AN EXPLORATIVE STUDY OF THE TRAINING NEEDS OF INVESTIGATING OFFICERS INTERVIEWING YOUNG VICTIMS OF SEXUAL ABUSE

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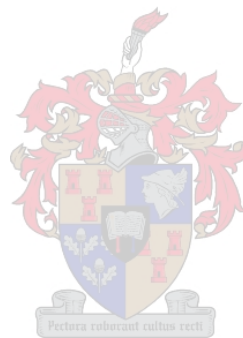
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DECLARATION

I, the undersigned, hereby declare that the work contained in this assignment is my own original work and that I have not previously, in its entirety or in part submitted it at any university for a degree.

Signature: ....

Date: ....

SUMMARY

There is deep concern nationally and internationally about the increasing numbers of sexual offences against children. South Africa is one of the countries with a very high incidence of child sexual abuse. Child sexual abuse is very traumatic for most children: research reveals that the negative psychological impact of child sexual abuse persists over time and even into adulthood. Disclosure of sexual abuse is often very traumatic for the victim and the response of the investigation officer is crucial as inappropriate responses to disclosure can inhibit the child's healing process, jeopardize the subsequent legal proceedings and expose the child to secondary traumatisation. This study explores the training needs of investigating officers of the South African Police Services with regard to interviewing young victims of sexual abuse. The rationale would be that if investigating officers were adequately trained in interviewing sexually abused children the trauma will be lessened for the child victim and their families.

A qualitative study was conducted. Two groups of participants were used in the study: Investigating officers working for the SA Police Service and social workers working for various non-governmental organizations. Participants were purposefully selected. Data were produced by the use of questionnaires and interviews semi-structured. The interviews were analysed thematically. The seven themes that emerged from the data analysis were: reporting of sexual abuse, investigation of sexual abuse, knowledge of sexual abuse, practical skills, attitudes of investigating officers, children with disabilities and support for investigating officers. The data from the questionnaires were also analysed quantitatively.

The findings from the study indicate that investigating officers need more in-depth and extensive training on how to interview sexually abused children.

OPSOMMING

Daar is groot kommer op nasionale sowel as internasionale vlak oor die toenemende getal kinders wat seksueel gemolesteer word. Suid-Afrika is een van die lande met die hoogste voorkoms van seksuele molestering. Seksuele molestering is baie traumaties vir die meeste kinders. Navorsing het getoon dat die negatiewe sielkundige impak van seksuele molestering slagoffers selfs tot in hulle volwasse jare bybly. Die openbaring van seksuele molestering is baie traumaties vir jong slagoffers en die reaksie van die ondersoekbeampte is van uiterste belang want dit affekteeer die kind se psigologiese heling, beïnvloed die daaropvolgende regsprosedures en bepaal die mate waaraan kinders kinders aan sêkondere trauma blootgestel word. Die studie was onderneem om ondersoek in te stel na die opleidingsbehoeftes in onderhoudsvoering met seksueel gemolesteerde kinders van ondersoekbeamptes in diens van die Suid-Afrikaanse polisie.

'n Kwalitatiewe navorsingsontwerpmetode is gevolg. Twee groepe deelnemers is gekies vir die studie. Ondersoekbeamptes in diens van die Suid-Afrikaanse polisiediens sowel as maatskaplike werkers betrokke by nie-regeringsorganisasies het deel gevorm van die studie. Deelnemers is gekies deur middel van doelgerigte steekproeftrekking. Die studie het 'n basiese kwalitatiewe navorsingsontwerp gevolg. Data is deur middel van vraelyste en semi-gestruktureerde onderhoude ingesamel. Die onderhoude is tematies geanaliseer. Die volgende temas was geïdentifiseer: rapportering van seksuele molestering, ondersoek van seksuele molestering, kennnis, vaardighede, houdings van ondersoekbeamptes, kinders met gestremdhede en ondersteuning vir ondersoekbeamptes. Die data van die vraelyste was ook kwantitatief geanaliseer.

Die bevindinge van die studie toon dat ondersoekbeamptes meer in diepte en breedvoerige opleiding in onderhoudsvoering met seksueel gemolesteerde kinders benodig.

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CHAPTER 1

MOTIVATION FOR AND RELEVANCE OF THE STUDY

1.1   INTRODUCTION

In 1998 an agreement was reached between the Department of Educational Psychology and the Child Protection Unit in Goodwood to render a counselling service to young victims of child sexual abuse. I was one of the first students to become involved in the project. A year later the Detective Academy in Paarl approached the Department of Educational Psychology to assist them in the training of investigating officers to interview children. Some of my fellow students and I contributed to the project by giving lectures to the investigating officers. Our involvement in the project gave rise to the idea of drawing up a manual on how to interview children. I soon realised that before we could do so we would need to do research on the needs of these investigating officers. Without this research we would be compiling a manual based on our perceptions of what should be in the manual.

The idea of extending the study to include interviewing social workers arose from my curiosity to know how sexually abused children experience the service of the South African police service. I felt that the social workers who counsel these children know the inner worlds of these children and so they would probably be the best mediators. Furthermore, their networking with the police had given them first-hand experiences of their training needs and where the problems in the system of investigation and reporting are. The present study originated from there. This chapter introduces the methodology used throughout the study.

1.2   RATIONALE FOR THE STUDY

Internationally and nationally, there is concern over the increasing numbers of sexual offences against children. South Africa is one of the countries with the highest incidences sexual abuse and rape (Marshall, 1998:50). According to Madu (2001:37) most of the perpetrators are people known to the victim and females are more affected than males. Within the South African context rape and sexual assault is often a death sentence. According to an estimate by the United Nations as many as 4.2 million people out of a population of 44 million have the HIV virus that causes AIDS. The risk of children and young babies being infected with the virus is increased by the myth that to have sex with a virgin can "purify the diseased" (Millner, 2002:115).

On the issue of prevalence or how many children are affected there seems to be a lot of uncertainty as official police statistics notoriously under-represent the actual figures due to a lack of a central official data basis on sexual violence against children. There is, however, consensus amongst role-players that there has been an increase in the numbers of reported cases (September, 2000; Muller 2001; Van Niekerk, 2003). Statistics from the South African Police Service provincial crime specific statistics indicate that 52 860 cases of rape and attempted rape, 6 602 cases of indecent sexual assault, 523 cases of intercourse with a girl under the prescribed age and or female imbecile for the whole country were reported between January and December 2000 (South African Police Service: Provincial Crime Specific Statistics, 2000:15-20).

These statistics seem to indicate that sexual abuse is escalating dramatically in South Africa. Various socio-political, economic and cultural factors cause and encourage the continued sexual exploitation of children in South Africa. According to Lewis (1999:119-115) some of the factors contributing to rape and child sexual abuse in the South African context could be the following: a patriarchal society, women's economic dependence on men, racism, unemployment and work dissatisfaction, deprivation and poverty, alcohol and drug abuse, cultural violence and problems with the criminal justice system.

Disclosure of an incident of sexual abuse is often very traumatic for a victim especially if the perpetrator is a family member or friend. Children with a disability are even more at risk as they are often dependent on family members or friends to take care of them. According to Gabrino (in Pearson, 1996:34), 65% of children with disabilities are subjected to physical, emotional or sexual abuse. These children are particularly vulnerable as the handicapping effects of a disability often increase the likelihood of their becoming the victims of child sexual abuse. Furthermore, children with disabilities often do not possess the communication skills to report the abuse or to testify in court and therefore the cycle of abuse can be perpetuated (Szuchman & Muscarella, 2000:335).

Disclosure can bring the sexual abuse to an end, but it can also expose the child to re-traumatising experiences (Monahon, 1993:20). The investigating officer is usually the first person to whom an incident of sexual abuse is disclosed. The response of the investigating officer must be such that the child is not re-traumatised (Human Rights Commission, 2001). There are, however, indications that this is not the case. Internationally and nationally, the competency of investigating officers to interview children effectively when these cases are reported to them has often been questioned (Gullow, 1994; Warren & Woodall, 1996; Daly, 2004). The view of the aforementioned researchers is that investigating officers do not receive adequate training to prepare them to handle child sexual abuse investigations.

Within the South African context there seems to be general agreement in those involved in the field of child protection that investigating officers do not receive specialised training in interviewing of children, that they experience difficulties in communicating with children and that the investigation of child abuse cases is often poorly conducted (Muller, 2001:27). The scenario for the child with a disability that is being sexually abused may be worse. The rationale for this is that if investigating officers experience difficulties in interviewing non-disabled children, the child with a disability would be in a worse position. That this is indeed the case was confirmed by a study done by Aldridge and Wood (Aldridge & Wood, 1998:192). The research results show that investigating officers often conduct interviews with children with disabilities without the necessary knowledge or skills on how to interview these children or how to adapt the interview procedure to their needs.

From the aforementioned arguments it is clear that rape and sexual abuse is growing in size and complexity within the South-African context. The view of various researchers (Muller, 2001; South African Human Rights Commission, 2002) is that the current training investigating officers undergo do not prepare them adequately to handle child sexual abuse investigations. The following research has been done on the reporting and courtroom experiences of sexually abused children. Lachman (1997) did a study on the reporting of child abuse and neglect in South Africa. In the study Lachman (1997) made recommendations for the development of an appropriate Child Protective Service in Southern-Africa in order to prevent child abuse and neglect. The courtroom testimony experiences of sexually abused children were researched by Don-Wauchope (2001). In her study Don Wauchope (2001) made various recommendations in order to decrease the trauma of testifying in court. Little research has been done on the interviewing of sexually abused children. In light of the above the purpose of my study is to explore the training needs of investigating officers who are required to interview young victims of sexual abuse and to make recommendations for a training programme. This study has not been done as yet in South-Africa.

1.3 STATEMENT OF THE PROBLEM

The research problem can be stated in the following question: Do investigating officers have adequate knowledge and skills to conduct a thorough investigative interview with victims of child sexual abuse?

1.4 AIMS

The following aims were derived from the research problem:

- To explore the training needs of investigating officers who are required to interview sexually abused children.

- To explore the previous experiences of investigating officers in interviewing children with disabilities, the extent of their training in this field and how interviews are adapted to the needs of these children.

- To explore the differences, if any, in the training needs in interviewing children between investigating officers that work at the general police station who are being trained for the first time and investigating officers that have been trained and that are working for the specialised branch of the police services dealing with sexual offences against children.

- To explore the perceptions of social workers regarding the training of investigating officers in interviewing sexually abused children.

- To make recommendations for training based on the literature study and the research results.

1.5 RESEARCH DESIGN AND METHODOLOGY

In this section the research design, research process, the research participants as well as methods of data collection is discussed (see Chapter 3 for a detailed discussion).

1.5.1 Research design

The study was approached from a qualitative perspective. A primary advantage of the qualitative methodology in terms of description is its ability to richly depict the views and experiences of participants and to identify complex behavioral or social patterns. Gale (1993:81) describes qualitative research as "interpretive inquiries regarding making meaning". According to Mertens (1998:159) a qualitative approach enables the researcher to elicit a reasonable degree of connotatively rich meaning.

1.5.2 Research process

The research was done during the fourth term of 2002. Prior to that, various meetings with the superintendent responsible for the training at the Paarl Academy took place to discuss the questionnaire and the training manual. The Superintendent at the Goodwood Child Protection Unit was also contacted to get permission for the questionnaire to be administered to the investigating officers.

1.5.3 Participants

For the purposes of the questionnaire two groups of investigating officers were selected. One group was chosen from investigating officers that attended a training course in sexual

offences at the Detective Academy in Paarl. These investigating officers had to deal with sexual offences, but had not received any prior training in dealing with cases of this nature.

The other group of participants were chosen from investigating officers working at the child protection unit at Goodwood in the Western-Cape. Investigating officers at this unit had received specialised training in physical and sexual offences against children and deal exclusively with that kind of cases.

Social workers working for various non-governmental organisations in the Western-Cape, which deal specifically with the counselling of victims of child sexual abuse, were selected for the interviews.

1.5.4   Methods of data collection

In this study I used a variety of methods rather than a single method of data collection to increase the reliability of the data. The methods by which data were produced are outlined below.

1.5.4.1   *Questionnaire*

I compiled a questionnaire for the study. This was based on my review of salient literature on interviewing young victims of sexual abuse. The aim of the questionnaire was to explore the training needs of investigating officers required to interview sexually abused children. The first part of the questionnaire was divided into four modules: *Theoretical background*, *pre-interview preparation*, *the interview*, and *the mental health of investigating officers*. The second part of the questionnaire was about children with disabilities. Under each module investigating officers were requested to indicate the extent to which they agreed or disagreed on the value of the topic as part of training. At the end of each section there was an open space for the investigating officers to include other topics or to make a recommendation.

1.5.4.2   *Semi-structured interviews*

Individual semi-structured interviews using an interview guideline were used to produce data. The questions in the schedule derived from the literature review and the questionnaire. I made an effort to keep the interview schedule in more or less the same format as the questionnaire in order to triangulate and to verify information. The interview schedule included some of the categories of the questionnaire namely pre-interview preparation, interviewing techniques and children with disabilities. Each category was explored by means of basic questions, which I could use as a guideline during the interview process.

1.5.5 Methods of data analysis

1.5.5.1 Analysis of the questionnaire

The questionnaire was analyzed quantitatively. The frequencies of each response on a topic in a module were calculated and the percentage was calculated. More detail will be provided in chapter 3.

1.5.5.2 Analysis of the interviews

After the interviews were conducted the interviews were transcribed and analysed using thematic analysis. According to Anderson (1994:1) thematic analysis focuses on identifiable themes and patterns of living and behaviour.

From the transcribed conversations, patterns of experiences were listed. This came from direct quotes or paraphrasing common ideas. The identified patterns were then expounded upon. All of the talk that fits under the specific pattern was identified and placed with the corresponding pattern. Themes were identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone (Anderson, 1994:2).

1.6 ASSUMPTIONS

Jones (1992:18) says that realities reflected in any research can only be subjective constructions of the particular researcher's reality. Similarly, Le Guin (1998:68) argues against the use of the passive voice in academic writing, saying that the use of the active voice signals to readers that the writer is willing to accept responsibility for the thoughts and ideas expressed. I therefore assume the use of the first person "I" throughout the study.

1.7 DEFINING KEY CONCEPTS

1.7.1 A child

According to the dictionary of psychology (Corsini, 1999:158) a child is a young boy or girl.

In the South African Police Service National instruction (1998:1) a child refers to a person under the age of eighteen years old and in the context of this assignment it would be used as such.

1.7.2 Investigating officer

In the context of this dissertation the term investigation officer instead of detective will be used as this is the term that are used most frequently in international and national literature.

According to the South African Police Service National Instruction (1:1998), an investigating officer is a member of the Police Service assigned to investigate a sexual offence case. Where a member has not been assigned it implies a member on standby.

1.7.3   Investigative interview

Helfer, Kempe and Krugman (1997:300) describe the investigative interview as:

> … a formal interview which takes place with a child conducted by child protective services and or police personnel to determine whether abuse has occurred and if so, the exact nature of the abuse.

According to Wanton and Mara (2001:125) the investigative interview focuses on legally relevant material to be presented in court. The process emphasises the collection of specific evidence and what occurred in regard to the abuse.

1.7.4   Child sexual abuse

Glaser and Frost (1989:5) describe sexual abuse as

> Any child below the age of consent may be deemed to have been sexually abused when a sexually mature person has, by design or by neglect of their usual or societal or specific responsibilities in relation to the child, engaged or permitted the engagement of that child in any activity of a sexual nature which is intended to lead to the sexual gratification of the sexually mature person. This definition pertains whether or not this activity involves explicit coercion by any means, whether or not it involves genital or physical contact, whether or not initiated by the child, and whether or not there is discernible harmful outcome in the short term.

Sgroi, Blick and Porter in Hartman (1995:55) describe child sexual abuse in developmental terms as a sexual act imposed on a child who lacks emotional, maturational and cognitive development.

> The ability to lure a child into a sexual relationship is based on the dominant and powerful position of the adult, who is in sharp contrast to the child's age, dependency and subordinate position. Authority and power enable the perpetrator, implicitly or directly, to coerce the child into sexual compliance.

Faller (1988:11-12) agrees with Sgroi *et al.* that sexual abuse is any act occurring between people of different developmental stages which is for the sexual gratification of the person at the more advanced developmental stage. According to Faller (1988:11-12) some professionals may challenge this definition, arguing that sexual abuse is not a sexual act, but that other motivations may underlie the behaviour, such as an outlet for sexual feelings, expression of angry feelings and the opportunity to exert power.

1.8   THE STRUCTURE OF THE STUDY

In the following section the structure of the study will be discussed:

In **Chapter 1** I orientated the reader by providing a motivation for the study. I describe the problem and the research approach I would use. I ended the chapter by clarifying key concepts as they appeared in the title.

In **Chapter 2** I provide an overview of the literature relevant to this study. I start the chapter by giving an introduction to child sexual abuse and a definition as well as the legal definitions of child sexual abuse. From there I proceed to discuss the trauma of child sexual abuse. The current training model of investigating officers is discussed as well as the problematic aspects regarding the interviewing of children. I conclude the chapter by discussing multi-disciplinary co-operation in the management of child sexual abuse cases.

The research design and methodology are discussed in **Chapter 3**. I indicate how I approach the study from the qualitative paradigm. I also discuss the different methods used to produce data and the steps taken to analyze the data. Lastly I outline the ethical issues of research that were considered for this study.

