

# Enhanced Cognitive Interviewing for Adult Protective Services Professionals

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Virtual Course

**TRAINER MANUAL**



The Academy for Professional Excellence is a project of the San Diego State University School of Social Work



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



**Curriculum Developer, 2022  
Christopher Dubble, MSW**

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## INTRODUCTION

### THE ACADEMY FOR PROFESSIONAL EXCELLENCE

We are pleased to welcome you to **Enhanced Cognitive Interviewing for Adult Protective Services Professionals 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 is developing a national APS Supervisor Core Competency Training Curriculum. This curriculum is developed, 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)

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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**

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National Adult Protective Services Association

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## HOW TO USE THIS MANUAL

This curriculum was developed as a virtual **3-hour** workshop using the Zoom platform, paying close attention to virtual training best practices. It can be tailored to a different virtual platform (WebEx, GoTo Training, etc.), if necessary. It may also be trained in-person by modifying activity and engagement prompts as necessary.

The Participant Manual should also be sent ahead of time as a fillable PDF if using Adobe Acrobat or to allow participants to print a hard copy.

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

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

- Actions which the trainer takes during the training are written in **bold**.
- When there are both Trainer and Moderator notes on same page, Trainer and Moderator is **underlined**.
- Expected time per slide is provided next to slide number and topic on each page.

**Use of language:** Throughout the manual, APS professional is used most often to describe APS line staff. The term 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, another term may be 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.

### **Customizing the Power Point:**

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

#### **Hide a slide instructions:**

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

The slide number will have 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

It is recommended that someone with APS supervisory experience or lead staff facilitate this virtual workshop.

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 rooms, monitoring participant reactions, etc.).
  - A Moderator/Co-Host Tip sheet is available
- 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 20-25 participants.

<b>Teaching Strategies</b>	<p>The following instructional strategies are used:</p> <ul style="list-style-type: none"> <li>○ Lecture segments</li> <li>○ Interactive exercises (e.g. chat box discussion, polling activities, individual reflection)</li> <li>○ Question/answer periods</li> <li>○ PowerPoint Slides</li> </ul>
<b>Materials and Equipment</b>	<p><b>The following materials are provided and/or recommended:</b></p> <ul style="list-style-type: none"> <li>○ Trainer Manual</li> <li>○ Participant Manual (fillable PDF)</li> <li>○ PowerPoint Slides</li> <li>○ Headset with microphone</li> <li>○ Computer</li> <li>○ Financial Abuse Allegation: Alleged Perpetrator Interview video clip:  <a href="https://www.youtube.com/watch?v=xy9_tMK3KrA">https://www.youtube.com/watch?v=xy9_tMK3KrA</a> </li> </ul>



## 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/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 clarification.

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 doesn't work in the virtual environment. In addition to covering the content, you have to manage all of the technology issues, 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 of 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 there 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 or can 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

### *ENHANCED COGNITIVE INTERVIEWING FOR ADULT PROTECTIVE SERVICES PROFESSIONALS*

Early in the education of Adult Protective Services (APS) professionals, they are taught the basics of interviewing. It is then not long until they encounter a person who only provides short generic answers that do little to help the investigation. They are often left frustrated and doubting their own abilities. Sometimes APS professionals may even label the person who was interviewed as resistant or believe that they were purposefully trying to cover up the abuse. While foundational interviewing techniques are important, they are often not enough to get the level of evidence from an interview that is needed for an APS case. Enhanced Cognitive Interviewing (ECI) is an interviewing method that has been shown to gather 40% more information out of an interview than other methods. ECI also allows APS professionals to better assess the validity of the information being provided. This workshop takes participants through the principles and techniques of ECI so that they can add this technique to their existing interviewing skills. ECI is discussed in practical terms that account for the diversity of individuals interviewed by APS, time constraints on APS professionals, and the need for trauma informed approaches.

#### **Virtual Training:**

- The following virtual instructional strategies are used throughout the course: short lectures (lecturettes), interactive activities/exercises including breakout rooms, chat box discussions, large group discussions, self-reflection, and poll options. PowerPoint slides and demonstrations are used to stimulate discussion and skill development.
- 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 and typing in notes as they learn.

Continued

**Course Requirements:**

It's highly suggested that participants have completed some training in interviewing fundamentals which may include NAPSA core modules 2 and 9.

**Target Audience:** This workshop is intended for line staff and supervisors who are knowledgeable and experienced with using fundamental interviewing techniques with clients, alleged perpetrators, and collaterals.

**Learning Outcomes for Participants:**

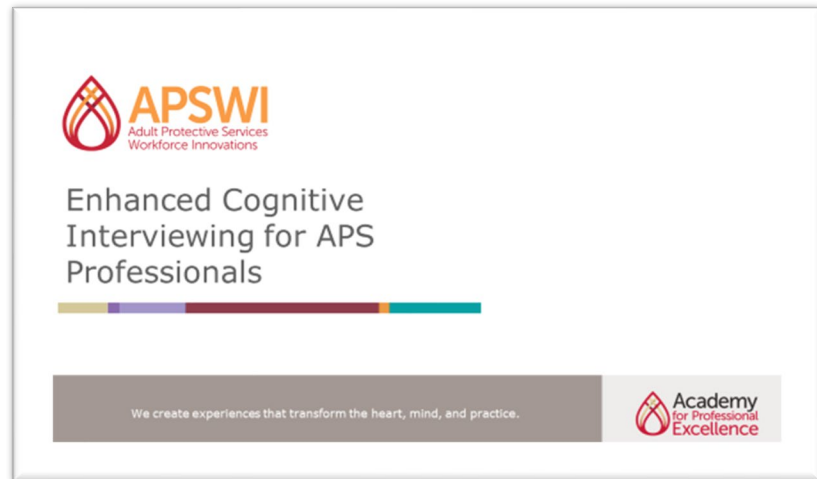
By the end of this training participants will be able to:

- Apply at least one technique for building rapport to decrease anxiety of the person being interviewed.
- Utilize a structure for questioning that initiates a free recall.
- Evaluate APS interview effectiveness based on ECI core principles and strategies.

