during the debrief.

End with summary points on next slide.

Slide #35: Reminders (3-5 minutes)

Review points on slide. **Link** to the role-plays or sample questions provided by participants during the debrief.

Remind them that they create an environment for disclosure by using body language, nodding, "I see", "I understand" and they can undermine their effectiveness by appearing to correct or educate while A/P is providing information.

Remind them that it is not appropriate to be seen to agree with abuse or inappropriate behavior by the A/P (e.g., "I understand, faced with a similar situation I'd have hit her too" or "we all have breaking points—you snapped and refused to make her dinner"). Remember who you are and that you are a professional.

When it is time to educate, ask questions such as:

- "How could you handle the situation differently?"
- "When you feel that angry, what else could you do?"
- What affect do you think that is having on your father?
- Is there another way to handle this situation?
- Is there something we can do to help you with this?
- Do you think you should/can continue to act as your father's caregiver? Conservator/guardian?

Finally, do not forget to explore defenses and justifications. That is where we will go next.

DEFENSES AND JUSTIFICATIONS
Time Allotted: 30-35 minutes

Slide #36: Anticipating Defenses (5-7 minutes)

Trainer note: This slide is animated

Share that effective interviewing begins with thinking about what the A/P may say about the allegation, how they will explain, justify, or mitigate what occurred. It is critical to elicit such information, as it may change your view of the allegation, may vindicate the A/P, or otherwise cause you to unfound or unsubstantiated an allegation. Or, it may convince you that the allegation is confirmed or substantiated.

It is helpful to put yourself in the A/P's shoes. So, let's put ourselves in David's shoes and identify the kinds of defenses or justifications he might offer for the allegations.

Ask for participants to individually think of one defense for each of the following (3 defenses total):
- Neglect
- Emotional Abuse
- Financial Abuse

Ask for 4-5 people to either type in the chat box OR give the thumbs up icon to share verbally a defense they thought David might provide for **Neglect**. **Call** on 1-2 participants to take themselves off mute and share more if applicable.

Ask for 4-5 people to either type in the chat box OR give the thumbs up icon to share verbally a defense they thought David might provide for **Emotional Abuse**. **Call** on 1-2 participants to take themselves off mute and share if applicable.

Continued

Ask for 4-5 people to either type in the chat box OR give the thumbs up icon to share verbally a defense they thought David might provide for **Financial Abuse**. **Call** on 1-2 participants to take themselves off mute and share if applicable.

Slide #37: Defenses and Justifications Deep Dive (18-20 minutes total)

Activity #3: Exploring Defenses & Justifications Deep Dive (18-20 min with report out)

Instructions:
1. **Explain** that in a moment, they will be in pairs or trios in quick breakout rooms.
2. Each group will be assigned a specific allegation and when it is written in the chat box, they should make a note which allegation is assigned to their group number, as that will be the allegation they are working on.
3. Once in groups, take 7-8 minutes to develop three solid questions to explore the assigned defense.
   a. They should assume that David in the case study has offered up a defense for that form. They can use their Individual Practice if that helps.
4. **Explain** once we're back as our large class, one person from each group will share their three questions, so please choose a recorder.
5. **Ask** if there are any questions before they join their group.
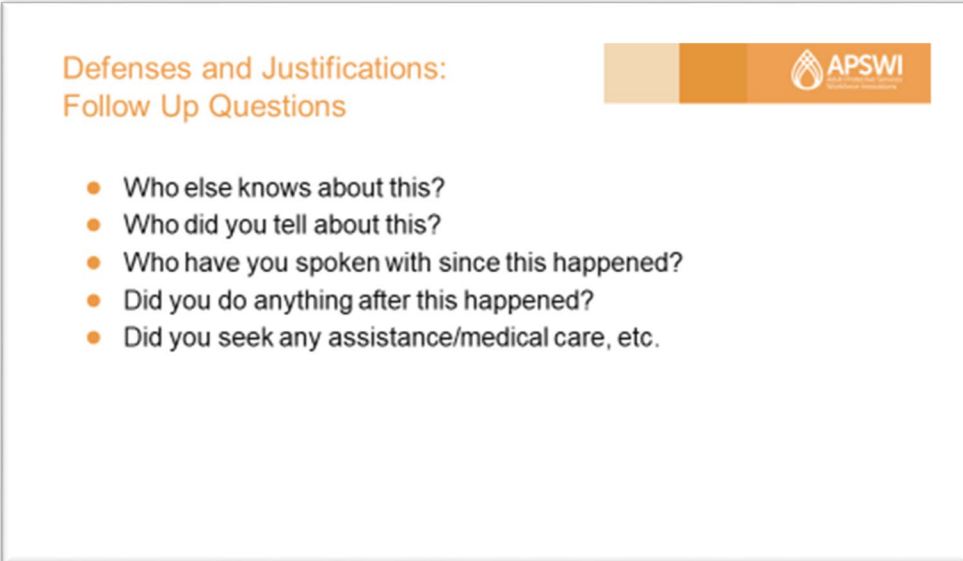
Moderator before assigning groups, **list** in chat box which allegation each group has (Group 1-2 has financial abuse, Group 3-4 has neglect, Group 5-6 has emotional abuse (continue if more groups are needed). **Assign** groups into breakout rooms.