In **Chapter 4** the findings of the data production are discussed. I provide the relevant background information in order to contextualise the study. From there I proceed to discuss the themes that emerged from the interviews. Discussion on the data produced by the questionnaire follows.

Finally, in **Chapter 5,** I provide the reader with a brief summary of the content of all the chapters. I proceed by reflecting on the research findings. I also make recommendations for a possible training programme and I indicate the factors seen as limiting to the study. I conclude the chapter by discussing recommendations for future research.

1.9   REFLECTION

In this chapter a brief overview of the motivation and rationale for the study was provided. I highlighted the complexity of sexual abuse in South Africa. From there I proceeded to discuss the research aims, the research design as well as the research procedure. Relevant definitions applicable to the study were discussed. I concluded the chapter by highlighting the structure of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter a review of local and international literature relating to the nature and impact of child sexual abuse and interviewing practices is presented. Issues that are explored include the following: the context and impact of child sexual abuse, reporting and investigation procedures, investigative interviewing, the sexual abuse of children with disabilities as well as multi-disciplinary cooperation in the management of child sexual abuse. These issues directly relate to the focus of the research study, which is an exploration of the training needs of investigating officers of the South African police service in interviewing sexually abused children.

2.2 INTRODUCTION TO CHILD SEXUAL ABUSE

Szuchman and Muscarella (2000:550) have noted that child sexual abuse is a form of interpersonal victimisation that has many traumatising elements and characteristics that put the child victim at risk for serious initial and long-term after-effects.

Child abuse and particularly child sexual abuse is not a recent phenomena. There is documentary evidence of this kind of victimisation throughout the past 2 000 years including biblical references and more extensive records from the Roman and Greek civilisations (Don-Wauchope, 2000:7).

Professional awareness of child sexual abuse is seen as beginning with Freud's discussion of the link between hysterical illness in his patients and their reports of sexual experiences with adults. It was, however, not until the mid 1970s to the early 1980s that professionals started to recognise it as a common problem of childhood. As a result of this, changes occurred in the judicial systems. Police investigators and medical personnel were trained to identify and deal with cases of sexual abuse (Helfer, Kempe & Krugman 1997; Bolen, 2001).

Child sexual abuse is an increasing problem in South Africa and according to Muller (2001:26) the full extent of child sexual abuse is not yet known as many of the victims of child sexual abuse do not opt to seek redress for their experiences through the criminal justice system. The table below indicates a significant increase in the number of sexual offences against children reported to the South African police services nationally between 1994 and 1998 (Human Rights Commission, 2000:20).

Table 2.1:   Sexual offences against children under the age of eighteen years:

Cases reported nationally	1994	1995	1996	1997	1998
Rape	7559	10037	13859	14723	15732
Sodomy	491	660	893	841	739
Incest	56	221	254	224	185
Indecent assault	3904	4044	4168	3902	3744
Various offences in terms of the sexual offences act	1094	1121	1160	904	804

(Human Rights Commission, 2000:20)

From the above it is clear that there has been an increase of more than one hundred per cent in the reporting of rape and incest cases and almost a hundred per cent in the reporting of sodomy. According to Olivier (in Don-Wauchope, 2000:7), the increase is not an indication of a higher incidence of sexually abusive acts. Instead the high numbers can be ascribed to improved awareness campaigns. Van Niekerk (2003:1), however, has agued that official government statistics are just the tip of the iceberg and that sexual violence against children is increasing at an alarming rate.

With regard to the increase in incidences of sexual violence against children within the South African context, Van Niekerk (2003:2) has noted the following trends: there is a decrease in the average age of the sexual assault victim, a decrease in the average age of the sexual offender, an escalation in the use of brutal force, an increase in the reported incidences of gang rape and an increase in the number of children who are HIV positive after a history of sexual assault.

The above matter is of concern. Corby (1993:120-123) argues that the negative psychological impact of child sexual abuse persists over time, often into adulthood and that the potential long-term effects could include depression, anxiety, posttraumatic stress disorder, sexual dysfunction and substance abuse. In view of the fact that the current mental health services are already under strain and are unable to provide adequately for the needs of children (Dawes, Robertson, Duncan, Ensink, Jackson, Reynolds, Pillay & Richter, 1997:198), it seems highly unlikely that it will be able to meet the increasing demands made by the growing number of sexually abused children. This has serious implications for the possibility of sexually abused victims' healing psychologically.

2.3 DEFINITIONS OF CHILD SEXUAL ABUSE

From the literature review there appears to be no universally accepted definition of what constitutes child sexual abuse. According to various researchers (Winton & Mara, 2001; Webster, 2001) the definitions of sexual abuse vary, seem to change over time and differ between cultures, professionals and within society. The reason for this is that different cultures attach different values to sexual intimacy and nudity. In this section a definition of sexual abuse as well as the legal definitions of child sexual abuse will be discussed.

September (1997:5) describes sexual abuse in South Africa as:

Any act or acts which may result in the exploitation of a child or young person, whether with their consent or not, for the purposes of sexual or erotic gratification. This may be adults or other children or young persons. Sexual abuse may include but it is not restrict to the following behaviour:

- Non-contact abuse: exhibitionism (flashing), voyeurism (peeping), suggestive behaviours or comments, exposure to pornographic materials or producing visual depictions of such conduct.

- Contact abuse: genital or anal fondling, masturbation, oral sex, object or finger penetration of the anus or vagina, penile penetration of the anus or vagina and or encouraging the child or young person to perform such acts on the perpetrator

- The involvement of the child or young person in exploitive activities for the purposes of pornography or prostitution.

- Rape, sodomy, indecent assault, molestation, prostitution and incest with children.

September's (1997:5) definition seems to be very comprehensive as it includes contact abuse as well as non-contact abuse. It also includes the exploitation of children through the means of a third party (pornography and prostitution) as an offence. It differs from other definitions found in the literature in that no specific age differential is specified. It does, however, imply a power relationship where the child is exploited for the sexual gratification of an older child, adolescent or person where the child is not in a position to give informed consent to the sexually abusive acts. By not specifying an age differential it also includes the sexual molestation of younger children by older children and adolescents. It also includes rape, sodomy, indecent assault, prostitution and incest.

2.3.1   Legal definitions of child sexual abuse

Van Dokum (1996:164) has noted that South Africa differs from America where child abuse is regarded as a crime in each of the different states as there is no legal definition of child abuse and neglect in South African legislation.

According to Van Dokkum in South African law the Child Care Act (Child Care Act no. 74, 1983) protects the interest of the child. It is, however, under the laws of indecent assault, sodomy, incest, rape and statutory rape that the abuser is prosecuted.

Snyman (1992:373-445) defines **indecent assault** as any sexual contact with a person against that person's will. It is an assault, which in itself is of an indecent character. It includes any form of sexual fondling, masturbation and other sexual acts that are not sodomy or rape. Both men and women can commit indecent assault.

Sodomy is the unlawful and intentional anal intercourse between two male persons. A woman or female child cannot participate in sodomy. It is not possible by South African law to consent to sodomy.

Incest is the unlawful and intentional sexual intercourse between male and female persons who are prohibited from marrying each other because they are related within the prohibited degrees of consanguinity, affinity or adoptive relationship.

Rape under South African law is a common law crime that is committed when a man has intentional, unlawful sexual intercourse with a woman without her consent.

Statutory rape is sexual intercourse between an eighteen year old or older person and children under the age of sixteen years old. This law is based on the premise that an under-age child is legally not capable of giving permission for sexual intercourse.

Child sexual abuse within the legal context is thus defined on the basis of the acts of the perpetrator and not on the specific harm to the child.

2.4   CHILDHOOD SEXUAL TRAUMA

Childhood sexual trauma can affect the child victim adversely and the negative effects often persist into adulthood. In the following sections the definitions of trauma, the traumatic impact of sexual abuse and the effects of child sexual abuse are discussed.

2.4.1   Definitions of trauma

According to Hartman (1995:51) trauma is a very broad concept. Researchers tend to conceptualise trauma in terms of its impact on the paradigm of psychological functioning to which they subscribe and psychologists as well as educationists are inclined to understand trauma in terms of the situations that they are confronted with in the course of their practice. As a consequence, the literature of traumatology, although rich and diverse is often rather uneven and difficult to integrate.

Corsini (1999:1019) describes a trauma as the result of a painful event, physical or mental, causing immediate damage to the body or shock to the mind. Psychological traumas include emotional shocks that have an enduring effect on the personality, such as rejection, divorce, combat experiences, civilian catastrophes and racial or religious discrimination.

According to Monahon (1993:1), a trauma is a sudden extraordinary, external event that overwhelms the individual's capacity to cope and master the feelings aroused by the event. Lewis (1996:6) also describes a childhood trauma as a sudden, horrifying and unexpected experience. During a trauma the person believes that they or those around them will be seriously injured or killed. The person feels fear, is helpless and out of control. Lewis does not perceive trauma as part of a child's normal experience, which may be so intense and frightening that it overwhelms the child's ability to cope. According to Lewis (1996:6) trauma is always negative and damaging to the mental health of the child.

Terr (1991:10) furthermore suggest that childhood trauma is the mental result of one sudden external blow or a series of blows rendering the young child temporarily helpless and breaking past ordinary coping and defensive operations. She holds that all childhood traumas originate from the outside and none is generated solely within the child's own mind. She suggests that childhood trauma may be accompanied by as yet unknown biological events outside the child. Once the events take place, a number of internal lasting changes occur in the child.

It may be concluded from these definitions that although the language and concepts regarding trauma vary, there is general agreement that a traumatic experience overwhelms the individual's ability to cope with the events psychologically. Mildly traumatic events may overwhelm a person only temporarily, but highly traumatic or repetitive events may overwhelm a person so greatly that independent recovery is highly unlikely.

Hartman (1995:53) argues on the other hand that an event that is traumatic for one child may just be a bad experience for another child, or may be traumatising at one stage in life and not traumatising earlier or later. Strauss (1990:93) maintains that at the most severe level, for some children, the encounter with sexual abuse constitutes a psychic trauma – a negative and stressful sexual event or series of events too anxiety provoking to cope with or understand.

Berghold (1991:236), however, points out that by virtue of the facts that infants, toddlers and children are literally dependent on the care and goodwill of their caregivers for their very survival, the family itself can constitute an inescapable temporophysical space. Consequently even mild abuse within the family can constitute psychologically inescapable trauma because there is no genuine real-world escape for the child. The child cannot pick up and go, trade or change families or divorce his parents.

2.4.2   The traumatic impact of child sexual abuse

There are still differences in opinion amongst clinicians whether or not sexual abuse is traumatic or whether its traumatic impact has been greatly overstated. Various researchers, however, for instance, Sgroi *et al.* (1982) and Finkelhor and Brown (1985) maintain that child sexual abuse is nearly always a profoundly traumatic, disruptive, disorientating and destructive experience for a child with a degree of stimulation that is far beyond his or her capacity to encompass and assimilate.

To understand why some children are more vulnerable than others to the severity of trauma, it is necessary to look at the influence of several factors to ascertain the differential effects on the impact and psychological effects.

2.4.2.1   Factors influencing differences in impact (degree of trauma)

The type of abuse: Hartman (1995:66) has noted that although there is an association between the severity and the degree of trauma and the type of sexual activity, the evidence is somewhat inconclusive. More specifically it is the psychological meaning that the abuse has for the child that may be more important than the actual acts committed. It is therefore not the type of abuse as such which exerts an influence on the severity of the trauma, but rather the child's reaction to it and the related traumagenic dynamics. According to Finkelhor (in Wyatt & Powel, 1988:68) a traumagenic dynamic is an experience that alters a child's cognitive or emotional orientation to the world and causes trauma by distorting the child's self concept, worldview or affective capacities.

The identity, age and sex of the abuser: Crosson-Tower (2002:124) reports that in the case of intrafamilial sexual abuse, the victim is significantly more traumatised than in the case of extrafamilial sexual abuse. Finkelhor (1979:108) found that the older the abuser, the more traumatic the impact on the victim. He also noted that the age of the abuser was the most important factor predicting the level of trauma. He further maintained that sexual abuse by a male is perceived to be more traumatic than abuse by a female.

The duration and frequency of the abuse: Crosson-Tower (2002:134) points out that abuse that continues over a period of time, rather than a one time incident or series of incidents, seems to create more trauma. The only exception is when the one time incident involves violence or sadism.

Age of onset: Sanderson (in Hartman, 1995:66) proposes that the younger the child is when the sexual assault occurs, the greater the probability for the child to be psychologically affected and that social adjustment problems will continue beyond the termination of the assaults.

Physical force and violence: There seems to be some association between the use of physical force and violence and the severity of the trauma. Webster (2001:538) has commented that when the sexual abuse acts are accompanied by a high degree of either actual or implied physical threat and violence there is a greater probability that the abuse will have a negative emotional impact on the child.

Disclosure: According to Hartman (1995:68) there is an assumption among researchers that if the sexual abuse is kept secret and not disclosed until adulthood, it will exacerbate trauma and will inevitably lead to greater mental health impairment. There are also other variables involved in disclosure, in particular parental reaction. Webster (2001:539) has noted that the specific emotional and concrete responses of parents to the disclosure of child sexual abuse can have a significant influence on the intensity and persistence of the residual trauma for the child. Parents who respond in a sensitive, loving and protecting manner will have a more calming and reassuring effect on the child. Parents who are accusatory, angry or aggressive either overtly or in a subdued manner can often intensify the negative effects of the abuse.

Personality and familial variables: According to Webster (2001:536), certain personality and familial characteristics may also affect the degree in impact. It includes the way in which the child perceives and interprets the act, the degree of emotional constriction or expressiveness, the child's genetic predisposition and temperament, certain social patterns that are taught in the family unit as well as the manner in which the larger cultural group express their feelings.

Trauma memory: Another variable that also influence the degree and impact are children's memories of the trauma. Lewis (1999:23) has noted that children almost always remember traumatic events, even children younger than a year-old. According to her children who have experienced ongoing trauma do not seem to have complete, whole memories of the event. They may have spots of memory and sometimes may have spots of amnesia. The age of the child will affect the way in which children understand and react to a trauma and will also affect the child's symptoms. Children at various developmental stages infancy, pre-school age, school going age and adolescence experience trauma differently which in turn affect their trauma reactions and sexual abuse specific reactions which are displayed in the following tables (Lewis, 1999:23-33).

Infancy and toddlers

The child's memory of a traumatic incident, general trauma reactions and sexual abuse specific reactions is presented in Table 2.2:

Table 2.2

Trauma memory
Children are unable to communicate a traumatic event or feelings about it but traumatic experiences do affect their behaviour. At the older end of range children may have snatches or incomplete memory or visual images of the trauma and may try to describe these in words.
General trauma reactions
Children may present with disruptions in sleeping and toileting patterns, show startled responses to loud or unusual noises or freezing (immobility of the body), fuzziness (uncharacteristic crying and clinginess), loss of acquired speech and motor skills, separation fears and clinging to caretakers, withdrawal and a lack of usual responsiveness. Avoidance of or alarm response to specific trauma related reminders involving sights and physical sensations.
Sexual abuse specific reactions
Children may show unusual concern or attention to their own or the private parts of other people, the demonstration of adult sexual behaviour or knowledge through behaviour, sudden intense masturbation, inappropriate touching of others, genital pain, bruising, inflammation, bleeding, discharge, or diagnosis of sexually transmitted diseases.

The pre-school child

The child's memory of a traumatic incident, general trauma reactions and abuse specific reactions are presented in Table 2.3:

Table 2.3

Memory of trauma
Children are old enough to understand that something frightening has or is happening, but possess very few physical and cognitive resources to navigate their way through this, their understanding of events is limited and they can grasp only bits and pieces of information about the trauma, they may use imagination to fill the gaps, they are able to remember some visual images. At older end of the range they are likely to have lasting accurate verbal and visual memories of events.
General trauma reactions
Children resort to repeated re-telling of a traumatic event. Behavioural, mood and personality changes manifest with obvious anxiety and fearfulness. They may withdraw and become quieter. They may present with specific trauma related fears and general fearfulness. They make use of post-traumatic play often involving friends, regression to the behaviour of a younger child or the loss of recently acquired skills may manifest
Children may present with separation anxiety from primary caretakers, loss of interest in activities, sleep disturbances e.g. nightmares, night terrors, sleepwalking and fearfulness of going to sleep and being alone at night, loss of energy and concentration at school.
Sexual abuse specific reactions
This takes the form of sexualised play with toys or other children, an unusual concern about their own or the private parts of others; uncharacteristic, at times intense, masturbation; inappropriate and or aggressive touching of others or sexualised relating; sudden specific fears or mistrust of males, females or particular places.

Primary school age (7-12 years)

The child's memory of a traumatic incident, general trauma reactions and abuse specific reactions are presented in Table 2.4:

Table 2.4

Memory of trauma
Children may have detailed memories of the trauma and may feel anxious, fearful and worried about a recurring trauma. They may start to imagine ways in which they could change the outcome of the trauma or fantasy about taking revenge. This is a mechanism of obtaining a sense of control over what happened during the trauma even if it is only in fantasy.
General trauma reactions
There are obvious anxiety and fearfulness with accompanying loss of ability to concentrate and attend school with lowering of school performance, behaviour, mood or personality changes. Children may regress to the behaviour of a younger child or display a loss of interest in previously pleasurable activities, may manifest sleep disturbances, nightmares, sleepwalking, night terrors (rare for this age), have difficulties in falling or staying asleep, or complain about bodily aches and pains
Sexual abuse specific reactions
Children engaging in explicit sexual behaviours with other children or attempt to engage older children or adults sexually, verbally describes experiences of sexual abuse, show excessive concern or preoccupation with their own genitals, adult sexual behaviour, be sexual in relating to adults, hint about sexual experiences or express sudden specific fear or mistrust of males, females or specific places, exhibit verbal or behavioural indicators of age inappropriate knowledge of adult sexual behaviour.