## COURSE OUTLINE

CONTENT	MATERIALS	TIME
WELCOME, INTRODUCTIONS, & COURSE OVERVIEW		20 minutes
<i>Introductions</i>		10-15 min.
OVERVIEW OF APS INTERVIEWING		30-35 minutes
<i>Activity #1: Skill Evaluation (Individual, Large Group)</i>	Interviewing A/P Video	20 min.
<i>Purpose of APS interviews</i>		
<i>Core Practices for APS Interviews</i>		
ENHANCED COGNITIVE INTERVIEWING		110 minutes
<i>ECI for APS</i>		
<i>When to Use ECI</i>		
<i>Phase #1: Greet, Personalize and Build Rapport</i>		
<i>Phase #2: Explain the Goals of the Interview</i>		
<i>Activity #2- Participant Recall (Demonstration)</i>		3-5 min.
<i>Phase #3: Initiate a Free Report</i>		
<i>Phase #4: Questioning</i>		
<i>Phase #5: Varied and Extensive Retrieval</i>		
<i>Phase #6: Important Investigative Questions</i>		
<i>Phase #7: Summary</i>		
<i>Activity #3- Summary Demonstration (Demonstration)</i>		3-5 min.
<i>Phase #8: Closure</i>		
<i>Phase #9: Evaluation</i>		
<i>Activity #4: Evaluation Video (Individual, Large Group)</i>	Interviewing A/P Video	7-10 min.
WRAP-UP AND EVALUATIONS		15 minutes
<i>Activity #5- Takeaways (Individual, Large Group)</i>		3-5 min.
<b>TOTAL TIME (NOT INCLUDING BREAKS)</b>		<b>3 hours</b>

**WELCOME, INTRODUCTIONS AND COURSE  
OVERVIEW**  
**Time Allotted: 20 minutes**

**Slide #1: ECI for APS Professionals (Title Slide) (2 minutes)**

**Allow** for a few minutes for participants to settle in.

**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.

**Slide #2: About the Academy and APSWI (1 minute)**


**Academy for Professional Excellence**  
Inquire. Inspire. Impact.

**About the Academy & APSWI**

The Academy is a project of San Diego State School of Social Work. Serving over 20,000 health and human services professionals annually, the Academy's mission is to provide exceptional workforce development and learning experiences for the transformation of individuals, organizations and communities.

APSWI, or Adult Protective Services Workforce Innovations, is a training program of the Academy that provides innovative workforce development to APS professionals and their partners.

**OUR PROGRAMS**

APEX APSWI CWDS LIA RIHS SACHS

San Diego State University

**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.

**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.

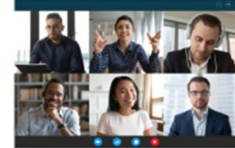


**Slide #3: Housekeeping (1 minute)****Trainer/Moderator**

**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).**

**Housekeeping**

- Video Camera
  - Option to hide “self view”
- Mute, unmute
- Chat box
- Reactions:
  - Thumbs up, clap, raise hand, heart emoji, etc.
- If you must step away
  
- Potential technical glitches



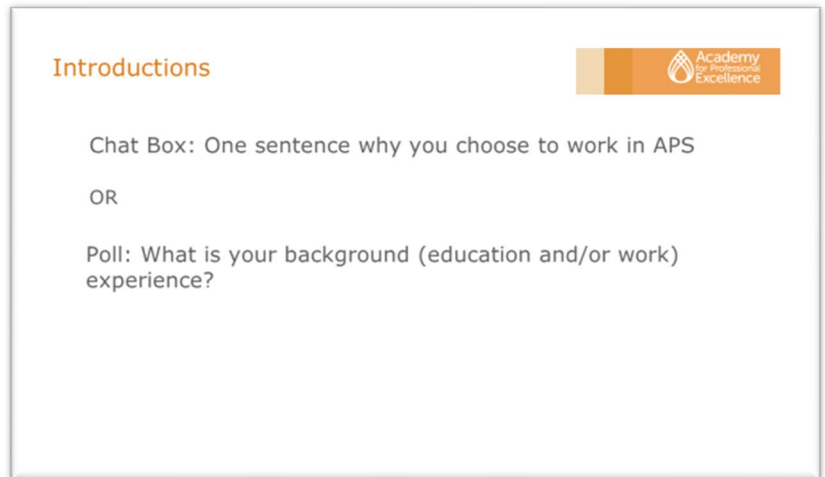
**Cover** housekeeping items.

- Muting self
- Ensure display name is correct
- Use of video
  - Zoom feature allows you to hide “self-view” where you no longer see yourself, but you’re still on camera.
- Reactions Tab:
  - Raise Hand, Thumbs Up, Heart emoji, etc.

**Explain** that technical glitches are inevitable on both your end and the participants and **encourage** all to be patient and forgiving as you navigate them.

**Slide #5: Introductions (10-15 minutes)****TRAINER/MODERATOR**

**NOTE: There are two options provided for introductions. Both include ways the Trainer can demonstrate some ECI techniques. Prior to training, it's suggested you decide which option you'll do to accommodate the polling if using.**



The slide titled "Introductions" features the "Academy of Professional Excellence" logo in the top right corner. The main content is centered and reads: "Chat Box: One sentence why you choose to work in APS", followed by "OR", and then "Poll: What is your background (education and/or work) experience?".

**Option 1: Chat Box and Follow Up**

- **Ask** participants to type in the chat box in one sentence why they do APS work.
- **Share** that you will call on some participants by name for some follow up and ask that they unmute when called on.
- **Ask** as many participants as time allows 1-2 follow up questions per person while highlighting the information they provided earlier in the chat on number of years of experience, etc. **Demonstrate** rapport building, fundamental interviewing skills and ECI techniques that you can refer to throughout the training.


**Option 2: Polling and Follow Up**

- **Explain** that you're going to launch a poll and ask that everyone participate. The poll is single choice, anonymous and asks their background in education and/or work experience.
- **Launch Poll:**  
What would you describe as your primary education and/or work experience:
  - a. Social Work
  - b. Nursing
  - c. Criminal Justice
  - d. Other

Continued

**Share** polling results and **explain** that you'll be asking for volunteers to take themselves off mute for some follow up questions. **Ask** as many participants as time allows 1-2 follow up questions per person about their background **demonstrating** rapport building, fundamental interviewing skills, and ECI techniques that you can refer to throughout the workshop.