Remind participants to click "join group". **Moderator close** groups after 5 minutes and welcome participants back.

Report Out: (8-10 min)
Ask each recorder for each form of abuse to report their questions by raising their hand. Once called on, **have** them take themselves off mute and share.
After first group reports, **ask** second group for new questions. **Continue** until all groups have shared.

Slide #38: Follow Up Questions for Defenses (2-3 minutes)

Review the slide content and **highlight** any not mentioned in reports back on defenses and justifications.

Ask if there are any questions before moving to next section.

<u>ADDRESSING VOLATILITY</u>
<u>Time Allotted: 20-25 minutes</u>

Slide #39: Addressing Volatility (5-7 minutes)

Trainer Note: This slide is animated to first introduce the topic and then introduce the activity.

Addressing Volatility   APSWI

- 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.

Explain that we are going to think about challenging behaviors that may occur during an A/P interview.

How you handle such a moment will affect if you maintain control of the interview and if it is safe to continue.

Such challenging times have probably occurred to all of you and you did something to manage them that let you do your job and maintain your own safety. We can all learn from your experiences.

<u>Activity #4: Self-Reflection (4-5 min)</u>
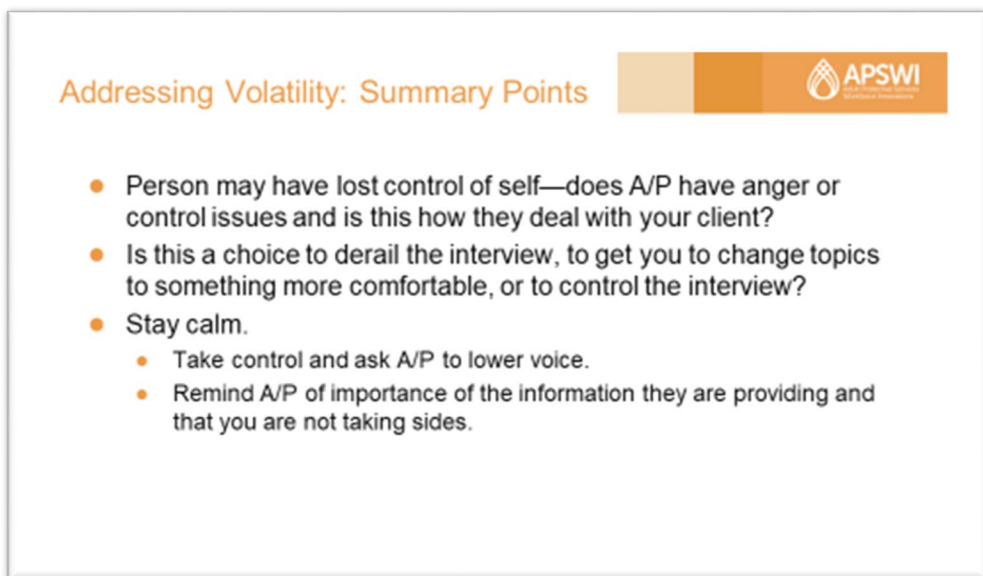
<u>Chat Box</u>
Instructions:
1. **Explain** that we're going to do some self-reflection for a moment.
2. **Ask** participants to think of time in which they were in a volatile situation during an A/P (or client or collateral if never an A/P) interview and what you did to handle the situation.
3. **Ask** them to type their answers in the chat box but do not press "enter" until prompted.
4. **Wait** 60-90 seconds, then ask people to press "enter".
5. **Review** responses and **read out** a selection.

