Interviewing Alleged Perpetrators

INSTRUCTOR LED TRAINING

TRAINER MANUAL

Academy for Professional Excellence

APSWI
Adult Protective Services Workforce Innovations

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

Funding Sources

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

Curriculum Developer 2026

Candace J. Heisler, JD

Additional expertise provided by Jae Mohr, Workforce Development Specialist

Original versions were developed by the Academy for Professional Excellence, with funding from the California Department of Social Services, Adult Programs Division.

Curriculum Developer 2019 (in-person) and 2020 (virtual)

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Introduction

We are pleased to welcome you to **Interviewing Alleged Perpetrators (A/Ps), 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 with the goal of revolutionizing the way people work to ensure the world is a healthier place. Our services integrate culturally responsive and recovery-oriented practices into our daily work to promote healing and healthy relationships. Providing around 70,000 learning experiences to health and human service professionals annually, the Academy provides a variety of workforce development solutions in Southern California and beyond. With five programs, three divisions and over 100 staff, the Academy's mission is to provide exceptional learning and development experiences for the transformation of individuals, organizations and communities.

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.

APSWI partners with state and national organizations and experts in the older adult and adults with disabilities professions to empower APS professionals and those they serve to live safely, peacefully and in a world that is free from abuse and neglect.

APSWI's partners include:

- National Adult Protective Services Association (NAPSA) and the National Adult Protective Services Training Center (NATC)
- California Department of Social Services (CDSS), Adult Programs Division
- County Welfare Directors Association of California (CWDA), Protective Services Operations Committee (PSOC)
- California's Curriculum Advisory Committee (CAC) Committee

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Acknowledgements

This training is the result of a collaborative effort between Adult Protective Services administrators, supervisors, staff development officers and line staff 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
National Adult Protective Services Association

Committees:

California's Curriculum Advisory Committee (2019 and 2020)

National Adult Protective Services Association (NAPSA) Education & Development Committee

Curriculum Developer

Candace J. Heisler, JD

Additional Expertise

Jae Mohr, Workforce Development Specialist

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How to Use This Manual

This curriculum was developed as a virtual **5 hour and 15 minute workshop, not including breaks,** 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. When possible, virtual and in-person prompts are given.

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 italicized*

Use of language: Throughout the manual, APS professional is used to denote individual staff who may go by various titles. 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/content material is on the same page as the accompanying PowerPoint slide.
- To hide a slide in PowerPoint, on the Slides tab in normal view, select the slide you want to hide.
- On the Slide Show menu, click Hide Slide. The slide number will have a line through it to show you have hidden it.
- The slide remains in your file even though it is hidden when you rune the presentation.

Course Outline:

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.

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Trainer Guidelines

It is recommended that someone with a strong background in interviewing alleged perpetrators and clients facilitate this virtual workshop. This person may come from APS, criminal justice system (e.g., law enforcement, prosecutor), etc. Co-facilitation with an APS trainer or supervisor may be helpful.

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.).
- 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 25-30 participants.

The following **teaching strategies** are incorporated:

- Lecture segments
- Interactive exercises (e.g., breakout groups, chat box discussion, video demonstration, polling activities)
- Question/answer periods
- PowerPoint Slides

The following **equipment and materials** are needed:

- Trainer Manual
- Participant Manual
- Interviewing Alleged Perpetrators (Tip Sheet)
- PowerPoint Slides
- Home Visit: Addressing APS Professional Safety

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- Caregiver Neglect Allegations, Home Visit: Alleged Perpetrator Interview
- Headset with microphone Computer

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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 or workplace) 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.

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    - 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.

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Executive Summary

Course Title: Interviewing Alleged Perpetrators

Course Description:

When it is safe to do so, Adult Protective Services professionals will often need to interview alleged perpetrators (A/Ps). This is an important step in the investigation and assessment process, though it often brings feelings of uncertainty to the interviewer.

This interactive and practice-based course explores the purpose of the alleged perpetrator interview, distinguishes APS goals from other social services and institutions, including law enforcement, and guides participants through an interview with an A/P. Using a case study and a Tip Sheet that describes each stage of an A/P interview, the course addresses pre-interview considerations including biases, safety, and planning. The course then focuses on conducting interviews, including sections on setting a productive tone, building rapport, exploring allegations, eliciting the A/P's explanations for their conduct, and addressing demeanor or level of cooperation. The course concludes with reminders about how to end and document the interview.

Instructor-Led Training:

This course is an Instructor Led Training, designed to be facilitated virtually. The curriculum and activities can be adapted to an in-person environment with the appropriate materials.

Course Requirements:

This is an enrichment course and participants are encouraged to have completed other trainings on APS interviewing, Power and Control Dynamics, and Case First Steps prior to attending.

Intended Audience:

This training is intended for new and experienced line staff, supervisors or agency trainers, who interview clients, alleged perpetrators, and collaterals, provide risk assessments and develop service plans, or supervise APS professionals who conduct interviews and assessments.

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Learning Objectives:

Upon completion of this training, participants will be able to:

- Identify purposes of APS interviews with alleged perpetrators (A/P)
- Recognize biases and assumptions of APS professionals and A/Ps that may affect the interview
- Identify safety concerns APS professionals may encounter during the interview process with an A/P
- Utilize a method for planning, organizing, and conducting an interview with an A/P

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Course Outline

CONTENT	MATERIALS	TIME
Welcome, Introductions, Course Overview	**Slide #1 - #12**	**Total: 45 minutes**
About the Academy & APSWI		
Course Goal and Learning Objectives		
Activity: Experience Interviewing A/P Poll (*Individual)*		5 minutes
Activity: Role Differences Between APS and Law Enforcement (LE)		8 minutes
Pre-Interview Considerations	**Slide #13 - #31**	**Total: 1 hour and 50 minutes**
Activity: Challenges When Interviewing A/Ps (Discussion groups)		20 minutes
Activity: How Might Biases Affect the A/P Interview? (Discussion Groups)		18-20 minutes
Case Scenario Review		3 minutes
Discussion: Safety Considerations		15 minutes

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Handout: Safety Tips When Interviewing Alleged Perpetrators		
Video: Safety at a Home Visit		7 minutes
Poll: Conducting the Interview		7 minutes
Organizing the Interview; Tip Sheet Review		10-12 minutes
Handout: Interviewing Alleged Perpetrators (Tip Sheet)		
Conducting the Interview	**Slide #32 - #50**	**Total: 2 hours and 10 minutes**
Reflective Activity: Meeting the A/P's Needs		5 minutes
Rapport Building: Individual Work		8 minutes
Report Out – Rapport Building with Junior		5 minutes
Case Scenario: Charles and Junior: Exploring the Allegation		10-15 minutes
Report Out - Exploring the Allegation		12 minutes
Case Scenario: Charles and Junior: Exploring A/P Explanations		15 minutes

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Video Clip: Carlos and Allegation of Caregiver Neglect		10 minutes
Handout: Abuser Justifications and Defenses – APS Considerations		
Case Scenario: Charles: and Junior: Dealing with Changes in Levels of Cooperation		12 minutes
Concluding and Documenting the Interview	**Slide #51 - #53**	**Total: 15 Minutes**
Case Scenario: Charles and Junior: Concluding the Interview		8 minutes
Handout: Tips for Documenting the Interview		
Wrap-Up	**Slide #54 - #61**	**Total: 15 minutes**
Course Review and Questions		
P-I-E Wrap Up		
TOTAL (Excluding Breaks)	**N/A**	**5 hours and 15 minutes**

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Welcome, Introductions, and Course Overview

Time Allotted: 45 Minutes

Associated Objective(s): Identify purposes of APS Interview with alleged perpetrators (A/P)

Method: Lecture, Poll, Large Group Discussion

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Slide #1: Interviewing Alleged Perpetrators



Welcome learners and allow everyone to settle in.

As learners join **ask** them to type their names, county, and title in the chat.

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.

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Slide #2: About the Academy and APSWI



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.

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Slide #3 & 4: Land Acknowledgment



Trainer Note: These slides incorporate a national land acknowledgment to honor the land that anyone who accesses the materials is on. When training, insert the land you're training from.

Share:

Slide #3- The purpose of a land acknowledgement is to recognize the relationship of Indigenous peoples to the land. It is multi-faceted in its meaning. It shows respect to the people of the land, to the land itself and to their relationship to one another. They are statements that recognize the dispossession from the land, the harm brought by colonial practices, beliefs and policies. They validate and recognize the continued presence of Indigenous peoples everywhere. Lastly, when offered in earnest and with sincerity, they are the first steps in reconciliation and healing.

Slide #4- For millennia, hundreds of Tribal nations have been a part of this land. This land has nourished, healed, protected, and embraced them for many generations in a relationship of balance and harmony. As members of the Academy community, we acknowledge this legacy. We promote this balance and harmony. We find inspiration from this land; the land of the original inhabitants of this Nation. Find the tribe(s) in your area at Native Land Digital.

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Slide #5: Housekeeping & Introductions



Review housekeeping items of important reminders and information for the day.

- Set cell phones to silent/vibrate
- Schedule - Please return promptly from breaks and help us keep to the schedule
- Comfort breaks:
    - Take restroom breaks when needed
    - Please feel free to walk about or stretch throughout the day as needed
    - Location of restrooms (if in person)
- Materials
    - PowerPoint Slides
    - Participant Materials
- Introductions

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Slide #6: Course Goal



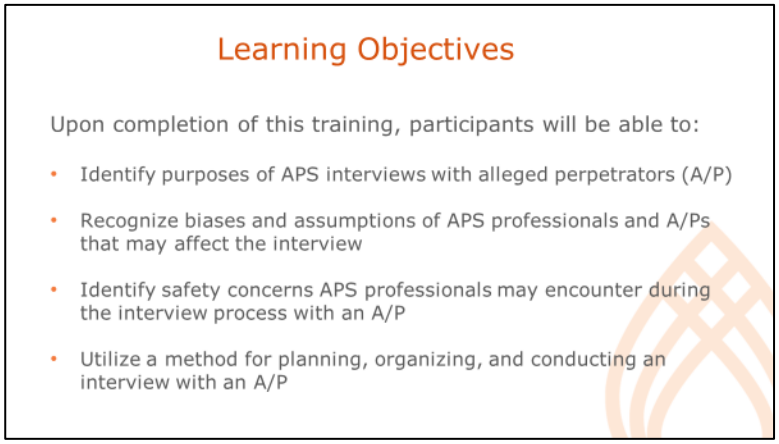
Explain that the course goal is to enhance your ability to effectively interview alleged perpetrators of abuse, neglect, and exploitation of older adults.

Explain that this course is interactive and that everyone's active participation is critical. There are several activities throughout the training, including small group work and large group discussions. Everyone is encouraged to participate in discussions, as a notetaker or person to report out on group discussions.

Remind learners that they should be muted unless they are speaking or in breakout sessions.

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Slide #7: Learning Objectives



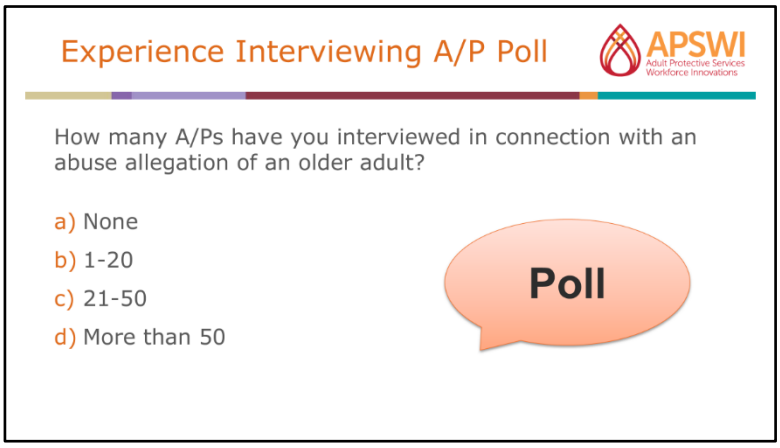
Paraphrase the learning objectives with learners.

Upon completion of this training, learners will be able to:

- Identify purposes of APS interviews with alleged perpetrators (A/P)
- Recognize biases and assumptions of APS professionals and A/Ps that may affect the interview
- Identify safety concerns APS professionals may encounter during the interview process with an A/P
- Utilize a method for planning, organizing, and conducting an interview with an A/P

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Slide #8: Experience Interviewing A/P Poll



Activity: Experience Interviewing A/P Poll (5 minutes)
Method: Individual

Trainer Note: If having technology issues or if in person, ask the question and then give learners the answers and have them raise their hands when the answer applies to them.

Instructions:

1. **Explain** we will explore your experience interviewing A/Ps next by conducting a poll.

Poll Question: How many A/Ps have you interviewed in connection with an abuse allegation of an older adult?

a) None
b) 1-20
c) 21-50
d) More than 50

2. **Allow** learners up to 1 minute to respond (or until at least 80% of attendees have responded).
3. **Show** the results of the poll to the group and **indicate** the range of experience (e.g., very new to experienced).
4. **Comment** that this course is designed to provide information useful to every level of experience.

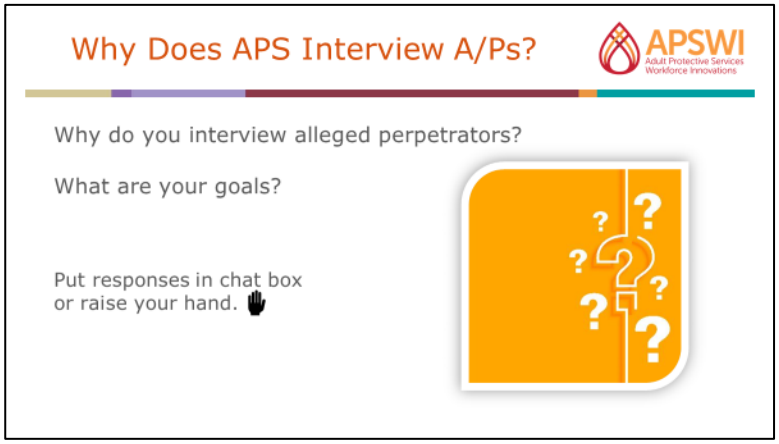
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Remind learners that their participation is key to the value of the training so they are encouraged to share their expertise (as relevant) to class discussions.

Encourage those with questions to use the raise hand or chat function.

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Slide #9: Why Does APS Interview A/Ps?



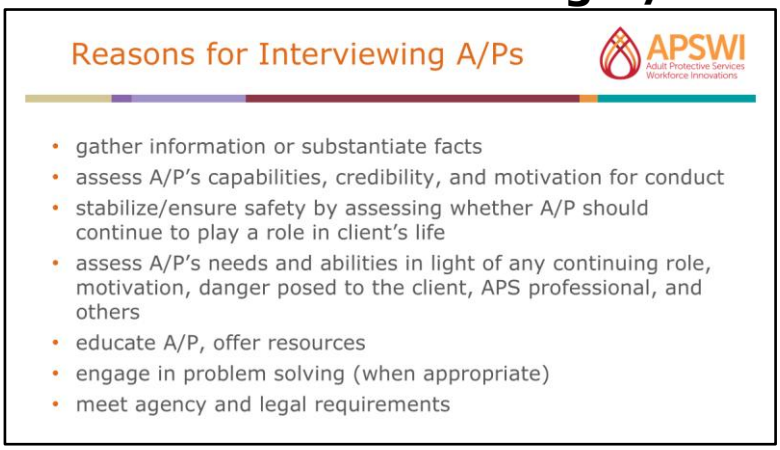
Pose the following questions and **ask** learners to respond in chat or by raising their hands and speaking when called upon.