**Slide #5: Course Learning Outcomes (3 minutes)**



**Course Learning Outcomes**

Using techniques of Enhanced Cognitive Interviewing enables APS to get more valid information, enhancing the interviewee's memory.

- Participants will be able to:
  - Apply at least one technique for building rapport to decrease anxiety of the person being interviewed.
  - Utilize a structure for questioning that initiates a free recall.
  - Evaluate APS interview effectiveness based on ECI core principles and strategies.
- Opportunity to share takeaways at end.

**Explain** that this course builds upon the fact that participants are already strong interviewers, and that their existing skills will effectively work most of the time. Enhanced Cognitive Interviewing (ECI) is a method of structuring an interview using cognitive techniques to enhance the memory of the person being interviewed. The techniques of ECI will enable APS professionals to get more valid information and address situations where a person appears to provide only limited information.

**Explain** that APS interviewing is an art and not a science. There is no technique or skill that will work for every person being interviewed. We are dealing with people with rich histories and experiences that require us to use evidence informed approaches with an artist's approach

**Share** the learning outcomes for today:


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

- Apply at least one technique for building rapport to decrease anxiety of the person being interviewed.
- Utilize a structure for questioning that initiates a free recall.
- Evaluate APS interview effectiveness based on ECI core principles and strategies.

**Instruct** that there will be time to share takeaways learned during the training and for participants to note ideas that they believe they can practically implement into their practice as they come up in today's workshop.

**OVERVIEW OF APS INTERVIEWS**  
**TIME ALLOTTED: 30-35 MINUTES**

**Slide #6: Skill Evaluation (20-23 minutes)**




**Skill Evaluation**

Take notes on the following:

- What was effective?
- Moments of improvement

Discussion as large group



**Activity #1: Demonstration Video (20 minutes)****Large Group**


- 1. Introduce** the APSWI video clip: Financial Abuse Allegation: Interviewing Alleged Perpetrator. In this clip, the allegation is unauthorized uses of APS client Lawrence Murphy's debit and credit cards. APS has already conducted the initial interviews with the client and in this clip, they are interviewing the roommate, who is the alleged perpetrator (A/P). Initial introductions between APS and the A/P have already been made.
- 2. Provide** instructions to take notes during the video about what was done effectively in the interview and what could have been done better. Inform participants that there will be discussion of what they observed after they watch the video.
- 3. Show** the video [Financial Abuse Allegation: A/P Interview](#). (7.5 min)  
**Trainer/Moderator Note:** Video is embedded in PPT slide. **Click** YouTube Icon to open in YouTube and play full screen.  
 As a backup: Video can be accessed at APSWI Training Videos, selecting Financial Abuse Allegation: Alleged Perpetrator Interview: <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/>.  
**Ensure** to **share** sound when playing the video and be prepared to summarize for those who could not view or hear.
- 4. Discuss** as a full group (10 min)
  - a. What was demonstrated effectively and what could have been done differently.

Continued

- b. **Ask** follow-up questions to the groups for further clarification or elaboration.
- c. To avoid redundancy of answers, **ask** groups to provide items on their list that haven't already been stated.

**Slide #7: Purposes of APS Interviews (3 minutes)**

**Trainer Note: This slide is animated to allow you to ask the question and gather input prior to providing answers.**



Purposes of APS Interviews

What is the purpose for conducting an APS interview?

- To gather evidentiary facts about an allegation of abuse, neglect or exploitation
- To gather information necessary to offer services that will effectively reduce risk

**Ask,** “What is the purpose for conducting an APS interview?”

- There are no wrong answers. If someone says to “find out the truth”, **point** out that “truth” is not a standard to make any decision in our civil and criminal legal system.
  - For most APS professionals, they are using a preponderance standard to determine whether abuse, neglect, or exploitation has occurred. This standard only requires that something is just slightly more likely to have occurred than not.

**Display** the rest of the slide and **explain** that the two purposes listed on this slide are fundamental to APS across jurisdictions.

- Knowing purpose is critical to how we apply interviewing techniques. For example, the unique purpose of APS is why some criminal investigative techniques like interrogation are not applicable to APS and some social work clinical interviewing techniques based on an ongoing therapeutic relationship are not applicable as well.



**Slide #8: Core Practices for APS Interviews (8 minutes)**

**Trainer Note:  
This slide is  
animated.**



**Core Practices for APS Interviews**

- Focus on strengths and abilities
- Assume communication ability
- Utilize a trauma-informed approach
- Integrate cultural responsiveness
- Practice disability etiquette for all people with a disability
- Respect that we are almost always a guest



**Explain** that these core practices are universal approaches for APS interviews.

**Share** with participants that some of these practices may be a review, but it allows the group to set a foundation for the training.

**Briefly describe** each of the practices by sharing from your own experience and **invite** participants to share from their experience as well.


- Focus on strengths and abilities.
  - APS interviewing should always be a positive based approach to interviewing. APS does not interrogate or play antagonist during an interview. Every individual no matter the circumstance that they are in has strengths and abilities. Interviews should be framed with this in mind.
- Assume communication ability.
  - Every individual can communicate. Just because someone communicates in a way that others fail to understand, this does not mean that they do not have a story to tell. Most interviewing techniques, including ECI, are best suited for people with the ability to recollect details stored in memory and have others successfully understand their communication. An APS professional should never assume that someone does not have the ability for effective communication simply due to a diagnosis or a report from a family member or even another professional. The APS professional should only determine that someone is not able to be interviewed effectively based on their own interaction with the person.
- Utilize a trauma-informed approach.

