



TRAUMA INFORMED
COMPLAINANT
INTERVIEWING IN
SEXUAL ASSAULT
INVESTIGATIONS

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WHY ARE WE HERE??



Ellen
Survivor

Before you were assaulted,
how did you view the police
and/or legal system?

**OUT OF EVERY 1,000 SEXUAL ASSAULTS,
975 PERPETRATORS WILL WALK FREE**

310 are reported to policeⁱ



50 reports lead to arrestⁱⁱ



28 cases will lead to a felony convictionⁱⁱⁱ



25 perpetrators will be incarceratedⁱⁱⁱ



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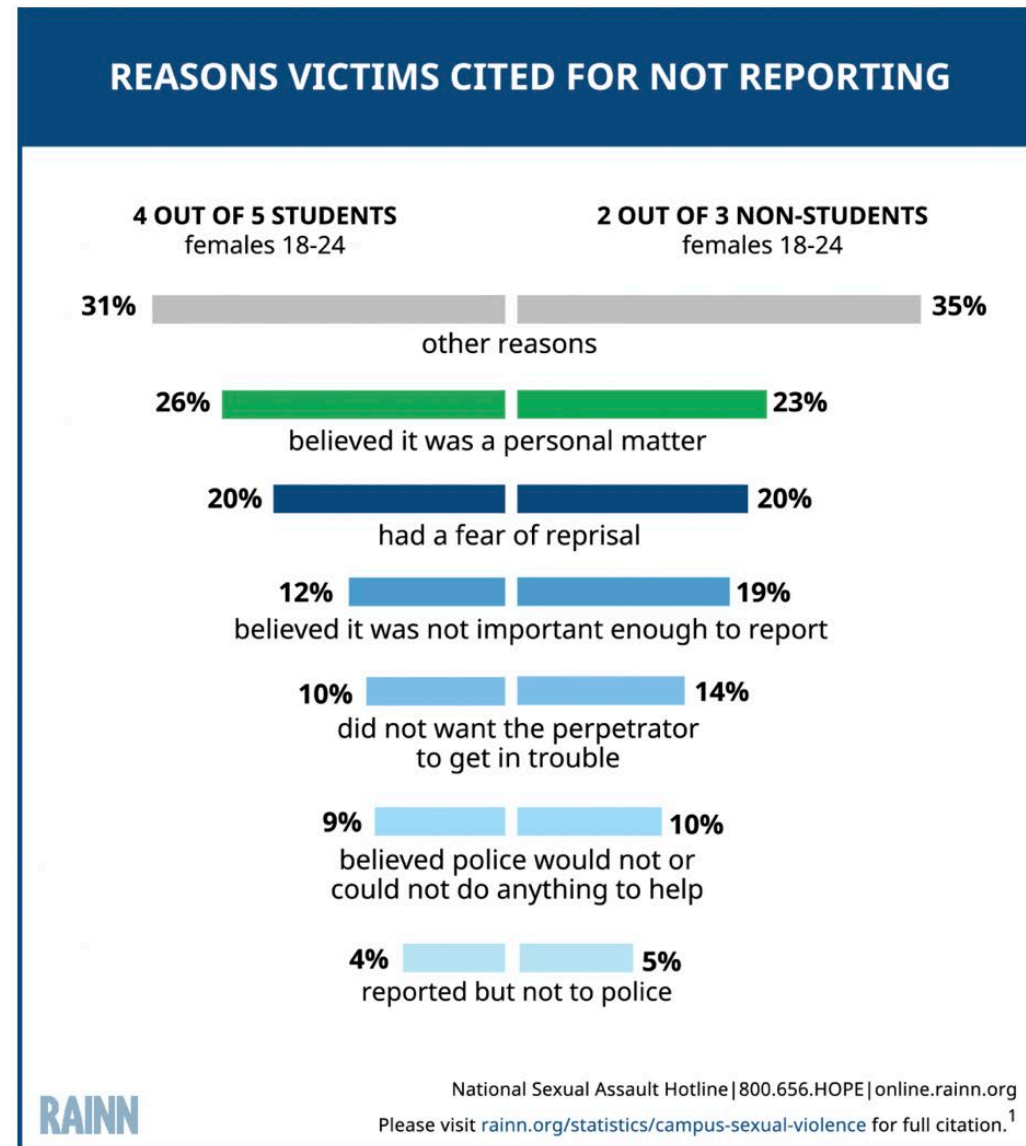
28 cases will lead to a felony convictionⁱⁱⁱ



25 perpetrators will be incarceratedⁱⁱⁱ



College-Age Victims of Sexual Violence Often Do Not Report to Law Enforcement



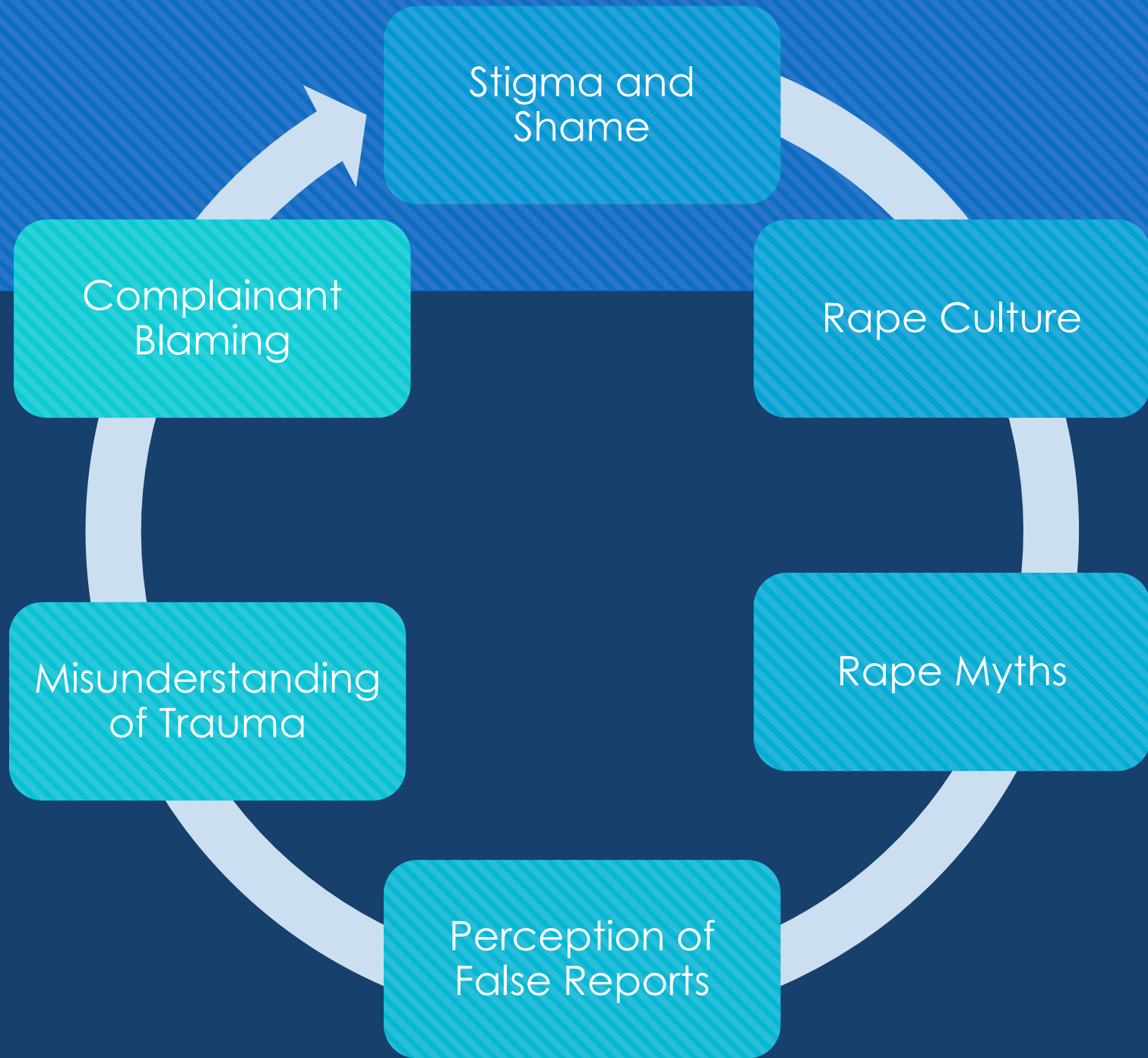
Because this study allowed victims to cite more than one reason for not reporting to law enforcement, this statistic may

not total 100%.



Why these statistics?

Why These #s?



INTERNAL INFLUENCES

- Embarrassed and ashamed
- Self-blame
- Alcohol and drug use
- Fear of not being believed
- Ignorance of the law



EXTERNAL INFLUENCES

- Pressure from:
 - family
 - friends
- Pressure of hiding behaviors:
 - drugs, sexual history, etc.

