Child Sexual Abuse Interview Protocol (CSAIP)
For Use in Forensic Videotaping Interviews
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Stage I. Rapport

Tell the child **who the interviewer is**
( ) Name ( ) Agency ( ) Position/Role

Identify the **purpose**
( ) Inform the child about videotaping purpose and the presence of accompanying adults
( ) Address the child’s concern regarding being videotaped
( ) Obtain consent from the child (if required by the law)

Establish **rapport** with the child
Ask the child about a **specific non-abuse event** for event narrative practice
Also assess the **child’s competency** in answering the 4WH questions
( ) Who ( ) When ( ) Where ( ) What ( ) How

Optional questions:
( ) Home Situation ( ) Discipline Method ( ) Family Relationship

Set up the **Ground Rules** (May be viewed as a separate stage)
( ) State the importance of telling the truth
( ) Assess the child's ability to differentiate **the truth and a lie**
    ( ) Encourage the child to define
    If can’t define: ( ) Check competency with one example of the truth
    ( ) and one example of a lie
    ( ) Include what happens when people tell truth or lie
( ) Specify **the ground rules**
    ( ) Ensure that the child promises to tell the truth
    ( ) Accept “I don’t know” or “I don’t understand” as answers
    ( ) Say “Correct me if I get anything wrong”
    ( ) Clarify the reasons that slang or unusual terms may need to be further explained by the child.

Stage II. Free Narrative Account

**What Happened**
( ) Encourage the child to tell **what happened in his or her own words**
**Use Dolls Appropriately (or drawings which are used more frequently now)**
( ) Use dolls (if needed) only after the child has disclosed content of sexual abuse
**Use Open-ended Questions**
( ) **Come back** to this “Free Narrative” after child has disclosed sexual abuse
Stage III. Questioning

If the child is Reticent:

A. Before Disclosure

( ) What happened lately with the child?
( ) Show patience to listen
   Encourage the child to use own words to describe what has happened
( ) More rapport building
   Ask about home/school situations
( ) Ask the child about the purpose of this visit
( ) Anything that someone asked the child to tell or not to tell
( ) Refer to any signs of silence or emotional distress
( ) Anything else the child needs help with?
( ) In the case of no disclosure,
   1. Follow-up on the child’s statements with the 4WH questions
   2. Provide information about body protection and further assistance

B. After Disclosure

( ) Encourage the child to tell what happened in his or her own words
( ) Focus on one recall at a time (e.g., start with the most recent abuse or the most remembered)

If the child has disclosed, use follow-up questions for validation:

When

( ) Date (year, season, holiday)
( ) Time (if not exact time, day/night)

Where

( ) Abuse location (e.g. bedroom, games room)
( ) Address of the location
( ) Brief description of the location (if address not given)
( ) Where were other family members during the abuse?

Who

( ) Full name of the alleged perpetrator
( ) Relationship of the alleged perpetrator to the child
( ) Brief description of the alleged perpetrator (if relationship unknown)
( ) Who else was there when the abuse occurred?
( ) Who else knew about the abuse?

What (also determine coercion and secrecy)

( ) Focus on events before, during, and after the abuse
( ) What did the alleged perpetrator do?
( ) What did the child do?
( ) What was the perpetrator wearing?
( ) What was the child wearing?
( ) Body position of alleged perpetrator and child
( ) What did the child see, hear, say, feel or sense?
( ) What did the alleged perpetrator say?
( ) What else happened in this incident?
How (Follow-up on the child’s description of abuse) (Be aware that this may be difficult for young children)

( ) Determine methods of abuse
( ) Frequency of the specific act (e.g. How many times did he do this to you?)
( ) Duration/length of this incident (e.g. How much time did he spend on doing it?)
( ) Clarify the child’s terminology for private body parts ____________________________
( ) Clarify the child’s terminology for sexual acts _____________________________
( ) Use the child's terminology to ask further questions about the abuse
( ) How did the child feel before/during/after the abuse?
( ) How does the child usually get along with the alleged perpetrator?
( Check their relationship before and after the abuse)

Determine the progression of abuse
( ) What else happened?
( ) How often similar incidents occurred?
( ) Ask about the first incident in multiple abuse cases
( ) Ask about the most recent incident in multiple abuse cases (if not disclosed yet)
( ) Ask about other incidents between the first and the most recent incident
( ) Ask about other sexual acts
( ) Ask about being exposed to or forced to participate in pornography

Additional information (May be required by the law)
( ) “Do you know if the perpetrator has done this to anyone else?”
( ) “Has anyone else done something like this to you?”

Determine the motive to report
( ) Who was the first person the child told about the abuse?
( ) This person’s reaction or action?
( ) What made the child decide to report?

Don’t use inappropriate techniques
( ) Don’t use "why" questions (that may be perceived as accusing)
( ) Don’t use leading questions
( ) Don’t be judgmental
( ) Don’t touch the child
( ) Don’t be tense (be child-focused)

Stage IV. Closing the Interview
( ) Confirm the name of perpetrator and the type(s) of abuse
( ) Ask the child to confirm that the disclosed content is what has happened
( ) Confirm that no one has forced the child to tell or not to tell what has been told
( ) Be honest with the child about what will happen next
( ) Give the child an opportunity to ask questions
( ) Address the child’s concerns
( ) Thank and reassure the child
( ) Formally close the interview by stating that the interview has ended or reporting the time