Continued


- Trauma informed approaches emphasize elements such as safety, comfort, consistency, patience, and word choice. All APS interviewing methods and techniques should be done with a trauma informed approach.
- Integrate cultural responsiveness.
  - APS professionals must interview people from all types of cultural backgrounds. Cultural competence is not the goal or even possible for an APS professional. Cultural responsiveness is “the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures (National Center for Culturally Responsive Educational Systems).”
- Practice disability etiquette for all people with a disability.
  - Disability etiquette is critical for APS professionals to know regardless of the age of the person of being interviewed. People who have had a disability for a long period of time may be more sensitive to disability etiquette than people with a new disability, but the practice should be used for everyone.
    - **Note to Trainer:** If you feel that this concept is new to participants, share the following resources for participants to access after training:
      - Disability Sensitivity Training Video:  
<https://www.youtube.com/watch?app=desktop&v=Gv1aDEFIXq8&t=48s>
      - Disability Etiquette Brochure:  
[https://www.tndisability.org/sites/default/files/Disability%20Etiquette%20Brochure\\_0.pdf](https://www.tndisability.org/sites/default/files/Disability%20Etiquette%20Brochure_0.pdf)
      - Inclusive Language Guidelines APA 2021:  
<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>
- Respect that we are almost always a guest.
  - Most APS interviews are done in the home of someone else. Except for when someone is interviewed in the APS office, the APS professional should consider themselves a guest and act accordingly. Even when doing an interview in a hospital or long-term care facility, the APS professional is still a guest who is visiting the person in their home/location.
  - **Ask** participants to share by unmuting or typing in the chat how considering themselves a guest may affect how they approach an interview.

**ENHANCED COGNITIVE INTERVIEWING**  
**TIME ALLOTTED: 110 MINUTES**

**Slide #9: Enhanced Cognitive Interviewing for APS (2 minutes)**

Enhanced Cognitive Interviewing for APS 

- Method using cognitive techniques in a planned and structured way to increase recall of an event witnessed
- This model has nine phases.




**Explain** that ECI is an interviewing method widely used in criminal justice ([Schollum, 2005](#)). The method uses cognitive techniques in a planned and structured way to increase recall of witnesses of an event as opposed to other investigative interrogation-based interview methods.

ECI is consistent with APS principles and can be applied to working with clients, collaterals and alleged perpetrators. This workshop utilizes a model of ECI developed by Dr. Becky Milne, a Professor of Forensic Psychology. The model has been adapted in this workshop to an APS context and will cover it's nine phases.

**Slide #10: When to Use ECI (5 minutes)**

**Trainer Note: this slide briefly highlights various interviewing techniques and situations they are used for. It's suggested you have some familiarity with the various types of interviewing.**

When to Use ECI



- Human services fundamental techniques:
  - Use as a base for interviewing people in any human service situation including APS
- Motivational interviewing:
  - Use to elicit opportunities for behavior change in people
- Forensic interviewing:
  - Use to collect testimony for the purpose of criminal prosecution
- Enhanced cognitive interviewing:
  - Use to facilitate the memory of details about events or situations
  - Utilize when someone holds valuable info in their memory and initially unable or reluctant to recall it

**Review** different types of interviewing techniques as listed on slide for how they relate to APS.

**Emphasize** that ECI can be used when interviewing clients, alleged perpetrators and/or collateral contacts and works best for APS cases that involve a specific incident/event that has been witnessed (e.g. an incident of physical abuse or when someone asked the client to use their credit card.)

- **Note:** certain techniques from ECI can still be effective in increasing accurate recall on cases of self-neglect (e.g. when someone initially cannot remember when the last time they saw their physician and what occurred at the visit).

ECI has significant support in the research to effectively improve the client's and other direct witness's recollection. The method is also more supportive and less traumatizing to clients than other interviewing techniques as it empowers the person being interviewed to be in control of all elements of sharing their story.

While there is not time to discuss in this module the full use of ECI for people with cognitive impairments, the techniques will help all people remember what they have the ability to remember. Given that cognitive abilities are on a continuum and can even vary for someone throughout the day, the role of the APS professional is to make a judgement about whether the process of using any interviewing method including ECI is causing distress or difficulty for the person being interviewed. If it is, then the APS professional should adjust accordingly.

Continued

**Emphasize** that ECI does not provide a magic formula that will work every time. APS professionals must remain flexible and person-centered whenever doing an interview. Rather ECI adds to the tool kit of APS professionals to utilize when someone holds valuable information in their memory, and they are initially unable or reluctant to recall that information.

**Slide #11: Phase 1: Greet, Personalize and Build Rapport (20 minutes)**

**Trainer Note: This slide is animated.**

### Phase 1: Greet, Personalize and Build Rapport



How do you introduce yourself when first meeting someone you're interviewing?

- Remain person-centered

Rapport building leads to more correct information from interviewee

What are your best techniques for quick rapport building?

- Trust and Equality

How do you know rapport is built?

- ECI: used to decrease anxiety- increase ability recall

**Share** that this slide will discuss Phase 1 of ECI which is all about greeting the person, personalizing the interaction and building rapport with a specific purpose. We'll spend more time on this phase today than the others as it is essential to build rapport. Without rapport, the probability that the APS professional will get quality information for the purposes of APS from the interview decreases drastically.

**Ask** participants how they introduce themselves when first meeting a person they will interview. Do they always say the same thing, or do they vary it based on the situation? **Allow** participants to share verbally or type in chat box.

**Remind** participants to remain person-centered in thinking through their greeting. For example, the greeting for an individual who is hoarding may be different than the greeting for someone who has been recently sexually assaulted.

Research has demonstrated that building rapport during investigative interviews leads to more correct information from the person being interviewed ([Collins, Lincoln & Frank, 2011](#)).

**Ask** participants to share their best techniques for quickly building rapport when in the field.

**Explain** that rapport is less about what is done and more about the underlying messages that are communicated. Two elements of rapport that are critical to APS are trust and equality.

- **Share** with participants ways that trust can be broken with APS

Continued

clients, i.e., getting caught in a lie, referring to someone by the wrong gender pronoun, or assuming facts about someone based on stereotypes or immediate observations.

**Explain** that some people will share very early on about a situation that is difficult for them. This may or may not be related to why the APS professional is investigating the case. People will do this to relate to the APS professional and/or test see how they respond to different topics.

- When this occurs throughout the interview, but especially in the beginning, rapport requires genuine concern and interest in the person's situation.
- For interviewing in other fields such as social work, empathy is often defined as the ability to share in the feelings of the others and the capacity to place oneself in another's situation. In the initial phase of an APS interview, this is difficult if not impossible for the APS professional to accomplish.
- For the purposes of building rapport during an APS case, this clinical approach of sharing in someone else's feelings is not essential to a successful investigative interview. Additionally, APS professionals must be very careful to not communicate that they know what the person is going through, "I have been through that myself." or prescribe to the person how they are feeling "You must be so sad." What is critical for APS professionals conducting an investigative interview is to demonstrate genuine concern and interest in the person's situation and ask them to elaborate to the extent they are willing.