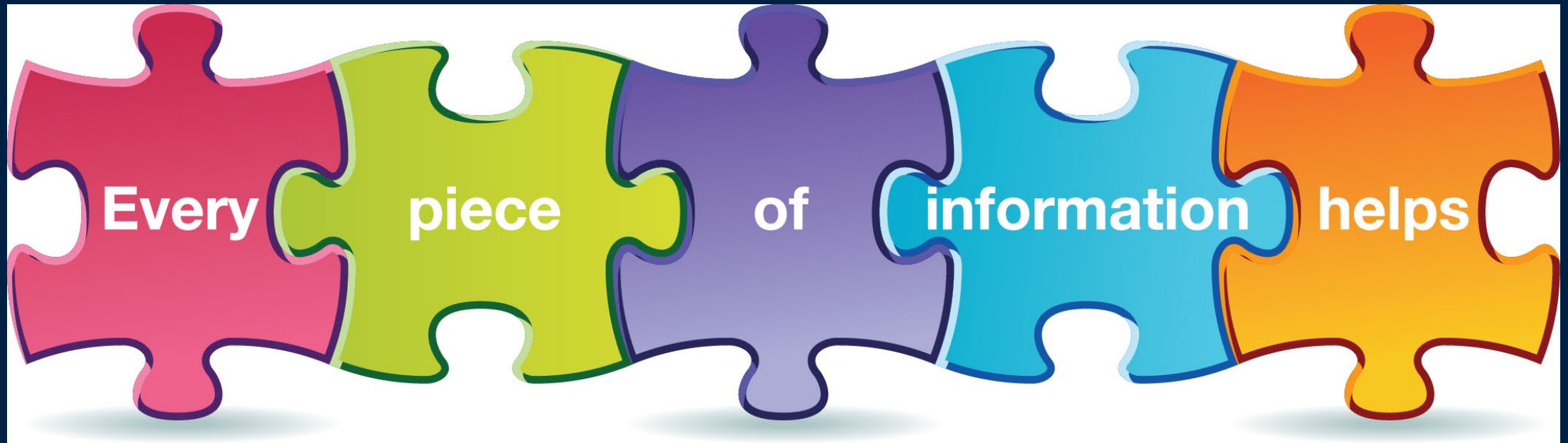
Who will know? believe? judge?





SOCIAL INFLUENCERS

- Shunned or ostracized by their community
- Distrust of law enforcement
- Marginalized populations
- Uncomfortable with specific acts committed during the assault



TRAUMA-INFORMED INTERVIEWING

“ASK THE RIGHT
QUESTIONS...CREATE
THE RIGHT SPACE”

Dr. James Hopper

“IF YOU SCREW
UP THE
INTERVIEW YOU
WILL PROBABLY
SCREW UP THE
CASE”

- *Nancy and Mike*

SUCCESSFUL DISCLOSURE



*ACCURATE , DETAILED MEMORY
RETRIEVAL*

*ATMOSPHERE OF SAFETY AND
TRUST TO ALLOW FOR SHARING*

COMPLAINANT INTERVIEW

Rule # 1



WARNING:

**Video contains
disturbing language.**

Viewer discretion is advised

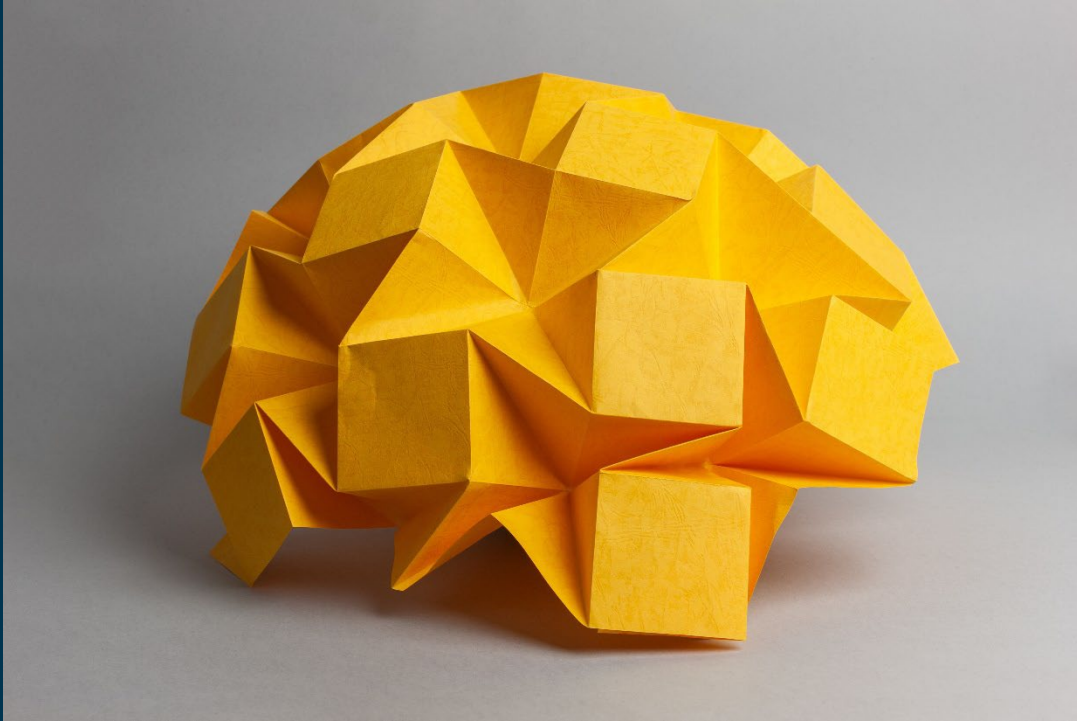
**It doesn't require malicious
intent to do great harm.**

HISTORICAL APPROACH

- Interrogation style interviews
- Poor communication
- Lengthy investigations
- Polygraph
- Non-belief



HISTORICAL APPROACH



Methods inconsistent with:

- *how memories are encoded and stored*
- *how memories are retrieved*
- *realizing how the interview can impair retrieval*



TRADITIONAL METHODS

- *Chronological in focus*
- *Closed-ended, specific questions*
- *Incorrect tone & demeanor*
- *Approach to questioning*
- *Focused on elements – not experiences*
- *Expect to remember every detail*

WHO

WHEN

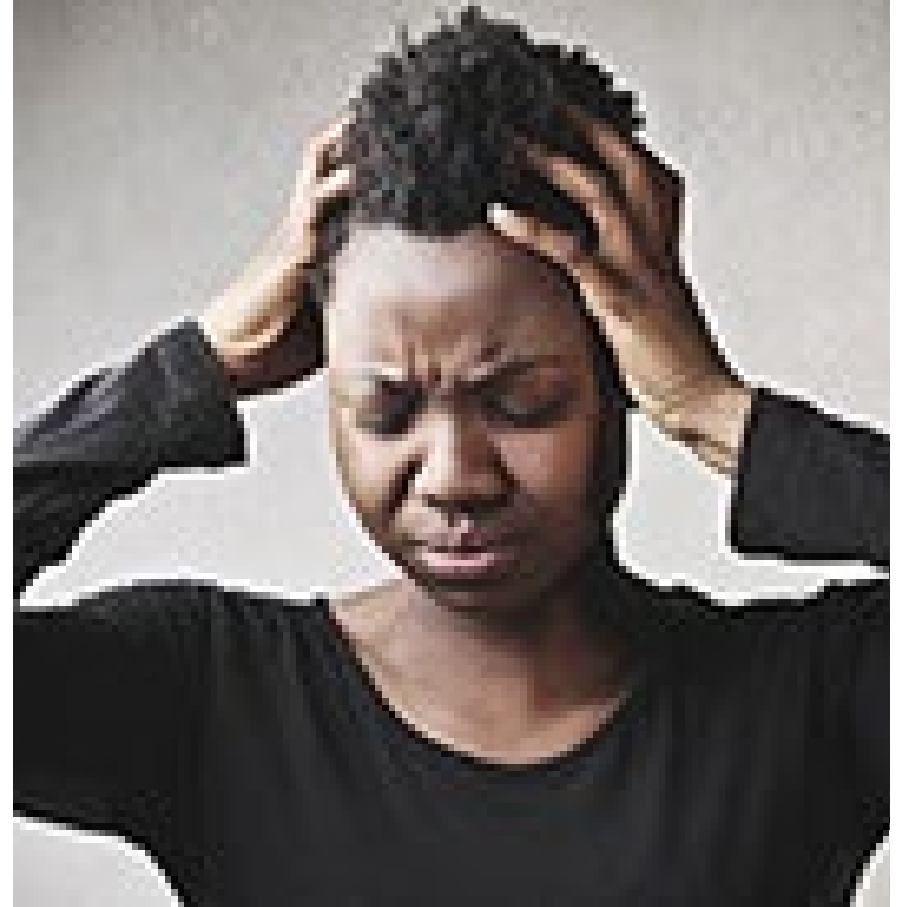
WHERE

HOW

WHY

WHAT

*Some may be
able to tell you
what happened
this way...many
will not.*



THE HISTORICAL POLICING CULTURE

Lack of training &
"Old warhorses"

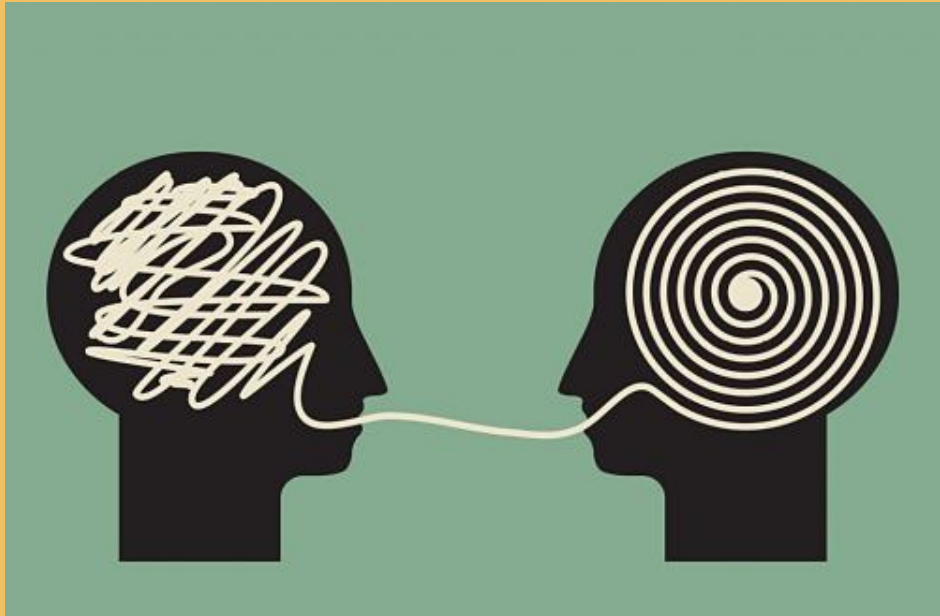


TRADITIONAL TRAINING.....