- Why do you interview alleged perpetrators?
- What are your goals?

Trainer Note: If responses are slowly being entered in chat, you may want to use humor, e.g., "my boss says I have to" and encourage learners to offer more thoughtful responses.

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Slide #10: Reasons for Interviewing A/Ps



Highlight that there are many reasons APS interviews an A/P, including these on the slide.

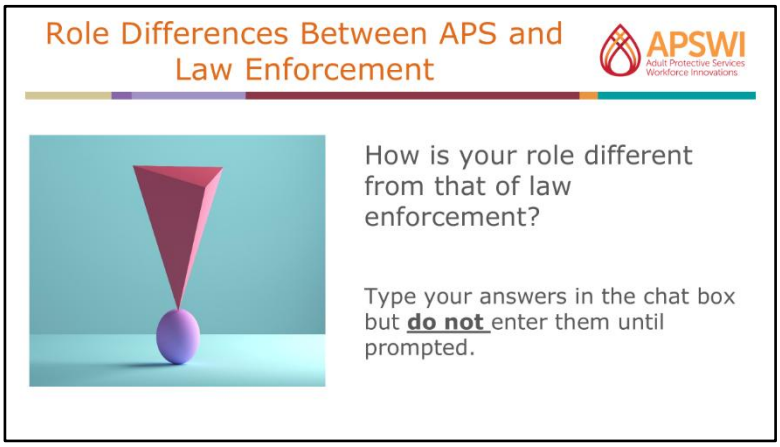
Briefly highlight those points on the slide not covered in the discussion on the previous slide.

- gather information; establish what happened
- assess A/P's capabilities, credibility, and motivation for conduct and willingness to work with APS to improve situation
- stabilize/ensure safety by assessing whether A/P should continue to play a role in client's life and if so, what role.
- assess A/P's needs and abilities in light of any continuing role, motivation, danger posed to the client, APS professional, and others
- educate A/P what is acceptable conduct and that everyone's information has been documented
- offer resources and services, as appropriate
- engage in problem solving (when appropriate)
- meet agency and legal requirements

Explain, by interviewing the client, collaterals and the A/P, APS can ensure a balanced and transparent process.

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Slide #11: Role Differences Between APS and Law Enforcement



Reflection Activity: Experience Interviewing A/Ps (8 minutes)
Method: Large Group Share and Discussion

Instructions:

1. **Inform** learners that you'll be asking a question and will ask that that they type answers in the chat box but do **not** hit "enter" until invited to do so.
2. **Ask** learners how is your role as APS different from that of law enforcement?
3. **Wait** up to 2 minutes to allow learners to think about situations.
4. **Invite** everyone to [press] enter with their chat comments.
5. **Highlight** responses.

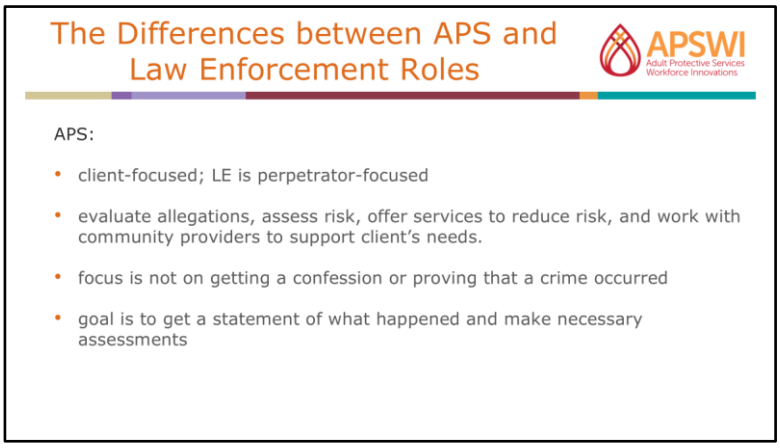
Start leading a short discussion about differences in roles between APS and law enforcement.

Possible Answers:

i. *APS is not law enforcement.*
ii. *Focus for APS is not on deciding if a crime happened and who committed it. (More is discussed on the next slide)*

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Slide #12: The Differences between APS and Law Enforcement Roles



Explain the APS role is a unique role. APS is not part of law enforcement or an agent of law enforcement. APS:

- is client-focused; LE is perpetrator-focused
- conducts interviews to evaluate allegations, assess risk, offer services to reduce risk, and work with community providers to support client's needs. conversation with a purpose
- focus is not on getting a confession or proving that a crime occurred
- goal is to get a statement of what happened and make necessary assessments, not to obtain a confession to a crime.

Remind learners that explaining the difference between APS and LE may:

- help make the client feel and stay safe.
- you may be able to build rapport and trust with the client allowing APS to support the client more effectively
- it may allow you to offer services to help A/P
- A/P may be more willing to talk with you if you are clear on APS roles and goals.

It is important for APS to focus on its role and goals and not take on the roles and goals of law enforcement in order to assess client risk, meet the needs of clients, build and maintain client trust. Be aware that if APS takes on law enforcement tasks, APS may be required to fulfill legal/law enforcement standards.

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Pre-Interview Considerations

Time Allotted: 1 hour and 50 minutes

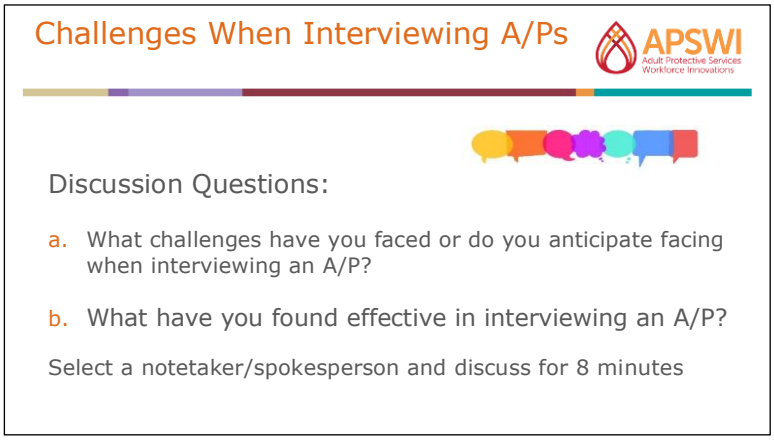
Associated Objective(s):

- **Recognize biases and assumptions of APS professionals and A/Ps that may affect the interview.**
- **Identify safety concerns APS professionals may encounter during the interview process with an A/P.**
- **Utilize a method for planning, organizing, and conducting an interview with an A/P.**

Method: Small Group Discussions, Large Group Discussion, Individual Work, Lecture.

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Slide #13: Challenges When Interviewing A/Ps



Activity: Challenges When Interviewing A/Ps (20 minutes)
Method: Small Group Work and Report Out

Trainer Note: *It's recommended to visit all of the breakout groups to make sure they understand the assignment and stay focused on discussing their answers. If in person, you can divide learners into groups as needed, keeping in mind that five learners per group should be the maximum.*

Instructions: (2 minutes to set up activity and send participants to breakout groups; 8 minutes for small group discussions; 10 minutes for reports back)

1. **Explain** that learners will now be placed into small groups to discuss some questions. You will have 8 minutes for this group work discussion. We will give you a one-minute warning at the end of this discussion. Please select a notetaker and spokesperson to report out a summary of the discussion.
2. **Read** the following discussion questions:

    a. What challenges have you faced or do you anticipate facing when interviewing an A/P?
    b. What have you found effective in interviewing an A/P?

3. **Move** learners to their breakout groups.

When back from breakout groups:

4. **Take** about 10 minutes for the report out
5. **Ask** for a volunteer spokesperson to report out on the first question.
6. **Ask** if any other groups have anything different or additional to add.

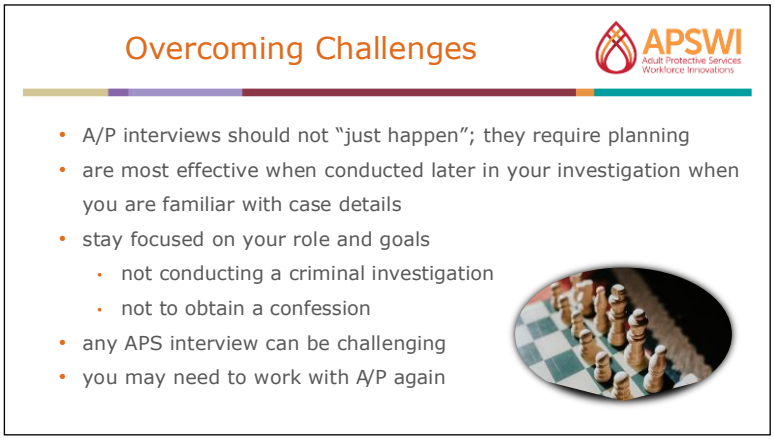
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7. **Repeat** the process with the second question with a spokesperson who has not reported out yet.

Explain that we will continue to identify strategies and approaches to these challenges throughout the course.

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Slide #14: Overcoming Challenges



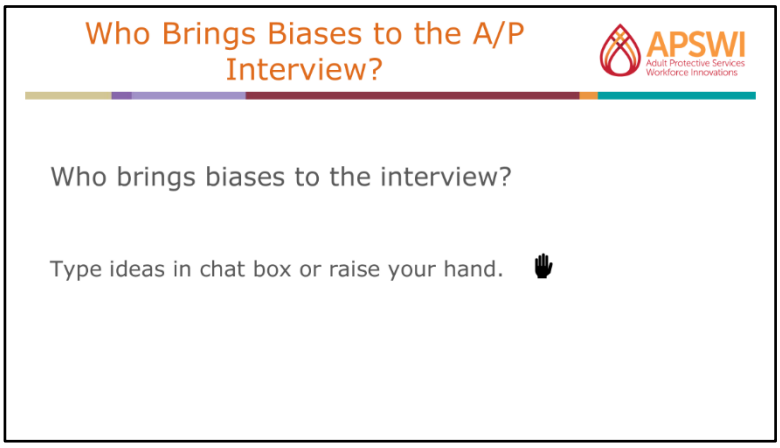
Explain that A/P interviews**:**

- should not "just happen"; they require planning
- are most effective when conducted later in your investigation when you are still familiar with case details
- should stay focused on your role and goals
    - you are not law enforcement so you are not conducting a criminal investigation or trying to obtain a confession
- any APS interview can be difficult and challenging. The A/P interview may be no more difficult than any other interview
- you may ~~have~~ need to work with A/P again on this occasion and in the future

Explain that another common challenge is experienced by all are conscious (known or aware) biases and unconscious (unknown or unaware) biases and how they can affect the A/P interview, which we'll cover on the next slide.

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Slide #15: Who Brings Biases to the A/P Interview?



<u>Reflection Activity: Who Brings Biases to the A/P Interview? (3 minutes)</u>
Method: Large Group with Share

Trainer Note: This section is to get learners thinking about the impact of biases in the interview. The goal is to have learners recognize that both the person being interviewed (A/P) and the interviewer (APS) will have biases that can affect whether the interview is effective.

Instructions:

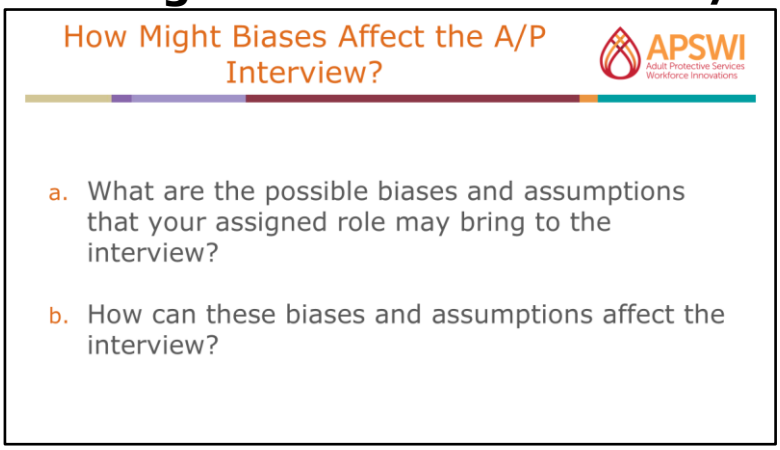
1. **Ask** learners: "Who brings biases to the A/P interview?"
2. **Ask** for one or two responses.

Highlight that both the APS professional and the A/P may bring biases and assumptions to the interview that can affect the interview.

Explain that we will next explore these possible beliefs and attitudes and think about how they may affect the interview and strategies to use if you suspect a bias is affecting your conversation.

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Slide #16: How Might Biases Affect the A/P Interview?



<u>Activity: How might biases affect the A/P Interview (10 minutes)</u>
Method: Small Group Discussion

Trainer Note: If in person, assign learners in a group (it is recommended to have a maximum of three to four). If using Zoom, it is helpful to post the questions in the chat. It is recommended to visit each group for a short time to answer any questions and confirm each group is focused on the discussion questions.

Instructions:

1. **Explain** that learners will be placed in groups where each group will explore discussion questions (two total) focusing on biases and assumptions.
    - Some groups will explore these questions from the APS professional's perspective and the other groups will explore these questions from the A/P's perspective.
2. **Remind** each group they will need a volunteer to take notes and report out to the larger group.
3. **Show** the list of questions on the slide that each group will discuss.
4. **Assign** each group as the APS professional or A/P. (ex: groups one through three consider from the APS professional's perspective and groups four through six consider from the A/P's perspective).

    a. What are the possible biases and assumptions that your assigned role may bring to the interview?
    b. How can these biases and assumptions affect the interview?

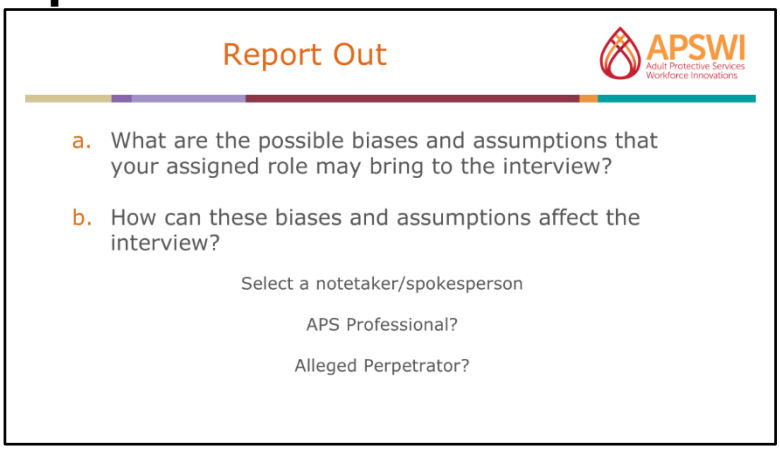
5. **Send** them to their groups.

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- **Allow** groups 8 minutes to complete their discussion questions. Have a one-minute warning set up in zoom.

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Slide #17: Report Out



<u>Activity: Report Out (10 minutes)</u>
Method: Large Group Report Out

Instructions:

1. **Welcome** back the groups.
2. **Remind** learners that they will be sharing a summary of their discussion.
3. **Ask** for a group volunteer from the APS professional perspective to respond to the questions.
4. **Ask** if any other groups from the APS professional perspective have anything additional to add.
5. **Repeat** this process for the A/P groups.