After the discussion, **ask** participants how they know rapport is built.

**Explain** that rapport is often taught as something that just happens if you do certain tasks at the beginning of the interview without discussing how an APS professional knows if rapport has been built or not.

- **Remind** participants that investigative interviews are not clinical interviews, so a full therapeutic alliance is very rarely achievable in an APS case. From an ECI perspective, rapport is used to decrease anxiety. This is because when anxiety decreases, recall ability increases.
- **Ask** participants what signs may show someone's anxiety has decreased and rapport is being built, i.e., a smile, a joke, a deep breath, slowed pace of speech, etc.

**Remind** participants that every person being interviewed is different. What builds rapport with one person will destroy rapport with someone else. Interviewing is an art and not a science.



**Slide #12: Phase 2: Explain the Goals of the Interview (6-8 minutes)**

**Trainer Note: This slide is animated.**

Phase 2: Explain the Goals of the Interview



What do you want to know from a stranger asking for information at your home?

Memory is difficult and takes concentration.

Participant Recall

**Share** that Phase 2 focuses on the goals of the interview and that those goals are understood by the person being interviewed.

**Ask** participants what they would want to know if a stranger came to their home or at the start of an interaction with someone that they do not know who wants to ask them questions. **Have** them put their answers in the chat box. **Moderator** to help theme out answers.

**Discuss** any factors that aren't mentioned by participants that should be explained before starting the interview, i.e., expected length of interview, purpose of interview, types of questions that will be asked.

**Explain** that ECI is based on the premise that memory is difficult and takes as much concentration as possible.

- APS professional should address distractions in the environment as much as possible.
  - For example, the APS professional can ask the person being interviewed if the television can be turned off or to lower the volume. It will not be possible to eliminate all distractions, but focus is critical to memory so eliminating as many distractions as possible is very important.

**Activity #2 Participant Recall (3-5 min)**  
**Individual, large group discussion**

**Ask** participants to silently reflect on their morning. They will not be sharing out loud, but to please take a moment to think of what they did this morning before they came to this workshop.

Continued

After the minute is up, **share** the following:

“Think back of when you first woke up this morning. Think of everything you can. Don’t worry if you think it it’s important or not, just note whatever comes to mind”.

**Provide** a minute for them to think of this.


**Ask** rhetorically if there were any differences between their mornings in the first minute vs. the second minute. **Ask** if anyone would like to share the differences.

**Explain** that people are not naturally conditioned to share everything we are thinking to people who we do not know well or have never met. Sometimes people do not even initially share a lot with people that we know well. Most people are socialized to provide partial information and then only continue to share about that topic if that person demonstrates interest and safety.

- For ECI, APS professionals must explicitly invite the person being interviewed to report everything prior to initiating free recall or asking any questions.

**Slide #13: Transferring Control (5 minutes)**


**Trainer Note: This slide is animated.**



**Transferring Control**

“Report Everything” accomplishes:

1. Provides the general topic area of interest based on a specific time
2. Invites the person to share everything
3. Asks them not to weigh the importance before sharing
4. Allows them to not need to remember something in its entirety for it to have value



**Share** the following example of this “report everything” piece of Phase two.  
 “I am going to ask you to talk about what happened yesterday. Tell me everything you can. Don’t worry if you think it is important or not. Just tell me whatever comes to your mind. Even if you can’t remember everything, share with me what you do remember.”

**Explain** that this scripting is not meant to be exact for every situation but accomplishes a few things.

1. Provides the general topic area of interest based on a specific time
2. Invites the person to share everything
3. Asks them not to weigh the importance before sharing
4. Allows them to not need to remember something in its entirety for it to have value

**Explain** and **emphasize** to participants that they should transfer control of the interview to the person being interviewed before leaving this phase. During the next phase of initiating a free report the APS professional isn’t so much an interviewer but more a facilitator of information. This shift from interviewer to facilitator allows for control to be transferred to the person being interviewed. This can also take the pressure off the APS professional from having to ask the exact questions. Instead, it focuses on their ability to facilitate recall through engagement and active listening.

The APS professional should practice cultural responsiveness and being trauma-informed when transferring control.

Continued

- There are reasons that transferring control at this time could cause anxiousness and discomfort for the person being interviewed. If the APS professional observes this occurring, they should return to building more rapport, maintain a more traditional interviewing structure, and/or consider whether the interview should be paused and attempted at another time.
- It is impossible to prescribe the exact response when this happens as every person is different.
- But the APS professional should not just proceed with the phases and techniques of ECI if they are causing anxiety in the person being interviewed, regardless of the reason.

**Slide #14: Phase 3: Initiate a Free Report (8 minutes)**

**Trainer Note: This slide is animated.**

### Phase 3: Initiate a Free Report



- The goal is a free and unrestricted report of memory
- Physical and internal state are important
- Internal state can be accomplished by visualization
  - Done with caution
  - Only when confident a safe environment has been established
- May need to remind "free report" throughout interview
- Assume active listening role

**Share** that Phase 3 focuses on getting a free report during the interview as opposed to a typical question and response structure.

**Explain** that a free and unrestricted report of memory is the goal.

- This is difficult for people and requires a lot of effort. The APS professional must conduct the interview in a way that invites the best chances for this to occur.
- By getting as much unrestricted information as possible, the APS professional increases their ability to gather enough evidence to support their findings and very importantly offer services that reduce risk for the client.

**Share** the following:

- Research is clear that physical and internal state context is important to memory.
  - When the abuse, neglect or exploitation occurred in the home, the APS professional has the advantage of the physical context in most cases.
- Internal state context can be accomplished by encouraging people to visualize and take themselves back to the period that the APS professional wants them to recall.
  - This technique should be done with caution as the APS professional should not risk retraumatizing the client, especially if the level of detail that would come from this technique is not necessary for the purposes of an APS interview.

Continued

- It should also only be used when the APS professional is confident, they have built a safe environment for the person to explore the situation in this way.
- This should be considered a more advanced technique that should be used only when the APS professional has received training in trauma-informed interviewing.