Reid Technique

"What questions should an alleged rape Complainant be asked to help determine if a rape claim is legitimate?"

WHAT IF WE MISUNDERSTAND TRAUMA?




- Complainant-blame
- Disengagement
- Bias created or supported
- Self-fulfilling prophecy
- Long-term effects on Complainant healing



THE CYCLE OF SUSPICION

- Law Enforcement does not believe the Complainant due to _____
- This misplaced suspicion is communicated to the Complainant
- Can lead Complainant to become uncooperative
- By “creating” a non-cooperative Complainant LE perpetuates the myth that most Complainants are uncooperative
- Adds to myths around false reports
- EVAWI OLTJ *False Reports*. Lonsway, Archambault, Berkowitz (2019)

An illustration of a woman with reddish-brown hair, wearing a white top, looking down with a sad expression. She is surrounded by several hands of different skin tones (light, dark, and medium) pointing towards her. The background is a solid light blue color.

Reactions of doubt and blame will increase a Complainant's trauma and will decrease the likelihood of a Complainant staying engaged in an investigation

CYCLE OF SYMPATHY FOR THE RESPONDENT

- Respondent appears credible
- Respectable, likeable
- Even has a credible story on the surface
- Doesn't look like a rapist...he looks like me



Cycles Converge

Bottom line: cultural stereotypes about Complainants and Respondents of sexual assault influence the way law enforcement professionals view real cases....increasing the likelihood that the Respondent will be believed over the Complainant.

EVAWI OLTJ False Reports. Lonsway, Archambault, Berkowitz (2019)

How do biases hurt our cases?

- Prosecutors were over 5xs more likely to file charges if there were no questions about the Complainant's moral character.
- 2.5xs more likely to file charges if the Complainant did not engage in any “risky” behavior at the time of the assault.
- 4xs more likely to file charges if the Complainant reported to the police within an hour of the assault.
- 2019 study – 3269 cases from 6 jurisdictions – only 1.5% resulted in a trial

(Spears & Spohn, 1997)

Decision Making in Sexual Assault Cases: Replication Research on Sexual Violence Case Attrition in the U.S. (2019)

Melissa S. Morabito, Linda M. Williams, April Pattavina



Trauma Informed:

- Commit to not re-traumatizing Complainants
- Recognize the impact of trauma on Complainants
- Apply this training/knowledge to guide effective responses





TRAUMA INFORMED INTERVIEWING MEANS...



Informed of the scientific research on trauma and memory



Aware of the unique dynamics of sexual assault



Creating an environment where Complainants feel comfortable and safe enough to share

Benefits of Understanding the Science & Dynamics...

- **Realistic expectations** of how people respond during a sexual assault
- Habits & reflexes— trauma can impair decision making
- Understanding how memories are encoded and retrieved
- **Perceptive listening** - ex. “I froze” “My mind was blank” “I was out of my body”





Benefits of Understanding the Science & Dynamics...

- Willingness to listen to entire account before jumping to a conclusion
- **Reduces biases and assumptions**



Stress impairs
retrieval

Atmosphere
Matters



**No matter how much time
has passed...**

reporting a sexual assault will trigger stress

Capacity to Listen

- When a Complainant feels listened to..
- When they feel the interviewer can tolerate what they have to say...
- When the interviewer can understand what they have to say...

Complainants will speak more freely

**More comfortable
& safe the
Complainant feels
during the
interview**

**Less stressed they
will be**

**More detailed
memories can be
recalled and
shared**

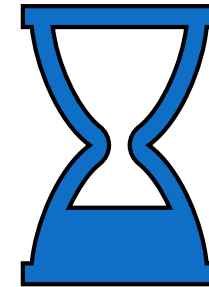
Building Atmosphere



Advocate



Comfort



Time



Trust





HOW DOES IT BENEFIT
COMPLAINANTS TO
HAVE AN ADVOCATE
INVOLVED?
(INSERT SLIDO)

Concerned with the global impact on
a Complainant's life

Helps identify immediate concerns

Assists with ongoing concerns

Works long-term to help
Complainant move to "new " normal

RESEARCH TELLS US...



- *Complainants consistently rate advocates as supportive and informative*
- *Complainants who worked with advocates experienced less distress after contacting the legal and medical systems*

EVAWI, (2019) Breaking Barriers: The Role of Community Based and System-Based Advocates citing Wasco et al. (2004)

ADVOCATES ARE BRIDGE BUILDERS





What if

WHAT FEARS OF THE “SYSTEM” DO COMPLAINANTS SHARE?

- *What if I used alcohol/drugs?*
- *What if I ... adaptive behaviors*
- *Will my friends and family be interviewed?*
- *Who else will find out about this?*
- *What is the process like?*

RESEARCH SHOWS US...

*Complainants were more likely to
have a police report taken when
advocate involved*

59% vs. 41%





ADVOCATES SHOULD BE INVOLVED...

as early as possible

as much as possible

for as long as possible

BEING A SUCCESSFUL PART OF THE INTERVIEW...

Monitor the Complainant's well-being

- Offer emotional and verbal support
- May help relax and calm the Complainant during the interview and investigative process

Clarifying Questions

- Would you like the interviewer to explain that again?
- Would you mind explaining that question for Sarah? It might help her if she understood why you need to ask that question...
- Checks and balances on the trauma informed interview process

During the Interview Process

- *Remain neutral*
- *Don't ask questions or comment on answers during interview*
- *Are there exceptions?*
- *Decide on a signal when a Complainant appears to need a break*



Role of the Advisor

- Advisors are crucial for both Complainants and Respondents in Title IX proceedings.



Who May Serve as Advisor?

- Advisors are NOT prohibited from being a witness in the matter, but....
- Parents are allowed, but.....





Role of the Advisor

- Serve as a support person for the parties and perform advising throughout the grievance process.
- Conduct Cross-Examination should the matter proceed to a hearing

Role of Advisor as a Support Person

- Prepare the student for meetings and hearings
- Accompany students to meetings and hearings
- Reviewing and inspecting all evidence that is directly related to the allegations during the investigative process
- Reviewing the investigative report before the hearing
- Reviewing and editing any document that their advisee has prepared, which will be submitted during the Title IX process or read during the hearing.

Support Role...

- Lending a calm reassurance
- Active listening as they prepare for the process
- Helping to create a “Comfort Plan”
- Help to create a calendar of dates to work on documents together

Limits on the Advisor Role

- Limiting their ability to speak to investigators during investigatory interviews or pre-hearing meetings
- Limiting their ability to advocate for advisee regarding a specific position



“Potted Plant” Rule....

- Speaking privately with their advisee during a break of a pre-hearing meeting, investigatory interview, or hearing.
- Using a “breakout room” during a virtual interview or pre-hearing meeting to speak with their advisee.

Cross-Examination

- At many academic institutions, the cross-examination phase will be the only time the advisor is permitted to directly participate during the grievance process.

**Know the
Process...**

Advisor Resource Guide

for Title IX Investigations and Hearings

SEPTEMBER 2021

Investigation		
TO DO	NOTES & REFERENCE	GUIDING DATE
<input type="checkbox"/> Determine due dates for submitting evidence and for submitting witness lists.		
<input type="checkbox"/> Gather Evidence (Digital/Physical) <ul style="list-style-type: none">• Prepare cover sheet for text exchanges if necessary.• Organize and submit physical evidence by required date.		Due to Campus Official on: _____
<input type="checkbox"/> Gather Witness Information.	Consider prioritizing those with: <ul style="list-style-type: none">• First hand knowledge.• Corroborating knowledge.• All others including character or specialized as allowed. Organize & submit witness list by the required date.	List due to Campus Official on: _____
<input type="checkbox"/> Confirm there are no conflicts of interest or objections to anyone serving as a decision-maker at the hearing.		
<input type="checkbox"/> Review Evidence & Witness List (You have 10 days).	Received on _____ Email campus official when review is completed, identifying any comments, objections, or concerns.	10 days from receipt: _____
<input type="checkbox"/> Review Investigative Report (You have 10 days).	Received on _____ Email campus official when review is completed, identifying any comments, objections, or concerns.	10 days from receipt: _____
Notes _____ _____ _____		

During the Hearing		
TO DO	NOTES & REFERENCE	GUIDING DATE
<input type="checkbox"/> Accompany student to hearing.	Plan to arrive early and confirm you have all necessary materials.	
<input type="checkbox"/> Participate in Cross-Examination.	See Section 5: Cross-examination and Relevance.	
<input type="checkbox"/> Support student throughout the hearing.	Ask for breaks when necessary.	
Notes _____ _____ _____ _____ _____		
Post-Hearing		
TO DO	NOTES & REFERENCE	GUIDING DATE
<input type="checkbox"/> Review outcome determination with the student.		
<input type="checkbox"/> Support student through the preparation and submission of any appeal or statement of support related to final determination.	Check campus policy on due date (ex: 10 days from receipt of outcome).	
Notes _____ _____ _____		

Preparing for the Hearing		
TO DO	NOTES & REFERENCE	GUIDING DATE
<input type="checkbox"/> Begin generating initial brainstorm list of outstanding questions for the other party and witnesses.	Create an editable doc with the student.	
<input type="checkbox"/> Work with Advisee to Draft Opening Statement.	Create an editable doc with the student.	
<input type="checkbox"/> Prepare Cross-Examination Questions (you are able to add questions during the hearing).		
<input type="checkbox"/> Assist in Preparing a Closing Statement.		
<input type="checkbox"/> Assist in Preparing an Impact Statement.		
<input type="checkbox"/> Confirm details of hearing date/time/location.		
<input type="checkbox"/> Confirm technology requirements for participation during hearing.		
<input type="checkbox"/> Advise student of hearing decorum requirements, appropriate attire, etc.		
<input type="checkbox"/> Develop a safety plan with the student.	See page 15.	
Notes _____ _____ _____		

CHECKLIST		
Initial Meetings & Preparing for the Investigation		
TO DO	NOTES & REFERENCE	GUIDING DATE
<input type="checkbox"/> Meet with student several times to understand nuances of case and agree to serve as advisor.	Select dates to meet; Consider privacy at location.	
<input type="checkbox"/> Complete review of Title IX grievance policy.		
<input type="checkbox"/> Complete any required FERPA paperwork with institution.		Before any meetings or correspondence with institution.
<input type="checkbox"/> Discuss Supportive Measures necessary to maintain status quo during conduct proceedings.		
<input type="checkbox"/> Confirm Notice of Allegations was received. Do not submit to interviews without receipt of this notice.		
<input type="checkbox"/> Confirm Advisee understands Supportive Measures and seek review of measures if necessary.		
<input type="checkbox"/> Preliminary Meeting with Campus Official to understand campus policy and process.		
Notes _____ _____ _____ _____ _____ _____		

Utilize Institutional Resource Guides

“Comfort Plan”

- A “Comfort Plan” refers to how your advisee can prepare for the interview (or hearing) by creating a comfortable environment for themselves.