Possible Responses:

a. What are the possible biases and assumptions that your assigned role may bring to the interview?

- *Examples of Interviewer (APS) biases:*
  - *Stereotyping*
  - *Misunderstanding cultural experiences*
  - *Misinterpreting actions during contact*
  - *Assuming the allegation is true (such as based on the type of allegation or prior referrals related to the client or victim)*
- *Examples of A/P biases:*
  - *Distrust or fear of governmental officials*
  - *Refusal to accept help as cultural norm*

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iii. *Assumptions that your contact will "get them in trouble"*
iv. *Fear loss of relationship with client, who is often a family member*

b. *How can these biases and assumption affect the interview?*

a. *Examples of impact from APS's biases:*
i. *Make assumptions about A/P's credibility and attitudes based on biases*
ii. *Make assumptions based on where alleged abuse occurred, prior conflicts with others in same area, or A/P's cultural or religious practices*
iii. *Make assumption based on nature of the allegation*

All of these assumptions affect how the APS professional may evaluate allegations, make decisions on whether the A/P is prepared to work with APS, or if their explanation of events is credible.

b. *Example of impact from A/P's biases*
i. *Assumption that APS is like law enforcement so will not engage with APS*
ii. *Assumption based on prior experiences with governmental agencies*
iii. *Assumptions based on race, gender, clothing, or language of the APS professionals*

Biases are held by both the interviewer and A/P and may affect your ability to engage with the A/P

After groups have shared:

Thank all participants for their thoughtful and constructive comments and insights.

Explain some additional tips for addressing biases assumptions are:

- know what activates you (your "triggers")
- remain neutral and objective in conversation and fact finding.
- take time to build rapport. Provide opportunity for A/P to get to know you and your goals.
- reassure about your role and how you may be able to help situation.
- explore any perceived reluctance by A/P and acknowledge A/P's concerns.
- apologize for any mistakes you may have inadvertently made

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Slide #18: Safety Considerations



Explain that part of effectively interviewing an A/P involves thinking about safety; yours and your client's. There may even be times you may decide not to interview an A/P because of the high risk of danger to the client or to you. This is OKAY! Safety is always the most important concern.

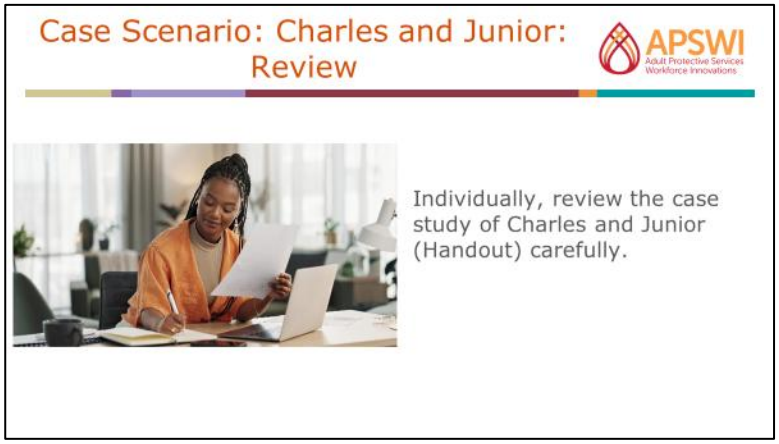
Explain that if we conduct casework without intentional planning, it can:

- reduce our focus on safety which should be specific for each case and situation
- lead to incorrect and/or dangerous assumptions about the situation or A/P's willingness to address conduct

Encourage learners to consider possible sources of danger when approaching every interview.

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Slide #19: Case Scenario Charles and Junior: Review



Activity: Case Scenario Charles and Junior (3 minutes)
Method: Individual Work

Trainer Note: Before learners read the scenario, ***explain*** *to learners that the scenario mentions that Junior is Charles' attorney-in-fact.* ***Provide*** *this information:*

- *A Power of Attorney (POA) is a legal document in which one person (the principal) designates another (or an entity such as a bank) to make specified decisions for them.*
- *The person designated to act for the principal is called the attorney-in-fact (or in some states, the agent). The attorney-in-fact must act in the best interest of the principal.*

Instructions:

1. **Explain** that learners will have about three minutes to individually read through the **Handout: Case Scenario Charles and Junior** in their participant manuals.
2. **After** reading the scenario we will discuss possible safety considerations, as a large group.
3. **Instruct** learners that we will use this case scenario through the entire training.

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Handout: Case Scenario Charles and Junior

Charles (he/him), is 73 years old and is living with high blood pressure, a heart condition, and left side weakness after a stroke a year ago. He cannot live independently. He worked as a mechanic until his retirement when he was 66 years old.

Charles lives in the home of his 53-year-old only child, Junior (he/him). Junior is Charles' attorney- in- fact under Charles' health care and financial power of attorney that was executed four years ago.

Junior is currently unemployed and has no source of income.

Junior and Charles, have never gotten along well. Junior has a history of substance use and two years ago completed a substance misuse diversion program after an arrest for possession of methamphetamine and fentanyl. He has a pending case for driving under the influence.

The current report is that Junior is not paying bills that are in Charles' name and is not taking Charles to medical and therapy appointments. Charles has lost at least 25 pounds in the last three months. Neighbors report hearing Junior berating Charles, and threatening to lock him out of the house.

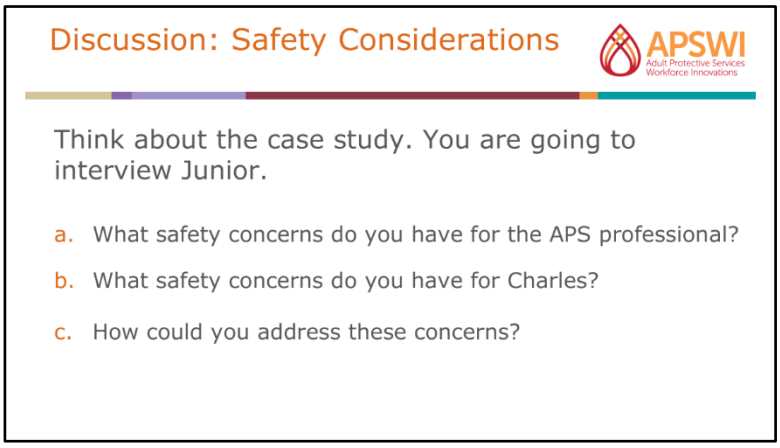
APS made a home visit to Junior's house and observed it to be cluttered making it difficult to move freely from one room to the next. There are electrical cords stretched out across the floor. There are various medications for Charles and Junior mixed together on the kitchen table. There is little food in the house. The APS professional observed that Charles is living in a basement room without heat or cooling.

Charles told the APS professional that he is often hungry, usually eats only once a day and mostly canned soup, and is unaware of the state of his finances. He says Junior has told him that all the bills are being paid. He says Junior sometimes locks him in the basement and leaves for a "long time". He says Junior sometimes forgets to give him his medications and when he does, they make him "woozy".

Charles reported that Junior has guns and has threatened to lock Charles out of the house in cold weather. Charles reported he only goes upstairs if Junior allows him to and if Junior's large dog is not present.

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Slide #20: Discussion: Safety Considerations



Activity: Case Scenario Charles and Junior (15 Minutes)
Method: Large Group Discussion

Trainer Note: Please allow time to address each question separately, even though there may be overlap, it is important to be able to distinguish that APS and the client likely will have differing safety concerns.

Instructions:

1. **Prompt** learners to think about any safety concerns in the Charles and Junior Case Scenario.
2. **Ask** learners to think about these questions:
   a. What safety concerns do you have for the APS professional?
   b. What safety concerns do you have for Charles?
   c. How could you address these concerns?

Possible Responses:

a. What safety concerns do you have for the APS professional?
- *clutter and cords stretched across floor, trip and environmental hazards*
- *possible presence of weapons (guns)*
- *possible presence of illegal substances*
- *Junior locking APS in the basement*
- *large dog*
- *presence of others in the house*
- *history of conflict between Charles and Junior*

b. What safety concerns do you have for Charles?
- *locked in basement, unable to leave, especially during an emergency*
- *tripping hazards*

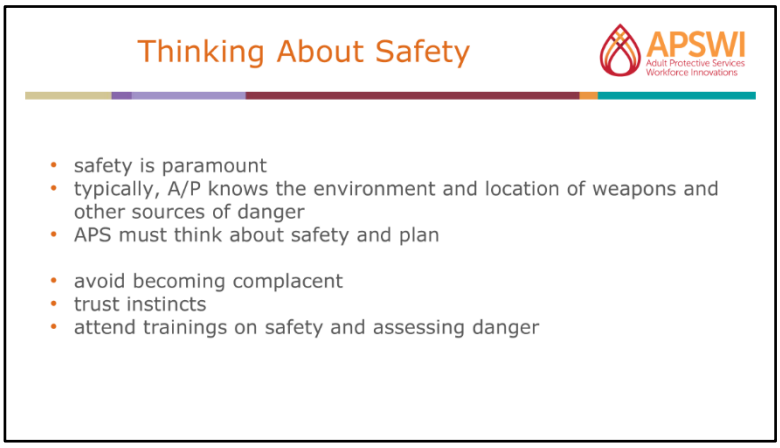
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- *large dog*
- *possible weapons*
- *possible presence of illegal substances*
- *possible intoxication of Junior and effect of substances he may be consuming*
- *not having access to basic food requirements*
- *not being able to take medications properly*
- *has Charles' stroke affected his ability to safely climb the stairs? Are there strong handrails for him to use when climbing the stairs?*

c. *How could you address these concerns?*
   - *consider where to conduct the interview.*
     - *you may need to conduct it in a public place or at your office.*
     - *if it is conducted in the client's home consider outside on a porch or patio*
   - *make sure client is not present within ear or eyesight*
   - *consider taking another APS professional with you*
   - *in some situations, consider bringing law enforcement along*
   - *remove all animals, except service animals*
   - *stay out of high danger locations such as the kitchen, workshop, garage, etc.*
   - *mentally prepare a way to leave quickly*
   - *sit where you have an unobstructed exit*
   - *consider putting some distance between yourself and the A/P, such as a table.*
   - *keep hands free when entering*
   - *ask if anyone else is home*
   - *park where you can leave quickly and not be blocked in*
   - *if you feel unsafe, take a break or leave*
   - *tell office where going and check in and check out with office*
   - *pre-programmed phone to 911 (where there is service)*

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Slide #21: Thinking About Safety



Explain that:

- Safety is paramount!
- The A/P has the tactical advantage, knows the location, and where dangerous items are located.
- So, in every situation, APS must think about safety and plan for what could happen.

Remind learners: Never become complacent. Be vigilant.

Explain that the case study raised several safety "red flags", but certainly not every possible danger. The **Handout: Safety Tips When Interviewing Alleged Perpetrators** offers others.

Remind learners that this course and the handouts are not intended to replace courses and training on safety offered by your agency, training academies, county agencies, or other providers. You should complete those courses separately from anything included here.

Trust your instincts. If you feel unsafe, leave.

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Handout: Safety Tips When Interviewing Alleged Perpetrators

This is only a partial list of sources of danger and tips to address safety for yourself and your client.

Decide Where and How to Conduct Interview:

- Check location and known parties with Law Enforcement (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
- Consider locations outside the home for conducting the interview e.g., porch
- Make sure your office knows where you are and when you will return
- Check cell service in case you need emergency help—pre-program phone to law enforcement or office
- Have available and use protective equipment as needed, e.g., gloves, mask

On Arrival at Location:

- Park where you will not be blocked in and can leave quickly if needed
- Do not stand directly in front of the door
- Keep your hands free
- Observe exterior of location for safety issues
- Be alert to biological and other hazardous materials such as bodily fluids, syringes, drugs, and chemicals. If not sure, get help or leave.

On Entry:

- Memorize safe exits when entering home
- Scan for areas that could hide a weapon
- Determine who else is in the house
- Have an escape route planned
- Have animals removed
- Position yourself so A/P is in front of you as you move through the location

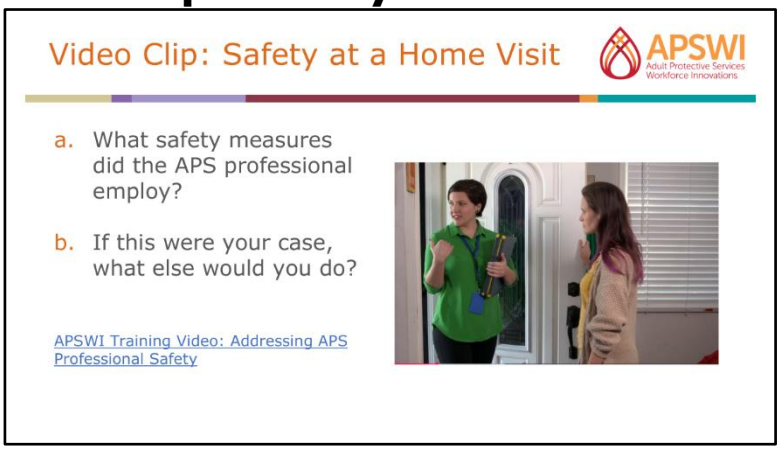
During the Interview

- Interview A/P alone, away from anyone at the location; eyeshot and earshot
- Make sure others cannot hear the conversation
- Avoid interviewing in the kitchen or other locations lkely to contain weapons
- Assure that there is space between yourself and the A/P
- Seat yourself so there is nothing between yourself and the door that could block your leaving.

Always Trust Your Instincts! Leave if You Feel Unsafe.

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Slide#22: Video Clip: Safety at a Home Visit



<u>Activity: Safety Measures (7 min)</u>
Method: Video, Large Group Share

Trainer Note: This video is intended as a summary of the section on safety. It's suggested to have the video queued up prior to training.

Instructions:

1. **Explain** that we will watch a short video clip depicting an APS professional conducting a home visit. As you watch, note what safety measures the APS professional employed and what else you would do if this were your investigation. We will discuss your ideas after the video ends.
2. **Play** video from 0:05 to 1:50: Home Visit: Addressing APS Professional Safety
3. **Lead** a short discussion by posing the question:

   a. What safety measures did the APS professional employ?

      Possible Answers:

      - *Noted surroundings at door, including sign.*
      - *Asked about weapons, animals, who else home.*

4. **Ask** participants:

   b. If this were your case, what else would you do?

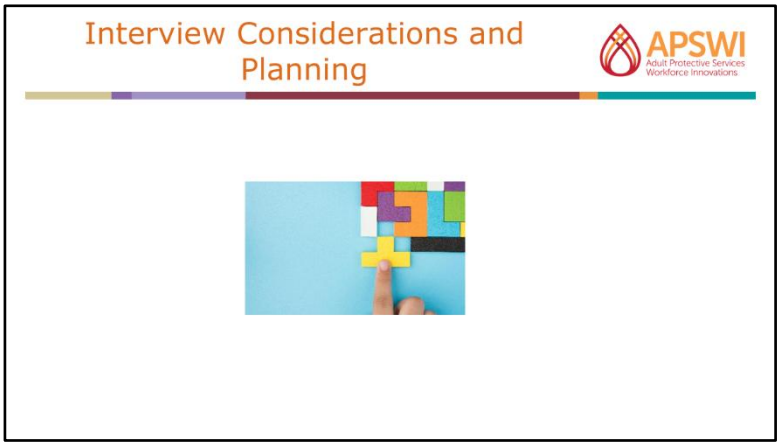
      Possible Answers:

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- *Think about position at the door. If possible, stand to the side of door in case of an attack through the door or being struck by a door opening on you.*
- *Hands free*
- *Position yourself so the A/P is not behind you where you can be blocked in or struck from behind*
- *Scan areas as enter*
- *Conduct interview away from kitchen and areas where likely objects that could be used as weapons.*
- *Sit in a hard-backed chair so easier to get up quickly if needed*
- *Sit where you can leave quickly if needed.*

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Slide #23: Interview Considerations and Planning



Trainer Note: This is not a teaching slide but introduces the new section on considerations about the interview as well as a way to organize it.