Adolescents

The child's memory of a traumatic incident, general trauma reactions and abuse specific reactions are displayed in Table 2.5:

Table 2.5

Memory of trauma
Children's responses vary widely: their reactions are sometimes similar to that of an adult and at other times they may revert to the behaviour of a younger child. They are left with many painful and overwhelming feelings after a trauma.
They may try to block this out and deal with these feelings by acting out after a trauma.

They are able to give a full description of trauma but may be suspicious and guarded when relating to adults. They are aware of the issue of responsibility and may be critical of their own behaviour during trauma, which may lead to feelings of guilt if they feel that they had the resources to physically fight back, run away or call the police. They are capable of understanding how the trauma may affect the rest of their lives.
General trauma reactions
Children present with trauma-driven acting out behaviour: sexual acting out or reckless, risk-taking behaviour, distancing themselves from feelings of shame, guilt and humiliation, flight into driven activity and involvement with others or retreat from others in order to manage the inner turmoil, accident-proneness, a wish for revenge, action-orientated responses to trauma, increased self-focusing and withdrawal, sleep and eating disturbances, nightmares, acute awareness of and distress with intrusive imagery and memories of trauma, vulnerability to depression, withdrawal and a pessimistic worldview, personality changes and changes in quality of important relationships, flight into adulthood seen as way of escaping impact and memory of trauma, fear of growing up and need to stay in family orbit
Sexual abuse specific reactions
They exhibit sexually exploitive or aggressive interactions with younger children, sexually promiscuous behaviour or total avoidance of sexual involvement, running away from home.

(Lewis, 1999:23-33)

2.4.3   The effects of child sexual abuse

An explanatory model for the dynamics and impact of child sexual abuse

Various models have been proposed in the literature to explain the trauma of sexual abuse. The traumagenetic dynamics model of child sexual abuse devised by Finkelhor and Brown is viewed as more comprehensive and eclectic one. In this model a variety of different dynamics account for the variety of effects and behavioural patterns that are often displayed by sexually abused victims.

The model (Finkelhor in Wyatt & Powel, 1988:68) proposes four traumagenetic dynamics to account for the impact of sexual abuse. A traumagenic dynamic is an experience that alters a child's cognitive or emotional orientation to the world and causes trauma by distorting the child's self concept, worldview or affective capacities. When children try to cope through these dynamics, the psychological and behavioural problems that manifested are

characteristic of sexually abused victims and adults. He identified the following four traumagenetic dynamics:

- **Traumagenetic sexualisation** refers to conditions where a child's sexuality is shaped in developmentally inappropriate and interpersonally dysfunctional ways. According to Finkelhor (in Wyat & Powell, 1988:69) these dynamics are unique to child sexual abuse and would not occur in other childhood traumas. By being rewarded for sexual behaviour that is developmentally inappropriate, sexually abused children learn to use sexual behaviour, appropriately and inappropriately as a strategy to manipulate others to get their needs met. Because of the attention they receive, certain parts of sexually abused children's anatomy becomes fetishised and are given a distorted importance and meaning Children become confused and acquire misconceptions about sexual behaviour and sexual morality as a result of the things offenders have told them, or in ways that offenders behaved. The child's sexuality can become traumatised when frightening and unpleasant memories become associated with sexual activity in the child's mind. The psychological outcome of traumatic sexualisation is aversion towards sex, overvaluing sex and sexual identity problems. Behavioural manifestations of traumatic sexualisation constitute a range of hypersexual behaviours as well as avoidance of or negative sexual encounters.

- **Betrayal**: In this dynamic children discover that somebody, on whom they were dependent, has caused them or wishes to cause them harm. Betrayal may occur at the time of the first abuse or children may experience the betrayal belatedly when they realise someone they trusted has deceived them. Hartman (1995:78) has noted that betrayal is also dependent on how much the child feels he has been betrayed, not just on the closeness of the relationship. Thus betrayal may be much worse in the case of an abusive relationship that started off in a nurturing and affectionate way than in one in which there was suspicious behaviour from the beginning. Perhaps the most damaging psychological impact of sexual abuse is the undermining of trust in those people who are supposed to be protectors and nurturers. Other psychological impacts of betrayal include anger and borderline functioning. Behaviour that reflects this trauma includes avoidance of investment in others, manipulating behaviour, the re-enacting of the trauma through subsequent involvement in exploitative and damaging relationships and engaging in angry and acting-out behaviour.

- **Stigmatisation** refers to the fact that sexually abused children usually receive negative messages (evilness, shamefulness, and guilt) around the experience. These messages are communicated in several ways. Abusers say it directly when they blame the victim (*you seduced me*) or denigrate the victim (*you bitch*). They also say it indirectly through

that furtiveness and secrecy inherent in much of child sexual abuse. Much of the stigmatisation comes from the messages victims hear or the moral judgements they infer from others around them once the abuse incident has been discovered. The psychological impact of traumagenic stigmatisation is feelings of guilt and responsibility for the abuse or the consequences of disclosure. These feelings are likely to be reflected in self-destructive behaviours such as substance abuse, risk taking acts, self-mutilation, suicidal gestures and acts and proactive behaviour designed to elicit punishment.

- **Powerlessness**: The sense of powerlessness consists of two main components, namely a repeated overruling and frustration of the child's desires and wishes, along with a reduced sense of efficacy, and the threat of injury and annihilation leading to disempowerment. The most basic form of powerlessness is the experience or feeling of having one's body space repeatedly invaded against one's wishes, whether this occurs through force or deceit. The second core form of powerlessness is the experience of violence, coercion and threat to life and body that occurs in some types of sexual abuse. Children often experience an enormous, unexpected and devastating increase in powerlessness in the aftermath of the abuse when they find themselves unable to control the decisions of the adult world may visit upon them. They have to navigate their way through many unwanted events – separations from their families, prosecutions, police investigations – after the termination of the abuse. The psychological impact of the trauma of powerlessness includes both a perception of vulnerability and victimisation and a desire to control or prevail, often by identification with the aggressor. Behavioural manifestations may involve aggression or exploitation of others. On the other hand, the effect of a sense of vulnerability caused by powerlessness may be avoidant responses, such as dissociation and running away, behavioural manifestations of anxiety including phobias, sleep problems, elimination problems, eating problems and re-victimisation (Finkelhor in Wyatt & Powel, 1988:68-72).

This model allows for full accounting for the wide range of symptomatic behaviour often observed in sexual abuse victims. Most of the effects can be explained by one or two dynamics. The model gives a plausible framework for the variety and diversity of the effects of sexual abuse that have been documented in the literature.

In this section the traumatic impact of sexual abuse were discussed. The reporting and investigation of child sexual abuse are discussed in the following section.

2.5 REPORTING AND INVESTIGATION OF CHILD SEXUAL ABUSE

In this section the mandatory duty of the various professionals to report sexual abuse are briefly discussed. The role of the investigating officers in sexual abuse and their current training model is elaborated. The different branches of the police services that deal with sexual abuse cases are also briefly discussed.

2.5.1 Mandatory reporting of child sexual abuse

South Africa has a statutory framework for the mandatory reporting of abuse against children. The statutory duty to report incidences of abuse against children is set out in Section 4 of the Prevention of Family Violence Act and Section 42 of the Child Care Act as amended.

Section 4 of the Prevention of Family Violence Act (Prevention of Family Violence Act 116:1993) provides for mandatory reporting to a police official, Commissioner of Child Welfare or to a social worker by any person who examines, advises or cares for any child in circumstances which ought to give rise to a reasonable suspicion that such child has been ill-treated, or suffers from any injury, the probable cause of which was deliberate.

The Child Care Act (Child Care Act, no 74, 1983) makes it mandatory for every dentist, medical practitioner or nurse who examines or attends to any child in circumstances which give rise to the suspicion that the child has been ill-treated or suffers from any injury, single and multiple, the cause of which probably have been deliberate or is undernourished, to immediately notify the Regional Director of Health and Welfare of the district in which the child is in.

2.5.2 The role of the South African police service in sexual abuse allegations

The South African Police Service is usually the first line of support for most persons who have suffered sexual abuse. The role of the police in sexual offences as set out in the South African Police Service National instruction (22/1998) includes accepting criminal complaints, arresting the perpetrator, opposing bail, investigating the criminal complaint and gathering evidence, forwarding the case to the prosecution for a decision on whether to prosecute or not and keeping the victim appraised of the process. The different functions as set out in the South African Police Service National instruction (22/1998) will be described in more detail.

- **Receiving of criminal complaints** – The child, his parents, caregivers or any person who has the duty to report abuse may lodge a criminal complaint at any police station regardless of where the child or perpetrator lives or where the incident of sexual abuse occurred. The police may be called to where the child is to take the complaint. When the

report is made only a skeleton statement need be taken. The child is not required to lay out all the details of the sexual incident in the first interview with the police. A detailed statement is taken by the investigating officer, once one is appointed, and only when the child has sufficiently recovered to be able to give a detailed account of the abuse. A reported case should be referred to the Child Protection Unit where one exist in the locality or to a specialist member where the Child Protection Unit does not exist.

The statement must be taken with sufficient detail to cover all the elements of the alleged offence. Statements from other witnesses that can support evidence in the child's statement or prove any element of the alleged offence should also be taken. The investigating officer taking the statement should convey to the child his rights as the complainant, including the right to information on the investigation and court process, the right to know when the perpetrator is arrested or released on bail, any bail conditions imposed by the court, when the perpetrator will appear in court and when the child or other witnesses will be expected to testify. The child also has the right to be given the case number, name and contact details of the investigating officer who will handle his case.

- **Investigation and collection of evidence** – After a docket is opened an investigating officer is allocated to the case. His role includes tracing the perpetrator, if no arrest has been made, obtaining evidence and any other information necessary to secure a conviction, keeping the complainant appraised of the progress in the case, informing the child and his parents or caregiver if the perpetrator is released on bail, liasing with the prosecutor regarding the direction of the investigation and presenting the docket with all the necessary evidence to the prosecutor and preparing the child for court.

- **Arrest and bail** – It is the investigating officers duty to trace the perpetrator if no arrest has been made. In terms of Section 40 of the criminal procedure act the police have the power to arrest a suspect without a warrant in the following circumstances, for instance: where an offence (or attempted offence) is committed in the presence of a police officer concerned or where the officer suspects a perpetrator has committed a schedule 1 offence. (All sexual offences are schedule1 offences). The police officer's duty as set out in Section 40 is discretionary. Once an arrest has been made he should ensure that the perpetrator appears in court within 48 hours and oppose bail if the perpetrator's release is contrary to the interest of justice. If the perpetrator is released on bail, it is the investigating officer's duty to inform the complainant (South African Police Service National instruction 22/1998:2-16).

2.5.3 The different branches of the Police Service that deal with sexual offences

2.5.3.1 *General police station*

A complaint of sexual abuse is usually reported at the general charge office. If the child is under fourteen years old, the case is referred to the Child Protection Unit. If the child is older than fourteen years, an officer that specialises in sexual offences takes the statement. The Department of Correctional Services has started the process of establishing trauma rooms at various police stations where victims can relate their stories. However, these trauma rooms are still not in full operation.

2.5.3.2 *Child protection, family violence and sexual offences unit*

The Child Protection, Family Violence and Sexual Offences Unit is a specialised branch within the South African Police Service that deals with the prevention and combating of crimes against children. The following crimes are specifically concerned with children under 18 years: rape, sodomy, incest, indecent assault, attempted murder, assault with the intention to do grievous bodily harm, common assault (only if there were three or more incidents over a period of time – intra familial), kidnapping, abduction, crimes with regards to the abuse or exploitation of children, crimes relating to the sexual exploitation of children, under the Sexual Offences Act, 1957 (Act 23 of 1957 as amended), the Child Care Act (Act no 74 of 1983 as amended) and the Films and Publication Act 1996 (Act no 65 of 1996) with regard to child pornography (Pienaar, 2000:4).

2.5.4 Current training model of investigating officers in interviewing young victims of sexual abuse

Investigating officers that work at general police stations have usually completed their general police training. Those that work with sexual offences at the general police station undergo a two-week sexual offences investigators' course at the various police academies. Various aspects are addressed, e.g. legal aspects of sexual offences, statement of adults and children, sexual offender, interviewing children and practical interviewing of children (Planning outline: Sexual offences investigators course, 2002:1-4).

Members attached to the Child Protection Unit (Pienaar, 2000:1-6) have already completed the basic police training at one of the police colleges and have already gained some experience in general policing. They receive in-service training and a task-orientated course, stretching over a three-week period. The following subjects form part of their curriculum: crisis intervention, psychological aspects (the stages of development and interviewing a child), specific investigation skills (obtaining statements from children, conducting an investigation at the scene of the crime), fundamental human rights, information regarding

investigation aids such as the South African Police Service criminal record centre and the forensic science laboratory, legal requirements regarding relevant crimes, court procedure regarding children, role of the family advocate, role of the district surgeon, role of the social worker, public speaking and specific instructions regarding policing of crimes against children.

2.6 INTERVIEWING CHILDREN

2.6.1 Background of investigating interviewing

In the early 1980s when sexual abuse began to be disclosed with increasing frequency, no guidelines for interviews existed. Law enforcement officials, whose services jobs were characterised by high rates of turnover and high caseloads, mainly conducted the interviews. These interviews were sometimes conducted by child protection workers.

Professionals with little training, few skills and not much time conducted investigative interviews. According to Bolen (2001:231) the interview skills of law enforcement officials were more likely to be in interrogating suspects than in talking about the trauma of the sexual abuse. Being assigned to working with child victims of sexual crimes was often viewed as a stigmatising assignment with lower status than other types of police work by investigating officers (Lanning & Hazelwood in Faller, 1996:84). Mental health professionals, although in better position to interview, lacked the competence to discern whether or not an event actually occurred. Interviewers from all disciplines tended to rely on their own subjective judgments about what to do and how to make decisions. Their techniques and strategies were based on personal experience, discipline-specific training and common sense. Investigating procedures lacked uniformity and decisions were often made based on intuition (Faller & Corwin in Faller 1996:84). The situation gave rise to the slogan "believe the child". The underlying assumption was that children were unlikely to make up false allegations of sexual abuse as many children often experienced negative consequences as a result of disclosing genuine sexual abuse. On the other hand, the offender had a vested interest in persuading everybody that the child was in actual fact lying (Faller, 1996:84).

2.6.2 Areas of concern in interviewing children

As investigative interviewing has become more established professionals have started to do research on the aspects that could impact negatively on the interviewing procedure. These areas of concern relate to the following: problems experienced by the interviewer, problems within the child, the interview structure and process and the use of media.

2.6.3   Problems on the part of the interviewer

The competency of the investigating officers to conduct a thorough investigative interview with sexually abused children has been questioned by various researchers. Criticism relates to the following aspects:

Failure to establish rapport: According to Warren and Woodall (1996:233) interviewers do not follow the prescribed guidelines for interviewing fail to establish rapport with the victim. The aim of building rapport is to create a trusting relationship wherein the child will feel relax and comfortable to express him or herself. It also has additional advantages. If done correctly, it can help the interviewer to supplement his or her knowledge of the child's social, emotional and cognitive development, particularly with regard to his or her communication skills and degree of understanding (Memorandum of Good Practice, 1992:15-16). A well conducted rapport building phase can actually reduce the amount of directive questioning needed later and thus may not add substantially to the overall length of the interview.

Failure to establishing ground rules for the interview: Interviewers often do not establish ground rules for the interview. Establishing ground rules is important as children often make assumptions about the interview which may include the following: "Every question must be answered even if they don't understand it; every question has a right or wrong answer; the interviewer already knows what happened so if they say something that differs from what the child says, the child is wrong; interviewees are not allowed to answer 'I don't know' or to ask the interviewer to clarify the question" (Warren & Woodall, 1996:234).

Not adhering to interview procedure: According to Warren and Woodall (1996:7), investigating officers do not follow the general interview guidelines that suggest that they should begin their questioning about the alleged abuse with a free narrative from the child. Children should be asked to describe events form the beginning to the end without leaving out any detail, whether they think those details are important or not. This should be followed by general open-ended questions based on the information the child has already provided in the narrative. The reason for this being that every effort should be made to obtain information that is spontaneous and free from interviewer influence. To obtain complete reports from children, interviewers may sometimes ask more specific questions and provide more retrieval support and prompting.

Unskilful questioning: Questioning victims is an integral part of the investigative interview. The primary goal of questioning is to obtain untainted information that can be used in the court proceedings. The questioning skills of investigating officers feature quite extensively in the literature as various researchers have expressed their concern about this matter.

According to Aldridge and Wood (1998:114-116) there are four types of questions that are used in investigative interviews:

- **Open-ended questions**: In open-ended questions children are asked to provide information in a way that does not lead the child or put him under pressure.

- **Specific yet non-leading questions** are used to obtain greater details about events and people already mentioned.