“Comfort Plan” Items....

- Location
- Scheduled Breaks
- Hydration and Energy
- Comfort Items



Comfort

- Complainant must feel safe
- Private
- Free from distractions





THIS????

Or this...



Or
Maybe
This...



UNDERSTANDING SAFETY

Complainants

Hypervigilant

Fear and Shame

Embarrassment

Anger and Uncertainty



COMPLAINANTS MAY BE HYPER-
SENSITIVE TO PERCEIVED CUES
AND REACTIONS COMING FROM
INTERVIEWERS –

BE AWARE

TIME

- Recognize that these interviews can be lengthy
- Address possible distractions so the Complainant can be completely “present”





Make sure you are “present” too





Build Trust

Good interviewers do it intuitively

- Patience
- Compassion
- Flexible

But more than anything else...



EMPATHY
but what are we
talking about?



EMPATHY

The Right Person

Can you teach empathy?

- Empathy is not sympathy
- Empathy is the ability to understand and **SHARE** the feelings of another.



Empathy: Multi-dimensional

- Understanding the perspective of the interviewee
- Appreciate the emotions and stress of the interviewee
- Able to communicate this to the interviewee

Empathy

Cognitive Empathy

“Intellectually taking the role or perspective of another person”



(Gladstein, 1983)

Affective Empathy

“Responding with the same emotion to another person’s emotions”



(Gladstein, 1983)



Empathetic emotions

- Allows the interviewer to recognize and label emotions
- Another step in developing cooperation





Empathy Unlocks:

- Trust
- Feelings of being understood
- Safety

"You" Statements

How are ***YOU*** feeling?

Is there anything ***YOU*** need to feel more comfortable?

May I call ***YOU*** by your first name?

Where would ***YOU*** like to do this interview?

Do ***YOU*** have any questions?

Do ***YOU*** have any concerns?

"We" Messages

We are going to take time to talk about what happened.

We will review all the information together.

We will discuss all aspects of the case as it progresses.

We will go over all the options available.

**Things NOT
to say**

Everything is going to be alright.

Don't cry

Time heals all wounds

I know exactly how you feel

It could have been worse

Just try to get on with your life

**When the Complainant is
empowered, it starts building
rapport and trust with the
investigator**

The background is a solid dark blue color. It is filled with numerous question marks of varying sizes and shades of blue, creating a textured, layered effect. Some question marks are in the foreground, appearing sharper and more prominent, while others are in the background, appearing faded and out of focus. The overall composition suggests a theme of inquiry or uncertainty.

Questions???

The background is a solid light blue color. It is decorated with a pattern of dark blue squares of various sizes. Some squares are solid, while others are outlined. These squares are connected by a network of thin, light blue lines, creating a complex, web-like structure that suggests a digital or technological theme. The overall aesthetic is clean and modern.

Preparing for the detailed interview

TRAUMA INFORMED INTERVIEW ELEMENTS



Effective Complainant Interviewing...
Lonsway, Archambault, 2021


- Sincere efforts to establish safety, trust, rapport, and comfort
- Encouraging Complainants to share what they *can at that time*
- Encourage a free narrative by the Complainant, starting wherever they wish to start
- Use of open-ended, non-leading questions
- Focus on what Complainants can recall feeling and thinking throughout different parts of the event

TRAUMA INFORMED INTERVIEW ELEMENTS



- Go at Complainant's pace, allowing them to digest questions, and consider responses with no pressure
- Empathy, compassion, patience throughout the entire process
- Don't expect or press for sequential, or "logical" order
- Acknowledge that there may be gaps in memory, no need or pressure to "guess"
- The elimination of the "Why"
- Acknowledge that there may be new recall as time passes

Effective Complainant Interviewing...
Lonsway, Archambault, 2021



WORDS
HAVE
POWER



WHAT DO THESE TERMS REFER TO?



- Sex Dungeon

Pole Dancer

lace

es

is

r & A Bunkers

- Bottoms up



DOUBLE ENTENDRE

**“A word or
expression capable
of two
interpretations with
one usually risqué.”**





MEDIA

INTERNET

RADIO

MAGAZINES

TELEVISION

NEWSPAPERS



**“Justices: Drunk Rape Complainant Was Not
'Mentally Incapacitated'”**

**“Stepdad ‘sold his daughter, 12, to 70 truck drivers
for sex at motorway service stations for a pack of
cigarettes’”**

“France outlaws sex with children under 15”

**“Presumed gang-rape Complainant had consumed
too much alcohol”**

**“Warrants allege former teacher, coach
engaged in sex acts with children under his
care”**

**“Minnesota Supreme Court throws out rape
conviction because Complainant wasn’t forced to
get drunk. The Court blames state legislature.”**

**“Ridgeland woman pleads guilty
to sex crimes against children.”**

**“Pentagon panel recommends ending commanders'
power to block military sex cases”**



INSTEAD OF:



USE:

RAPE

**SEXUAL
ASSAULT**

INSTEAD OF:



USE:

SEX

INSTEAD OF:



USE:

FORCED
HIS
TONGUE

INSTEAD OF:



USE:

**FORCED
SEXUAL
CONTACT
GRABBED**

INSTEAD OF:



USE:

**FORCED ORAL
CONTACT**

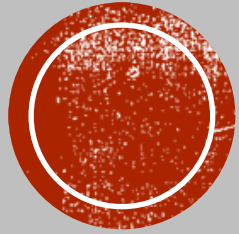
**FORCED
GENITAL
CONTACT**

INSTEAD OF:



USE:

**FORCED
TO
MADE TO**



**MAKE THE PERPETRATOR THE SUBJECT OF
THE SENTENCE**

ASSIGN VERBS TO THE PERPETRATOR

**MAKE THE COMPLAINANT THE DIRECT
OBJECT**



“ALLEGED”

”said without proof”

“questionably true”

Synonyms:

- **so-called**
- **pretended**
- **dubious**

INSTEAD OF:



USE:

**Complainant
OR**

**Complainant'S
NAME**

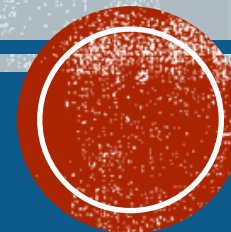
INSTEAD OF:



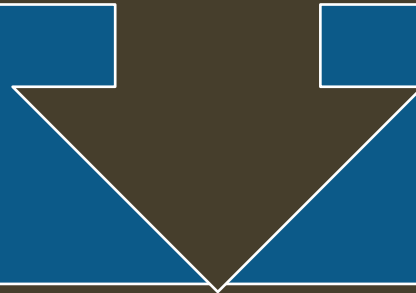
USE:

**SAID OR
REPORTED**

**WHAT ABOUT THE DEFAULT TO
CONSENSUAL LANGUAGE?**

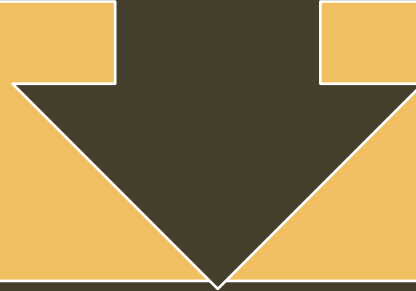


Complainant stated that she took her own shirt and pants off.



What would your follow up question(s) be?

Complainant stated that she took her own shirt and pants off.



Can you tell me what *thoughts* you were having when you took off your clothes?

Can you tell me how you were *feeling* when you took off your clothes?

Complainant asked the
Respondent to stop several times.



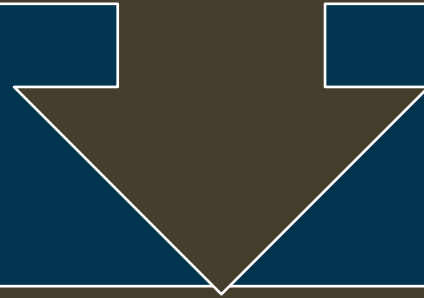
What is your follow up question?

Complainant asked the Respondent to stop several times.



Are you able to tell me more about asking him to stop?
Are you able to tell me what he did when you said stop?

The Complainant said it hurt.



The Complainant said it hurt.



On a scale of 1 to 10, ten being the worst pain possible, can you tell me how you were feeling?

Are you able to tell me more about how it felt?