> **Trainer Note: If someone writes something that is either particularly common or very unusual, ask for more information, e.g., "Terry, I see you wrote about a time when...... can you take yourself off mute and share more".**

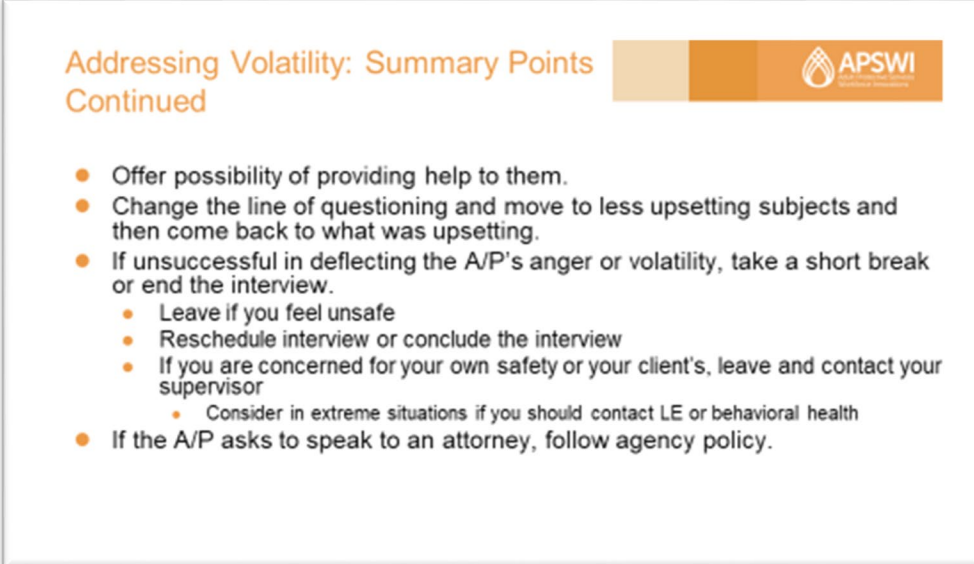**Slide #40 Addressing Volatility—Summary Points (2-3 minutes)**

Review the slide points about why an A/P may lose control or become volatile.

Some apparent losses of control may be tactical as a way to avoid subjects the A/P may not want to discuss, while others may be intended to take control of you and your interview, while others may be due to the emotional nature of the situation.

You will increase your ability to effectively keep control of the interview by:

- Staying calm
- Lowering your voice and asking the A/P to do the same
- Reminding the A/P that this is their opportunity to "set things straight" and make sure that you correctly understand their perspective or version of events

Slide #41: Addressing Volatility: Summary Points Continued (2-3 minutes)

Review additional tips on handling volatility on this slide:

- Taking a short break
- Moving to less charged subjects and later returning to the question that caused the volatile response.
    - Be sure that you return to that question so any effort to control you or deflect an unpleasant question is not successful and you get the answers to the questions you need to ask.
    - If a person refuses to answer your question, it may be important to ask it again. "I appreciate what you have told me but my question is…")
    - Is there a reason that you do not seem to want to answer this question? (There could be a reason and it could be important for you to know)
- Stay focused on safety and if the situation feels unsafe, take action. Trust your instincts if you feel unsafe.

Share, "If you want more of a demonstration of ways to address volatility on your own, you can view the 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/."

Slide #42: De-escalation Skills (2-3 minutes)

Describe how active listening skills can reduce volatility:

- "You sound angry". Response—"I hear you. I am not trying to upset you. I am not accusing you of anything. Let's both take a moment and start again. Is that ok?"
- "I do not like it when you yell at me". Response—"Few of us like being yelled at so please lower your voice and let's talk about this. Has something happened in our conversation that caused you to yell at me? Help me understand that. I see. Do you want to share your point of view with me?"

Cover the bullet points on the slide.

<u>ENDING THE INTERVIEW</u>
<u>Time Allotted: 10-15 minutes</u>

Slide #43: Ending the Interview (5-7 minutes)

Trainer Note: Slide is animated to click on each question as you discuss and allow participants to share.

Ask: "How do you end the A/P interview? That's all I have for now or something else?"