- **Close-ended questions** are questions that give the child a limited number of alternative responses e.g. "*Was the man's scarf you mentioned blue or another colour or can't you remember?".* These questions are usually used to obtain further information.

- **Leading/suggestive questions:** Leading questions direct the child's answer.

According to the multidisciplinary society for professionals in the field of child maltreatment (Reed, 1993:5), initial questioning should be as non-directive as possible to elicit spontaneous responses and, if open-ended questions are not productive more directive questions should follow. Highly specific questioning should only be used when other methods of questioning have failed, when previous information warrants substantial concern, or when the child's developmental level precludes more non-directive approaches.

Lamb, Sternberg and Esplin (2000:1587) have commented on the advantages of open-ended questions. Open-ended questions yield more details and more accurate information than specific questions. In investigative interviews, open-ended questions generate responses that are three to four times longer and three times richer in relevant details than specific or close-ended questions regardless of the age of the children being interviewed. Wood and McClure (1996:225) suggest caution in the use of close-ended questions as children's statements tend to come out in bits and pieces, which often result in disclosures that sound incoherent and unconvincing when interviewers rely too heavily on close-ended questions.

Various researchers (The Memorandum of Good Practice, 1992; Aldridge & Wood, 1998; Lamb, Sternberg & Esplin, 2000) have also expressed their concern over the use of **leading questions** in investigative interviews. A concern is that leading suggestive and coercive questions may contaminate the child's evidence which may result in the child's statement being attacked by the defence. Lamb *et al.* (2000:1549) do, however, comment that if option-posing and suggestive questions are asked near the end of interviews, they are less likely to contaminate either the children's account of the abuse or the investigators understanding of how it happened.

Using of improper interviewing techniques: according to Wood and Garven (2000:110-111), improper interviewing techniques refer to techniques that should be avoided because of their potentiality to elicit false allegations from children. It consisted of the following:

- **Suggestiveness**: This occurs when the interviewer, rather than the child introduces new information about the topic into an interview. A question such as "Did he touch you on the bottom" would be highly suggestive if the child has not already mentioned inappropriate touching.

- **Influence**: This refers to the use of various techniques that place undue social pressure on a child which include inducing social conformity – the child is told what other people have said about the topic; eliciting obedience to authority by telling the child the interviewer's point of view and the inducing of stereotypes. This takes place when the investigating officer describes an alleged perpetrator in negative terms.

- **Removal from direct experience**: this takes place when the interviewer take an oblique or indirect approach to information gathering by deviating from what actually happened and invite the child to speculate about what might have happen, or to encouraged the child to engage in imaginative play as part of the investigative interview.

2.6.4 Problems within the child

The ability of the child to describe what actually happened will have an influence on the amount, quality and validity of information gathered during the investigative interview. Various aspects play a role and may impact on children's ability to give an account of the sexual abuse that may as a consequence have an effect on the conviction or equital of the perpetrator. They are the following:

Problems with disclosure: According to Faller (1996:88) children are often reluctant to disclose genuine sexual abuse**.** The reasons for non-disclosure, according to Morgan (1995:9-12), are as follows:

- **Fear of the consequences of disclosure**. Children are fearful for various reasons. They might be fearful of adults and as a consequence may feel be hesitant to talk about the abuse to the investigating officer. They may also fear the perpetrator due to threats being made or they fear the discontinuation of the perpetrator's affection.

- **Embarrassment**: It is often embarrassing and painful for children to talk about the abuse as they have learned from a very young age that sexual issues are not discussed openly in society. They may also feel ashamed of stigmatisation by their friends and the community.

Research by Sorenson and Snow (1991:3-15) has shown that disclosure of a sexual offence is a slow and painful process. Children rarely give a full disclosure the first time they talk about the abuse. Disclosure is a fragmented process that occurs over a period of time. Disclosure often occurs in the following progressive stages:

- **Denial**: This normally happens when a child is questioned about the abuse or is identified as a potential victim and put under pressure to tell.

- **Tentative disclosure**: The child partially acknowledges the abuse and gives vague information about it.

- **Active disclosure**: The child makes a personal admission of having experienced sexual abuse.

- **Second denial**: The second denial may be prompted by a child's personal need to protect loved ones from trauma.

- **Reaffirmation**: The child gives a full account of the abuse (Sorenson & Snow, 1991:3-15).

Memory problems: The accuracy of children's recall may be problematic as memory is a complex phenomenon, which involves a series of processes – memory acquisition, storage, interpretation and retrieval. Children may fail to attend to details salient to adults and therefore memory is not required. Goodman, Hirschman, Hepps and Rudy in Faller (1996:89) also note that the ability of young children to report central events is better than for reporting peripheral events. In a situation of sexual abuse attention failures may involve key details about the victimisation such as *whether a penis was erect or not* which might influence the child's credibility in court (Faller, 1996:88).

Children may also experience problems in the verbal expression of the traumatic event as traumatic memory (memory of sexual abuse) differs from narrative memory. Traumatic memory is often more sensori-motor than narrative memory. The child may thus remember the sensual experience of the event but may find it difficult to speak about it (Faller, 1996:89).

The age of the child also affects the amount of information retrieved during the investigative interview. According to Lamb, Sternberg and Esplin (2000:1593) the amount of information remembered by children steadily increases with age. Children that are older will be able to give a more complete account of the abuse incident. They have also noted that children recall less information as the time period between the to-be remembered event and the interview increases. Although a child might have had complete memory in the beginning the memory might have deteriorated as the time period increases.

Language development: According to Aldridge and Wood (1998:81) the child's level of language competency can have a strong effect on the recovery of stored information. Children's limited linguistic skills may constrain their accounts in the following ways:

- The type of information they are able to provide.

- Their ability to link pieces of information together, because they may not be able to use the types of words needed to link ideas together

- Their difficulties in providing evaluative comments about the reported information

- The limitations of their linguistic skills which constrict the level of detail they report.

Developmental phase: As children grow up they proceed through different developmental stages. During each phase certain skills which pertain to intellectual, language, social and emotional abilities are mastered. Morgan (1995:25) has noted that the developmental phases of children affect their understanding and reaction to sexual abuse. The inability of investigating officers to communicate with children is dealt with extensively in the literature. Wanton and Mara (2001:132) suggest that interviewers should increase their interviewing skills by considering child developmental issues as these stages may serve as a guideline to improve their communication with children. Children usually proceed through the following developmental phases:

- **Infancy and toddlers:** During this phase development is centred on the coordination of motor activities and sensory input. In terms of intellectual development, children are in the sensori-motor period. They are unable to form concepts are self-centred and just learning to trust others. Object permanence is reached when an external object becomes internally represented in their minds (Piaget in Louw, 1992; Donald, Lazarus & Lolwana, 1997). Infants go through different phases of vocalisation before they are able to speak the first intelligible word. The final and most important stage of language development involves the progress from single words to full sentences (Louw, 1992; Crosson-Tower, 2002).

- **Pre-school age:** Cognitive development is characterised by the use of language, which implies that the pre-school child can also function on a symbolic level. The child is still in Piaget's pre-operational stage in terms of intellectual development. Operations are used for thinking. Operations are internal mental representations that developed from overt actions and are mental representations of these overt actions. The pre-operational stage is divided into pre-conceptual (the child does not yet understand what a concept involves) – and intuitive thought (thinking that is not based on logic but on perceptions from which conclusions are drawn (Louw, 1992; Donald, Lazarus & Lolwana, 1997).

Their memories are patchy and they memorise without comprehension. They can distinguish between some facts and fantasy. Language becomes the primary mode of communication. Their vocabulary expands considerably and their use of different grammatical forms and understanding of language improves. Because they are still unable to understand abstract concepts their verbal skills may imply more comprehension than they actually posses. They gradually become more aware of social rules through their use of language. Receptive language (the understanding of language) and Expressive language (what the child say or write) develops (Louw, 1992; Crosson-Tower, 2002).

- **Primary school age (7-12 years):** Children in this phase are in the concrete operational period in terms of cognitive development. Although they are capable of operational thinking the thinking is still concrete and not abstract (Louw 1992; Donald, Lazarus & Lolwana, 1997). The length and complexity of sentences that children use increases and certain grammatical forms, such as the passive form, are completely mastered at school. Vocabulary increases as new words and meanings are learned. The ability to adapt language to the context in which it is used also increases (Louw, 1992; Crosson-Tower, 2002).

- **Adolescence (12-18 years):** Children undergo profound physical and emotional changes during this time period. Cognitive ability develops both quantitatively and qualitatively. Adolescents are able to master tasks more easily and effectively and changes take place in the nature of the thought processes and cognitive structure. In this phase they often question the belief and values previously taught. They are able to use abstract thinking and are in the Piaget's formal operational stage (Louw 1992; Donald, Lazarus & Lolwana, 1997). They may be extremely shy in some settings, while responsive and outgoing in others they are capable of deception and manipulation, and an outward show of bravado or hostility often covers feelings of shyness and inferiority (Gullow, 1994:4).

Personality of the child: The personalities of children may also affect the interviewing process. Some children are outgoing and verbal (expressive), while others are timid and non-verbal. Expressive children speak with ease on a range of topics. Controlled children are quiet, do not show their feelings and often avoid eye-contact (Gullow, 1994:2).

Vulnerability to suggestion: Children's vulnerability to suggestive interviewing techniques used by interviewers and the possible indoctrination by their respective families before they are interviewed are often regarded as problematic (Faller, 1996:89).

Suggestibility has been defined as

> the degree to which encoding, storage and retrieval and reporting of events can be influenced by a range of internal and external factors. These factors would include information unwittingly incorporated in the memory, subtle suggestions, expectations, stereotypes, leading questions as well as explicit bribes, threats and other forms of social inducement (Ceci & Bruck, 1995:44-45).

Research has indicated that children are more suggestible than adults, but are, however, quite accurate in accounts of their experiences when they are not being asked leading questions (Ceci & Bruck, 1993; Clarke-Steward *et al.*, 1989; Leichtman & Ceci, 1995 in Faller, 1996:89)

Children's propensity to lie and fantasise: Children's accounts of sexual abuse are often questioned or discounted due to the belief that young children cannot differentiate fact from fantasy. The rationale is that children may falsely declare that they have been sexually abused to gain attention and the more positive reinforcement they receive, the more they elaborate on their abuse. Research has however suggested that false reports of sexual abuse is rare and occurs only in 1% to 10% of reports. Older children, particularly adolescents may be more likely to make false reports (Faller, 1996:89).

2.6.5   The Interview structure and process

Many aspects regarding the structure and process of interviews have been questioned. According to Faller (1998:90) it evolves around the following: who should be interviewed, the number of interviews conducted and the use of interviewing tools such as anatomical correct dolls.

The interviewees: According to Faller (1998:90) there is often uncertainty about who should be interviewed and whether the child interview is sufficient in and of itself as a source of information to make a decision about sexual abuse. The child interview is, however, regarded by most professionals as an essential part of determining the likelihood of sexual abuse.

Number of interviews: The number of interviews a child victim is exposed to is often regarded as problematic. Too few interviews may mean that too little time is devoted to adequately assess the abuse allegation and too many might result in unduly influencing the child. According to Muller (2001:18) multiple interviews can have the following negative effects:

- The child is forced to repeat intimate and embarrassing details to strangers, which exacerbates trauma and increases stress.

- A memory of an event is not static and there is the danger that multiple interviews can affect the memory trace and thus have an influence on the original account.

- With every interview the child undergoes, the danger of suggestion increases.

- Repetition results in the child's evidence sounding rehearsed and he acquires the terminology of his interviewers, thus creating the impression that he has been coached.

- It can also diminish the child's motivation and cooperation to tell his story.

The use of interviewing tools: Anatomical dolls are often used in investigative interviews to elicit information from children of varying ages. The use of anatomically correct dolls in investigative interviews has been criticised because of their suggestiveness. They could lead children to make false reports of sexual abuse. According to Boat and Everson in Boat, Everson and Mark (1996:96-102) interviewees should bear the following criticisms in mind when using anatomically correct dolls in investigative interviews:

- A common standard accepted standard protocol for the use of anatomical dolls does not exist. As a result it is difficult to determine whether a particular evaluator's procedures meet the standards.

- Available norms on how sexually abused and non-abused children respond to and interact with anatomical dolls are not available and without such norms, a given child's behaviour with the doll is impossible to interpret.

- Anatomical dolls are, by their nature, suggestive and over-stimulating. As a result, they induce normal sexually naïve children to have sexual fantasies and to engage in play that is likely to be misinterpreted as evidence of sexual abuse.

- The use of anatomical dolls promotes interviewer misuse. Specifically their use encourages leading lines of questioning, over-interpretation of the child's play, shortcuts in the evaluation process and over-reliance on a single tool.

Boat, Everson and Mark (1996:96) has, however, noted that the most troubling criticism is that the use of anatomical dolls may encourage interviewer errors.

I have highlighted various aspects, which are regarded as problematic in investigative interviewing, in the preceding section. Problems on the part of the interviewer, problems on the part of the child as well as interviewing tools. It seems that an investigating officer interviewing children should be a highly skilled individual as there are many aspects that needs to be considered when working with young children. The abuse of children with disabilities will be discussed in the following section.

2.7 CHILDREN WITH DISABILITIES AND CHILD SEXUAL ABUSE

The literature both nationally and internationally on the sexual abuse of children with disabilities is not very extensive. Van Niekerk (2003:1) has commented that the abuse of children with disabilities has long been a neglected issue in the field of child protection and child abuse. According to Gabrino (in Pearson, 1996:34), as many as 65% of children with disabilities are victims of physical, sexual or emotional abuse. In the context of this discussion the term disabilities will be used as an umbrella-term that include a variety of special needs e.g. physical, sensory, neuro-muscular, neurological, learning and multiple disabilities.

In this section I will first discuss the various factors that make children with disabilities vulnerable to sexual abuse. Next I will explore the various issues surrounding the low reporting rate of these cases as well as the difficulties these children experience in accessing the criminal justice and getting convictions. I conclude the chapter by discussing the different disabilities and how the disability will impact on the interviewing procedure.

2.7.1 Risk factors that increase the probability of sexual abuse

Various studies around the world have concluded that the disabled children are more vulnerable to abuse (Goldman, 1994). These children are particularly vulnerable to sexual abuse for a variety of reasons and are as follows:

- **Cultural factors**. Although attitudes towards people with disabilities have changed a lot over the years, there is still some form of discrimination, myths or beliefs about them. Sobsey and Varnhagen (in Szuchman & Muscarella, 2000:335) postulates that "society's expectations and treatment of disabilities may contribute more to the increased risk of abuse than the disability itself". In addition attitudes toward disability may shape the way society view imposed sexual behaviour in this population. Given the fact that disabled people are often viewed as not so attractive or desirable the notion might therefore exist that they should welcome any kind of sexual contact. Thus the mere nature of society's stance and viewpoint of disability put disabled children in a more vulnerable position (Szuchman & Muscarella, 2000:335).

- **Dependency on caregivers**. Some children due to the severity of their disabilities develop habits of dependency that are both difficult for the caregiver and individuals to change. This long- term dependency causes them to unquestioningly follow the direction of supposedly nurturing adults. Compliance with caregivers may be overemphasised at the expense of lessons in assertiveness or independence. This over-dependence and unquestioning compliance makes children with disabilities especially vulnerable to sexual

abuse, as it places them in situations of unusual trust that enhance the possibility of coercion (Tharinger, Horton & Millea, 1990:304).

- **Institutionalisation** creates greater exposure to potential abuse. In studies done by Brookhauser, Sullivan, Scanlan and Garbarino (1986) and Sobsey (1992), it was concluded that institutionalised children and adults were at greater risk of maltreatment because of their disposition and their difficulties in expressing themselves.

- **The need be valued and respected**: Many disabled children have the desire to fit in and to have friends in the non-disabled population. This quest for acceptance makes them especially vulnerable to coercion since many will do almost anything that they believe or are told will help them to fit in with the normal crowd. Their emotional and social insecurities again raise their vulnerability (Tharinger, Horton & Millea, 1990:305).

- **Verbal inadequacy**: Children who experience difficulties in expressing themselves verbally may be ideal for abusers to target, since they face extreme difficulties in trying to tell someone – by whatever means – about their experiences (Westcott & Cross in Aldridge & Wood, 1998:189).

- **Pressures on the family**: Having a child with a disability can place tremendous strain on a family. Financial pressures, physical fatigue, endless demands on time and social isolation can cause immense frustrations which might lead to antagonistic attitudes towards the child (Watson, 1989:115). Parents often have to come to terms with the possibility of longer-term or even permanent dependency on parental care (Van Niekerk, 2003:1).

- **Characteristics of the child**: Fear, aggression, destructiveness, whining, hyperactivity or withdrawal is among the characteristics that may provoke abuse (Rush in Watson, 1989:115).

- **Lack of sexuality education:** The right of children with disabilities to receive sexuality education has only recently been recognised in societies. Blackburn (in Lachman, 1997:203) has commented that the lack of knowledge of normal sexuality by parents and practitioners implies that sexuality in disabled children is almost a taboo subject and that disabled children are regarded as asexual beings. Whitehouse and McCabe (1997:229) make the point that service providers are reluctant to make provision for sexuality education programmes for people with disabilities. Where programmes are available, they are based on the values and assumptions of non-disabled people as most of these programmes emphasise heterosexual sex within a marriage.