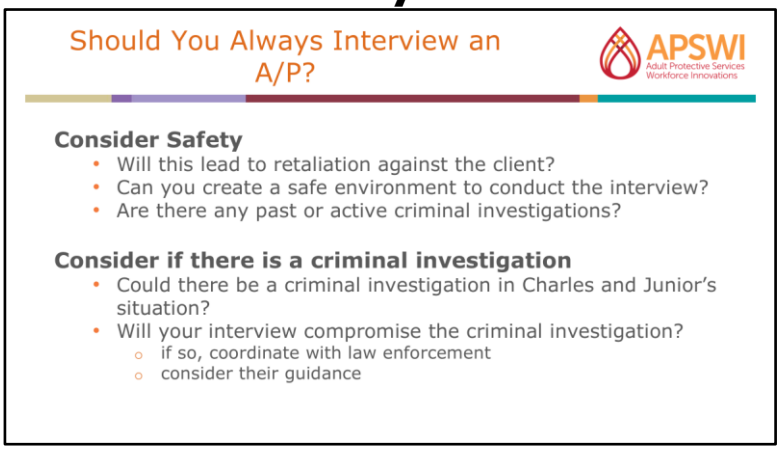
State we will discuss aspects of planning the A/P interview.

We will consider if there are times you may not interview the A/P; and where and how to conduct the interview.

We will also think about how to plan the interview and introduce a tool to help you organize an A/P interview.

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Slide #24: Should You Always Interview an A/P?



Explain that because safety for yourself and your client is paramount, it's crucial to think about:

- Will conducting an interview lead to retaliation against the client?
- Can you create a safe environment for you to conduct the interview?
- Are there any past or active criminal investigations?

Ask learners:

- Is the case study of Charles and Junior a situation in which there could be a criminal investigation?
- If yes, consider if your interview could compromise the criminal investigation?
    - If so, coordinate with law enforcement and consider their guidance.

Explain there are situations in which it may be prudent **not** to interview an A/P. Always check with your agency or supervisor for guidance. Some examples:

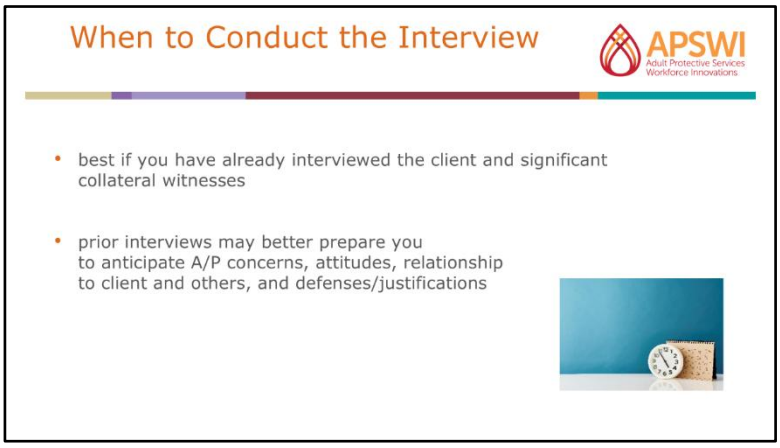
- The information you have indicates that it is unsafe to conduct an interview for you, for your client, or both.
    - Gathering information from law enforcement, county data bases, APS files, talking to the client or collaterals may provide valuable information about the location, relevant client and A/P criminal or mental health history, presence of weapons or drugs, etc.
- Ask client how they think A/P will react if interviewed by APS. Consider safety planning with client when indicated.
- Avoid disclosing information sources, including from the client, when interviewing the A/P. Maintain confidentiality and use statements like:
    - The investigation reveals…
    - The police report indicates…
    - Records suggest…
- If there is also a criminal investigation, coordinate with the law enforcement investigator to see if they suggest you not interview, delay your interview,

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or conduct a joint interview with them. Make sure your interview does not compromise the criminal investigation.

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Slide #25: When to Conduct the Interview



Ask learners "when is the best time to conduct the A/P interview? Why?" and **encourage** them to answer in chat or raise hand.

Explain the best time may be:

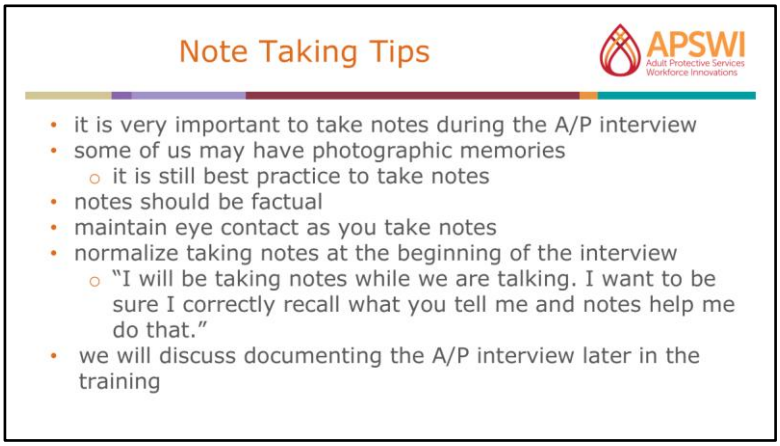
- after you have interviewed the client and collaterals so you fully have and understand the available information
- these interviews may better prepare you to anticipate A/P concerns, attitudes, and relationship to client and others, risks to client, collaterals, and yourself in interviewing the A/P, and evaluate likely defenses or justifications the A/P may offer during the interview.

Remind learners that while it may be convenient to talk to the A/P at same time or immediately after interviewing the client, it may not be as productive as when you have had time to gather more information and better understand the situation.

Remind learners to make sure that interview is conducted in a private place away from others who may listen or interfere, just as they should when interviewing the client.

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Slide #26: Note Taking Tips



Explain that it is always important to take notes during the A/P interview. A few of us may have photographic minds and will recall everything important an A/P told you or the context in which a statement was made without notes. It is still important to remember that:

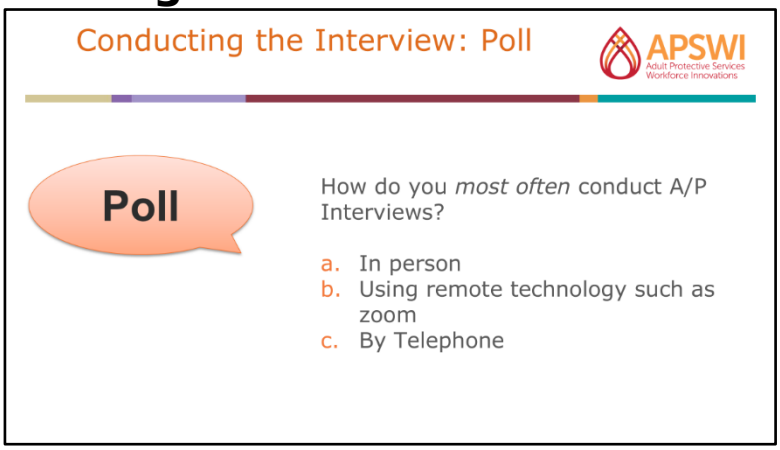
- notes should be factual, without personal opinions included
- maintain eye contact as you are taking notes

Normalize note taking with the A/P from the beginning. "I will be taking notes while we are talking. I want to be sure I correctly recall what you tell me and notes help me do that."

Remind learners we will discuss documenting the interview at the end of the course today.

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Slide #27: Conducting the Interview: Poll



Activity: How are Interviews Conducted? (7 minutes)
Method: Individual, Poll

Trainer Note: If poll is not possible, an option would be to read the question and answers and have learners enter their answer in the chat. If in person, learners can raise their hands. It is likely that learners will not have conducted virtual interviews. The comments about the pros and cons are included for future practice where use of online technology may be more common. Please note that the Tip Sheet mentions interviews by remote technology. Suggest relevant points be mentioned briefly.

Instructions:

1. **Explain** that we will launch a poll, please choose the best answer.
2. **Ask** "How do you typically conduct A/P Interviews?"
3. **Read** the answers:
    a. In person
    b. Using remote technology such as zoom
    c. By Telephone

4. **Ask** learners what do you think the pros and cons of each type are?
5. **Ask** if one is preferable and if so, why.

Explain if APS cannot interview the A/P in person or via zoom (or other virtual platforms) remember:

- You do not know with whom you are speaking with (in a court setting identity of speaker may be challenged.)

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- You cannot see if anyone else present who may be coaching or inhibiting A/P.
- You will not see verbal cues or the environment where the A/P is speaking.
- May be harder to build trust and rapport for future dealings and problem solving.

If you have to use remote meeting, think about:

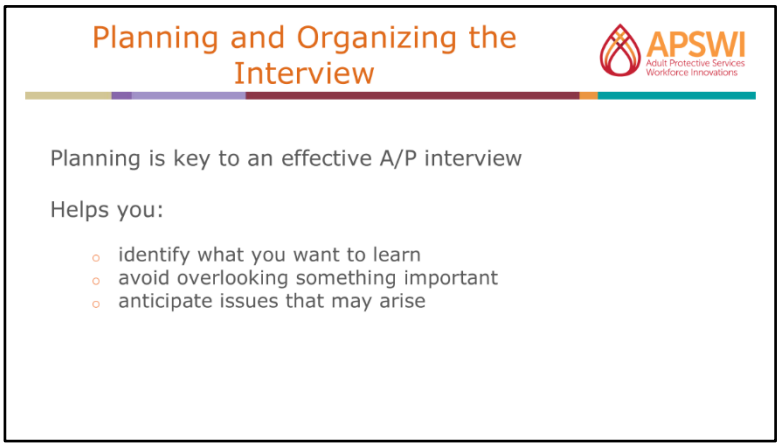
- Do you and the A/P have reliable computer and internet capability? What is your back up plan if technology fails?
- Can you tell if A/P is alone?
- Can you tell if setting is private?
- Will you record the interview? Will you obtain the A/P's consent to be interviewed?

For both remote and telephone interviews:

- Is your number blocked on A/P's call back list or display?
- Are you using personal or departmental equipment?
- Can A/P locate you? Can you be tracked? May want to check with your agency's IT Department to be sure that your device is protected from malware, etc.

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Slide #28: Planning and Organizing the Interview



Remind learners the key to any interview, including the A/Ps, is planning.

Planning helps you:

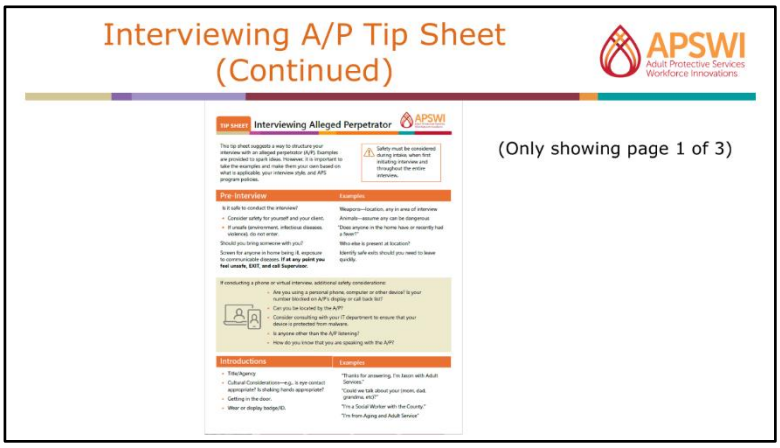
- identify what you want to learn
- avoid overlooking something important
- anticipate issues that may arise

Remind learners that effective interviews do not usually "just happen". Planning is essential. Not planning can result in a less productive interview where you do not ask critical questions, may overlook key contrary information, lose control of the interview, and fail to explore explanations the A/P could offer.

Explain that some APS professionals have a way they think through interviews while others may not. We're going to review a Tip Sheet in the next section as **one** way to plan the interview.

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Slides #29: Interviewing A/P Tip Sheet



Trainer Note: This is a mini-lecture which is covered through slides 29-31 and should take about 10 to 12 minutes. You will describe the tip sheet and then review it, at a high level, by section on the next 2 slides.

Refer learners to the Tip Sheet (**Handout: Interviewing Alleged Perpetrators Tip Sheet**) and **explain** that we will go over how the tip sheet is set up. **Allow** a minute for learners to review. **Indicate** that we will use the Tip Sheet throughout remainder of training. Having it printed out or easily accessible on another screen may be helpful.

Explain that the Tip Sheet includes these sections:

- Pre-Interview
- Introductions
- Rapport Building
- Explanation of Events
- Clarifying questions
- Educate in Problem-Solve, if appropriate
- Thank A/P, offer to reach out again, explain next steps if appropriate
- Post Interview

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Explain that next, we will review these sections and apply them to the Case Scenario Charles and Junior.

Mention some of the content on the Tip Sheet will be familiar from earlier parts of this course.

Direct participants to the Safety Section (upper right, orange block) which reminds us to always consider safety.

Direct participants to the Section marked "Pre-Interview"—which adds more specific reminders about safety and highlights reminders about conducting phone and virtual interviews.

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Handout: Interviewing Alleged Perpetrators (Tip Sheet)

TIP SHEET

Interviewing Alleged Perpetrator

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 what is applicable, 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? • Consider safety for yourself and your client. • If unsafe (environment, infectious diseases, violence), do not enter.	Weapons—location, any in area of interview Animals—assume any can be dangerous "Does anyone in the home have or recently had a fever?"
Should you bring someone with you?	Who else is present at location?
Screen for anyone in home being ill, exposure to communicable diseases. **If at any point you feel unsafe, EXIT, and call Supervisor.**	Identify safe exits 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 • Cultural Considerations—e.g., is eye contact appropriate? Is shaking hands appropriate? • Getting in the door. • Wear or display badge/ID.	"Thanks for answering, I'm Jason with Adult Services." "Could we talk about your (mom, dad, grandma, etc)?" "I'm a Social Worker with the County." "I'm from Aging and Adult Service"

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

Explanation of Events: One Allegation/Subject at a Time	Examples
• Let A/P narrate. • Open ended questions. • Discuss one allegation at a time – ask directly. Make sure that your questions are answered and not deflected	"We received a report about some concerns regarding your mom's health (safety, finances)." "I was hoping you could tell me more about…." "I would really like to hear from you and get your perspective on what has been happening." "Help me understand how your dad got that bruise?" "Perhaps my question was not clear," then repeat the question that was not answered." "Thank you for that information. Can you tell me…?" and repeat the question that was not answered."

Clarifying Questions	Examples
• 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?"