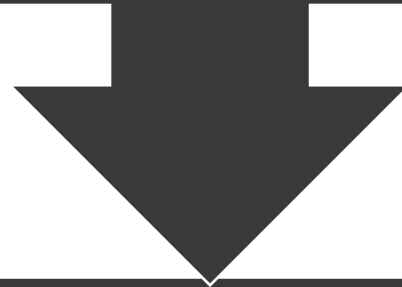
The Complainant stated that he hit her several times, then threw her down and tried to “fuck her”. She stated she asked him to use a condom.

You said he tried to “fuck you”. Can you tell me more about what you mean by that?

Can you tell me what you were feeling when you asked him to use a condom?

Can you tell me what thoughts you had when you asked him to use a condom?

The Respondent put his penis into her mouth, and she performed oral sex on him.



The Respondent forced his penis into her mouth and made her suck his penis.

BEGINNING



EXPLAIN THE
PROCESS



SET ANY GROUND
RULES



EXPRESS GENUINE
EMPATHY -
ACKNOWLEDGE THE
TRAUMA AND PAIN
OF THE EXPERIENCE

PREPARE THE COMPLAINANT FOR RECORDING



- Always advise the interview will be recorded
- Discuss any questions or concerns
- Explain the “pros” of recording
- Emphasis on the interviewer being able to better listen to them

Tone, Body Language, & Eye Contact



Emotional Guide ref: Police Officers



HAPPY



SAD



ANGRY



EXCITED



UPSET



BORED



CURIOUS



ANNOYED



PLEASED



TIRED



JEALOUS



CONTENT



Tone

Express patience and support

Calm and reassuring

Body Language

Open body
language projects
empathy, care
and builds rapport

Sit with
Complainant in a
relaxed manner

Complainant
physically higher
if possible

One to two arm
lengths away

Acknowledge
conversation with
nods and verbal
encouragers

Monitor the Complainant's body language

May indicate when a
break is needed

May indicate the need
to skip an area of
questioning and come
back later

Eye Contact

Shows emotion, attention and interest

Communicates you are listening

Eye Contact 50/70 Rule

Maintain appropriate eye contact without staring

- While speaking - maintain eye contact 50% of the time
- While listening - maintain eye contact 70% of the time
- Maintain for 4 to 5 seconds, then slowly glance to the side, and then back
- Look side to side, down indicates a lack of confidence in what is being said

Michigan State University (2012) Eye Contact: Don't make these mistakes.

Lack of Eye Contact

Lack of eye contact doesn't necessarily indicate deception

- May be experiencing great shame due to the assault
- May be experiencing shame discussing sexual matters
- Can be intensified by culture
 - Many cultures don't make eye contact out of respect
 - Many cultures have a distrust of the police and government

Getting Started – Setting the Stage

Let the Complainant know that it is ok for them to interrupt you at any time with a correction, thought, or question

Let them know that they can decide if/when a break is needed and can stop the interview at any point



REMEMBER, THE COMPLAINANT, NOT
THE INTERVIEWER HAS THE MOST
VITAL INFORMATION ABOUT THE
SEXUAL ASSAULT, THEREFORE THE
COMPLAINANT SHOULD BE THE ONE
WITH PRIMARY CONTROL DURING THE
INTERVIEW PROCESS.

EVAWI, (2019) Interviewing the Complainant: Techniques Based on the Realistic Dynamics of Sexual Assault

How to Begin

Introduce

I'm Investigator Milnor, but feel free to call me Mike - I'm sorry we are meeting under these circumstances



Explain

I have worked many cases like this – I speak to lots of people in similar situations



Encourage

You can tell me anything that you feel is important

let the Complainant go at their
own pace and use their own words

-
fight the urge to interrupt, clarify or
redirect...

- Open-ended questions & prompts
- Sensory questions
- Avoid leading questions
- No "why" questions
- Clarification questions – carefully





How long did the assault last?

and

Other questions asking for a chronological account.

"What were you wearing?"

"Why did you go with the suspect?"

or

"Do you think you led them on?"

"Why were you there and at this location?"

"Why didn't you leave?"

"Did you say no?"

"Did you go back?"

"Why didn't you report right away?"

"Did anyone see this happen?"

"Have you had sex with this person before?"

Would you tell me what you are able to remember about your experience?

or

"What are you able to tell me about what was happening before/during/after the assault?"

"Sometimes we can get valuable evidence from the clothes you were wearing, even if you've put them through the laundry. We would like to collect the clothes you were wearing at the time of the assault as evidence. Can we pick up those items at a time and place that is convenient for you?"

"Can you describe what you were thinking and feeling when you went with the suspect?"

and

"Did the suspect's behavior change after you went with them? How did this make you feel?"

"What are you able to tell me about what brought you to the location at this time/day?"

"Are you able to describe what was happening while you were in... (the room, the car, the house, etc.)?"

or

"What were your thoughts and/or feelings while you were in... (the room, the car, the house, etc.)?"

"What are you able to recall doing or saying during the incident?"

and

"How did the suspect respond to your words or actions? Do you remember how that made you feel?"

"What do you feel like you were physically capable of doing during the incident?"

or

"What was going on in your mind when you realized you were in danger?"

"Did anything in particular cause you to come tell us about this incident today?"

or

"Has there been anyone you talked to tell about the incident after it occurred? When you told them, what were you thinking and feeling?"

or

"What were you feeling—physically and emotionally—immediately after the assault?"

"Can you tell me about any people or witnesses who might have seen you and the suspect together or who might have seen the incident?"

and

"Can you tell me about any people or witnesses who might have seen you after the event?"

and

"Can you share information with me on any friends/colleagues/ classmates that might have noticed a change in your physical appearance or behavior (withdrawn/sad/angry) after the assault?"

"Has this person done anything like this to you in the past?"

TRAUMA INFORMED QUESTION REFRAMING

Permission not to remember

Instead of...

- Start at the beginning and tell me what happened...
- Where were you earlier this evening?
- “What time did....?”

**Permission
not to
remember**

Try...

"Share with me anything you can remember about this experience. You can start wherever you want..."



Permission not to remember

Gives them permission to not remember details

Communicates it is ok and expected that they won't remember things

Never "force" a Complainant to dwell or focus on a point they cannot remember

Open Narrative

Open-ended prompts

- And then what happened?
- Tell me more about that...
- Can you tell me what you were ***thinking*** at this point?
- Can you tell me what you were ***feeling*** when he did that?

A hand holds a white, rectangular picture frame in the foreground. The frame is positioned over a scenic coastal landscape. The background features a steep, grassy cliff on the left, a sandy beach, and the ocean with waves breaking. The sky is a pale blue. The entire image is framed by a thin white border, and the overall color palette is dominated by blues, greens, and oranges.

**CAPTURE THE MULTIDIMENSIONAL
EXPERIENCE**

Be careful not to ask or expect information from the Complainant as if they were a witness to their own crime

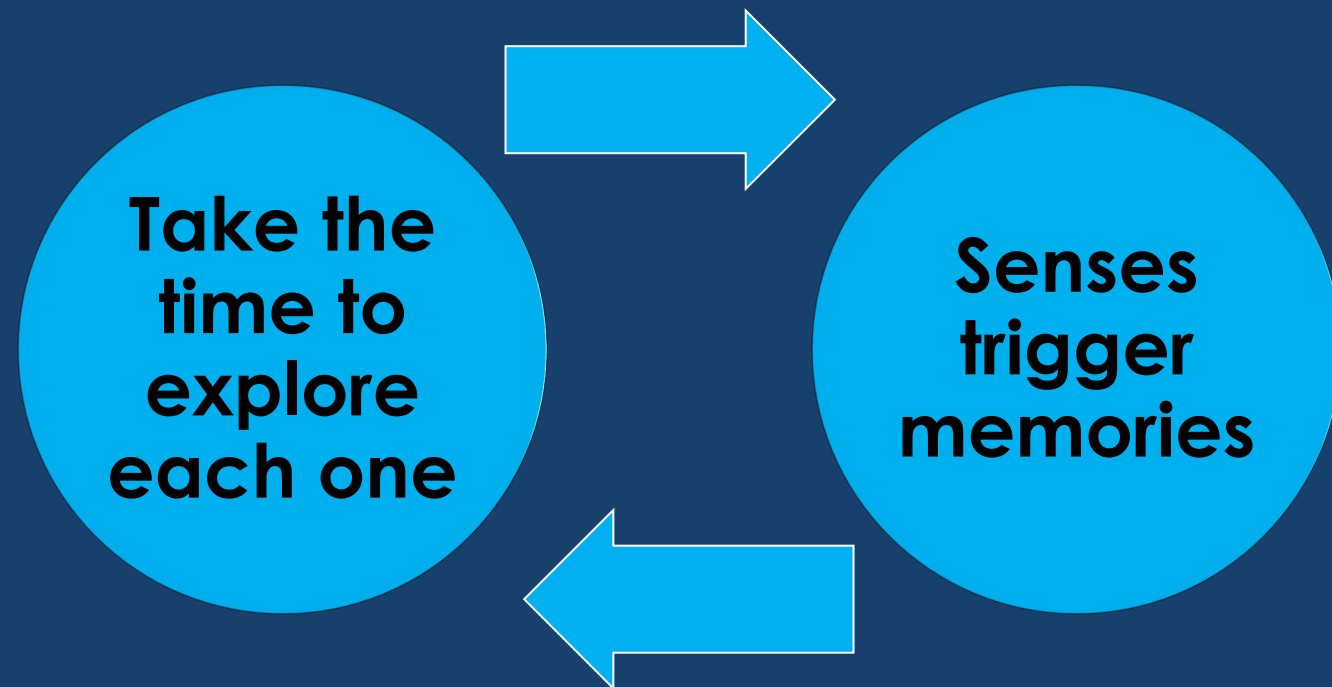


By carefully eliciting and documenting detailed information about the Complainant's sensory experiences, emotional memories, and thought processes...