**Explain** that the instruction of report everything is something that may need to be repeated even though you have explained it during the phase of explaining about goals.

- It doesn't have to be scripted but an example might be, "I would like for you to share with me what happened yesterday when Sam arrived. Just tell me everything that you think of. Everything is important to me. I wasn't there so just tell me everything that comes to your mind."
- You can give them choices like, "If it helps, think back of what you were wearing yesterday or what foods you ate". "You can close your eyes if you feel comfortable doing so".

**Explain** that initiating a free report requires the APS professional to provide instruction and then to assume an active listening role.


**Discuss** how APS professionals should apply active listening techniques while still considering cultural responsiveness in their approach during an interview.

*Some possible ideas include:*

- *Maintaining eye contact based on the preferences of the person being interviewed*
- *Using pace of interaction that matches the preferences of the person being interviewed*
- *Allowing for adequate amount of silence that is based on interaction cues (i.e. change in body language) with the person being interviewed*

**Slide #15: Phase 4: Questioning (10-15 minutes)**

**Trainer Note: This slide is animated.**



**Phase 4: Questioning**

Occurs after free recall

- Provide a framework, including: why, giving permission to say they don't know, encouraging breaks, reminders to share everything

Open-ended questions and requests  
Specific-closed questions

Avoid:

- Forced choice questions
- Multiple questions at once
- Leading questions
- Motive questions
- Poorly worded questions

**Share** that Phase 4 looks at the specifics of using questioning to obtain more information.

**Explain** that questioning occurs after the person has told their story in free recall.

- Questioning helps to find additional detail that did not come out of the initial free recall.
- It is important to provide a framework to the person being interviewed for the information the APS professional is seeking without being too specific or focused by the structure of the questions.
  - The framework to the interview includes explaining why the APS professional is asking the questions, giving permission for the person to say they don't know, encouraging them that they can take a break if needed, and reminding them to share everything they can remember as they answer each question.
  - Very importantly, empower the person to say if they don't understand a question that is asked and request clarification.

**Explain** the keys to appropriate questioning during this phase.

- Open-ended questions and requests – This type of question or request is used to gather unrestricted answers from the person being interviewed.
  - **Encourage** participants not to focus on what, where, why, how questions as open-ended but rather to use polite requests.

Continued

- **Point out** that asking the person being interviewed to “please explain to me how you used your parent’s money from social security this month” elicits more information than “What did you use your parent’s money from their social security for?” The “what” question still allows for the person being interviewed to answer in very short answers more so than the request for explanation.
- Specific-closed questions – This type of question should only be used if open-ended questions or requests have not been successful in obtaining specific details for the case.
  - These questions should still allow for as much unrestricted information as possible.
  - An example of a specific-closed question is “What color shirt was the person wearing?”

**Share** about avoiding the following types of questions:

- Forced choice questions – Was the money a gift or not?
- Multiple questions – Did you give the money last week as a gift? Have you ever given gifts before?
- Leading questions – Sounds like it was gift, wasn’t it? (Note that the importance of avoiding leading questions will be discussed in more detail in Phase 6)
- Motive questions – Why would they have taken the money if it wasn’t a gift? – A victim should never be asked about the motive of someone who has abused, neglected, or exploited them.
- Poorly worded questions – Were you exploited?
  - **Ask** participants if they can identify why this simple question is poorly worded.
    - People may not know the term exploited especially when it comes to money. Terms like theft or money taken without permission may be more easily understood by the person.


APS is responsible for wording questions in a way that meets the abilities of each person they are interviewing.



**Slide #16: Phase 5: Varied and Extensive Retrieval (5-7 minutes)**

**Trainer Note: This slide is animated.**

Phase 5: Varied and Extensive Retrieval




Used when APS feels there is still more critical info to be obtained

- Move to Phase 6 if comprehensive information from phases 1-4 has been received

Techniques:

- Recall in a variety of temporal orders
- Change perspective (not used with clients)
- Memory jogs



**Share** that Phase 5 is about probing even more when the APS professional feels there is still more critical information to be obtained from the person being interviewed.

**Explain** that these techniques in this phase are not always used during ECI. They are used when the APS professional has a client, alleged perpetrator, or collateral witness who they feel has more information that they are willing to share. If the APS professional believes they received comprehensive information from phases 1 to 4 (**provide** quick summary), they can move onto phase 6.

**Describe** each technique:

- Recalling in a variety of temporal orders, or arrangement of events in time, moves people from the most recent memory backwards.
  - Most people when asked to share their story about an incident will start from the beginning and end at the most recent.
  - This technique reverses this order and will often illicit details not obtained in the original version of their story.
- Change perspective technique should only be used for alleged perpetrators or collaterals and should never be used for clients.
  - The technique asks the witness to assume the perspective of the individual affected by the abuse, exploitation, or neglect.
  - This can be an instruction about physical senses such as “share with me what you think they would have seen from where they were standing” or emotional reactions such as “how do you think they felt when that occurred?”.
- Memory jogs are used to help people recall specific details.

Continued

- For example, when asking a witness about physical appearance, the APS professional can ask “Did the person remind you of anyone you know or have seen on television?” or “Did the person have any unique characteristics that stood out to you?”
- The APS professional can do this for other details such as clothing, speech characteristics, tone of voice, etc.

**Slide #17: Phase 6: Important Investigative Questions (5 minutes)**

**Trainer Note: This slide is animated.**

### Phase 6: Important Investigative Questions



What questions/statements that might need to be asked but are leading in nature?

- Important investigative questions are often leaning and should be saved for the end.
- People are susceptible to the influence and suggestions of the interviewer.
- Important investigative questions that are leading should be immediately followed by open-ended questions.

**Share** that Phase 6 looks at how to handle specific questions that need to be answered during an interview.

**Ask** participants to share examples of specific questions/statements that they might need to ask but could be leading in nature.

*Some possible answers may include:*

- *Did you see the doctor last Wednesday?*
- *Did they tell you that they were going to use your money to go to the casino?*
- *Have they ever upset you by the words they used?*

**Ask** participants to reflect on the power that they hold over someone's life if they use leading questions, i.e., details resulting from leading questions that are used as evidence for the person to be appointed a guardian.