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Educate if Appropriate	Examples
• 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	Examples
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 • If asked, provide a brief summary of what happens next.	"What else would you like to tell me?" "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." "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.

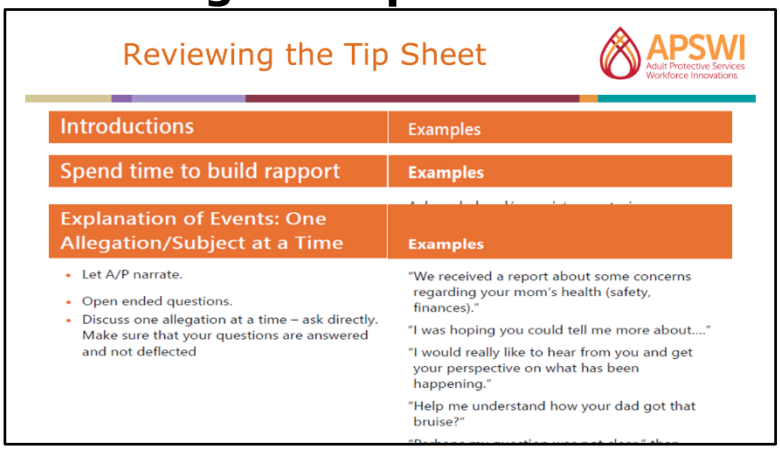
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Inquire. Inspire. Impact.

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

For more information about APSWI and/or this tip sheet, contact us at apstraining@sdsu.edu or visit our website at: theacademy.sdsu.edu/apswi

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Slide #30: Reviewing the Tip Sheet



Trainer Note: This slide is animated to show first three (3) sections of the tip sheet. ***Click*** *to display each section,* ***review*** *that section and* ***provide*** *some of the corresponding examples given below. This is meant to be an overview and it is not necessary to read all of the examples.*

Explain the 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 and the A/P explanations of the incident or their actions. Ask about allegations one at a time and get as much information as you can before moving to another allegation or incident.

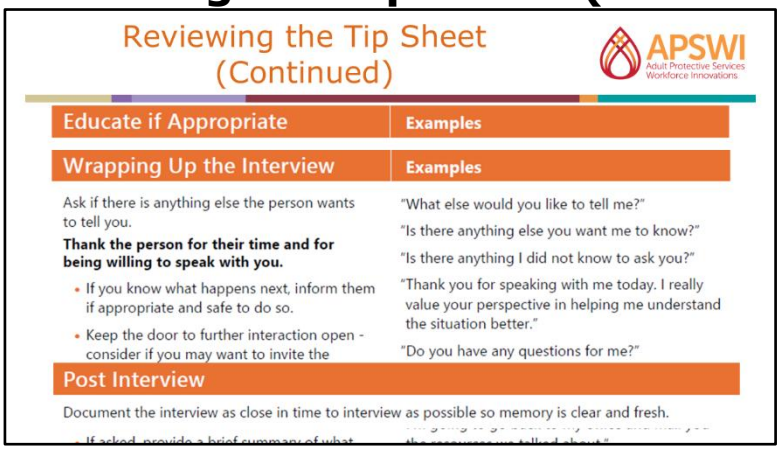
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- "The report I have suggests there are concerns about your mother's health and that she may not be eating properly. Can we talk about that? What things is your mother able to do by herself? Are there things she needs help with? Who is helping her 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."

- Ask Clarifying Questions: After eliciting information using open ended questions, ask questions to clarify what has been said. Explore defenses and justifications for A/P's actions or inactions and identify information and collaterals that may support (or refute) the A/P's explanation.
  - "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?"

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Slide #31: Reviewing the Tip Sheet (Continued)



Continue the process from the previous slide. **Cover** the next 3 sections:

- 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?"
  - "What else would you like to tell me that we haven't already covered?"

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

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Conclude review of Tip Sheet sections by **inviting** any questions or comments about it.

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Conducting the Interview

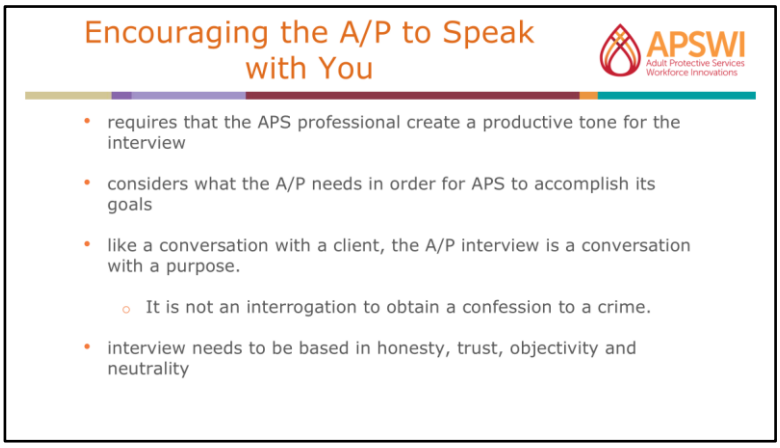
Time Allotted: 2 hours and 10 minutes

Associated Objective(s): Utilize a method for planning, organizing, and conducting an interview with an A/P

Method: Small Group Discussions, Large Group Discussion, Lecture.

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Slide #32: Encouraging the A/P to Speak with You



Trainer Note: This slide introduces the topic of getting the A/P to engage with the APS professional. The points on the slide are made by the instructor. This is not a chat or raise hand activity.

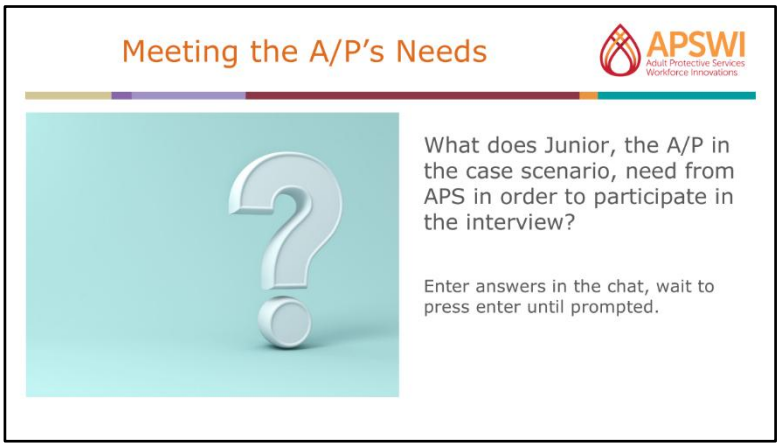
Explain that the APS professional must set a productive tone with the A/P so that the A/P is willing to engage with you and candidly answer your questions.

- Setting a productive tone means thinking about what the A/P may need in order to engage with you.
- Like your conversation with the client, the A/P interview is a conversation with a purpose.
- Remember, it is **not** an interrogation aimed at obtaining a confession in order to build a criminal case or prove a crime has occurred. Your interview needs to be based in honesty, trust, objectivity and neutrality.

Remind learners 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. In other words, you can't get what you need if you do not consider what the A/P needs.

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Slide #33: Meeting the A/P's Needs



Trainer Note: For this section, learners will be using the Case Scenario: Charles and Junior, to reflect on some questions. It might be helpful to remind them to have a copy of the Case Scenario available.

Reflective Activity: Meeting the A/P's Needs (5 minutes)
Method: Individual Work and Optional Share

Instructions:

1. **Ask** in the Case Scenario: Charles and Junior, what does Junior, the A/P need from APS in order to participate in the interview?
2. **Ask** learners to consider the question and put their ideas into the chat. Do not press enter until prompted to do so.
3. **Allow** one to two minutes to think of responses. Then **prompt** them to press enter with their ideas in the chat.
4. **Read** some of the response out loud.

Possible answers:

- *Build rapport with A/P, Junior, frame your visit so that A/P understands that APS is here to support everyone.*
    - *Frame your questions: "How are things with you and your dad?" Use supportive statements: "I really value your insights into what has been occurring"*
- *Treat Junior with dignity and respect.*
    - *For example, thank you for agreeing to meet with me. I can imagine you may have questions for me. I can appreciate that this may feel uncomfortable, but I really hope you will give me a better*

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understanding of what has been happening and if I can help you and your father.

- *Do not immediately focus on the allegation. Spend time getting to know Junior.*
    - *Please tell me about yourself. How is it caring for your dad? Are there things you are enjoying? Are there things that make this hard to do?*
    - *How has your new responsibility changed your routine? Please tell me about that.*

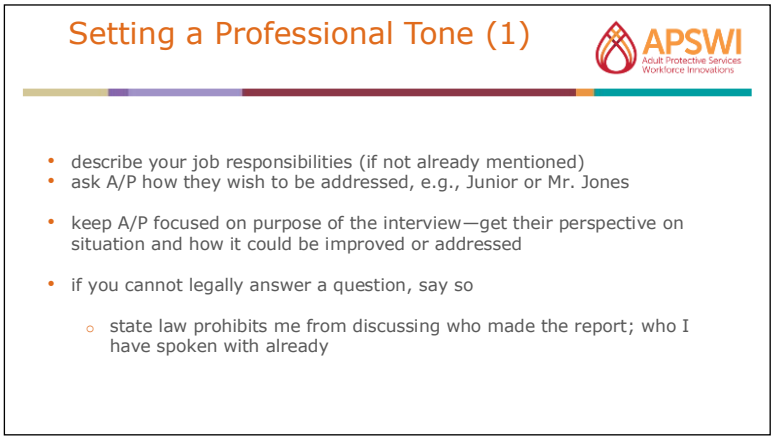
Remind learners that Junior also may have fears and concerns about speaking with you. Some concerns may be,

- loss of income
- dealing with a parent who Junior has never gotten along with
- legal worries
- not being believed due to history, previous interactions with "government" entities

Explain that keeping this in mind, could help you meet the A/P needs.

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Slide #34: Setting a Professional Tone (1)



Describe your job responsibilities.

For example:

- ”I work for Adult Protective Services. Our job is to look into information we receive about older/dependent adults and what may be happening to them.”
- “I am a social worker; I am NOT Law Enforcement.”
- My job is to evaluate the situation and when appropriate, to offer resources and services to improve the older adult’s situation.

Confirm how the A/P would like to be addressed and their pronouns (e.g., Junior or Mr. Jones).

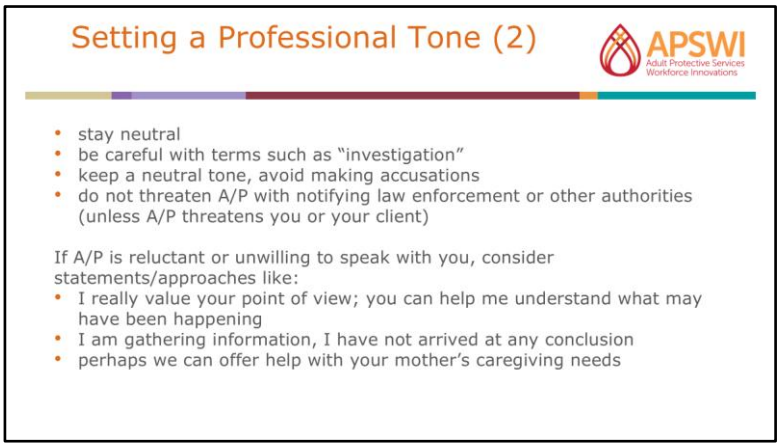
Highlight importance of keeping focus on, and as necessary, refocusing A/P on purpose of the interview and importance of A/P’s account.

If A/P asks who made the report:

- **Explain** that state law prohibits APS from discussing who made the report; who I have spoken with already.

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Slide #35: Setting a Professional Tone (2)



Remind learners to stay neutral:

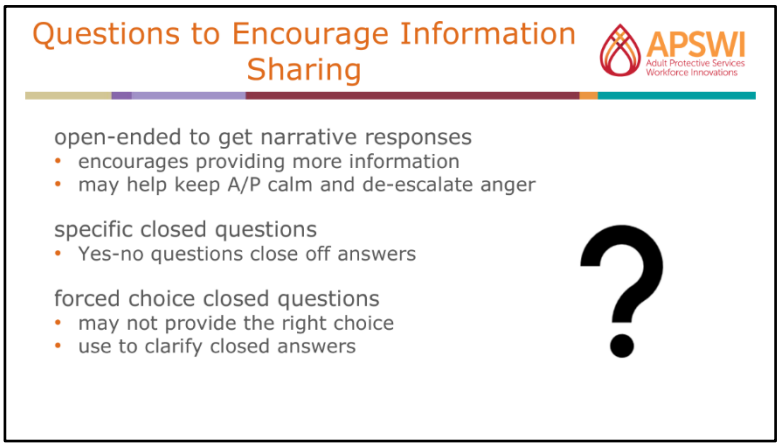
- be careful with terms such as "investigation"
- keep a neutral tone, avoid making accusations
- do not threaten A/P with notifying law enforcement or other authorities (unless A/P threatens you or your client)

If A/P is reluctant or unwilling to speak with you, consider statements like:

- I really value your point of view; you can help me understand what may have been happening
- I am gathering information, I have not arrived at any conclusions
- perhaps we can offer help with caregiving needs

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Slide #36: Questions to Encourage Information Sharing



Share with learners that open-ended questions:

- promote narrative responses and encourage the A/P to provide more information.
- may help keep A/P calm and de-escalate any activating emotions.

Explain closed or yes-no questions:

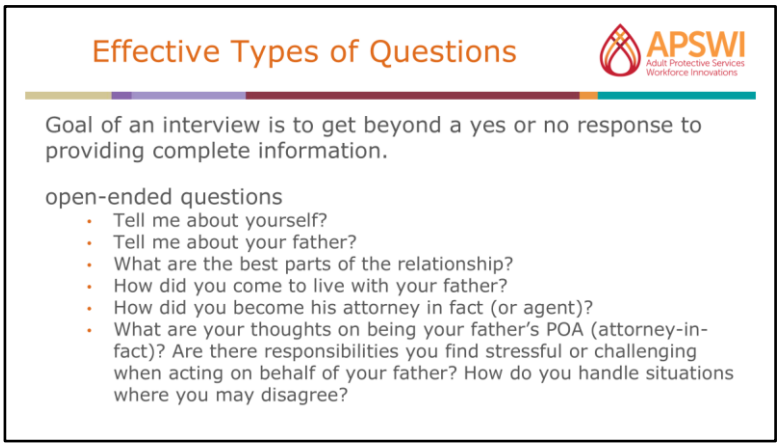
- lend themselves to be closed,
- short and
- lead to only answering yes or no

Explain another type of closed questions is giving choices, which may limit the A/P's response or lead to incorrect answers. For example, asking if an item was red or green when it might have been yellow.

Explain there may be times that closed questions are okay. For example, asking follow up questions like, "Who was there. Who said that? Where were you standing?"