- **Ask** participants to give thumbs up icon to share verbally or type in the chat box answers to the question "How would you end the interview with David, the son, in the case study?"
  - o **Give** participants time to think and respond. **Call on** 3-5 participants with ideas or read chat box and ask for further discussion. (5 minutes)
- **Ask** participants to give thumbs up icon to share verbally or type in the chat box answers to the question: "Are there things you typically do to conclude an A/P interview that have not yet been mentioned?
  - o **Give** participants time to think and respond. **Call on** 3-5 participants with ideas or read chat box and ask for further discussion. (5 minutes)

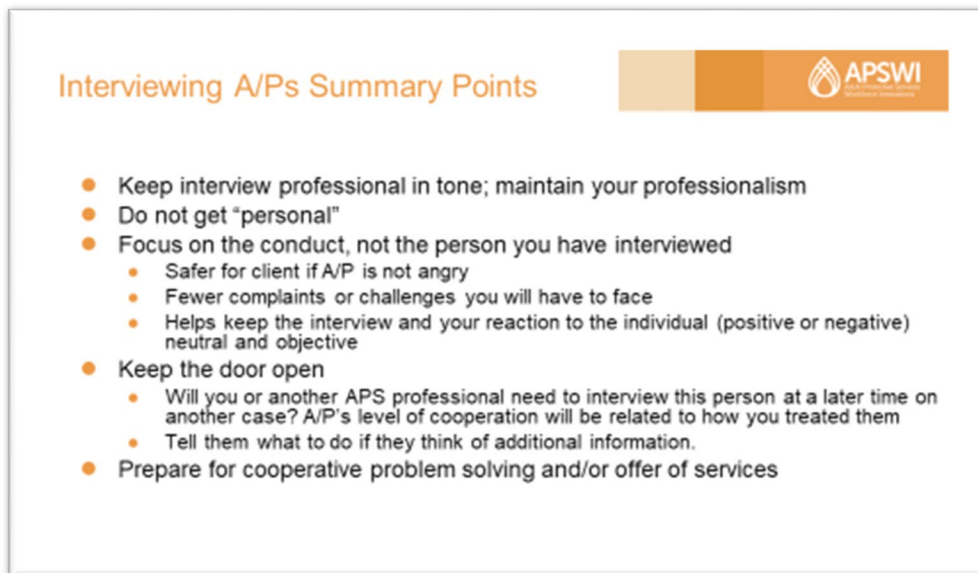**Slide #44: Ending the Interview, Continued (2-3 minutes)**

Highlight these points:

- Thank the A/P no matter how you feel about their level of candor or cooperation.

- Ask for more information than what you asked—what did I not ask/forget to ask/anything else you want me to know.

- Describe what happens next if asked but be general. Stick to what you have control over, not what others may decide to do (e.g., will LE arrest; will conservator be appointed, will prosecutor charge the A/P with a crime?).

- Document promptly and completely.

> **Trainer Note: Summary points of things to consider for the entire interview are on next slide.**

Slide #45: Interviewing A/P Summary Points (2-3 minutes)

Review points in slide, **emphasizing** the following:

- Focus on conduct and not on the person (do not make situation personal no matter how you feel about the A/P or the client).
- Keep the door open--there may be another call and you do not want to shut person down then because of how they feel they were treated by you now or make situation less safe for another APS professional because of their experience with you. It is also safer for the client.

WRAP-UP AND EVALUATIONS

Time Allotted: 10 minutes

Slide #46: Conclusion (5-10 minutes)

Conclude by asking if anyone has questions to please raise their hand.

Answer any that come up.

Chat Box:
Ask all participants to consider all three modules and describe in the chat box one thing they will use in their work that was covered in the course.

After giving participants 2-3 minutes to respond, **read** or have **moderator read** some of the responses.

Thank participants for their interest, hard work, and participation.

Provide or **ask** Moderator to provide information about evaluations, any announcements, etc.

Slides #47-48 Final Slides
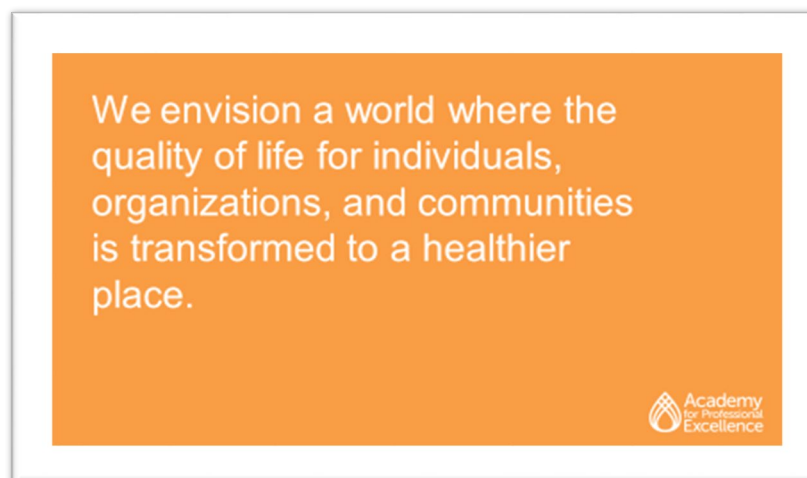
Display the last 2 slides.

