

## **Appendix 1: Rapport Building Drawing Supplement**

*If the child does not respond, and looks distant, frightened, or disengaged during the rapport-building phase, you can use the following invitation:*

[Child's name], would you like to draw something you like to do?

[Child's name], would you like to draw something fun that happened to you?

*Offer the child blank paper and drawing tools and allow him/her to draw for several minutes. Sit next to the child, smile, and encourage him/her to talk while drawing.*

*Do not interpret the drawing. Ignore what the child has drawn and refer only to verbal information that the child mentions during or after drawing using open invitations.*

*If the child does not speak during or after drawing, use an open invitation:*

Please tell me about the drawing you have made.

*Once the child has finished drawing, offer praise:*

Very nice, [child's name]. Thank you for drawing that.

## **Appendix 2: When you need an additional interview**

*An additional interview may be performed if the investigator believes that better rapport could be built in another meeting, allowing better insight into whether or not abuse has occurred (the transitional phase). 2-3 interviews may sometimes be necessary.*

*General guidelines for additional interviews:*

- 1. Collect personal information about the child from an external source in advance to help inform your rapport-building efforts (e.g., interests, positive events the child experienced, other relevant information).*
- 2. Before the later interview, review the information obtained in the previous interview to refresh your memory about your conversation with the child.*
- 3. Depending on the child and the circumstances, the ground rules can be mentioned briefly at the beginning, instead of being practiced in full.*
- 4. During the rapport-building phase, probe about friends, interests, significant events, or topics discussed in the previous meeting(s).*
- 5. At any stage, if the child makes an allegation or mentions substantive information, proceed to the substantive part of the interview.*
- 6. Generally, an additional interview should follow the Protocol's structure, adjusted as needed to refer to the former interview in order to build on any rapport established earlier.*

*For example:*

- As you may remember [my name is...]*
- Today again [I have a video camera with me]*
- Last time we met you told me that [e.g., you like playing soccer]*

*7. Progression and decision making about the interview flow and about the transitional phase should be guided by the criteria listed in the Protocol.*

### **Appendix 3: Supportive non-suggestive techniques**

#### *A. Addressing the Child by Name*

*Address the child in a personal way using his first name. Avoid using terms of endearment (sweetie, cutie, etc.).*

#### *B. Establishing Rapport*

- *Welcoming the child*

I am glad to [meet you today, to get to know you, to get to talk to you]. My name is \_\_\_\_\_.

- *Expression of personal interest in the child*

I really want to get to know about [you, things that happened to you]. Today is the first time we have met and it is important for me to know you better.

- *Small gestures of good will*

Are you cold?

Let me show you where the bathroom is.

Here is a glass of water for you.

You can look at the video camera if you want.

Would you like a short break?

#### *C. Reinforcement*

- *Reinforcing behavior*

*Avoid 'grading' ("you told me about that very well") and attaching reinforcement to certain content ("Thank you for telling me about your father")*

You are describing it clearly.

You are giving a lot of details and that's important.

You are really helping me understand, thank you.

You corrected me and that is important.

I can see what you're saying.

- *Thanks and appreciation*

I want to thank you for your help.

I really appreciate that you have spoken to me.

Thanks for trying hard to remember and tell me what happened. Thank you for sharing with me.

- *Respect for the child's decisions*

It's your choice whether to tell me or not, and it is my job to let you choose.

*D. Using rapport*

• *Reflecting on the relationship:*

You have told me a lot about yourself and I feel I know you better. Now that we know each other better you can share with me.

• *Expression of care:*

I'm here for you.

I care about you.

You are important to me.

• *Emphasizing that you are someone to disclose to:*

If something happened I'm here to listen to you.

You can trust me and tell me if something happened.

It's possible to share [secrets, hard stuff] with me.

I talk to many kids and they tell me about things that have happened to them.

It's my job to listen to children if they have a problem.

*E. Emotional Support*

• *Generalization of the child's expressed difficulties*

Many children find it difficult to tell.

Many children feel [ashamed, shy, a bit quiet] at the beginning but then it's fine.

Many children have secrets and I am here to listen.

• *Empathy*

I understand that it is difficult for you to tell.

I know it's been a long interview.

• *Checking the child's feelings*

How are you doing so far?

How are you feeling now that we are done?

How did you feel before we talked?

How did you feel when you were talking to me today?

• *Exploring emotions*

Tell me more about your [fear, anger].

I see you're crying. How come?

You said you cannot tell me. Tell me more about that.

- *Echoing emotions*

You said you were [sad, you cried, got angry].

- *Open questioning about feelings or thoughts during the incident*

You said you were [sad, grossed out, wanted to run away]. Tell me more about that.

Accepting and recognizing emotions:

You said that it was very painful.

I understand what you are saying.

I can see what you are saying

- *Reassurance:*

Don't worry [I won't tell other children, I will make sure you won't be late to the bus, I will make sure nobody is going to arrest you].

Sometimes it's possible to help [families with problems, the people who have hurt others].

Sometimes it helps children when they can talk and do not have to keep a secret.

- *Removing responsibility from the child:*

If [something happened, someone hurt you], [it is not your fault, you are not responsible for that].

*Generalization:* When things happen to children, it's not their fault.

- *Exploring unexpressed emotions and conflicts*

If it is hard for you to talk about it, what you are concerned about?

F. *Kind encouragement*

- *Warmly emphasizing that the child is the key source of information:*

I am asking you these questions because I was not there.

- *Legitimizing expression:*

You can talk about bad things and good things.

In this office you can say anything.

It is ok to talk [about this kind of thing, to say those/bad words].

Many children tell me about things that have happened to them, and it is ok.

- *Expression of confidence/optimism:*

I think you can describe it well.

I'm sure you could tell me.

- *Offering help:*

I want to make it easier for you, how can I help you tell me?

Would it be easier if you wrote it?

Begin talking and I'll help with questions, I am here to help.

- *Encouraging non-verbal communication:*

Go ahead and face me, so I can see you.

Let me see your eyes.

- *Encouraging disclosure:*

Please go ahead and tell me.

It's really important that you tell me if something is happening to you.

### *G. Inappropriate Support*

*1. Suggestive Support – Using presumptions, selective reinforcement, mentioning abuse prematurely during the transitional phase.*

*2. Unfounded Support – Unrealistic promises or reassurance.*

*3. Confrontation – Interviewer challenges the information given by the child by suggesting it is unreasonable, contradicts external information, or is internally inconsistent.*

*4. Causing discomfort – Interrupting, criticizing the child's statements or behavior, being coercive, using the wrong name for the child.*

*5. Absence of adequate responses to:*

*A. Clarification requests or inquiries by the child.*

*B. Non-substantive descriptions of physical injury (being supportive is appropriate).*

*C. Resistance, omissions (pausing, “don’t know” responses), denials, or displays of emotion or stress.*