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Slide #37: Effective Types of Questions



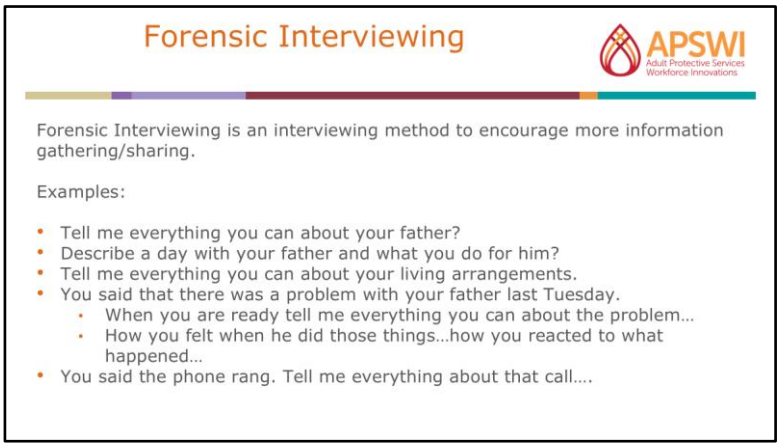
Remind learners that the goal of an interview is to encourage A/P to provide complete information which is not just a yes or no response.

Share the following open-ended questions:

- Tell me about yourself?
- Tell me about your father?
- What are the best parts of the relationship?
- Tell me about how you and your father came to live together?
- How did you become his attorney-in-fact (or agent)?
- What are your thoughts on being your father's POA (attorney-in-fact)? Are there responsibilities you find stressful or challenging when acting on behalf of your father? How do you handle situations where you may disagree?

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Slide #38: Forensic Interviewing



Trainer Note: Forensic Interviewing (FI) is a way to interview that has been shown to increase the amount of reliable information obtained in an interview. It focuses on using broad open-ended questions, narrowing them as needed to be understandable to the person being interviewed. Its goal is to provide a safe, neutral person-centered environment for a victim (or alleged victim) to talk about what has happened to them. At times, FI is used when interviewing suspects in criminal cases.

Forensic interviewing in a criminal context is conducted at a center (such as a child assessment or family justice center), recorded, and by trained forensic interviewers. Most APS interviews are not conducted in this formalized way. Instead, APS may use some of forensic interviewing concepts to conduct interviews.

This section is to introduce at a very high level, what forensic interviewing is and some elements that can be used by APS professionals. If time, trainer can share this site for learners to see available training: U.S. Department of Justice SAFE Training.

Explain that Forensic Interviewing is an interviewing method to encourage more information gathering/sharing. The word "forensic" highlights it is primarily used in matters that may end up in a court setting. It centers the idea that the person being interviewed should talk much more than interviewer; using types of questions that encourage more complete responses.
Examples:

- Tell me everything you can about your father?
- Describe a day with your father and what you do for him?
- Tell me everything you can about your living arrangements.

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- You said that there was a problem with your father last Tuesday.
  - When you are ready tell me everything you can about the problem…
  - How you felt when he did those things…how you reacted to what happened…
- You said the phone rang. Tell me everything about that call….

Explain that APS interviewers may benefit from using some forensic interviewing techniques which is why the framing of open-ended questions is described here. Using these techniques does not make you a forensic interviewer, which requires completion of comprehensive specialized training.

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Slide #39: Thinking About Rapport



Trainer Note: You may also want to mention there is a portion in the tip sheet that addresses rapport building and learners can refer back to that tip sheet as needed.

Review that rapport building is a central and important part of your investment in the interview and the A/P, and in supporting your client.

- It is an ongoing and continuing process, not a step that is completed and "marked off" a checklist
- It is a conversation and should not be conducted like an interrogation.

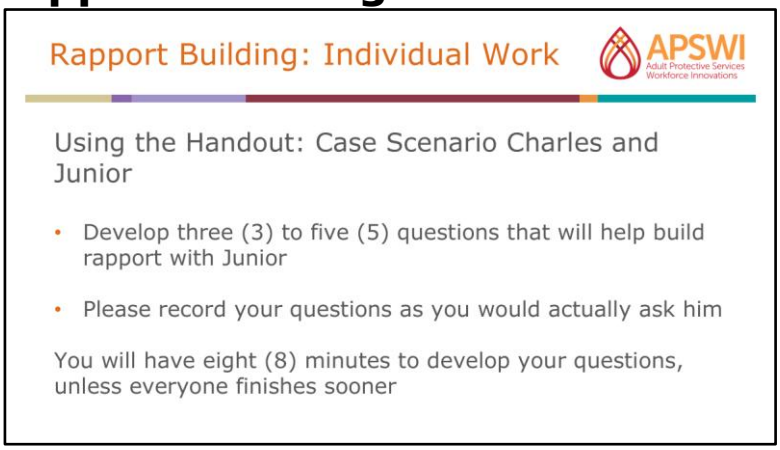
Explain that your goal as an APS professional is to gain trust and create an environment that is safe for sharing information. Rapport building offers an opportunity to:

- ask A/P about their lives, family, interests, work, military service, future plans, and hobbies
- explain APS' goal and role
- assess the A/P's communication style, gauge interest and interaction level and identify the A/P's needs
- demonstrate respect for A/P

Remind learners to trust their intuition and know when to slow the interviewing questions down or return to rapport building if you sense the A/P being activated, if the A/P's demeanor changes, or if their responses have changed in content or degree of detail.

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Slide #40: Rapport Building: Individual Work



Trainer Note: This section is an individual activity with voluntary report out. You will use the Case Scenario: Charles and Junior.

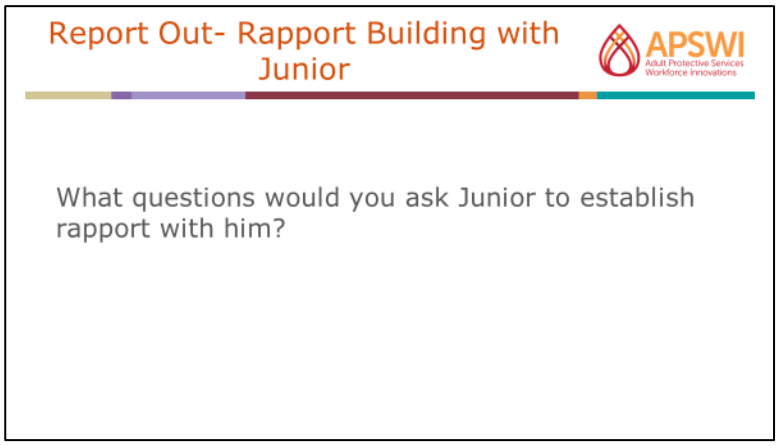
Activity: Rapport Building (8 minutes)
Method: Individual Work

Instructions:

1. **Explain** we will be using the **Handout: Case Scenario Charles and Junior**. Please have the handout either printed or easily accessible.
2. You will develop three to five questions that will help to build rapport with Junior in the Case Scenario: Charles and Junior. You do not need to post them in the chat. You will have an opportunity to share them with other participants when we come back together.
3. **Remind** learners to frame the actual questions they would ask.
    - *Avoid asking questions similar to: I'd ask about if he has ever worked*
    - *Instead: Have you been employed? Please tell me about that…What did you do? How long? What did you like about the work, etc.)*
4. **Allow** learners eight (8) minutes to complete the activity, unless everyone finishes sooner.

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Slide #41: Report Out - Rapport Building with Junior



Trainer Note: During the report out listen for responses that really do not address rapport building but are exploring the allegation, educating, or engaging in problem solving. If such questions are offered, clarify that these are questions better suited to later in the interview after rapport is established and consider reminding of the goals of rapport. Highlight that the questions provided by learners may be effective and important questions to ask, but should be saved for later. Mention, if questions, particularly those addressing educating and problem solving are asked too soon, there is a great likelihood the A/P may feel challenged or judged and refuse to participate in the interview.

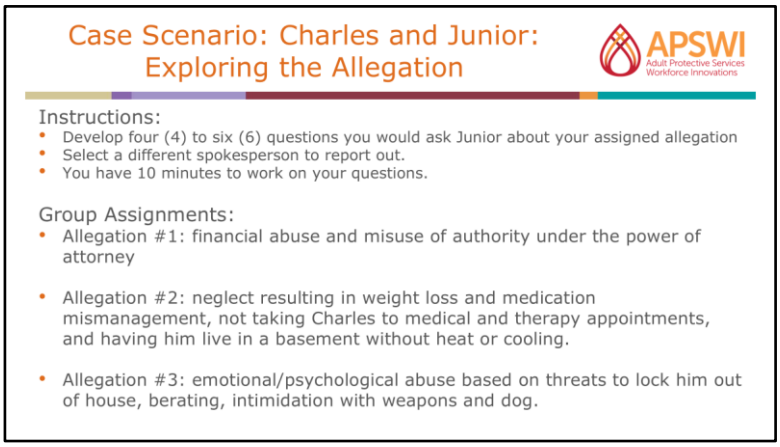
Activity: What questions would you ask Junior to establish rapport with him? (5 minutes)
Method: Large Group Share

Instructions:

- **Ask** for a volunteer to report their questions.
- **Ask** for another volunteer to share any other different questions they came up with.
- If no one volunteers, call on one (1) to two (2) learners for their responses.

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Slide #42: Case Scenario: Charles and Junior: Exploring the Allegation



Trainer Note: This is a small group activity using the Case Scenario: Charles and Junior and is designed to have learners develop questions to explore the allegations raised by the Case Scenario. Join each group to help with any questions that may arise. It may also be helpful to give a closing warning at the three and/or one minute mark. Divide learners into a group with a maximum of four to five participants and assign each group an allegation number. There may be several groups assigned to each allegation. You may also consider posting a short summary of the task in the chat so learners can refer back to it as guidance.

Activity: Exploring the Allegation (10-15 minutes)
Method: Small Group Work

Instructions:

1. **Explain** that the learners will be divided into small groups.
2. **Clarify** with everyone that they should assume that they have built and established rapport with Junior and are now ready to ask about the allegation.
3. Each group will be assigned a specific allegation to focus on. In your groups, you will develop four to six questions that you would like to ask Junior about your assigned allegation.
4. **Remind** learners to select a spokesperson, preferably one that has not acted as spokesperson previously, to report out to the larger group.
5. You will have 10 minutes to work on this assignment.

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Allegation Assignment Groups:

Allegation #1: Financial abuse and misuse of authority under the power of attorney

Allegation #2: Neglect resulting in weight loss and medication mismanagement, not taking Charles to medical and therapy appointments, and having him live in a basement without heat or cooling.

Allegation #3: Emotional/psychological abuse based on threats to lock him out of house, berating, intimidation with weapons and dog.

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Slide #43: Report Out - Exploring the Allegation



Trainer Note: This activity may produce lively discussion and may require time management of the share out. It might be helpful to allow the first group to share all their questions and then ask if any groups have any different questions to add.

Activity: Report Out - Exploring the Allegation Out (12 minutes)
Method: Large Group Share

Instructions:

1. **Welcome** learners back to the large group.
2. **Determine** the notetaker/spokesperson from each group.
3. For each allegation **ask** one group to share their questions
4. **ask** any other groups doing the same allegation for additional ideas or questions not mentioned by the first group.
5. **Move** to the next allegation,
    - **Repeat** process.
    - **Repeat** with third allegation, if assigned.

Possible Questions:

Financial abuse:

- *Did questions explore the power of attorney and Junior's understanding of his responsibilities?*
- *How did Junior explain his actions or inactions about bill paying?*
- *What bills has he paid? Not paid?*
- *Did he tell Charles he had paid bills when he had not? Why?*

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- *What has happened to Charles' funds?*

Neglect:

- *Did questions explore Junior's assumption of caretaker duties? Is Junior Charles' caretaker? What does he do for Charles as a caregiver?*
- *How does he explain not taking Charles to medical and therapy appointments?*
- *What are the cooking and eating arrangements for Charles?*
- *Has Junior noticed that his father is losing weight? Any explanations?*
- *Has Junior spoken with Charles' doctor seeking help or suggestions to address the weight loss?*
- *How are medications managed? His and his father's.*
- *Would he be interested in any offers of assistance with meeting Charles' needs?*

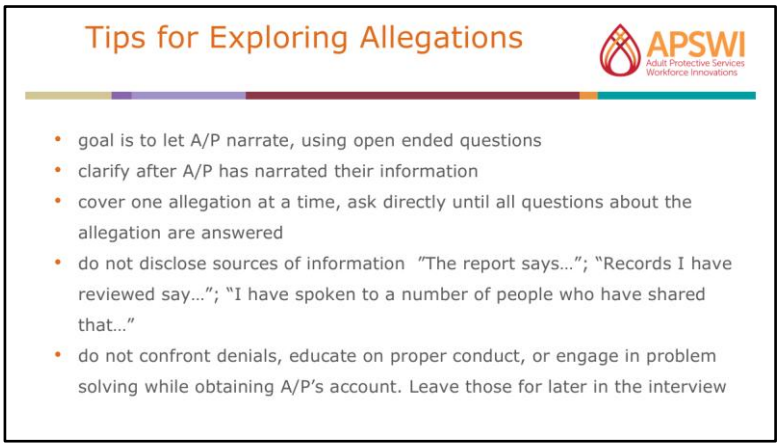
Emotional/Psychological abuse:

- *Has Junior threatened to lock Charles out of the house? Circumstances.*
- *Does Junior have a temper, anger issues? How does he manage them around Charles?*
- *Is he aware that his dog intimidates Charles?*
- *Does Charles have the free run of the house or can he only come upstairs when invited/permitted?*
- *Does Junior understand the impact on Charles of living in the basement without heat and cooling. Does Junior live in similar conditions?*
- *Presence of weapons, including guns, in house.*

Trainer Note: If time permits, here are some possible additional questions to ask: How would you ask about Junior's understanding of his role as a caregiver or attorney-in-fact (agent) under the power of attorney? How do you think Charles feels about your dog? Has he ever seen your guns? If yes, how do you think he felt? When you get frustrated with your father how do you respond?

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Slide #44: Tips for Exploring Allegations



Explain that the goal is to allow the A/P to narrate their answers:

- by using open ended questions
- if needed, clarify information after A/P has narrated their information.
- stay focused and cover one allegation at a time,
- ask directly until all questions about the allegation are answered.

Remind learners to NOT disclose sources of information. Instead suggest using these phrases:

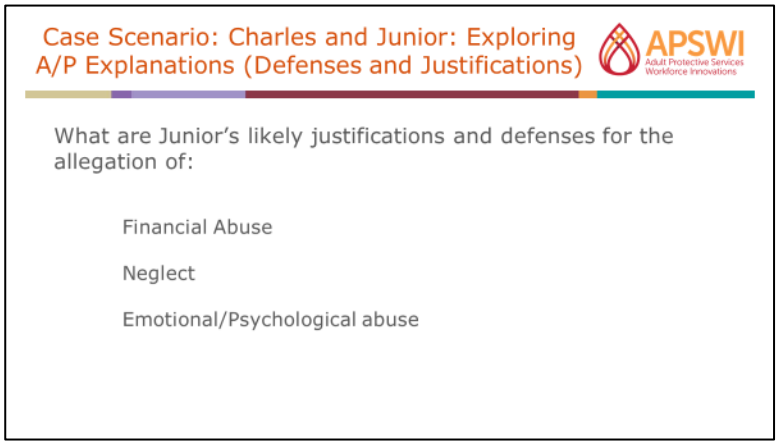
- the report says…
- records I have reviewed say…
- I have spoken to a number of people who have shared that…
- do not confront any denials; do not educate on proper conduct or engage in problem solving while gathering information

Review additional points:

- frame questions in neutral, objective language
- remain neutral, maintain consistent body language and facial expressions
- do not offer judgments about the A/P's conduct
- watch for general statements that may be "coded" responses and probe for more.
- an example of a coded disclosure might be" my father won't listen to me; or "he refuses to eat"; or "I have my limits of what I can take". Explore such statements by asking for an explanation of what is meant or asking "can you give me an example?"