References
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Moderator/Co-Host Tip Sheet

<u>Module 1</u>

Slide #1: Welcome, page: 16
- Type in Chat Box "Please enter name, county, and role for attendance records".
- Type in Chat Box "Please enter the number of Alleged Perpetrators you estimate to have interviewed".
- Help read participant responses out loud.

Slide #4: Technology Overview, page 19
- Remind participants if they leave, to type BRB (be right back) into chat so this can be accounted for if they leave before a breakout room is assigned.

Slide #7: Poll Question, page: 22 ***Best to create prior to training.
- Poll question: **"What is your greatest concern when conducting an effective A/P interview?"**
  a. My Safety
  b. Client's Safety
  c. They won't talk to me
  d. I do not know what to ask
  c. Other
- Share results
- Help read participant chat response for "other" if trainer desires

Slide #8: What Works, page 23
- Help read chat box responses

Slide #9: Interviewing Goals, page 24
- Help read chat box responses

Slide #12: Safety Considerations, page 27
- Assign groups in breakout rooms
  o Suggested to have no more than 5 in a room
- Close groups

Slide #18: Organizing the A/P Interview, page 33
- Help read chat box responses

Slide #21: Tip Sheet continued, page 38
- Help read chat box responses

Slide #23: Module 2- Individual Practice, page 40
- Type in chat box that you will help troubleshoot any questions regarding logging in to on-line learning activity AFTER the training has concluded. Field all questions regarding logging in until then.

Slide #25: Thank You and Evaluations, page 42
- Provide evaluation information (if applicable)

<u>Module 3</u>

Slide #27: Welcome Back, Sign In, page 48
- Type in Chat Box "Please enter name, county, and role for attendance records".
- Type in Chat Box "Please enter any questions from Module 1 or 2".

Slide #28: Course Review Poll, page 49 ***Best to create prior to training.
4. <u>Poll question #1</u>: **What is your biggest concern about interviewing an A/P in front of the client?**
    a. I don't know the power dynamics between them.
    b. Will this put the client at risk for more abuse?
    c. The truthfulness of the A/P.
    d. Other.
5. Share results
- Help read participant chat response for "other" if trainer desires.
6. <u>Poll question #2</u>: **When possible, why should you avoid parking in the driveway of an A/P?**
    a. Someone could block me in and I wouldn't be able to drive off.
    b. They could record the license plate.
    c. They could damage my vehicle.
    d. They may ask me for a ride to their appointment.
    e. Other
7. Share results
- Help read participant chat response for "other" if trainer desires.
- <u>Poll question #3</u>: **Educating and Problem-Solving with the A/P is one of the first steps in an interview**.
    a. True
    b. False
8. Share results

Slide #30: Building Rapport Activity, page 52
- Help read chat box responses

Slide #33: Exploring the Incident, page 56
- Assign 3 participants per group (one may have 2 or 4 depending on number of participants).
- After 3 minutes of breakout rooms, cascade a message instructing them to stop their individual question development and turn on their cameras to start the role plays.
- After 3 minutes, cascade a message to switch role players.
- After 3 minutes, close groups (which will give a 1-minute warning)

Slide #36: Anticipating Defenses, page 60
- Help read chat box responses

Slide #37: Defenses and Justifications Deep Dive, page 62
- Type in chat box: Groups 1-2 have Financial Abuse. Groups 3-4 have Neglect. Groups 5-6 have Emotional Abuse. (enter more if needed).
- Assign 2-3 participants per group
- Close groups after 5 minutes.

Slide #39: Addressing Volatility, page 64
- Help read chat box responses

Slide #43: Ending the Interview, page 68
- Help read chat box responses

Slide #46: Conclusion, page 71
- Help read chat box responses

Slide #47: Thank You and Evaluations, page 72
- Provide any information on evaluations (if applicable)

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

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