**Explain** that investigative questions that include details of the case are necessary at times.

- For example, the APS professional may need to ask if the alleged perpetrator was holding a knife or whether the client felt sad or uncomfortable when the person addressed them with profanity.
- When these questions are asked, they should be followed up with request such as "tell me more about what they had in their hand" or "share more about how it felt when they said that to you".

**Slide #18: Phase 7: Summary (8-10 minutes)**

**Trainer Note: This slide is animated to first demonstrate how to do this and then cover each more in-depth.**

### Phase 7: Summary



- Summary is a method to check for accuracy of how the APS professional received the information.
- Permission should be given to the person being interviewed to interrupt to add new or correct information.
- Always end the summary by asking if there is anything that has been missed.

**Share** that Phase 7 allows the APS professional and person being interviewed to summarize what's been accomplished so far.

**Activity #3- Summary Demonstration (3-5 min)**

**Ask** for a volunteer for a demonstration to be the "interviewee" who will share about an experience with a client where their work helped to produce a very successful outcome.

First, **ask** a few open-ended questions about their experience in general until you have enough information to demonstrate summary.

*Examples of questions to ask the volunteer:*

1. Describe a time you had a successful outcome with a client.
2. Share the keys to creating that successful outcome.
3. What ways have you been able to use that experience to support other clients?

Before summarizing what they just shared, **provide** instructions to the participant to give permission to interrupt to correct or provide more details.

**Summarize** the information.

**End** the summary by asking if there is anything that has been missed.

**Explain** that the main purpose of providing the summary is to make sure that the APS professional is accurately conveying the story of the person

Continued

that is being interviewed. Their story is their story and should be reflected in their own words as closely as possible.

**Explain** that the summary also helps the APS professional to check for their own biases and maintain cultural responsiveness.

- If during the summary the person who was interviewed challenges or raises a concern about bias, the APS professional should not get defensive but rather ask the person to explain more and provide details to help them understand how to accurately summarize their story.
- In certain cases, the APS professional will need to apologize for misrepresenting the person's story initially to move forward with the interview.

**Slide #19: Phase 8: Closure (5-7 minutes)**

**Trainer Note: This slide is animated.**



Phase 8: Closure

Academy of Professional Excellence

When do you ask about certain demographics?

Why is it important to leave all interviews in a positive frame?

How is contact information given to person being interviewed?

**Share** that Phase 8 is about closing out the interview with the person.

**Ask** participants when they typically ask about demographics such as date of birth, name of family physician, etc.

- Follow this up by **asking** why it may be important to wait until the end to ask about demographics based on what they have learned about Enhanced Cognitive Interviewing.
  - The answer is that demographic questions do not require the same level of memory to be accessed as free recall. Starting off with these questions or asking them in the middle of an interview may interfere with clients, alleged perpetrators, and collaterals fully exploring their memory and sharing in a detailed way.

**Ask** participants why is it important to leave all interviews in a positive frame?

*Possible answers include:*

A key reason is that a case may not be successfully resolved during an investigation. Some people will not share enough information to make a determination or refuse a service that plan that will reduce their risk. By always closing an interview in a positive way, the APS professional increases the chance for themselves or their colleagues to be successful if another case is opened on the client in the future.

Continued


**Note** that certain closure techniques do not apply if a person shows hostility that presents a safety concern to the APS professional. If this occurs, the APS professional should focus on assuring their safety and not proper closure techniques when ending the interview.

**Explain** that the APS professional should always let the person being interviewed know how to contact them if they think of more information. The person should again be encouraged to call with anything that they think of even if they are not sure if it is relevant. The person should be instructed what information to leave on a voicemail.

**Ask** participants to consider how they can leave this contact information with a client if they feel that leaving a business card may increase risk, i.e., showing them how to find the agency's phone number, putting the number of the agency under someone's name in the client's cell phone.

**Slide #20: Phase 9: Evaluation (15 minutes)**

**Trainer Note: This slide is animated.**



**Phase 9: Evaluation**

Evaluate the info obtained and your own performance.

- Does your documentation reveal certain questions were not asked about details of case?
- What are indicators that rapport was effectively built?

Video Evaluation:

- Did the interviewer effectively decrease anxiety through rapport building?
  - *If not, what could have they done differently?*
- What **ECI techniques** could have been used to maximize recall of the information?

Consult with supervisors about interviews, review cases with them and practice interviewing techniques.

**Share** that the final phase, Phase 9, is done after the interview.

**Reinforce** that no interview is perfect. Interviewing is an art and not a science. So, every interview contains opportunities for improvement.

**Explain** that the best way to improve is to constantly evaluate skills and effectiveness after an interview with a client, which is Phase 9.

**Share** the following examples of way to evaluate information obtained:

- Did you obtain relevant information for making a determination about the case?
- After you review your documentation, are there questions that were not asked about details of the case?
- In reflection on the interview, were there topics that the client seemed to be guarded or reluctant to the point of not sharing information?

**Share** the following examples of how to evaluate performance:

- What were the indicators that you had effectively built rapport?
- How did the environmental conditions affect your nonverbal behavior?
- Did you set up a situation where the client could focus and think to provide free recall during the interview?
- How did you respond to cultural dynamics during the interview?

Continued



**Activity #4: Evaluation Video (7-10 min)****Large Group**

**Explain** that you will be showing a clip of the initial video again. **Ask** participants to evaluate the effectiveness of the interview from an ECI perspective.

- **Ask** participants to provide feedback on anything they observe but to really focus on the areas of two of the learning objectives.
  - Did the interviewer effectively decrease anxiety through building rapport? If not, what could they have done differently?
  - What ECI techniques could have been used to maximize recall of information more effectively?
- **Moderator/Trainer: show** [Financial Abuse Allegation: A/P Interview](#) video clip.
  - **Use** a 3 to 5 minute clip from the video. **NOTE:** showing the video from 3:50 to 6:50 provides content for effective discussion.
  - **Ensure** to share sound.
- **Discuss** by asking people to chat or unmute an example of how they would have done the interview differently based on an ECI perspective that they did not notice the first time when evaluating the interview. This can be from the clip that was shown or anything else they recall from the entire interview.