You elicit the Complainant's perspective and better grasp what the experience was truly like for them

Lonsway & Archabault (2021) Effective Complainant Interviewing:
Helping Complainants Retrieve and Disclose Memories of Sexual Assault
EVA/AVI





SENSES

What are you able to remember seeing?

What are you able to remember hearing?

What are you able to remember smelling?

What are you able to remember tasting?

What are you able to remember feeling?





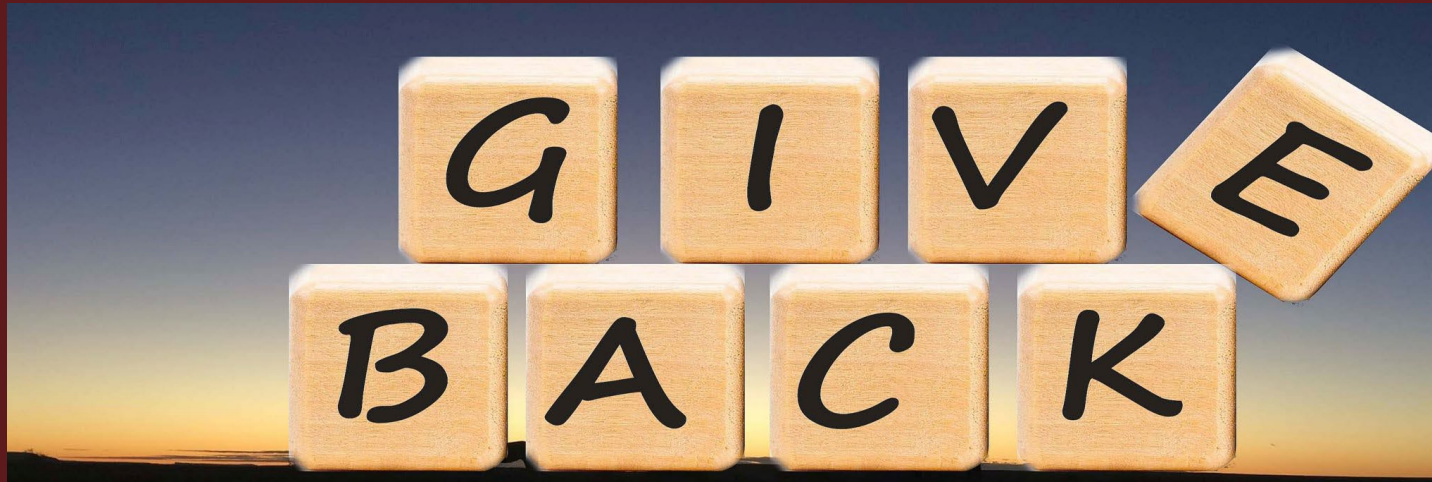
SENSORY MEMORIES

- Sensory memories can be powerful when unlocked
- “Are you able to remember the **FEELING** of where your hands were?”

Investigator follows up with prompts that give details back to the Complainant;

“GIVE BACK” QUESTIONS

- *“What are you able to remember smelling when he held you down?”*
“What are you able to remember hearing when he....?”



“GIVE BACK”



- Investigator must be patient
 - **ACTIVE LISTENING**
 - *Let the pause be...*

Complainants are collecting thoughts, trying to understand the coding of the trauma memory

EMOTIONAL MEMORIES

What are you able to remember feeling during that part of the experience?

“I felt frozen.”

“I felt helpless, trapped, like in a box.”

“I felt I would never be clean again after this was over.”

“I felt I was drifting out of my body.”

FIND THE THOUGHT PROCESS...



“What were your thoughts when he did that?”

“What were you thinking when he said that?”

“What did you think when that happened?”

ALLOW
THE
COMPLAINANT TO
VENT



If they are blaming
themselves, take the time
to assure them that
NOTHING they did justified
what happened.



CENTRAL DETAILS

What is the one thing you remember the most about this event?

What stands out in your mind the most when you talk about this event?

What is the one thing that you cannot forget about this event?

FINDING CORROBORATION

Is there anything that you can't do anymore?

Is there anything that you have lost interest in?

Is there anything you do now that you didn't before?

How has this changed your day to day life?

Where did the trauma manifest?

**Think about your
Complainant's
interview(s):**

**Document lifestyle
changes?**

Work Records

School Records

Friends & Family

**Lack of texts or
social media**

**Can you create a
timeline?**

Finding Corroboration

**Who have you told
about what happened
to you?**

When did you tell?

**Why did you choose
that person?**

Many people wait to report what has happened to them, what made you choose to report now?

How did your life change immediately after this happened?

**WHEN A
“TRIGGERED”
REPORT...**

Can you tell me what you remember about the first 3 days after this happened?

**“WHY &
WERE YOU...”**

A “right” and “wrong” answer

Judgement

Blame

Not believed

**AVOID THE
"WHY" ?S**

Why didn't you fight the Respondent?

Why didn't you scream for help?

Why didn't you just leave?

Why did you kiss him?

Why did you leave with him?

INSTEAD...

Help me
understand your
perspective...

What was going
through your
mind when...

Can you
elaborate on...

Time & Distance



Establishing force, threat & intimidation

- When did you first feel afraid?
- What changed at that point for you?
- What was going through your mind then - compared to before?
- Compared to _____ were you feeling more or less afraid? Why?
- Tell me more about what made you feel forced
- Tell me more about him - his demeanor, his size, his strength...

Establishing force, threat & intimidation

**... with prior
contact**

- “Has anything like this happened with _____ before?”
- “Can you tell me how this instance was different from previous consensual sexual acts?”
- “Are you able to tell me his actions were different this time?”

Remember

Watch your urge to return to chronological order...

- this may not be the sequence of memory that the Complainant is relaying and can disrupt the Complainant's thought process

-



Clarification and Narrowing Focus

- “Tell me more about him?”
- “Well, he was white, and he was wearing a hat.”
- “Tell me more about that hat.”
- “It was a Yankees hat with a really flat brim.”
- “Do you remember his eyes under the flat brim of the hat?”
- “Yes! They were really dark, almost black, and there was a scar under one eye”
- How do you remember feeling when you looked at his eyes?”

Reflection

Investigator can utilize reflective comments as the memories are retrieved throughout the interview:

“I saw him at a few parties around campus before this happened.”

“So, he was someone you had talked to before?”

“Yeah, I guess so, he must be friends with some of my other friends because we were at the same parties.”

Summarize

- During pauses, or segments with natural breaks
- “Do I have this part right? He was”
- “Is this the way it happened? He bought your first drink and started talking?”

Listen for Language Clues

Complainants often minimize what happened,

Frequently qualify actions or events – especially when they know the person who assaulted them,

Language Clues – DRILL Down softly

- “Did he hit you then?”
- “Not really, I lost my balance and fell.”
- “What were you feeling when you lost your balance?”
- “Well, he was holding my arm and pushed me as he hit me, and I fell.”

Specific clarifications

Explain why the questions are needed

- one of the biggest complaints of Complainants is not feeling informed through the interview
- especially important when dealing with specific details of sexual acts, or high-risk activities of the Complainant

Sexual Terminology

Difficult for detectives and
Complainants

- ask the Complainant to clarify what terms they use for male and female intimate parts
- Complainant will often be relieved when this conversation is initiated by the detective
- use the terms the Complainant uses for the duration of the interview
- avoid law enforcement / legal jargon

Sexual Terminology

“Because we don't often talk with strangers about body parts or sexual acts, this type of interview can be very uncomfortable. However, it is very important for me to understand exactly what happened.”

Sexual Terminology

“I have found it helpful to start by having you identify the intimate parts of a woman’s body, using terms you are familiar and comfortable with. Then we’ll do the same for the intimate parts of a man’s body. Then, I’ll ask you to tell me what words you use to describe different types of sexual activity. That way, we’ll make sure we understand each other when you describe what happened.”

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Clarify Respondent Behaviors

Any unique phrases or orders/directions

Specific threats

**Any weapons or items used by the
Respondent**

Property taken by the Respondent

**Did the Respondent ejaculate? Have
difficulty maintaining an erection?**

Additional Questions

The Complainant's relationship with the Respondent

- Prior to the assault – how they met
- Any contact since the assault

Complainant's last consensual sexual intercourse and with whom

- Explain needed for forensic testing

Any witnesses that they think important with information about the assault, Respondent or prior allegations

The “Prosecution” Question

This question should *never* be asked during the interview phase – only when the investigation is complete, and prosecutor is consulted

If asked by the Complainant - be completely honest - never promise that the Respondent will be arrested, prosecuted, or convicted

Reassure that a thorough investigation will happen and reassure the Complainant will continue to be kept informed



**A sexual assault Complainant
was asked in an interview
"What are you able to tell me
about your experience?"**

**For 5 hours she talked.
These are the notes.**

A blue geometric shape, resembling a stylized mountain or a series of overlapping triangles, is positioned at the bottom center of the slide, extending horizontally across the width of the text area.

crying w/
"chiquita"

REFUSAL Moments

- "I expected you to be more willing" - on bench 11/10

- Grabbing arms +

Bruises
(contusions from Sabrina and others)

Esmeralda was drunk
(Daniel as corroborator?)

- Routine of refusal...

- Physical coercion
(sitting on Esmeralda...)

- pull out phone and text people, announce time... etc...
(as a way of getting out of sex)

- Esmeralda asks questions so that he sees her as a person...
"What are you thinking?"
"Why are you being like this?"
"Why right now?"

"I don't want to"
"not right now"

He pressures her to accept give oral sex as compen.

- 4 times-ish??

This is a pattern that happened regularly

- Sat. 11/10

Similar...
ANT: "well, we didn't do anything last night"

Esmeralda quote:
"It was a habit at this point"

Unchar. Esmeralda?

- Dining hall
(Saturday morning?)

- Skipping crisis meeting?