2.7.2 Reporting of sexual abuse

Williams (1993:165) has commented on the low reporting rate of cases where a child with a disability has been sexually abused. In their study, Sobsey and Varnhagen (Sobsey & Varnhagen in Williams, 1993:165) report that 75% of sexual abuse cases are not reported. The reasons for not reporting them are the following:

- The difficulties that most disabled children experience in expressing themselves verbally mean that sexual offences are often not reported. When these children do report the sexual abuse incident their statements are often incomplete and may be regarded as inaccurate (Lachman, 1997:203).

- Families or caregivers often fear that the victims will be re-traumatised through the subsequent police investigation and choose not to report the case (Williams, 1993:165).

- Children fear losing a valuable caretaker or fear that the perpetrator might retaliate and thus are deterred from reporting the abuse (Lachman, 1997:203).

- Police procedures as well as attitudes have an influence as many complaints made by child protection workers are ignored when it involves a child with a disability (Williams, 1993:165).

- According to Dyer (in Williams, 1993:165) there is a belief amongst investigating officers that promotion depends upon having a record of successful prosecutions. He agues that if the police generally view crimes against people with disabilities as unlikely to lead to convictions, their interest and support is likely to be less than that for other citizens.

- Low reporting may also be the result of ignorance of procedures or minimal knowledge of how the police and justice systems work (Williams, 1993:165).

- Some victims may value the maintenance of social harmony as more important than retribution and punishment (Williams, 1993:166).

- General societal attitudes that emphasise education and attractiveness may hinder investigations. Dunn (in Williams, 1993:166) has noted that when a crime is committed against a non-disabled person the media coverage is usually sooner and more comprehensive than media coverage for the same type of crime committed against people with disabilities. As the public also play a role in solving crimes he argued that, if the media coverage of crimes against people with disabilities could be sooner and more comprehensive, more crimes committed against these people could be solved with less devastating outcomes.

2.7.3 Access to the criminal justice system for children with disabilities

According to Williams (1993:166) very few of the reported cases where children with disabilities were sexually abused proceed to go to trial. If cases do proceed to court conviction rates are low. The various reasons for this may be ascribe to the following:

- **Lack of credibility within the judicial system:** According to Lachman (1997:203) the legal system often discounts reports of abuse of disabled children or is unwilling to accept the evidence or history as admissible in court.

- **Reluctance of role-players to take these cases to trial:** Van Niekerk (2003:1) has noted that many role players in the criminal justice system find the prospect of working with disabled children daunting and this naturally leads to some reluctance on the part of the criminal justice system to take these cases forward.

- **Attitudes towards abuse on children with disabilities**: Williams (1993:166) has commented that it would appear as if sexual abuse incidents on disabled people are viewed in a less serious light than an incident sexual abuse on person without a disability as judicial personnel seem to give lighter sentences when disabled children have been abused then what they would normally give if it were a child without a disability.

- **Evidence giving**: According to Aldridge and Wood (1998:191), people with disabilities are often not asked to testify in court because their ability to communicate is questioned. This is especially true of people who make use of non-verbal communication or augmentative communication systems. Evidential problems may make it difficult to obtain convictions for offences against disabled people. In a court case involving the alleged rape of a 16-year-old woman, her evidence was deemed unacceptable because her mental age was stated to be less than eight: children younger than eight cannot give evidence under oath.

Wise and Jackson (1992:14) have noted that within the South African judicial system one needs to be aware of three cautionary rules which, whilst not specifically directed against disabled children, may further hamper the cause of such children in court. The Human Rights Commission (2002:32) describe cautionary rules as evidentiary rules of practice that require presiding officers to exercise caution prior to accepting evidence of certain categories of witnesses. Such rules are based on the assumption that the witness adducing the evidence for some reason has diminished credibility. These cautionary rules are applied to sexual offence cases against children and are as follows:

- **Cautionary rule in rape cases**: According to the rule courts should exercise caution when accepting evidence from women and girl children in rape cases. The rationale

behind this is that rape usually takes place in secret and it is easy to lay a false charge and difficult to refute it. Furthermore a complainant could be motivated by an emotional reaction or an innocent man may be falsely accused because of his wealth or the complainant may be forced by circumstances to admit she had intercourse and then willingly represents intercourse as rape (South African Human Rights Commission, 2002:32).

- **Cautionary rule against the evidence of a child witness**: The evidence of children (in all cases) is treated with caution. The argument being that the evidence of a child witness is objectionable because children's memories are unreliable, children are ego-centric, highly suggestible, have difficulty distinguishing fact from fantasy, often make false allegations (particularly of sexual assault) and that children do not understand the duty to tell the truth (South African Human Rights Commission, 2002:33).

- **Cautionary rule against the evidence of a single witness**: This rule highlights the danger of placing too much reliance on the evidence of a single witness. Caution must be exercise when assessing the guilt of an accused person based on the evidence of a single witness (South African Human Rights Commission, 2002:33).

2.7.4   Interviewing children with disabilities

According to Aldridge and Wood (1998:198) the linguistic skills of children with disabilities often create difficulties during the interview. Investigating officers need to be aware of this and adjust their interviewing style accordingly. The different disabilities, their impact on the linguistic skills and how the interviewing could be adjusted will be highlighted in this section:

Children with physical disabilities: Blackhurst and Berndine in Kapp (1991:419) describe a physical disabled person as "one whose physical or health problems result in an impairment of normal interaction with society to the extent that specialised services and programmes are required". This group does not include people with visual or hearing impairments or persons who can be labelled as severely or profoundly disabled. In interviewing these children, their physical needs, e.g. the location of the interview (ground floor as opposed to upper floor), wheelchair off-ramps and toilet facilities, need to be considered (Aldridge & Wood, 1998:204).

Children with visual impairments: Kapp (1991:270) view a visual impairment as a comprehensive concept. The ability to see is affected or hindered or can also be completely lacking. It covers a broad spectrum of deficiencies ranging from partial sight (in various degrees) to blindness. According to Aldridge and Wood children with visual disabilities may experience delayed language skills as a result of limited experiences of certain aspects of life that should be taken into consideration when interviewing these children.

Children with hearing impairments: The term hearing impaired covers a wide spectrum of hearing loss varying from deafness to partial hearing. According to Snyman and Engelbrecht (1999:117-118) the language systems employed by hearing impaired children would then vary according to individual needs as well as personal and social choice. Hearing impaired children may communicate through the medium of sign language, the Exact Signed English (or any other spoken language). In the Exact Signed English approach the grammatical and sentence structure of the spoken language are employed. The Auditory method is another approach whereby the hearing impaired are encouraged to make use of the available hearing through the use of hearing aids and other technical appliances, or a combination where a variety of methods are used to communicate, e.g. sign language and speech. Aldridge and Wood (1998:201) recommend that investigating officers should take cognisance of it and appoint an appropriately skilled person to act as an interpreter at the interview.

Children with learning disabilities: According to Aldridge and Wood (1998:199), the term learning disabilities covers a wide spectrum of difficulties as individual children with learning disabilities will have widely varying abilities. Learning disabilities are cognitive in nature and therefore impact (to differing extents) on the child's ability to understand. They recommend that a successful strategy in interviewing these children would be to pitch questions at a linguistic level that would be appropriate for a younger child who has no learning disabilities. Details such as time and dates may be beyond the understanding of these children. Questions about these matters will need to be framed in terms of their relationship to aspects of the child's routine. Interviewers also need to take cognisance of the fact that they have limited sexual knowledge that does not accord with the knowledge one would expect of children of their age.

Children with cerebral palsy: Cerebral palsy refers to a group of conditions which share the feature of a central motor deficit acquired early in life. As such children with the different subtypes may experience different areas of disabilities:

- **Ataxia**: This condition leads to diminished muscle control and head control may be affected. This may mean that the child's signals of yes and no are affected and these signals will have to be clearly established at the outset of the interview.

- **Spastic hemiplegia**: Associated learning difficulties are prevalent here and children's linguistic understanding may be affected.

- **Quadriplegia or total body involvement**: In these conditions, there may be oral or facial difficulty. Language production may be affected. In some cases pronunciation is laboured and perhaps unclear. In others augmentative communication systems may be

used. In some cases these oral or problems will co-exist with learning difficulties and in these instances language understanding as well as production will be affected.

- **Diplegia**: In this type of cerebral palsy, the major clinical signs are in the lower limbs, hence there is no linguistic impact. In the interview context other physical needs will have to be considered.

Children with epilepsy: Epilepsy is a sudden disturbance of or a change in brain function as a result of electrical activity in the brain cells. Its characteristics include the following:

- It is temporary. After the disturbance has passed completely, the individual person functions in the same way as before the seizure occurred.

- A lowering of consciousness usually, but not always, occurs. Disturbances in movement, sensation, behaviour or perception may take place.

- Seizures can occur repeatedly, but the intervals between them may vary.

A seizure is an attack of epilepsy. One manifestation of epilepsy is a convulsion, which is characterised by extensive involuntary muscle contractions mostly occurring rhythmically. In contrast there are some seizures that do not involve convulsions (Kapp, 1991:270).

According to Snyman and Engelbrecht (1999:74) the child with epilepsy experiences difficulties in the following areas: fine and gross motor control, language and speech fluency which may affect communication, concentration difficulties, memory loss or recall problems and linguistic problems. When investigating officers interview children with epilepsy they need to take these aspects into account.

Children with multiple disabilities: According to Kapp (1991:447), the term multiple disability may be interpreted in more than one way. In lay terms multiple disability simply indicates the simultaneous presence of more than one handicap regardless of its nature or degree of severity. It serves as an adjective to emphasise the multiple nature of the disability. The epileptic child who is partially sighted or the child with learning disabilities who is hard of hearing is labelled multiple disabled. Another way of using the term multiple disabilities appears when it is used as a noun to indicate a certain category of disabled children namely those with severe comprehensive and manifold disabilities.

When interviewing children with multiple disabilities Aldridge and Wood (1998:207) recommends that investigating officers adapt interview procedures accordingly to the multiple faced nature of the disability.

In this section the plight of the children with disabilities who are being sexually abused was highlighted. It would seem that, although children with disabilities have more rights, not

enough is being done to enforce these rights by putting up the necessary enabling structures when these children are being sexually abused. So for many of these children the sexual abuse is an unending cycle.

The management of child sexual abuse cases will be discussed in the following section.

2.8 MULTI-DISCIPLINARY COOPERATION IN THE MANAGEMENT OF CHILD SEXUAL ABUSE CASES

The investigation of child sexual abuse cases often requires the skills of a team of professionals with skills in the medical, legal, social and psychological field. Various researchers (September, 1997; Muller, 2001; South African Human Rights Commission, 2002) have suggested that a multi-disciplinary approach – where a variety of organisations work together to investigate and prosecute child sexual abuse in addition to providing victim support – is a more effective way of managing child sexual abuse cases. Hammond and Laning (in Daly, 2004:2) view the multi-disciplinary approach as a more logical and effective method for dealing with every aspect of sex crimes as no single agency has the training, manpower, resources or legal mandate to intervene effectively in child abuse cases. Shepherd (in Wanton & Mara, 2001:131) has noted that advantage of becoming part of multidisciplinary teams for investigating officers is the support they can find support as they gather data in consultation with experienced professionals.

2.9 REFLECTION

In this chapter various aspects surrounding the nature of the sexual abuse trauma, the training of investigating officers as well as problematic aspects regarding the interviewing of sexually abused children were highlighted. The importance of a developmental approach to interviewing cannot be emphasised enough. In the next chapter I will proceed to discuss the research design and methodology of the study by focusing specifically on the methods of data production and analysis of data.

CHAPTER 3

RESEARCH DESIGN
AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapters the context of child sexual abuse, the role of the South African police, aspects of interviewing children and the sexual abuse of children with disabilities were highlighted. In this chapter I will discuss the research design and research methodology of the study.

3.2 STATEMENT OF THE PROBLEM

The research problem may be phrased as follows: Do investigating officers have adequate knowledge and skills to conduct a thorough investigative interview with victims of child sexual abuse?

3.2.1 Aims

The following aims were derived from the research problem:

* To explore the training needs of investigating officers who are required to interview sexually abused children.

* To explore the previous experiences of investigating officers in interviewing children with disabilities, the extent of their training in this field and how interviews are adapted to the needs of these children.

* To explore the differences, if any, in the training needs in interviewing children between investigating officers that work at the general police station who are being trained for the first time and investigating officers that have been trained and that are working for the specialised branch of the police services dealing with sexual offences against children.

* To explore the perceptions of social workers regarding the training of investigating officers in interviewing sexually abused children.

* To make recommendations for training based on the literature study and the research results.

3.3 RESEARCH DESIGN

According to Merriam (1998:3-6), a research design refers to the overall plan or blueprint which information (data) will be assembled, organised and integrated for a specific end product. The type of design used is informed by the worldview of the researcher, the nature of the research problem, the question(s) it raises and the product desired. I decided on a qualitative research design because I wanted to acquire in-depth knowledge and understanding of the training needs of investigating officers with regard to interviewing of young victims of sexual abuse.

According to Merriam (1998:5) qualitative research is an umbrella concept covering several forms of inquiry that help us to understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible, where the results are usually described in words, instead of numbers.

Denzin and Lincoln (2000:3) describe qualitative research as multi-dimensional in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of it or interpret phenomena in terms of the meaning people bring to them. It involves the studied use and collection of a variety of empirical materials – case study, personal experience, introspective, life history, interview, observational, historical, interact ional and visual texts – that describe routine and problematic moments and meanings in an individual's life.

The key words associated with qualitative methods include complexity, contextual, exploration and inductive logic. By using an inductive approach, the researcher can attempt to make sense of a situation without imposing pre-existing expectations on the phenomena under study. Thus the researcher begins with specific observations and allows categories of analysis to emerge from the data as the study progresses (Mertens, 1998:160).

Qualitative research was considered to be suitable for the purpose of this study because:

- It is exploratory in nature.

- It takes place in the real world where the topic being researched, exists (Merriam, 1998a:7). The first part of the study was based at the detective academy in Paarl where investigating officers receive their training in sexual offences against children. The second part of the study was based at the offices of the various social workers involved in counselling victims of child sexual abuse. Both groups were seen in an environment where they feel comfortable.

- It is inductive in nature. Abstractions, concepts, hypothesis or theories are formed rather than tested. The responses and views of participants are used to create descriptions to inform the planning of training in interviewing techniques for investigating officers.

- The researcher is the primary instrument of data collection and analysis (Merriam, 1998a:7; Mertens, 1998:175). Several methods of data collection are normally used in qualitative research. Questionnaires and interviews were used in this study.

3.4 SAMPLING

The participants were purposefully selected. Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned. In order to select the sample purposefully it should meet certain criteria, which have been previously set by the researcher. Therefore, criterion-based sampling was used (Merriam, 1998:60).

The following criteria were used to select the sample for the questionnaire:

- Investigating officers that work for the South African police service

- Investigating officers who deal as part of their work with child sexual abuse cases

- Investigating officers that had not been trained in interviewing techniques (Group 1)

- Investigating officers who had received training in interviewing children and who had experience in working with young victims of child sexual abuse (Group 2).

The following criteria were used to select the sample for the interviews:

- Social workers that work for non-governmental organisations

- Social workers that deal exclusively with child sexual abuse cases where counselling is required

- Social workers whose work includes liaison with investigating officers who deal with sexual offences against children.

3.4.1 Sampling for the questionnaire

Two groups of investigating officers were selected. One group was chosen from investigating officers that attended the training in sexual offences at the Detective Academy in Paarl. These investigating officers worked at the general police stations, where they had to deal with sexual offences without any prior training in dealing with cases of this nature. The second group of participants were chosen from investigating officers working at the

Child protection unit in Goodwood. These investigating officers had received specialised training in interviewing children and had more experience in interviewing children.

The first group consisted of two sub-groups (Investigating officers at the Academy). One sub-group was from the Western Cape and the other sub-group from the Eastern Cape. The investigating officers were representatives of different police stations in different areas of these two provinces.

The member of the sub-group from the Eastern Cape were primarily English speaking, with an average age of 34 years and an average of eleven years' experience in the police service. Four of the participants were female and twenty-six were male. The demographic details of the participants are summarised in Table 3.1

Table 3.1:   Group 1(a): Demographic details

Demographic variables		Number	Percentages
Gender	Male	26	87
	Female	4	13
Mean Age	34		
Home language	English	30	100%

The member of the sub-group from the Western Cape were predominantly Afrikaans speaking with an average age of 36 years and an average of 16 years' experience in the police service. One of the participants was female and eleven were male. The demographic details of the participants are summarised in Table 3.2.

Table 3.2:   Group 1 (b): Demographic details

Demographic variables		Number	Percentages
Gender	Male	11	91
	Female	1	9
Mean age	36		
Home Language	Afrikaans	12	100

The demographic details of all the participants (both subgroups) are summarised in Table 3.3.

Table 3.3:   Group 1: Demographic variables

Demographic variables		Number	Percentages
Gender	Male	37	88
	Female	5	12
Mean age	35		
Home language	Afrikaans	12	
	English	30	

The members of the second group of participants were chosen from investigating officers working at the Child Protection Unit at Goodwood in the Western-Cape. Investigating officers at this unit, who had received specialised training in sexual offences against children, deal exclusively with cases of this nature. Eight spoke Afrikaans and four were English speaking). Their average age was 35 years and they had an average of 19 years' experience in the police service. Five of the participants were female and seven were male.