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Slide #45: Case Scenario: Charles and Junior: Exploring A/P Explanations (Defenses and Justifications)



Activity: Exploring A/P Explanations (Defenses and Justifications) (15 minutes)
Method: Large Group Discussion

Instructions:

1. **Explain** that as a large group, we will briefly discuss what are possible explanations the A/P may offer for each allegation.
2. **Explain** that the tip sheet in the section on Clarifying Questions refers to these as "Defenses and Justifications."
    - A "defense" means the person responded legally to a situation. Think about self-defense—the A/P used reasonable force to protect themselves from someone else's threatened attack. The A/P could use this defense to explain why they attacked someone. If true, the A/P has not committed physical abuse.
    - A justification is an excuse not accepted as a legal reason for why an A/P did or did not do something. For example, an A/P took money from their parent. They might justify that taking by saying they planned to pay the money back. A plan to repay stolen funds does not excuse the theft but may be offered to minimize the conduct, gain sympathy, or try to convince the APS professional that the theft is really not a theft.
3. **Ask** what are the possible explanations (defenses and justifications) Junior might offer for his conduct.

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4. **Ask** about each of the allegations: financial abuse; neglect, and psychological abuse.

Possible responses:

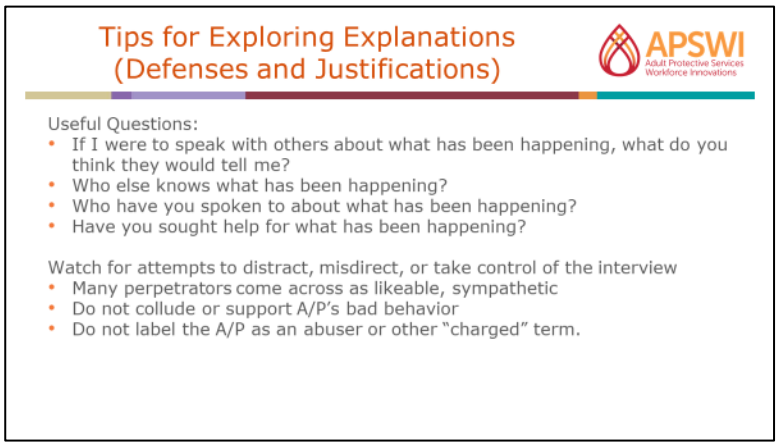
- *Financial abuse:*
  - *Doing the best I can with Charles' finances; there just isn't enough to handle everything.*
  - *I can't work and take care of my father.*
  - *(Consent) I ask Charles what he wants me to do and then do that.*
  - *Lack of understanding of legal authority—I had no idea of what (my legal responsibilities) I had to do. No one told me that.*
- *Neglect:*
  - *Doing the best I can. My father is very difficult and refuses to take his medications/eat what he needs to eat.*
  - *My father refuses to go to the doctor.*
  - *I am not his caregiver. He can handle his own needs.*
- *Emotional/Psychological Abuse:*
  - *I never intended to scare him.*
  - *This is how he treated me and brought me up.*
  - *I can't believe he is afraid of the dog. I had no idea.*
  - *My father and I live under the same conditions. The house does not have working heat or air conditioning.*
  - *I may have a temper but my father knows how to get me angry.*

Review that it is important to elicit this information from the A/P.

- Allowing the A/P the space and time to explain what has occurred in their own words may help support gaining a more complete understanding of the situation and help you to co-create service planning with your client and the A/P.
- Asking follow up clarifying questions when an A/P responds with any of the above-mentioned defenses or justifications may help:
  - Your decision on whether the allegation is Conclusive
  - Your understanding of the relationship with your client
  - Understand the situation in order to help identify helpful resources and services
  - Provide information about relevant risk and safety concerns
  - Offer insights into an A/P willingness to make changes or work with you
  - Make decisions about partnering with different services or agencies

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Slide #46: Tips for Exploring Explanations (Defenses and Justifications)



Trainer Note: Refer learners to the handout describing justifications for many kinds of allegations of abuse.

Remind learners that the way questions are framed may elicit a defense or justification from the A/P.

Remind learners to <u>not</u> say:

- Your Father told me, or
- The bank teller said…

Explain that these direct references to the specific source may increase danger to your client or collateral. It may disclose what you have already been told, can undermine confidentiality and undermine the trust you have built with the client or collateral, and may cause the A/P to change their response.

Remind learners that they can appear empathetic while maintaining control of the interview. Be mindful that some alleged perpetrators can be charming and manipulative and will try to win you over to their situation and actions. Never collude with unacceptable behavior. Stay away from phrases:

- "In the same situation I would have done just what you did…"
- I can see why you felt you had to take the money from your father."

Remain focused on the behavior, do not label the A/P as a bad person, a perpetrator, etc.

Maintain:

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- control of the interview
- neutrality
- your professionalism

Review useful Questions:

- If I were to speak with others about what has been happening, what do you think they would tell me?
- Who else knows what has been happening?
- Who have you spoken to about what has been happening?
- Have you sought help for what has been happening?

Be aware of attempts to distract, misdirect, or take control of the interview

- Many perpetrators come across as likeable, sympathetic; you may like the A/P more than the client
- Do not collude or support A/P's bad behavior;
- Do not label the A/P as an "abuser" or other "charged" term.

Instead stay focused on the behavior, not the person.

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Slide #47: Video Clip: Carlos and Allegation of Caregiver Neglect



Trainer Note: This video is intended to allow the learner to view an APS professional interview an alleged perpetrator about a caregiver neglect allegation. It's suggested to have the video queued up prior to training.

Activity: Video Clip (10 minutes)
Method: Large Group Video Screening; Discussion

Instructions:

1. **Before** starting the video:
    - **Explain** it can be helpful to see how an APS professional conducts an A/P interview
    - **Explain** we are going to watch a video of such an A/P interview. The APS professional is investigating an A/P about an allegation of neglect.
    - **Ask** participants to note what techniques the APS professional uses in exploring the allegation and eliciting the A/P's defenses and justifications.
2. **Play** video from 5:35 to 9:57 Caregiver Neglect Allegation, Home Visit: Alleged Perpetrator Interview

After video clip:

- **Lead** discussion of what techniques APS Professional used.

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Possible Answers:

- *Stayed neutral in tone. Non accusatory even when talking about what caregiving duties he was not performing when he was at work at the bakery.*
- *Well organized interview.*
- *Maintained control of the interview.*
- *Took notes while staying focused on A/P.*
- *Explored A/P's knowledge of client's medical needs, medications, tasks he did for client.*
- *Obtained strong, clear information establishing he is client's caretaker.*
- *Clarified his motivations (pay his education bills).*

Ask if anyone noted A/P's questions that could have derailed the interview or allowed him to control the interview and how APS interviewer responded.

Note: During interview, A/P asked several questions about the interviewer's education and how she paid for it. She initially answered questions about her degree, but when asked how she paid for the education, stated that she understood that paying for his education was important to him but could they return to the allegation about his care of his Avo (grandmother).

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Handout: Abuser Justifications and Defenses[1] APS Considerations

FORM OF ABUSE	Justification / Defense	Investigation Considerations
Physical	"She fell."	• Does the medical or physical evidence match suspect's/victim's/witness' description of events?
Physical	"He's just clumsy."	• Does the medical or physical evidence match suspect's/victim's/witness' description of events?
Physical	"I was trying to help."	• Does the medical or physical evidence match suspect's/victim's/witness' description of events?
Physical	"She bruises easily."	• Does the medical or physical evidence match suspect's/victim's/witness' description of events? • Is the victim taking medications that can cause a person to bruise easily?
Physical	"It was an accident."	• Does the medical or physical evidence match suspect's/victim's/witness' description of events?
Physical	"He has Alzheimer's disease or he's	• Do the medical history and/or mental health experts support this assertion?

[1] Excerpts taken from Barron, T. (1998) *Financial Exploitation of Infirm Adults: A Prosecutor's Perspective*. Violence Against the Elderly and Disabled. 1(4), 53 – 64.

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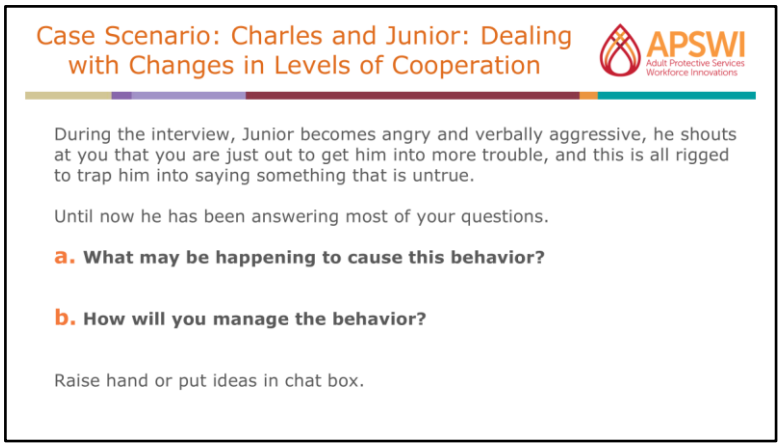
FORM OF ABUSE	Justification / Defense	Investigation Considerations
	crazy. You can't believe what he says."	• What are your observations of victim/suspect/witness at different periods of time?
Physical	"I was defending myself."	• Is there sign of a defensive injury? • Who is the predominant (or primary) physical aggressor?
Neglect	"She has always lived like this. She's not a good housekeeper."	• Are there sufficient resources to provide for the victim's needs? • Has the victim's capacity changed over time? • Is there a caregiver? • Do friends or family members support this statement?
Neglect	"I'm doing the best I can. Taking care of him is very difficult."	• Does the victim have sufficient capacity to make informed decisions about care, including refusing to accept care or treatment? • Does the victim have a history of refusing help? • Does the suspect have a duty to provide care? • Is the suspect receiving payment to provide care? • Has the caregiver been instructed on the victim's condition, care needs and how to provide care? • Does caregiver have any special training in providing care? • Are the victim's care needs obvious and would be apparent to the average person?

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FORM OF ABUSE	Justification / Defense	Investigation Considerations
Neglect	"He doesn't want medication/medical treatment. I'm honoring his wishes."	• Is there documentation of person's wishes (for example, a do not resituate order [DNR])? • What is the victim's capacity, as documented by a trained professional? • Are there historical statements of intent or the desires of the victim?
Neglect	"She refused to eat."	• What is the health history of the person's condition?
Neglect	"I didn't know how sick she was or what she needed."	• Is there a medical history indicating how often victim was taken to a doctor and what was told to the caregiver about the patient's condition?
Neglect	"I'm just doing what she (the victim) wants."	• Do wills or advanced directives describing what the victim wants exist?
Sexual	"She wants to have sex with me." or "She likes watching pornographic movies with me." (Suspect is trying to show consent.)	• If the victim has capacity, what is the victim's account of what happened? • If the victim does not have capacity, the victim cannot consent.
Sexual	"She's my wife/girlfriend."	• If the victim has capacity, what is the victim's account of what happened? • If the victim does not have capacity, the victim cannot consent.

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Slide #48: Case Scenario: Charles and Junior: Dealing with Changes in Levels of Cooperation



Trainer Note: Ask the first question and then allow time for learners *to think about and respond. They can come off mute or post it in the chat. Highlight there could be many reasons for the change in behavior and the underlying reason may affect how you manage the situation.*

<u>Activity: Dealing With Changes in Levels of Cooperation (12 minutes)</u>
Method: Large Group Discussion

Instructions:

1. **State**: Many of us have been in interviews where something changed unexpectedly. For example:
    - the A/P's level of cooperation suddenly changes
    - the A/P becomes closed off or aggressive and refuses to respond to questions
    - there is an emotional outburst
    - or the A/P tries to take control of the interview and focus on the APS Professional
2. **State:** Let's think about how to deal with such situations in order to keep the interview productive.
3. **Introduce** the situation on the slide. Junior has been speaking with you and been willing to respond to most of your questions. He has been cooperative. Suddenly, his demeanor changes and he becomes visibly upset. He shouts at you and says you are just out to get him into more trouble and trap him into saying something that is not true.
4. **Direct** learners to the questions on the slide.

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5. **Address** one question at a time:

    a. What may be happening to cause this behavior?

Possible answers:

- *He may fear he has truly said something that will result in new charges.*
- *He may have lost self-control.*
- *He may want to take control of the interview to manipulate you.*
- *He may not want to answer the question because it may get him in trouble or is something he is not happy he did or said (even if not a crime)*
- *He may sense your demeanor to him, or your opinion of him, has changed in a negative way.*
- *You may have offended him, even unintentionally.*
- He may be exhausted and need to collect himself.

    b. How will you manage the situation or behavior?

Allow for some responses by unmuting or posting in the chat.

Remind learners:

- Thinking about why the change in behavior may help you think about how to manage it.
- You may not know why the change in behavior. If this is the case:
    - Inquire gently
        - For example:
            - Something feels different, you had been talking with me and I thought we were having a helpful conversation.
            - It seems like you are upset and have raised your voice.
            - What are you feeling?
            - I really want to continue our conversation but only if you would like to continue
            - Has something happened to upset you. Tell me about that.
            - Is there a reason you do not want to tell me about…Would you be more comfortable if we talked about something else for a few minutes? (Remember to come back to the questions that elicited the change in Junior's level of response)

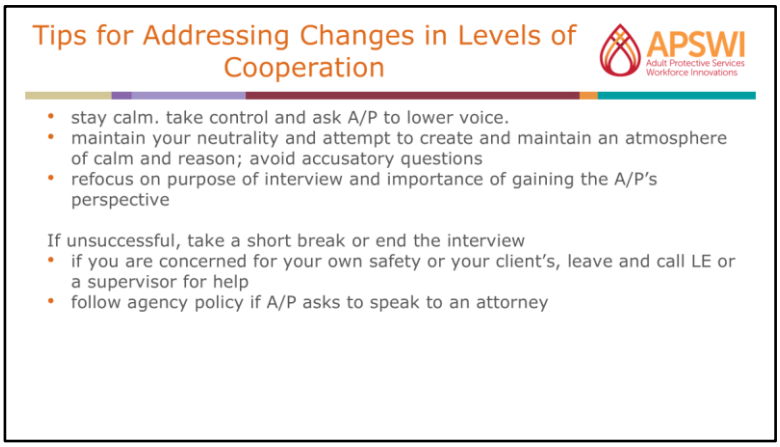
Remind learners that there may be times when it is prudent to take a break.

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- Other times, you may need to end the interview and leave, or reschedule.
- If you do plan to reschedule, consider where to conduct the future interview and whether you may want to bring someone else to the interview such as a co-worker or supervisor or even change the interview location.

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Slide #49: Tips for Addressing Changes in Levels of Cooperation



Explain that if a person experiences a lost control of self—consider: does A/P have anger or control issues and is this how they deal with your client?

Explain that alternatively, might this be a choice to derail the interview, to get you to change topics to something more comfortable, or to control the interview?

Remember to stay calm.