**Explain** that supervision is critical in developing APS professionals interview skills.

- While it is important that colleagues support each other in this process, the supervisor role is critical.
- Supervisors should not just ask questions about a case but also ask their team member how they obtained that information.
  - For example, when an APS professional states that the alleged perpetrator was unwilling to share detailed information, the supervisors should ask about how questions were structured.
  - Supervisors can role play interview situations, conduct full mock interviews, and/or observe APS professionals in the field.
  - If accompanying the APS professional into the field, the supervisor should do an observation specifically focused providing feedback about interview skills.

**WRAP-UP AND EVALUATIONS**  
**Time Allotted: 15 minutes**

**Slide #21: Conclusion (5-6 minutes)**

**Trainer  
Note: This  
slide is  
animated.**

**Conclusion**

Final questions- please take self off mute

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

Enter in chat box but wait to press enter.

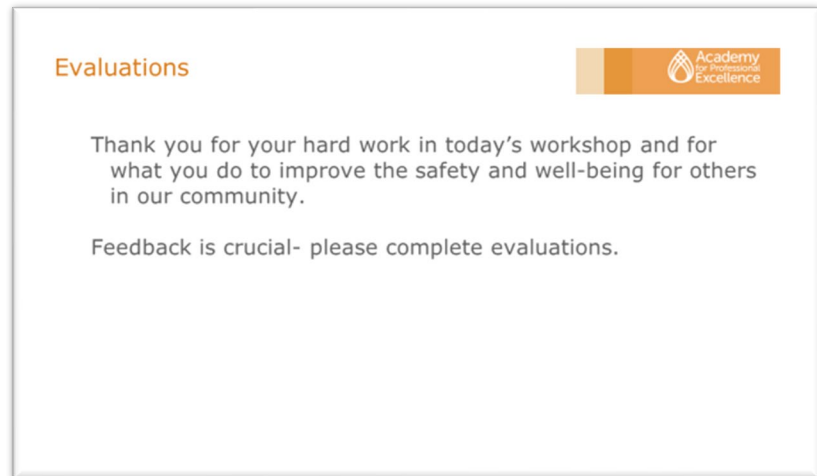
**Conclude** by asking if anyone has questions. If they do, unmute and ask the question. **Answer** any questions.

**Activity #5: Takeaways (3-5 minutes)**  
**Individual, Large Group**

**Ask** all participants to take one minute to consider the entire course, looking back at their materials and type one thing covered in the course that they will use in their work into the chat box but wait to press enter until asked to do so. After a minute, **ask** them to press enter.

**Moderator** help theme and **read** some of the responses.

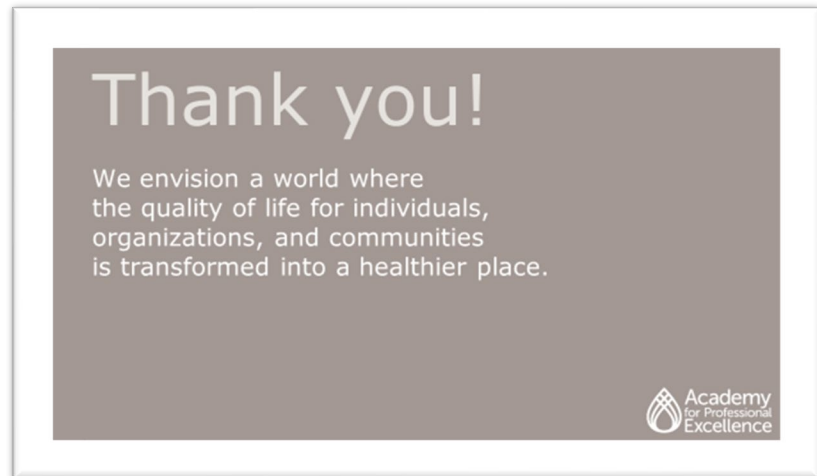
**Slide #22: Evaluations (5-10 minutes)**



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

**Ask** moderator to provide information about evaluations, any announcements, etc.

**Slide #23: Thank you!**



## MODERATOR TIP SHEET

### Slide #1: Welcome/Title Slide:

- Introduce self and role as moderator.

### Slide #3: Housekeeping:

- Cover housekeeping items

### Slide #5: Introductions:

- Discuss with Trainer ahead of time which option they want to do.
- The slide is animated to show either option.
- If Option 2: Launch Poll
  - Ensure to have poll programmed prior to training
  - “What would you describe as your primary education and/or work experience?”
    - Social Work
    - Nursing
    - Criminal Justice
    - Other
  - Share results and close results

### Slide #6: Skill Evaluation:

- Youtube link is embedded in slide.
- As back-up, video can be found at <https://theacademy.sdsu.edu/programs/apswi/apswi-videos/> (click Financial Abuse Allegation: Alleged Perp Interview)
  - Have available prior to training starting
- Share sound.

### Slide #7: Purposes of APS Interviews:

- This slide is animated

### Slide #8: Core Practices for APS Interviews:

- This slide is animated
- Trainer may want to share resources. Check if you need any of them ready to display or share in chat box.

### Slide #11: Phase 1: Greet, Personalize and Build Rapport:

- This slide is animated

### Slide #12: Phase 2: Explain the Goals of the Interview:

- This slide is animated
- Help theme out answers from chat box

**Slide #13: Transferring Control:**

- This slide is animated

**Slide #14: Phase 3: Initiate a Free Report:**

- This slide is animated

**Slide #15: Phase 4: Questioning:**

- This slide is animated

**Slide #16: Phase 5: Varied and Extensive Retrieval:**

- This slide is animated

**Slide #17: Phase 6: Important Investigative Questions:**

- This slide is animated

**Slide #18: Phase 7: Summary:**

- This slide is animated

**Slide #19: Phase 8: Closure:**

- This slide is animated

**Slide #20: Phase 9: Evaluation:**

- This slide is animated
- You'll be showing the video clip (or partial clip) as you did in Slide #6. Find out from training which portion of the video to show.
- Ensure to share sound.

**Slide #21: Conclusion:**

- This slide is animated
- Help theme out answers in chat box

**Slide #22: Evaluations:**

- Provide information for evaluations

## REFERENCES

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