Table 3.4:   Group 2: Demographic variables

Demographic variables		Number	Percentages
Gender	Male	7	
	Female	5	
Mean age	35		
Home language	Afrikaans	8	
	English	4	

3.4.2   Sampling for the interviews

Social workers working for various non-governmental organisations in the Western-Cape dealing specifically in child sexual abuse were selected for the interviews. Three of them were English speaking and two Afrikaans speaking, with an average age of 28 years and four years' experience in dealing with child sexual abuse cases. All five of them were women. The demographic variables for the social workers are summarised in Table 3.4

Table 3.5: Demographic variables of social workers

Demographic variables		Number	Percentages
Gender	Female	5	100%
Mean age	28		
Home language	Afrikaans	3	60%
	English	2	40%

3.5 METHODS OF DATA PRODUCTION

In this study I used a variety of methods rather than a single method for data production to increase the reliability of the data. Merriam (1998:207) describes the process of using a variety of methods to collect data as triangulation. In what follows I describe the methods by which data were produced.

3.5.1 The questionnaire

I developed the questionnaire myself that was used to produce the data necessary to make an analysis of the training needs of investigating officers whilst interviewing sexually abused victims. Prior to compiling of the questionnaire a review of suitable literature on interviewing young victims of sexual abuse and construction of questionnaires was undertaken. Nachmias and Nachmias (1996:250) have noted that the foundation of all questionnaires is the question. The research objectives derived from the literature review must be translated into questions. In constructing the questionnaire, I kept the following principles of question writing in mind as suggested by Neuman (1998:251): I tried to avoid jargon, slang and abbreviations; to ensure that questions were not ambiguous, confused or vague and to avoid double-barrelled questions; and mainly used close-ended questions. In close-ended questionnaires respondents are offered a set of answers and asked to choose the one that most closely represent their views. The only drawback is that questions of this kind (Nachmias & Nachmias, 1996:254) may introduce bias, either forcing respondents to choose from given alternatives or offering respondents alternatives that might not otherwise have come to mind.

3.5.1.1 The format of the questionnaire

The questionnaire consisted of two sections. Section A and Section B. Section A dealt with general issues in child sexual abuse and Section B dealt with children with special needs (See Annexure 1 in the addendum).

Section A was divided into four modules – Theoretical background, Pre-interview preparation, Interview techniques and the Mental health of investigating officers. The participants were asked to indicate the extent to which they agreed or disagreed that particular topics should be included in their training in interviewing children. The questions were asked in a close-ended format where respondents had to choose their responses from a Likert rating scale. A Likert scale was used because it is easier to compile than other attitude scales and because it can be used with multi-dimensional attitudes. According to Huysamen (1994:125) a Likert scale consist of a collection of statements about an attitudinal object. In respect to each statement, subjects have to indicate their degree of agreement or disagreement with its content on a five-point scale (e.g. *strongly differ*, *differ*, *undecided*,

agree, *strongly disagree*). In this questionnaire the following quantifiers were used – *strongly agree*, *agree*, *uncertain*, *disagree* and *strongly disagree*. An open space was left at the end of each module where the investigating officers could include other topics that were not indicated and make recommendations.

Section B of the questionnaire was about learners with special needs. A question was asked and respondents had to choose an answer from three, four or five different response categories. Question 4 was a funnel sequence question. According to Nachmias and Nachmias (1996:260), in a funnel sequence question each successive question is related to the previous question and has a progressively narrower scope.

Participants were requested to indicate other training needs and or make a recommendation at the end of each module

3.5.1.2   *The adaptation of the questionnaire*

The questionnaire was adapted after it was administered for the first time at the Detective Academy in Paarl (see Annexure 2 in the addendum). The rationale for that was that investigating officers working at the Child Protection Unit would be expected to have more advanced training needs. The rationale was that these investigating officers had had more experience and had received more specialised training in interviewing and would therefore be likely to need training in more specific and more intricate aspects of interviewing.

The following adaptations were made: In Section A an open-ended question about advanced training needs was asked after each module. At the end of Section A, two open-ended questions were asked about participants' choices of topics that were not included in the modules.

In Section B of the questionnaire, questions 5 and 6 were broadened by an inverted funnel sequence question. In an inverted funnel sequence question (Nachmias & Nachmias, 1996:261), narrower questions are followed by broader ones. In the questionnaire respondents were asked to indicate how often interviewing is adapted for children with disabilities and then they were asked to explain how they adapt the interviewing process for these children. Question 9 was added where participants were asked about the constraints in their work.

3.5.1.3   *Administering the questionnaire*

The research was done during the fourth term of 2002. Prior to that, various meetings took place with the superintendent responsible for the training at the Paarl Academy to discuss the questionnaire and the training manual. The Superintendent at the Goodwood Child

Protection Unit was also contacted to obtain his permission for the questionnaire to be administered to the investigating officers.

I administered the questionnaire on 7 October 2002 at the Detective Academy in Paarl. The aim and purpose of the research was discussed with the superintendent responsible for training beforehand. Before administering the questionnaire, I once again stressed confidentiality – the results were to be used for research purposes only and respondents would remain anonymous. To make sure that they understood what was required of them, I used an overhead projector to explain the layout to the investigating officers. They were also given the opportunity to ask questions. Since some of the investigating officers experienced problems with the layout of the questionnaire, I explained it again. The investigating officers took about half an hour to complete the questionnaire.

The adapted questionnaire was administered on 28 October 2002 at the Goodwood Child Protection Unit. The same procedure was followed as that with the group at the Detective Academy in Paarl.

3.5.2   Semi-structured interviews

An interview is described as a conversation with a purpose. The specific purpose is to produce information (Berg, 1995; Nachmias & Nachmias, 1996; Merriam, 1998; Denzin & Lincoln, 2000). This conversation can range from being highly structured to being unstructured.

Individual semi-structured interviews using an interview guideline were used to produce data during this study. The semi-structured interview format allows the researcher to follow-up something already asked. According to Berg (1995:38) this probing is itself a series of questions, which can take the form of asking for more detail, examples or for clarifications (Merriam, 1998:80; Berg, 1995:33-35).

I explored seven categories namely: *Theoretical background*, *Pre-interview preparation*, *Interviewing techniques*, *Follow-up*, *Collaboration between different professionals*, *Children with special needs and training*, and *Reporting and Investigation*. The questions in the schedule were derived from the literature review and the questionnaire. I made an effort to keep the interview schedule in more or less the same format as the questionnaire in order to triangulate and to verify information. The interview schedule included some of the categories of the questionnaire namely *Pre-interview preparation*, *Interviewing techniques* and *Children with special needs*. Each category was explored by means of basic questions, which the researcher would use as a guideline during the interview process. This type of format, according to Smit (1995:9-26), have the following advantages:

- It is regarded as especially suitable where the phenomenon under study is complex, process orientated, personal or controversial. The perceptions and experiences of social workers regarding the role of the South African police investigating officers as interviewers of child victims of sexual abuse were explored. Since each individual's experiences and perceptions are unique the interview was the most suitable interview method was used.

- Interviewers are often free to take cues from the respondents verbal and non-verbal responses and pursue these in addition to the formally set questions. This increases the likelihood that the richest, most detailed data on each respondent may be collected.

- The participant is perceived as an expert on the subject at hand and can steer the direction of the interview. The interviewer and the participant work together to come to the heart of the matter. The interviewer's chances of entering the psychological and the social world of the respondent are therefore increased, while the power balance between interviewer and interviewee is reduced.

- The structure provided by the basic questions identified by the interviewer ensures that all participants are asked the same questions thereby making comparisons of responses possible if needed. It also allows the interviewer to bring into focus areas that may have been avoided consciously or unconsciously by the participants.

3.5.2.1 Interview procedure

The interviews were conducted during the months of September and October 2003. I compiled a list of all the various non-governmental organisations that specialise in child sexual abuse in the Western Cape. The initial contact was made telephonically. I decided to select one social worker from each organisation for the interview. Care was also taken to ensure that different areas or regions in the Western Cape were covered. Some of these organisations declined to speak to me. The participants that did agree were very friendly and extremely helpful. The interviews were conducted in the offices of these social workers. At the start of each interview the participants were thanked for their willingness to participate in the research. I carefully explained the rationale of the study to enable all the participants to understand the purpose of the interview. They were assured that the interview could be stop at any point if they were uncomfortable or unwilling to continue with it. Participants were assured that the interviews would be treated as strictly confidential and that their identities would be protected throughout. The tape transcribed interviews were sent back to the social workers for them to verify that this was in actual fact what they had said.

3.5.3   Field notes

Field notes refer to the notes researchers often make during and after interviews. These notes may include the researcher's observations, conversations and reflections. When field notes are used in conjunction with information from interviews and documents it enable the researcher to get a deeper understanding of the research study (Merriam, 1998:96). According to Flick (in Botha, 2003:48) field notes are regarded as a classic medium of documentation in qualitative research. During my interviews with social workers, extensive field notes were made to supplement my data production.

I concentrated on certain aspects in the physical environment and atmosphere as well as on the non-verbal behaviour of the participants to enhance the quality and depth of the observations of the study.

3.6   ANALYSIS OF DATA

According to Merriam (1998:179) data analysis is the process of making sense of data and involves consolidating, reducing and interpreting what people have said and what the researcher has seen and read.

3.6.1   Analysis of the questionnaire

The questionnaire was analysed quantitatively. In order to get a more comprehensive picture of the data the five scale response categories that were described earlier in the chapter were subsumed into three. *Agree* and *strongly agree* were grouped together and *disagree* and *strongly disagree* were grouped together. The frequencies of each response on a topic in a module were counted. The percentage was calculated by dividing the frequency of response by the number of people that marked it, and then multiplying the result by 100. Missing data were handled by dividing the number of frequencies in a response category by the actual number of people that indicated a response. The data produced were presented in the form of graphs (see Annexure 1 in Addendum). The interpretation of the results of the questionnaire had a qualitative focus.

3.6.2   Analysis of the interviews

For the purpose of this study data were classified in themes (thematic analysis). According to Anderson (1994:1), thematic analysis focuses on identifiable themes and patterns of living and behaviour. The procedure for thematic analysis as suggested by Anderson is as follows:

- The first step in a thematic analysis is to collect the data. From the transcribed conversations, patterns of experiences are listed. These patterns are derived from direct quotes or paraphrasing common ideas.

- The second step is to identify all the data that relate to the already identified classified patterns. The identified patterns are then expounded upon. All of the talk that fits under the specific pattern is identified and placed with others that fall under the corresponding pattern.

- The third step is to combine and catalogue related patterns into sub-themes. Themes are identified by bringing together components or fragments of ideas or experiences, which often are meaningless when viewed alone. Themes that emerge from the informants stories are pieced together to form a comprehensive picture of their collective experience

- The fourth step is to build a valid argument for choosing the themes. This involves reading the related literature. By referring to the literature, the interviewer gains information that allows him or her to make inferences from the interview. Once the themes have been collected and the literature has been studied, the researcher is ready to formulate theme statements to develop a story line (Anderson, 1994:2).

3.7 THE RELIABILITY AND VALIDITY OF THE STUDY

According to Merriam (1998:199), reliability and validity refer to all aspects in the research process to ensure that the study is conducted in an ethical manner. In order to enhance validity and reliability in the qualitative research, the researcher is concerned with triangulation, writing extensive field notes, member checks, peer review, reasoned consensus, audit trial to let respondents speak freely without distorting what respondents say while they are interviewed (Babbie & Mouton, 2001:275).

3.7.1 Reliability

Reliability means that if different researchers replicate the investigation, they would concur that, given the data collected, the results make sense and that they are consistent and dependable. The question, then, is not whether findings will be found again but whether the results are consistent with the data collected (Merriam, 1998:206). Checking data obtained by a variety of methods was therefore one way of contributing to the consistency of the results of this study. I followed Merriam's (1998:206-207) suggested three ways of optimising consistency in the results of the data:

- My position as the researcher with regard to my assumptions and theory behind the study, the basis for selecting participants and a description of them and the social context from which data were collected.

- Triangulation or checking data obtained by a variety of methods was therefore one way of contributing to the congruency and consistency of the results of this study. In this

study questionnaires, interviews, the literature review and field notes were used to triangulate data.

- In order for an audit trial to take place, I as the researcher had to describe in detail how data were produced, how categories were derived, and how decisions were made throughout the study. Dey (1993:251) remarks: "If we cannot expect others to replicate our account, the best we can do is explain how we arrived at our results". I therefore logged and described the research procedures used clearly enough so that others could understand them, reconstruct them and subject them to scrutiny.

3.7.2 Validity

There are two types of validity that a researcher must adhere to in qualitative research namely internal and external validity.

3.7.2.1 Internal validity

Internal validity deals with how similar research findings are to reality. (Merriam, 1998:204). For the purpose of this study I made use of three strategies to ensure internal validity. The strategies are:

- Triangulation by means of multiple data sources: The concept of triangulation is based on the assumption that any bias inherent in the particular data sources, investigator or method would be neutralised when used in conjunction with other data sources, investigators and methods. In this case, I triangulated by means of multiple data sources of information: questionnaire, the recorded and transcribed interviews, literature and field notes. Checking data obtained by a variety of methods was therefore one way of contributing to the trustworthiness of the results of this study.

- Member checks of data and tentative interpretations by taking back them back to the people who produced the data and asking them if the results are plausible: I sent the participants a full transcript of the interviews to comment on. Their responses confirmed the accuracy of the work. This added to the validity of the transcriptions. In addition, I gave the data and emerging themes and categories to a friend and colleague unacquainted with the field to evaluate critically and scrutinise the data and analysis procedures (Miles & Huberman, 1994:274).

- Peer examination: Colleagues were asked to comment on the findings as they emerged.

3.7.2.2 External validity

Essentially, external validity refers to the applicability of the research to other contexts and settings (Merriam, 1998:207). In qualitative research, a single case may be selected

precisely because the researcher wishes to understand that case in depth, and not to find out what is generally true of many. Merriam (1998:210) says, the general lies in the particular; that is what we learn in a particular situation we can transfer or generalise to similar situations subsequently encountered. Full and thorough knowledge of the particular allows one to see similarities in new and foreign contexts (Merriam, 1998:211). Therefore Merriam (1998 211) suggests three ways to enhance the generalisability of the study:

- Rich, thick description: This involves providing enough description so readers will be able to determine how closely their situations match the research situation.

- Typicality: Describing how typical the individual is compared with others in the same class makes it possible for other users to make comparisons with their own situation. Therefore the characteristics of the sample of person and settings were fully described in order to permit adequate comparisons with other samples. The investigating officers were representative of the population of investigating officers in the South African Police Service. The social workers were representative of the population of the social workers that work specifically with the counselling children that have been sexually abused.

- Multi-site designs using several cases, sites, situations, especially those that maximise diversity in the phenomenon of interest: This can be achieved through purposeful or random sampling.

3.8 ETHICAL CONSIDERATIONS

The following ethical considerations suggested by Merriam (1998:212-218) were taken into account in attempting to protect the rights of respondents in this research study:

- The right to privacy of the respondents, where the researcher avoided asking unnecessary questions;

- The right to remain anonymous. The researcher identified respondents by providing pseudonyms;

- The right to confidentiality. The respondents had every right to insist that data collected from them be treated with confidentiality;

- The right to informed consent. The participants were informed what the study involved and freely agreed to participate.

3.9 REFLECTION

In this chapter I discussed the choice and use of a qualitative research design as well as the sampling method and criteria for sampling. Next I discussed the methods of data production and data analysis. I concluded the chapter by discussing the reliability and the validity as well as the ethical considerations of the study.

In Chapter Four I will focus on the presentation and the analysis of data. I will attempt to draw conclusions on the basis of the analysis and make recommendations for the training of investigating officers in interviewing children.

CHAPTER 4

IMPLEMENTATION OF THE STUDY

4.1 INTRODUCTION

In the previous chapter the research design and methodology were discussed. In this chapter I will focus on the findings that emerged from the research process. The discussion and interpretation of the findings will synthesise the different threads of information presented in the data.

4.2 IMPLEMENTATION OF THE STUDY

As was discussed in Chapter 1, the present study emanated from an agreement that was formed four years ago between the Department of Educational Psychology and the Child Protection Unit in Goodwood. Agreement was reached that students would provide a counselling service to young victims of sexual abuse. As a consequence of this agreement, the Department of Educational psychology also became involved in the training of investigating officers in interviewing children.

In Chapter 3 the two methods, questionnaires and semi-structured interviews, used to produce data were discussed. The questionnaire was administered at the Detective Academy in Paarl and at the Child protection Unit in Goodwood during October 2002. The investigating officers were extremely friendly and helpful and shared some of their experiences after the completion of the questionnaire. What emerged during these informal sessions was that some of the investigating officers had been working with children who had been sexually abused without any prior training or had worked for about six months to a year on these cases before they had received training. Investigating officers also commented that the training is primarily theoretical and they recommended that videos and real interviews with children should form part of the training.

The interviews with the social workers were conducted during September and October 2003. Various non-governmental organisations that specialise in child sexual abuse in the Western Cape were involved. My contact with the various social workers was very enriching. This first-hand experience enabled me to reach a greater understanding of my research study.