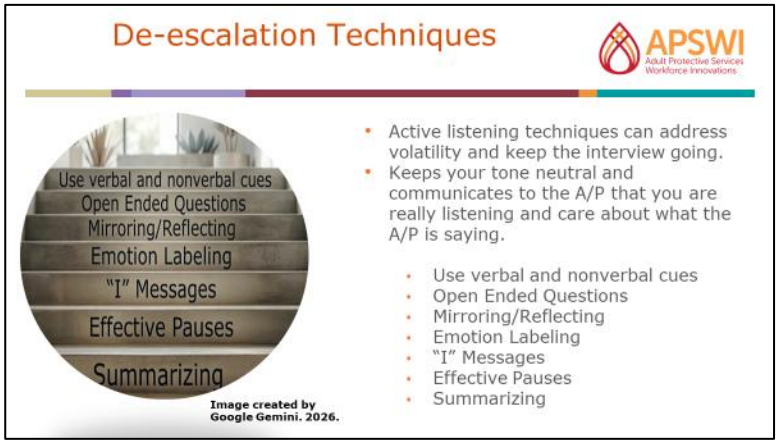
- take control and ask A/P to lower voice.
- maintain your neutrality and attempt to create and maintain an atmosphere of calm and reason; avoid accusatory questions
- refocus on purpose of interview and importance of gaining the A/P's perspective

If unsuccessful, take a short break or end the interview

- leave if you feel unsafe
- if you are concerned for your own safety or your client's, leave and call LE or a supervisor for help
- follow agency policy if person asks to speak to an attorney

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Slide #50: De-escalation Techniques



Trainer Note: Learners may have already mentioned active listening by this title or may have referenced techniques but not used the term "active listening". Reference previous responses that have discussed these techniques.

Explain that active listening techniques are effective for addressing emotional outbursts and for maintaining a calm and neutral environment during an interview with the A/P (including a collateral or client). The techniques demonstrate that you are listening and attentive to what is being said and are interested in hearing their story.

Here is a list of some active listening techniques.

- Use both verbal and nonverbal cues to maintain engagement— nonverbal cues like nodding or smiling to encourage more information sharing.
- Open-ended questions—are designed to elicit more complete responses.
- Mirroring/Reflecting—repeating key parts or phrases of what A/P has said to confirm accurate understanding.
- Emotion labeling— "you sound upset" to indicate you are paying close attention and to provide an opportunity for A/P to explain if and why the may be upset, angry, etc.
- "I" Messages—how what you say is affecting me (the interviewer). "I do not like it when you yell at me." or "I was frustrated when you did not show up for the appointment as you promised you would."
- Effective Pauses—waiting for a response. Likely will cause the A/P to eventually respond to your question rather than the interviewer asking another or the same question or interrupting.

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- Summarizing—having the interviewer or asking the A/P to repeat or summarize what has been said to ensure understanding.

Remind learners to keep their tone neutral and communicate to the A/P that you are really listening and care about what the A/P is saying.

Explain: The Adult Protective Services Workforce Innovation (APSWI) *De-escalation* Skills training includes a "Focused Techniques" handout. This resource outlines specific emotional responses or reactions APS staff may encounter and provides strategic methods for managing those situations effectively. The Handout: Focused Techniques is located at the end of this training in the Appendix. For more information about the De-escalation Skills training, please visit the Enrichment Training page of the Academy website.

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Concluding and Documenting the Interview

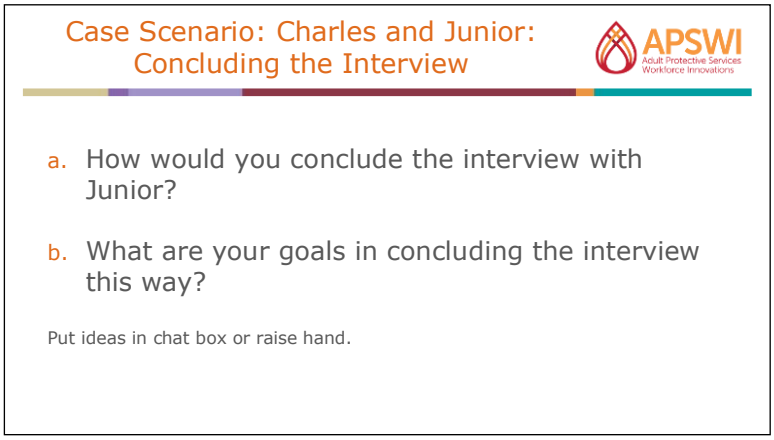
Time Allotted: 15 minutes

Associated Learning Objective(s): Utilize a method for planning, organizing, and conducting an interview with an A/P

Method: Large Group Discussion, Lecture

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Slide #51: Case Scenario: Charles and Junior: Concluding the Interview



Trainer Note: This section is meant to be a brief overview of how to conclude the interview.

<u>Activity: Concluding the Interview (8 minutes)</u>
Method: Large Group Discussion

Instructions:

1. **Ask** learners to type in the chat their ideas for the two questions on the slide.
2. **Review** and **summarize** responses.

   a. How would you conclude the interview with Junior?

Possible Answers:

- *Ask if there is anything else the A/P wants you to know or anyone they want you to contact.*
  - *Is there anything else you want me to know?*
  - *Is there something that I should have asked you about?*
- *Thank the A/P for speaking with you. No matter how the interview went, thank them for agreeing to speak with you, for giving you their time, etc.*
- *If they ask what will happen next or if you offer such information, limit yourself to what is within your control and authority.*
  - *I will write up my notes and prepare a report, or I will speak with my supervisor.*

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- *Stay away from mentioning what another agency may do, e.g., avoid statements like, "I will call the police who will arrest you." Or "The DA is waiting to charge you."*

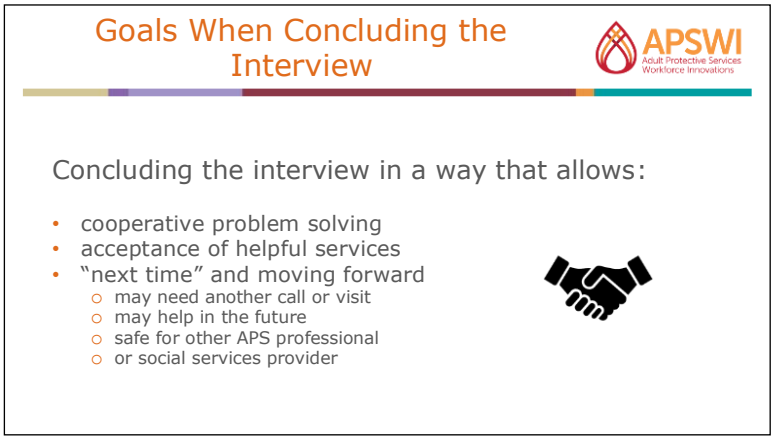
b. What are your goals in concluding the interview this way?

Possible Answers:

- *May need to speak to A/P again so want to leave on a friendly and professional note.*
- *Safer for client if interview ends on friendly tone.*
- *Even if nothing happens in this case, there could be future allegations and how you leave the A/P feeling may affect how you or another APS professional is able to work with and interview, the A/P.*

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Slide #52: Goals When Concluding the Interview



Explain that concluding an interview is a chance to ensure the A/P is informed of what next steps might be, plan for resources, and provides information about how they can contact you later.

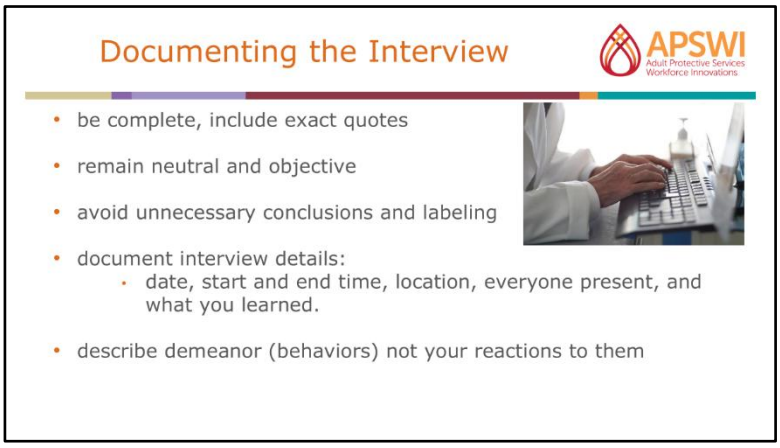
At this point in the interview, APS can keep the door open for

- cooperative problem solving
- acceptance of helpful services
- "next time" and moving forward for productive outcomes
    - there may be a need for another call or visit
    - leaving on a positive note might help in the future
    - keeps it safe for another APS professional and other social service provider.

It is also safer for the client.

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Slide #53: Documenting the Interview



Trainer Note: This section is meant to be an overview and some of these may have been briefly mentioned in earlier sections. Direct learners to ***Handout: Items to Document*** *for additional support.*

Remind learners that earlier we discussed the importance of thorough note taking while maintaining eye contact with the A/P during the interview.

Remind learners that their notes should:

- be complete, include exact quotes
- remain neutral and objective
- avoid unnecessary conclusions and labeling
- document interview details--date, start and end time, location, everyone present, and what you learned
- describe demeanor (behaviors) not your reactions to them

Remind learners to think about how the interview notes may be used. And it is best to document promptly after leaving the interview and once located in a safe location to ensure accuracy.

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Handout: Items to Document

- Beginning and ending times of interview
- Location of interview
- All persons present, even briefly
- Date and time interview documented
- If any accommodations were used (e.g., interpreter, translator, facilitated communication, etc.); and identity and contact information for any translator, facilitator, or interpreter
- Important Statements in quotes with context (i.e., question and answer and any helpful additional information)
- Relevant observations (e.g., injuries, complaints of pain, size and weight, behaviors, medications, condition of premises)
- Any documents or records used in the interview
- Were documents or records shown and discussed individually? How will each document or record be identified—is each item numbered or lettered separately?
- Did the A/P provide any documentation? Consider assigning each a number or letter.
- Names and contact information of anyone the A/P provided with information about the situation or suggested had relevant information.

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Course Review and Wrap-Up

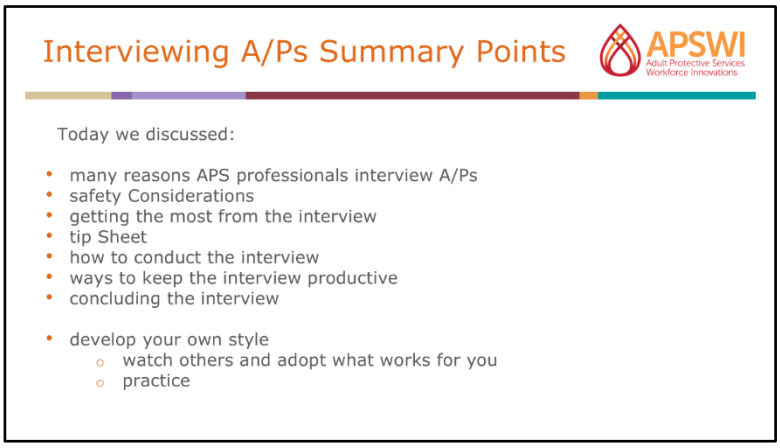
Time Allotted: 15 minutes

Associated Learning Objective(s): N/A

Method: Lecture, Large Group Share

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Slide #54: Interviewing A/Ps Summary Points



Explain today we discussed:

- The many reasons APS professionals interview A/Ps including:
  - not to get a confession but to gather facts
  - should the A/P continue to be part of your client's life if that is what client wants and if so, under what conditions
  - how you can improve a situation by offering services and information to help your client and the A/P
  - provide a fair and transparent process to those alleged to have committed abuse of an older or dependent adult.
- safety Considerations
- getting the most from the interview by setting a productive tone and planning the interview using the Tip Sheet
- how to conduct the interview to gather as much information as possible, by building rapport, exploring each allegation, and eliciting the A/P's explanations for their conduct
- we ended by discussing ways to keep the interview productive and how to conclude the interview

Remind learners, that effective A/P Interviews do not "just happen", they require careful planning.

- develop your own style.
  - watch others and adopt what works for you
  - practice

Remind learners, you are most effective as an A/P interviewer when…

- are professional

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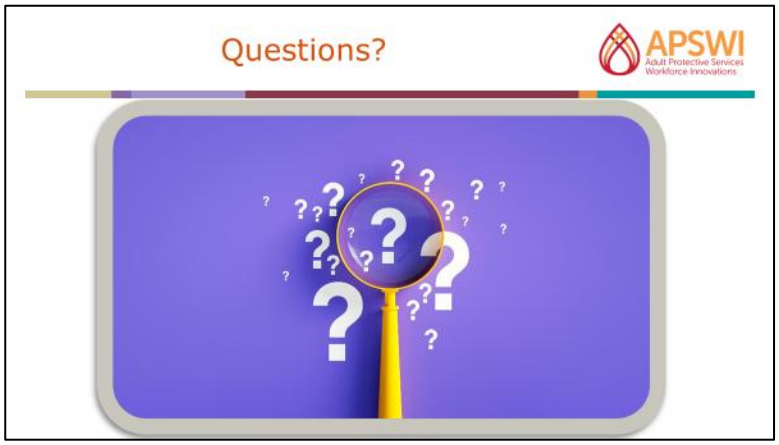
    - you don’t make the situation personal, keep your feelings out of the interview
- focus on the conduct, not the person who may have engaged in the conduct
    - avoid labeling

Explain that we have covered a lot of information today, there may be some remaining questions.

Ask and pause: What questions do you have?

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Slide #55: Questions?



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Slide #56: P-I-E Wrap Up



Explain based on what we have talked about during our time together, answer these P.I.E. questions.

1. P – **Priceless** piece of information. What has been the most important piece of information to you today?
2. I – **Item** to implement. What is something you intend to implement from our time today?
3. E – **Encouragement** I received. What is something that I am already doing that I was encouraged to keep on doing?

Allow five minutes to answer the questions on your own. Once complete, **ask** for volunteers to share what they wrote down. If training virtually, request the participants to use the "Raise Hand" feature to volunteer to speak.

Use the following questions for debrief:

- What were some of the key words that you heard while you shared?
- What were the common themes that continue coming up?
- What would it mean for APS if we implemented the things on your PIE?
- What would it mean for APS if we did not implement the things on your PIE?

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Slide #57: Thank You!



Provide any information on how to complete evaluations.

Remind participants how valuable they are and the work they do is to our communities.

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Appendix

Handout: Focused Techniques

Fear → Reduce the threat and the unknown

Frustration → Active listening/lend control

Manipulation → Detach and redirect

Intimidation → Identify and verbalize consequences and/or state your boundaries

Hopelessness → Empower them

Loss of control → Lend control and provide choices

Feeling judged, or defensiveness → Clearly state your intentions, focus on problem solving

Additional Techniques:

Identify a common goal or interest → Give them the sense that you are on the same team and have their safety and well-being in mind.

Demonstrate empathy → Creates a safe space for sharing their feelings without fear or judgement, helping build rapport

Effectively Expressing Empathy:

Active listening → 3 levels of active listening (Co-Active Training Institute, 2024)

(Level 1) Internal - _____

(Level 2) Focus - _____

(Level 3) Global - _____

Reflective responses/statements → Ask clarifying questions, paraphrasing, and reflecting the person's emotions

Validate emotions → Verbalize and support their emotions

Using "I" statements → Acknowledge their feelings without being judgmental

Show compassion → Thanking them for sharing their feelings

Offer support → Provide supportive words and time in the moment

Statements to avoid → Argumentative, judgmental or place blame

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