- Nicole: "numbness"

- missing class/meetings??

crying w/
"chiquita"

REFUSAL Moments

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Similar...
ANT: "well, we didn't do anything last night"

Esmeralda quote:
"It was a habit at this point"

Broke up w/ him Saturday at 7
(11/10)

- She explained why. He was upset. Mentioned leaving me

→ She said they could hang out in a group.

"determined, pushy" in his past relationships, too.

Esmi "4th/5th chance"

Ant acknowledges, apolog, repeat

Anth, Esmi, Noel
in room...

(music on)

- practice dance

- Ant volunteers to practice dance w/ Esmi

Ant got mad when Noel stepped in.

CUMBLA - performance

Esmi - head on shoulder

after dance - she apologized

Ant "Glad we're back to normal"

- walking around campus w/ invited students

↓
group gets smaller
go to the cellar...

* Esmi goes to library, gets there first; Antonio shows up next (headphones on); after she 'struggles him off' he's getting agitated - she becomes distracted...

- meets at TITE w/ someone else?
(rejects Ant's offer to be walk back - he gets possessive/inquisitive...)

↓
Esmi leaves, meets w/ (Essen) (sp.)

he walks her home. (more)

(Ant = 4 missed calls...)

She sees Ant, he's really mad at her, confrontation...

Essen goes to small talk

(Ant joins the walk)

Esmi gets to dorm - after 2 am

↓
Ant gets super serious and mad.

Asks to talk right now.

Essen is closing the door on Ants - Esmi gets really upset, Ant gets really mad - Esmi vents... Ant is non-stop calling. (11 missed calls, texts)

↓
Essen walked her to room, returns to library and tells Noel.

↓
Blinds open, hyperventilating

↓
Esmi calls Noel.

Ant was pacing around outside the building - Essen and Noel hanging out w/ Esmi until 4:30 ch...

↓
they prep her through next steps and what to do.

Esmi wakes up, Ant calls and is texting about food/breakfast...
↓
Sabina comes to Esmi, Esmi starts crying...

Esmi goes to Mrs B at OMA (Escu by Noel), meeting w/ Dean, crisis apt w/ CAPS...

↓
where's Esmi Group Chat

prep. friends for potential interactions w/ Ant.

LETTERS

Ant was showing letters to Alanis - convincing her that Esmi is going to come back to me.

Esmi didn't go to crisis meeting

↓
in Sabina's room and her own room

meanwhile Ant w/ Noel and Alanis

↓
Cops came to check on Esmi... (missed crisis meeting)

↓
Ant is conv. that you need space and you're coming back.

↓
Title IX setup for meeting 9 am

'Spiders care' consent sticker thingy for her phone...
↓
saw infographic and cried...

SAT (11/10) - NIGHT vented.

↓
(Mehir)?

Business friends talks through hypotheticals, gets agitated together - Esmi doesn't want to put friends through investing and ch

Then, Esmi finds out that Ant is hitting on this other girl, Itakey (friend/fam.) of Noel??

↓
who he met and was in town...

Esmi
8th grade...

Reminder
FYS

Wedn.
Anti finds out, he
wishes that he
could talk to Esmi

(9am)

ESMI makes
decision
to investigate,
contacts Tracy...

↓
No contact order,
acc. restrictions
(Moore),
no Ritmo, clubs... etc...

↓
Then came
home...

↓
updated Mrs. B

↓
Then went to
chaplaincy,
met w/
manager

↓
CAPS at 3,
B stats prof. meeting
at 4:30

↓
FYS prof. meeting
at 5

↓
Celebration of Grnth.
Dinner (Multi Faith
Dinner) at 6

↓
Skipped
dance
workshop

TTC
Email
(entire)

↓
Esmi crying, came back
(Div. was w/ her)

↓
ESMI mentioned,
2+2 together —
people figure out
that Esmi is the
subject of the email!

↓
They
went to
diner
together
off campus.
(late...)

↓
Anti
came through,
in Tracy's room,
complaining to her,
transfer-type of
threats.

↓
I can't feel
comfortable

Friends
checking
in...

Lo... Barrett: hanging out
Ro... (end of night)

↓
Esmi on edge — how is
he going to
react?
less stressed....

↓
Meredith
Italy w/ Anti
in his
room — Anti found
at
about
rest.
order

Tuesday night

↓
- talks to Rush,
Essex walks
her back...] closest
to them...
- went to Tracy's
(couldn't hug him...)
told him to keep
Anti away from Esmi

↓
- SOCIAL MEDIA
post on social media
about pet —
so ...

↓
Tues.
night. [Anti jokes about
walking into the
room...

WEDNESDAY

↓
Caps at 11; ate
panini;

↓
Atc. meeting at 4;
all the moments;

↓
Friend Tracy from CUMBLA...
went w/ Minis, told people
everything...

Anti's GFs / girls of
interest

Tracy:

↓
Esmi, I was
uncomfortable
w/ Anti after
she stopped
showing
interest

↓
Anti told
them
(Tracy, Fernanda)

↓
about NCO,
Anti changing stories,
saying that the NCO
is unnecessary

↓
People are not
surprised after
a couple of
seconds to
process...

↓
Mira — he persisted
after she said no.

↓
Lindsay? — ...

↓
Alexis? —

↓
Anti: story about
not making out
b/c she was
drinking...

↓
she texted Anti,
when drunk?/
provocative
stuff??

catching up...

↓
... she doesn't feel
comfortable
w/ him!

Nicole

↓
met w/ her
— at
Forest Apts.

↓
— calm, calm

↓
'NUMBNESS'

↓
when Esmi was
asked about
how she's
feeling
now.

Back
home...

↓
Anti
had a best
friend
who he always
talked to
...

While Esmi was in DC...

Oct. 26-28th

Ant. was still interested in Tracy...

Club...

met w/
Mina's
dancing,
Remanda...

3:02 am

Ant updates Esmi about Tracy...
complaints about guys, + girls who won't give him a chance...

He vents about relationships... etc... (via text)

SUNDAY NIGHT
10/28

ESMI gets back from DC;
Ant. having roommate problems

ESmi and Ant. had stayed in the same room before...

ESmi stayed in his place for a couple weeks when his room became single.

Physical contact...

29th and 30th talking about relationship possibilities...

officially 11/2

officially in a relationship.

30th : after that he had sex for 1st time
: he'd ask why not anytime she didn't want sex.

no, why not... etc... cycle.

"I expected you to be more willing"

... functionally - putting labels on things more than anything else.

Met. called aft. 36

(She was in her room.)
Jack was drunk and naked on the floor...
+ masturbating

confrontation; he stimulates out.

Ant. is super mad. (first time Esmi has seen this.)

TWO QUESTIONS

- 1 He doesn't drink much...
- 2 He was mad...

Ant. is angry and shaking.

Alejandro asked if Esmi wanted to stay w/ him...

Ant. apologized for being angry;

ESmi wasn't letting him touch...

11/3 Sat
went out to the lodges, came back at 1st...

ESMI not drinking (much)?

"yes, I know I've been screwing up"

LETTER #2 11/7
- Are you going to Spain?

"not phys/ment ok" ...
"encouragement letter"

Sat. AM
11/10

Background
ESmi off of anxiety medication (relevant detail)

Ant said he was going to hurt Jack (if Esmi had not been there...)

nothing else happened that night???

ESMI gave him a letter

texted him at 10:44

but there was a moment of connection here somewhere.

sex at same point?
2 more times?

11/4 - 11/5

when Esmi said no, Esmi was going to go to statistics...

Leaving at 2:40 - she had about 20-30 minutes, he wanted to have sex...

ESmi was using Jack's bed as a desk; everything spread out.

she laid down on the bed...

He asked where she was leading...

why not? he would start taking clothes off, touching her; he would keep touching her, she'd grab his hands.

Look at phone time to go? = usual excuse.

Ant was frowning her after Esmi said no

he's on top of her at this point...

she used 'STOP' word

"it was a habit at this point"

"I don't want to" at night time

she'd always ask... "what are you thinking?"

"why are you being like this?" "why right now?"

ROUTINES developed, it escalates, increased fear...

she doesn't remember how it stopped...

She remembers going to statistics...

Wende pulled away, he would say ASMA and then guilt her into staying??

ANT:

He says
he doesn't
remember
sending the
texts...

Esmi
at D-Hall
I
went
back to
she came
back and
they had a
conversation...

ASMA: Ant turns
down
offer from
Alanis to
use her
inhaler...

10/31: fell w/
knee
scrape;
coerced, but
you said
yes

11/8 He finds
out he's
getting a new
roommate...

Esmi
calls
him...
that
was
the day
Esmi
was
going to
move in...

Ant. freaks
out a bit...
- talks about
leaving school,
missing
home...

Esmi gives
him a pep talk -
he gets into a dark place...

this
conversation
(which date?)

"if this keeps
happening..."

pushy

No,
why not
...

Ant
Esmi
tells her:

Turn your
back to him
[he'd grab her
and reposition
her...]

ANT "I understand
the concept
of consent..."

Alanis
and
Noel know her.

BRUISES??

he would phys.
mole her
"in a more
suitable
position"

she showed
him
bruises.

(Post 11/3)

also
on
chest?

(from
his
chin
digging
in...)

also
on
legs?

GRATING
neediness...

INV.??
why would
you move
in then?

"always
like
this"

"always"

11/9

Basketball
game;

Ant: left for
work;
came in and
out for brackets

He asked Esmi
to iron his
clothes...

2 instances
where he didn't
force himself...

made her
think that
he was
(working on it?)

why not?

"I'm not
because I'm
curious"

He'd ask
'is this okay?'...
'what's wrong?'

Tailgate
5-7

went to game;
went to Noel's room

(11 or 12 people)

alcohol; significant people in the room: Tracy, Fern, Ant, Tuan, Riley, Carl, Caleb, Meredith... + others

Police
came.

Esmi says
she was
drinking,
took student
IDs (dean's
office...)