Not every social work agency that I contacted was willing to take part in the interviews. They were, however, willing to give me more information and to open their world to me. My contact with the social worker responsible for the Rapcan project at the Goodwood Sexual

Offences court gave me more insight into how the criminal justice system operates. I was allowed to sit in at an in-camera trial. During the trial I realised how vulnerable these children are and how easily an experienced attorney could cast doubt on their testimonies. I felt an even greater sympathy for the plight of the child with a disability who in most instances do not have the mental capacity, verbal abilities or sensory abilities to cope with the demands made during court cases like these.

In what follows, I will first discuss the results of interviews conducted with various social work agencies and then discuss the results of the questionnaire that was conducted with investigating officers. I conclude the chapter by comparing similar and different themes that emerged from the two data production methods.

4.3   INTERVIEWS CONDUCTED WITH VARIOUS SOCIAL WORK AGENCIES

4.3.1   Analysis of data

As discussed in Chapter 3 the data from the interviews were analysed using thematic analysis. Table 4.1 is an example of thematic analysis of a transcribed interview. This method was followed with all of the interviews conducted with the social workers.

The table below shows how themes were identified in the transcribed interviews. This method was used with all five interviews (see Annexure 4 in the addendum)

Table 4.1

The general feedback that I have is that they're not as sensitive as they could have been, given the age of the child and their vulnerability at that situation. In fact some officers have been, the one most recently, this child, this was a 14 year old child was forced at knifepoint to have oral sex with some man who was just in the neighbourhood, a young man, an acquaintance … He has obviously told the police officer no, it was consensual … I'm sure she was very traumatised and when I talk about the court case with the detective … he was a regular detective … he was at Philipi police station … he said oh, but he did not know how things will go at court because the accused said that she wanted it that they was in a relationship. It really surprised me and disturbed me that he just bought into that and did not have an open mind and was very subjective. It was almost as if he did not take the case seriously because of what the accused had said and then I said of course he will said that, they all say that. But it was quite concerning to hear that yeah that he was siding with the accused basically and haven't noticed how traumatised the child has been, but I mean he didn't even have contact with the family and that's the case where the perpetrator for four months has been in the area where he was supposed to be banned from according to his bail conditions and when I raised it with the detective he said but oh well but that's not my problem, I checked with that address in Mitchells Plain.	Lack of sensitivity

Credibility of the victim

subjective credibility of the victim

desensitised

Lack of concern for victim's safety |

4.3.2   Cataloguing of identified patterns into sub-themes

The patterns that were identified in the interviews were combined and catalogue into sub-themes. The following table is an example of how the raw data were catalogued into sub-themes.

Table 4.2

Raw data	Sub-themes
Some clients have told me that the police did accompany them to the district surgeon and that they made jokes or whatever ... *Hulle moet miskien meer sensitief teenoor die kind wees … en veral teenoor die kind wat spesiale behoeftes het ...*	**Insensitivity**
But a few of them especially the teenagers said when the officers asked questions they feel liked maybe they'd made up that story and not believed, so definitely the teenagers said that … *Ek het al slagoffers gehad wat vir my gesê het hulle voel dat die polisie hulle nie glo nie. 'n Mens kry partykeer 'n negatiewe houding as die kind by 'n smokkelhuis was en gedrink het en toe verkrag is. So dan is dit half ja, maar wat soek sy daai tyd van die nag daar?*	**Judgmental attitude**

4.3.3   Expanding of sub-themes into themes

Table 4.3 is an outline on how the different themes were identified by bringing together the related sub-themes.

Table 4.3

Sub-themes	Themes
• Lack of privacy • Repeating of statements	• **Reporting**
• Length of investigations • Competence to conduct investigations • Lack of feedback to families	• **Investigation**
• Developmental stages of children • Impact of trauma • Process of disclosure	• **Theoretical knowledge**
• Questioning Skills • Integrating theory with practice • Taking of statements	• **Practical skills**
• Insensitive attitude and lack of respect • Judgmental attitude	• **Attitudes**
• No Special adaptations • Inaccessibility of the judicial system	• **Children with disabilities**
• Working conditions • Psychological support • Multi-disciplinary co-operation	• **Support for investigating officers**

4.3.4 Main themes identified from the interviews and confirmed by the literature

The different themes that were identified from the interviews are presented in Table 4.4. A description of the theme in question is also given.

Table 4.4

Themes	Explanation
Reporting of child sexual abuse	For the purpose of this study reporting would imply the laying of a criminal complaint at a police station by the victim.
Investigation of sexual abuse	Investigation implies the investigation of a sexual abuse case by the investigating officer. The various duties of the investigating officer with regards to investigations implies the following: Accepting the criminal complaint, arresting the perpetrator, opposing bail if the perpetrator should apply for bail, investigating the criminal complaint, gathering evidence and forwarding the case to the prosecution for a decision on whether to prosecute or not.
Knowledge	In the context of this study knowledge refers to the range of information that is known about the subject of child sexual abuse and about interviewing sexually abused children.
Skills	Skills refers to the ability to do something well, usually gained through experience and training
Attitude	In the context of this study an attitude would refer to an internal affective orientation that would explain the actions of a person. This internal affective orientation could include consciously held beliefs or opinions, emotional tone or feelings, and action on these opinions and feelings.
Children with disabilities	In the context of this study a disability implies an identifiable deficiency in a child's given potential such as sensory, neural, neuromuscular, intellectual or physical deficiencies. This involves aggravating circumstances that complicate the child's ability to function as a normal human being. Such deficiencies may be permanent or temporary in nature.
Support for investigating officers	Support for investigating officers in the context of the study includes all the structures and processes that are in place in for investigating officers to conduct investigations with the necessary efficiency and accuracy. That would include human resources e.g. manpower, physical infra-structure e.g. building, transport, psychological support e.g. trauma debriefing as well as improved communication between different role-players and networking with other outside agencies

4.3.5 Discussion of themes

4.3.5.1 Reporting of child sexual abuse

Two sub-themes were identified under this theme. The **lack of privacy when reporting** a sexual offence and repeating of **statements**. Many of the social workers expressed dissatisfaction about the way children are treated when they report a case of sexual abuse at

the general police station. Victims are not taken to a **private room** to give their statement; instead they have to give their statements in the general charge office. Other police officials present in the charge office stop their work and listen in to the conversation and start interrupting with questions. In this situation, the child is likely to refrain from giving all the details. The mothers wanting to protect their children will then proceed to give the statement.

> *… the way they handle the cases at the police station is totally uncalled for, because the mothers will say that when we were laying the charge everybody was there. They don't provide us a room …, and … everybody there will stop what they're doing and listen to the story and there are those police who are there who will asked how did he do it? ... I mean those things are not right, you know.* (Respondent 5)

Due to the high turnover of investigating officers victims often have to **repeat** their **statements** to various investigating officers. In many instances this is very traumatic for children.

> *… investigating officers often change offices and then the child must repeat the statement.* (Respondent 1)

4.3.5.2   *Investigation of child sexual abuse cases*

Three sub-themes were identified under this category – **the length of investigations**, **the competence** of investigating officers to **conduct investigations** and **feedback to families**.

The length of investigations was expressed as a concern. Investigations take very long sometimes up to a year. Children are placed in a very vulnerable position when a report is made and there is sufficient evidence to prove that the child was abused sexually, but no further investigation is undertaken. The child is left in the same situation as before where the sexual abuse could be perpetuated. Sometimes it is because of trivial matters such as language that could easily have been sorted out.

> *… it is very, very lengthy … that, … the investigations take a very long time …* (Respondent 1)

The **ability** of investigating officers **to conduct proper investigations** was also questioned. Often cases are investigated over long periods of time and in the end the conclusion reached is that there is not enough evidence to proceed with the case. It would also seem, according to the social workers, that the more intricate the case is, the less likely the

possibility is that the abuse incident will be properly investigated. These cases are then shelved.

> *… they are often not very competent in the investigation. If the child cannot talk or there are other practical problems, where it is not black and white, where a lot of investigation is needed, it goes under in the pile.* (Respondent 2)

Families in general experience the **feedback** from investigating officers as very poor. They often do not know who the investigating officers are or what their contact details are. In addition, families are often very uncertain about procedures regarding what is going to happen next as well as court procedures. After a statement has been given, families frequently do not receive any news on the progress of the case. Often the investigation is at a standstill for long periods of time. In the interim, families find it very difficult to cope with this uncertainty and they usually find it very difficult to go with their daily lives. Social workers often have to contact investigating officers to enquire about the progress of the case. In many instances cases are withdrawn, or the perpetrator is even convicted, without the families being informed about it.

> *… a frequent complaint by the families is that they just don't hear anything. They don't get information so after the statement has been given there's just a vacuum or a void for months …* (Respondent 5)

4.3.5.3   Knowledge

Social workers commented that investigating officers should have some knowledge of how children develop, especially about the **different developmental stages** that children go through. They felt that the officers should know about the type of abilities one can expect from children – verbal and cognitive – to enable them to structure their questions in a way in which children will be able to comprehend.

> *the different developmental stages that children go through … What type of abilities they should expect from that child – verbally, cognitive and so on …* (Respondent 1)

Social workers also suggested that investigating officers should have some knowledge of how **trauma** affects children and how children respond to it. They should know that trauma might affect children's memories. Children may not remember important things about an

abuse incident which may result of a vague statement. Children react differently to trauma and may not seem traumatised in a way one would expect. They may appear fine because they are smiling, but this could be a defence mechanism. This may result in the perception that the child is coping with the abuse and that it was not damaging when the very opposite is true. The child might not be coping or may not have come to terms with the incident.

> *… die impak van trauma en hoe 'n mens daarmee te werk gaan …*
> (Respondent 4)

Almost all the social workers agreed that investigating officers do not spend enough time with the victims to build a relationship. They are often strapped for time due to their heavy caseload. These time constraints may have serious implications for the **process of disclosure,** which is often a time-consuming process. In most instances children do not give all the information about an abuse incident during the first session. A month later they will perhaps give some more information and possibly only later all of the information.

> *'n slagoffer sal jy weet net 'n eerste stukkie informasie gee en die KBE beampte sal daai informasie in 'n verklaring sit, maar dan twee maande of drie maande later kom 'n ander stukkie informasie uit.* (Respondent 2)

4.3.5.4   Skills

Social workers also felt that investigating officers need training in **questioning skills**. Investigating officers have a tendency to ask leading questions, which give children clues to the type of response that is expected. They also felt that the way in which investigating officers structure their sentences is still too difficult for the child to comprehend. They may perhaps use accessible vocabulary, but the structure of their sentences makes it difficult for the child to understand them.

> *Ek dink partykeer is die woorde fine. Soos, jy weet, sê nou die kind gebruik 'n woord soos "my tollie" byvoorbeeld dan sal hulle dit gebruik, maar die manier waarop hulle die vrae vra is partykeer ontoepaslik. So, hulle sal miskien die regte woorde gebruik, maar die manier waarop hulle dit vra is nogal moeilik. Hulle sal die terme en die woorde aanpas, maar die sinne is nog te ingewikkeld vir die kind.* (Respondent 2)

The way in which investigating officers **take the statement** of the child was also expressed as a concern. The way it is recorded is often different from a child's version of how the abuse

has taken place. Investigating officers change the terminology of the child and use, for instance, a word that has a different meaning from what the child wanted to express.

> ***... as jy gaan kyk na hoe 'n verklaring lyk klink dit nie soos 'n kind sê storie van hoe hulle dit vertel het nie. Die manier van hoe hulle dit neerskryf is anderste half van hoe die kind dit vertel.*** (Respondent 4)

Social workers expressed their concern about the courses that are offered at the different police academies that seem to be theoretically orientated. They were uncertain about how **theory** is **integrated with practice.** Investigating officers often attend basic as well as enrichment courses in child sexual abuse, but social workers were uncertain whether experiential learning and role-play are also included in the training. According to these social workers, the knowledge provided is not implemented in practice.

> ***… they've done this course or they've done this training but when it comes to practice or implementation they totally don't do these things …*** (Respondent 3)

4.3.5.5   *Attitudes*

Two sub-themes were identified under this theme. A **lack of respect and an in-sensitive attitude towards victims** and **judging the victim's credibility.**

Disclosure of sexual abuse is a very sensitive issue especially if the perpetrator was a close friend or trusted family member. Some children do not have the support of their family members. For example, if the perpetrator was the breadwinner, disclosure is often complicated by the fact that family members may pressurise victims to retract their statements. Social workers commented that investigating officers do not always respond with the necessary empathy, respect and sensitivity one would expect, given the enormity of the impact of child sexual abuse trauma on the child and the consequences of disclosure.

This insensitive attitude and lack of respect and empathy are manifested in the following ways. Victims are sometimes not afforded the opportunity to relate their stories in an environment that is safe and free from interruptions. Victims, especially adolescents, often do not feel at ease when talking about sexual intimacy to a stranger. Investigating officers sometimes question victims in a manner that comes across as interrogative. In some instances, investigating officers will make jokes or make comments about the sexual abuse. Appointments are sometimes not honoured. Investigating officers also seem to be reluctant

to arrest perpetrators that break their bail conditions by moving around freely in the environment where the child lives.

> ***Some clients have told me that the police did accompany them to the district surgeon and that they made jokes or whatever …*** (Respondent 1)

Investigating officers sometimes display an **attitude of** open **judgementalism** towards older victims of child sexual abuse. In their interviews with social workers adolescents have commented that investigating officers often questioned them in a way which made them feel uncomfortable or as if they had made up the story. This is often the experience of adolescents that were raped at a shebeen while under the influence of alcohol or adolescents that were raped by their boyfriends.

> ***Ek het al slagoffers gehad wat vir my gesê het hulle voel dat die polisie hulle nie glo nie. 'n Mens kry partykeer 'n negatiewe houding as die kind by 'n smokkelhuis was en gedrink het en toe verkrag is. So dan is dit half – ja, maar wat soek sy daai tyd van die nag daar?*** (Respondent 4)

4.3.5.6   Children with disabilities

Two themes were identified under this category: **the lack of provision for children with disabilities** and the **inaccessibility of the criminal justice system** for these children.

Social workers commented that they had few encounters with children with disabilities in their practices. The rationale for that being that most of these cases are not reported and, if they are reported, they are not followed up. Investigating officers do not have the knowledge or skills on how to interview these children. The point of departure being that if investigating officers are not able to work with normal children and adults that are traumatised it is highly unlikely that they will be able to interview children with disabilities. **Few adaptations** in terms of special equipment or adapting the interview procedure to the needs of these children are being made. Children with an intellectual disability or a speech disability would often be more disadvantaged because they cannot express themselves so eloquently than perhaps a child with a physically disability. So for many of these children the cycle of sexual abuse is unending.

> ***I don't think they've got the special tools for those kids, and those kid's that are not talking, who got a problem physically or mentally they just suffer.*** (Respondent 5)

The children do not have **access to the judicial system** as investigating officers sometimes used their own discretion as to whether a case would stand up in court and discourage victims if there is not enough evidence to prove that a crime has been committed.

> *… the police are quick to put off someone if they think ag, its not going to stand up in court, or there will not be enough evidence. I imagine that a person with special needs will get that impression right from the start that it's not actually worth it, because it's not going to be considered as strong evidence or that they can be a good witness. There is a lot of emphasis on being a good witness and I mean young children and special needs children will not be able to be good witnesses.* (Respondent 1)

4.3.5.7   Support for investigating officers

Three sub-themes were identified under this theme: **Poor working conditions, psychological support** and a **lack of multi-disciplinary co-operation**.

Most of the social workers commented that investigating officers **work** under very stressful conditions. They have to handle a high caseload due to the shortage of manpower which may explain why investigations take longer to complete.

> *… the police, you know, they are all over the show. They've got less staff because they have to rush somewhere.* (Respondent 3)

They also have to take responsibility for everything that goes wrong in the system. They are exposed to high levels of trauma and have to deal with sensitive issues that they were not adequately trained for. As a result, they are often burnt out or vicariously traumatised. Most of them do not realised how "burnt out" or vicariously traumatised they are as there is a perception among police personnel that they need to project a strong image. This in turn makes it difficult for them to access **psychological support**.

> *Police officers need more support … they cannot be expected to work well if they are totally burned out or overworked, desensitised or vicariously traumatised. Their own support is important.* (Respondent 1)

Social workers agreed that there is not enough **co-operation between** the **different professionals** that work on a case. There is also a need to understand the different roles of the parties concerned. Regular case conferences where everybody involved in the case as well as the family is present would be beneficial for everybody. Social workers felt this would

help to clear up a lot of uncertainties with regards to role boundaries, progress on the investigation as well as empowering families not to feel left out in the process. They also commented that cases could be approached more holistically by involving more professionals – psychologists, therapists, forensic social worker, sign-language interpreters etc. – to assist the child in the investigation and during the trial. This would help to reduce the trauma for the child as the criminal justice system is often a very unfamiliar place for the child. A more holistic approach could also lead to quicker and more convictions.

> *I think there is a need for us to understand our roles better. The prosecutor, the counsellor and the detective, there is not enough communication.* (Respondent 4)

4.3.6   Linking of themes with literature

For many sexually abused victims disclosure often brings the abuse to an end, but it puts them on another journey – the journey through the criminal justice system. Monahon (1993:16) has noted that for many children and their families the journey through the criminal justice system can often be a frightening experience as they are often re-traumatised by this experience.

In this section the various themes and sub-themes that were identified and how they relate to the literature are going to be discussed.

4.3.6.1   Reporting of child sexual abuse

Two sub-themes were identified under this theme – **the lack of privacy** and the **repeating of statements** to various investigating officers.