ESMI: left w/ Ant.
(nauseous)

Ant: went back
w/ Ant.

(People are
calling
Esmi - Noel
and
others...)

11/10

Sat morning =
she's going back...
ANT goes to get
medicine.

1:30 am
Manis was
at ANT.
while he's
going back.

Esmi
is
sitting?
(she rem.
mat.)

still
nauseous

ANT was
getting mad
cause she
was laying down
(not sitting);
up

ANT yelling at her
b/c of spilling
water

sitting
in
background??

White
junt
night
(yanking
her back...)

ANT wouldn't
give her her
cell phone.
"pushing away
from friends"

Is she
okay
drinking
wine??

She called
Daniel
(49 mins)

12:16 → 1:05

POTENTIAL
WITNESS??

Ant. was
feeding Esmi

12:01
to
12:59 } text
exch.
b/w
Ash
and
Noel

= still
drunk??

11/10 ≈ 2am ish

He climbs in
on top of her;

she's feeling bad, drunk,
upset about scholarship...

she says no, ANT: 'why not?'

she said...

why are you so horny all the time?

He backed off - ...

"You're just beautiful"

He stopped.

going to sleep w/ shorts on...

SATURDAY
morning

wake up at around 11:30,
he was on top of you...

* (Esmi) pushing him off...
"But what are you doing?"

She froze up
and felt 'done'; chest got
tight;

tried resisting,
panicked a bit;

said his name...
turned, said NO.

He kept
kissing her but
his weight was
on her still...

she said
"get off"

He tried
taking her
underwear
off...

He sat up
(Esmi: sense of
relief)

He was
taking off
his underwear
Esmi trying not
to be in
touch

Saturday
morning

≈ 11sh...

ANT - one leg on
other side
either
- Esmi...

Esmi is
very scared because of that

she used her left
hand to prevent him
from taking shirt off -
realized she couldn't...

(he was
sitting
on her...)

GROGGY
waking up...

He was
kissing her
neck - that's
how she woke up.

his hands
under
her shirt
(which wouldn't
go up anymore)

he tried
kissing her
on lips,
she turned
away...

her hands midway
up arms...

"what are you
doing?"
"well, we didn't
ANT: do anything
last night"

Esmi
Laying on
side, facing
the wall...

curling up,
hitting her
knee on the
wall...

Focusing
on the
wall...

He was still
trying to take
her underwear off
one hand = wall
other hand = pushing
away

Said his name
again?
(thinking 100%)

he paused because
Esmi's knees were
together - He got off
after and
was behind
her...

He was
trying to
straighten
Esmi's legs at -
trying to turn her
around so that
he can face her...

He eventually
stopped...

she wanted to
wait for him
to come so she
could leave...

Mick = pot
witness ??

Ant gave
Esmi clothes
to wear...

Esmi just
left
immediately

Ant "where
are you
going?"
He was and
caught up...

Esmi gets
to room
at...
12:08

text to
Esmi?

ANT text
"now
she's just
mad at me
for no reason"

she went back
to SSIR w/
music
blasting

QUESTION

Saturday
afternoon
at 1:30sh??
R:3000 3sh...

he knocks,
Esmi immediately
tells him to go away;
he wouldn't leave...
He taped a letter to a
can, gave it to her.

"I'm
sorry I
was yelling
at you...
This morning
isn't much
better..."

sort of an
apology??
He left.

11/19

9 pm

Esmi decided
that she wanted
to understand
...

she called him
changed
and asked if
he wanted to
go to D-I-tall...

He was already
there...

Later, he got
mad that
Esmi was still
mad b/c
he had already
given the
letter to her...

ANT: Ask about
breakfast
the next day??

Let's... (plan events
where guaranteed
to see him...)

"Chiquita: What's wrong?"
(to Esmi)

Esmi:
uncharacteristic
started
crying,
avoided
other
people!
(uncharacteristic)

Anti
hugged her
from behind...
Esmi shrugged
him off.

Esmi
"I couldn't
look at him"
"Don't leave
me please"

He got
up and
left...
He was
hanging.

Laten...
Let's talk
outside
(by lake-
near Marsh)

3:30 sh...

How did Esmi
start...

"I don't know
what to do"

"That
escalated"
"this morning"

long
conversation
(hours? 1:45?)

Esmi "I don't
care you
anything"

Esmi "I know
what this is"
"it's happening
here"

He started crying,
he said he's sorry...

Esmi "I don't give up
on people"

Another talk outside??

Esmi
"Now I
have to talk
to you in
a public
space"

went back
inside...
told them
(Alma, Noel)
everything

then decision
to come
forward...

Esmi leaves,
Anti follows him...

picked up
Texas cup
and
they left
and got pizza...

Esmi gave
him pizza,
refused to go
into his
room,
broke up
w him...

ANT "you can't leave
me. I'll leave this school... 2nd chance..."

Next Steps

Answer

- any questions or concerns

Inform

- more memories may be recalled

Encourage

- documentation and sharing of new info

Reassure

- that an investigation will follow

Explore

- potential support and/or barriers

Request

- time and date for follow-up

Follow-up interview(s)

Disclosure is a process

**New information will develop,
and this often means speaking
to your Complainant for
clarification / elaboration**

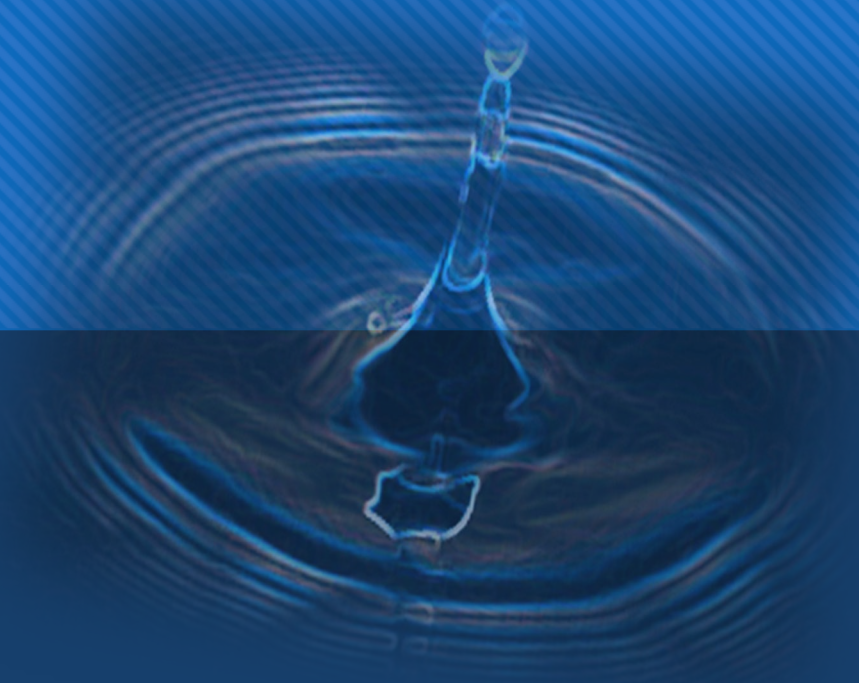


Science has brought us a long way but...
trauma symptoms do not PROVE or
DISPROVE sexual assault

*"Such gaps and inconsistencies are never,
on their own, proof of ANYONE's
credibility, innocence, or guilt."*

- Dr. Jim Hopper

Impact on INTERVIEWERS



- Take more time
- Exposure to more intense details of Complainant's sensory, emotional, and thought processes during the assault
- Increased personal and professional investment

Think about your current practices...



- Do your current interviews maximize the potential for a Complainant to completely and accurately recall an event?
- Are your interview practices thoroughly documented in investigative case files?
- Do they yield sufficient evidence to make proper case determinations?

If the answer is no, what improvements can be made to achieve these goals?

EVAWI , Becoming Trauma-Informed: Learning and Appropriately Applying the Neurobiology of Trauma to Complainant Interviews. 2019

The background is a solid dark blue color. It is filled with numerous question marks of varying sizes and shades of blue, creating a textured, layered effect. Some question marks are in the foreground, appearing sharper and more prominent, while others are in the background, appearing faded and out of focus. The overall composition suggests a theme of inquiry or uncertainty.

Questions???

Resources

- Lonsway, K.A. & Archambault, J. (2021). Effective Complainant Interviewing: Helping Complainants Retrieve and Disclose Memories of Sexual Assault. End Violence Against Women International.
- Archambault, J. Lonsway, K. (2019) Interviewing the Complainant: Techniques Based on the Realistic Dynamics of Sexual Assault.
- False Allegations, Case Unfounding and Complainant Recantations: Presentation by Deputy Chief Bellshaw, Salem Police Department and Christine Herman, JD, Oregon Attorney General's Task Force. (2009)
- Huhtanen, H. Avalos, L., Lonsway, K. (2018) Gender Bias in Sexual Assault Response and Investigation
- Hopper, J., (2015), "Why Rape Complainants Don't Yell Out," *The Washington Post*

Resources

- Lonsway, K.A., Archambault, J., & Lisak, D. (2009). False Reports: Moving Beyond the Issue to Successfully Investigate and Prosecute Non-Stranger Sexual Assault. *The Voice*, Vol. 3, No. 1. Alexandria, VA; The National Center for Prosecution of Violence Against Women, American Prosecutors Research.
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- Marr, A., et al. (2021) Advisor Resource Guide for Title IX Investigations and Hearings. State University of New York, Student Conduct Institute. Sanctuary for Families.

Resources

- Russell Strand, Ret. SA Army CID, Consultant and Pioneer in Trauma-Informed Interviewing
- Schulz, J., (2012) Eye Contact: Don't make these mistakes. Michigan State University Extension December 31, 2012.
- Russell Strand, Ret. SA Army CID, Consultant and Pioneer in Trauma-Informed Interviewing