Sexual abuse is usually a very secretive affair between the perpetrator and the victim where the victim is often pressurised to keep the matter a secret. Disclosure is often very traumatic for the victim especially if the perpetrator is known to the victim. When victims report the abuse at the police station their dignity and privacy are often not protected as many are not afforded the opportunity to relate their stories in a private room, which the literature advocates. Various researchers (Mistry 1997; Rasool 2002) have noted that in the case of victims of rape the police do not use a private room in which statements can be made with some confidentiality and even go to the extent of reading aloud statements made by victims. This is in contravention with the National Instruction: Sexual Offences Guidelines (1998:2) that stipulate that the dignity and privacy of the victim must be protected.

For various reasons some children have the unfortunate experience of having to retell their stories to various other investigating officers. In a study that was done by Rasool (2002:118),

rape survivors reported that they had to repeat their statements to a number of officers before a statement was taken. The literature provides evidence that victims are often re-traumatised by having to retell their stories. Henry (1997:505) has commented that most children feel responsible for their own abuse. By demanding that they continually repeat their abuse stories children remain connected with painful memories and this may reinforce the internalisation of guilt and shame experienced in sexual abuse.

The repeating of statements and a lack of privacy may act as a deterrent preventing other victims from reporting a sexual offence.

4.3.6.2   Investigation of child sexual abuse

Three sub-themes emerged under this theme – **the length of investigations**, the **competency to conduct investigations** and the **lack of feedback** about the investigations to victims and their families

After an abuse incident has been reported victims and their respective families often have to go on with their lives while they are uncertain about what the outcome of the investigation will be. Some investigations can stretch over a long period of time – in some instances up to four years. This lack of uncertainty can result in additional anguish for both parents and children. Many parents find the lack of control and helplessness difficult to tolerate (Monahom, 1993:18). Lengthy investigations also affect the psychological healing of the victims because it often interferes with their internal timeline of recovery from the trauma. Monahon (1993:17) has suggested that for children to heal psychologically they need to distance themselves from the trauma. Lengthy investigations may also interfere with the natural healing process by continually re-evoking the memories and feelings of the trauma. The implication of this is that the victims will take longer to heal psychologically.

Sometimes lengthy investigations are the consequence of poor investigation procedures. The way in which investigations of alleged cases of sexual abuse is conducted is very important as it often determines whether a prosecution will ensue and if it does, the standard of evidence presented in court (South African Human Rights Commission 2002:23). The inability of investigating officers to conduct investigations with the necessary diligence and skill is evident in the literature as many role-payers have expressed their concern about the ability of the police to conduct a proper investigation. This was attributed to a lack of specialised training in interviewing children and a lack of resources (Muller, 2001:27).

The **lack of feedback to families** was also confirmed by the literature (Muller 2001; Human rights commission). Sexually abused children and their families often do not receive feedback from investigating officers after lodging a case. Figley (1989:5) has noted the trauma experienced by one family member may be experienced by the entire family system.

Thus, when a child has been sexually the whole family system is affected. Monahom (1993:18) has noted that the involvement with the criminal justice system can be a mystifying and troubling experience for both child victims and their family members. The criminal justice system offers no guarantees of protection for children or just outcomes. This lack of uncertainty can result in additional aguish both for parents and children. Parents often feel marginalised and disempowered as they do not have control over the investigation process (South African Human Rights Commission, 2002:63). Children and their families are then by implication re-traumatised through their involvement in the criminal justice system.

4.3.6.3   *Attitudes*

Sexual abuse often occurs in private and has far reaching implications for the child. Children often experience helplessness, confusion, anger and guilt as a result of the experience. The manner in which investigating officers respond to a child's disclosure is of utmost importance as it may affect the subsequent in investigation as well as the child's healing process (S A Human Rights Commission, 2002:17). Social workers commented that investigating officers do not always respond appropriately to the physical, emotional and psychological state of the child when the disclosure is made. This was confirmed by the literature as many researchers expressed their concern about the way victims of sexual abuse are treated by the South African police especially at the general charge office (Mistry, 1997; Muller, 2001). According to the National Police Instruction (1988:2) investigating officers should respond to reports of sexual abuse with the necessary respect, sensitivity and empathy.

Adolescents are often stigmatised when they report an abuse incident by a boyfriend or when they were raped at a shebeen. This was confirmed by the South African Human Rights Commission (2002:63) who noted that when an adolescent report a case of abuse by a boyfriend the case is disregarded, or where a relationship exists between the victim and the perpetrator the case is not investigated properly. By acting in such a manner children re-experience stigmatisation. Children often receive negative messages as a result of the abuse. Much of the stigmatisation comes from the messages victims hear or the moral judgements they infer from others around them once the abuse incident has been discovered. Finkelhor (in Wyat & Powel, 1988:70) has noted it is hard for sexually abused victims to escape the dynamics of stigmatisation because so many negative perceptions exist concerning molested children.

4.3.6.4   *Knowledge*

Investigating officers often do not have sufficient knowledge of human development and in particular child development, the impact of child sexual abuse, as well as the child sexual

abuse disclosure process. This may explain why they are often not able to communicate with children.

Knowledge of the developmental stages is important because it impacts on children's understanding and reaction to sexual abuse: children vary in cognitive abilities, language, and memory. Children do not understand a word, question or an experience in the same way and investigating officers should mould the interview environment, activities and questioning accordingly (Gullo, 1994; Morgan, 1995; 25).

Various researchers (Finkelhor, 1987; Hartman, 1995; Webster, 2001; Crosson-Tower, 2002) have commented on the impact of the sexual abuse trauma on the child. Children are affected in different ways and do not respond in the same way. The developmental stage of the child also affects the child's perception of the trauma. Investigating officers need to be aware of these factors when interviewing the child.

Because of a lack of time and manpower, it is understandingly difficult for investigation officers to build relationships with children. Statements are often taken in the first session, even though the child may not yet be ready to make a full disclosure. The literature has indicated that disclosure of a sexual offence is a slow and painful process and that full a disclosure is seldom made when a child makes the first report. A possible consequence is that the child's testimony in court may differ from the content of the original statement if the child was not ready to make a full disclosure when a statement was taken. The implication of this may be that the child's credibility can be attacked by the defence attorney (Muller, 2001:26).
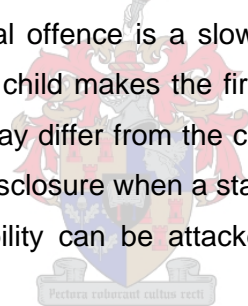
4.3.6.5   *Skills*

Three sub-themes were identified under this theme – **questioning skills**, **taking of statements** and the **integration of theory with practice**.

Investigating officers need more training in the way they formulate and structure their questions. Various researchers (Lamb, Sternberg & Esplin, 2000; Aldridge & Wood, 1998) have expressed their concern over the use of leading questions in interviewing as well as the way investigating officers structure their questions. Open-ended questions usually generate more information than leading questions. Muller (2001:27) has also expressed her concern over the use of vague and ambiguous questions since these may result in vague and ambiguous statements that are often used to attack the child's credibility later at the trial. The way in which investigating officers thus structure their questions, as well as the timing of open-ended and leading questions, is very important in order to ensure that all the information of the abuse incident is generated. This is a means of ensuring that the child's

testimony is complete and would stand up in court. If all the information is not obtained, the child's testimony could readily be attacked by the defence.

The way in which investigating officers take statements has in many cases been responsible for the acquittal of an alleged perpetrator. Investigators are known to paraphrase what the child says, correct terminology and omit crucial information. The child may say for instance "He put his willy in my panties" and the interviewer writes "He put his penis in my panties". In the court the child is attacked for using the word "penis" which is considered to be age-inappropriate, and the suggestion would be that the child has been coached (Muller, 2001:27).

Theoretical knowledge is often not integrated with practical skills. Training is predominantly theoretical and not integrated by means of role-plays, videotaped recordings or supervision. The concern for practical experience is reflected in the recommendation by the South African Law Commission (2001:5) that, in addition to having received training on how to how to deal with a victim of sexual offences, all inexperienced police members should received on-the-job training by being assigned to an experienced colleague for a set period of time.

4.3.6.6   *Children with disabilities*

The special needs of children with disabilities are not often accommodated in the interviewing as is evident in the literature. Kennedy and Kelly (in Aldridge & Wood, 190:1998) have noted that there is a tendency for policy makers to say, "Let us sort out the normal child first". Cooke take this further by commenting that most abused children do not get the proper justice or the therapeutic services they need so there is even less likelihood that children with disabilities will receive these services.

Accessibility of the justice system also seems to be a problem for these children. Van Niekerk (2003:1) has commented that many role players in the criminal justice system often find the prospect of working with disabled children daunting and this naturally leads to some reluctance on the part of the criminal justice system to take these cases forward. This was supported by Muller (2001:32) who has noted that the criminal judicial system does not made special provision for children with learning disabilities, hearing impairments or other disabilities who need to testify in court.

4.3.6.7   *Support for investigating officers*

Support for investigating officers was identified as a theme to enable them to do their work more effectively. Three sub-themes were identified under this theme – **working conditions of investigating officers**, **trauma debriefing** as well as **multi-disciplinary co-operation**.

Investigating officers work under very stressful conditions. They have to manage a high caseload, are poorly paid and work under difficult conditions (Mistry 1997:6).

They also have to deal with high levels of trauma in their work. The risk of their becoming vicariously traumatised is high. Vicarious traumatisation is the process in which empathic engagement with a client's trauma leads the helper to experience vicariously the inner experience of the victim (McCann & Pearlmann in Stevens, 2002:4). In a study that was done by Stevens (2002:60) to ascertain whether members of the child protection unit were experiencing vicarious trauma symptoms, the research findings confirmed that police officials are negatively affected through their interaction with sexually abused children and may be vicariously traumatised. To prevent investigating officers from developing symptoms of post-traumatic stress disorder they need to be debriefed on a regular basis as well as learn how to manage their stress levels. Debriefing would provide them with the opportunity to discuss an incident or series of incidents while focusing on their coping mechanisms (Robinson & Mitchell in Colley, 1995:6). The need for investigating officers to be debriefed on an ongoing basis was supported by the South African Law Commission (South African Law Commission, 2002:5).

There is a lack of communication between role players dealing with sexually abused children at various levels of government. Shepherd (in Wanton & Mara, 2001:131) has noted that advantage of becoming part of multidisciplinary teams for investigating officers is the support they can find support as they gather data in consultation with experienced professionals. Muller has also noted that it is necessary for role-players to acknowledge the importance of working together in a professional team and to accept the role that each played within the process. She has expressed her concern that role-players do not work always work as an inter-sectoral team since they have their own agenda which is not always in the best interest of the child (Muller, 2001:31).

In this section the data produced by the interviews were analyzed, discussed and linked with the literature. I will proceed to discuss the findings of the questionnaire.

4.4 ANALYSIS OF THE QUESTIONNAIRE

The findings of the data that were produced by the questionnaire are discussed in this section (See questionnaire in annexure). The method used to analyse the data were discussed in Chapter 3.

4.4.1(a)   Responses of group 1 (Investigating officers at detective academy)

Fig. 4.4.1(a)

(n = 42)
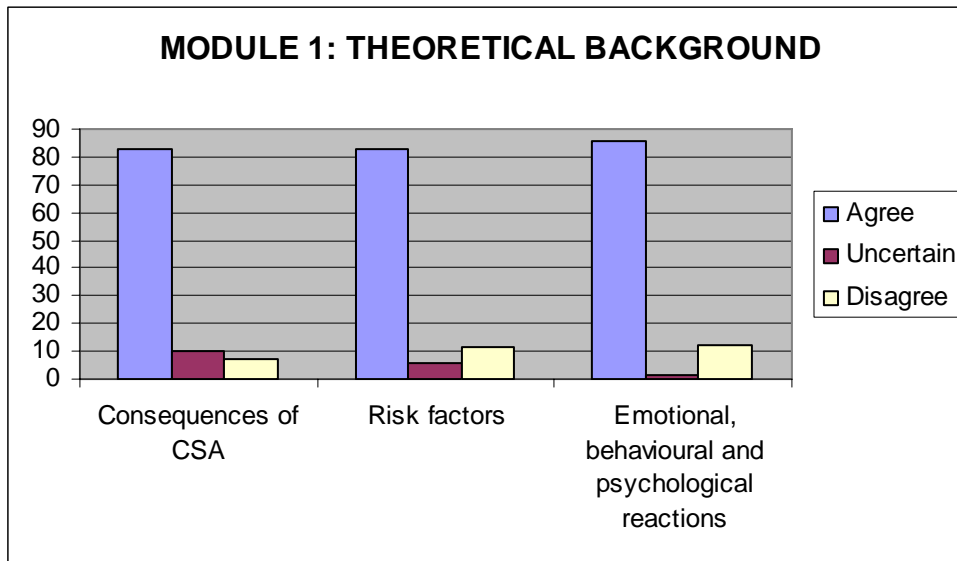
The results in Fig. 4.4.1 (a) show that 83% of the investigating officers supported the idea that the **consequences of child sexual abuse** should be included in the training; 83% agreed that **risk factors** that increase child sexual abuse are important and should be included in the training; and 85.5% agreed that the developmental stages of children should be included.

Fig. 4.4.2(a)
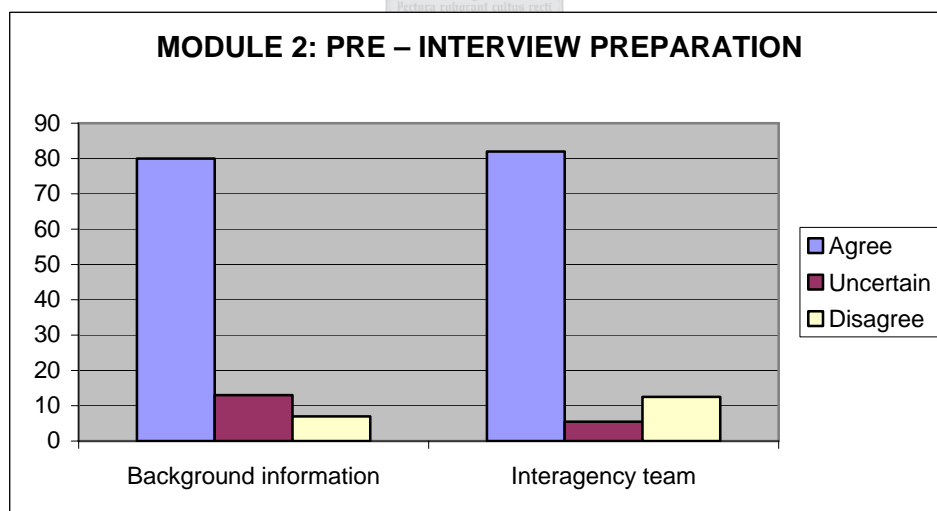
(n = 42)

In Fig. 4.4.2(a) the results show that 80% of the investigating officers agreed that the topics **how to gather background information** and **how to plan the interview** should be included in the training, and 82% of them agreed that **interagency cooperation** should be included in the training.

Fig. 4.4.3(a)

MODULE 3: THE INTERVIEW PROCESS

(n = 42)
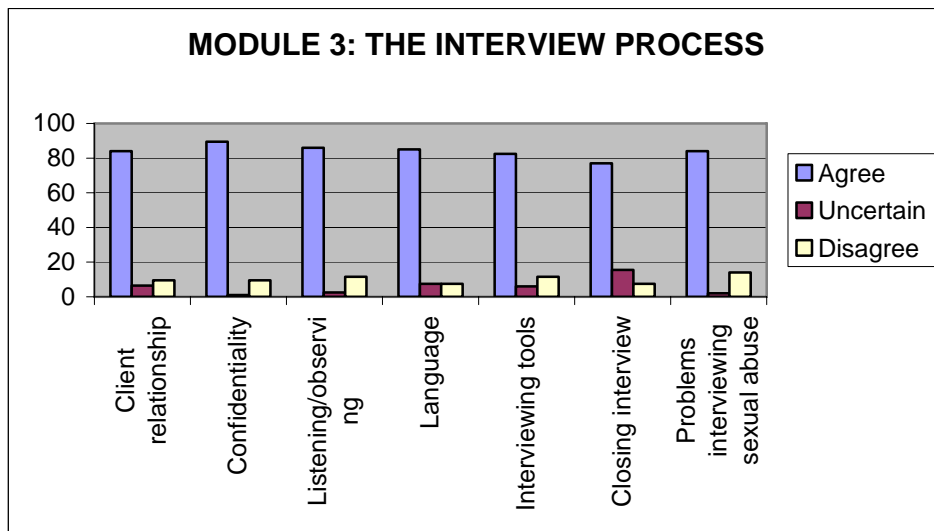
The results in Fig. 4.4.3 (a) show that there was strong agreement that **relationship building with a client** (84%) and **confidentiality** (89.5%) should be included in the training. There was also strong agreement (86%) that **listening and observing** were important topics to be part of the training, as well as **questioning skills** (88.5%) and the different aspects of **language** (85%) – vocabulary, dialect and second language. The other three areas, involving interview competencies, **interviewing tools** (82.5%), training on **how to close the interview** (77%) and **problems in interviewing children** (84%) all received strong support.

Fig. 4.4.4(a)

MODULE 4: THE MENTAL HEALTH OF INVESTIGATING OFFICERS

(n = 42)
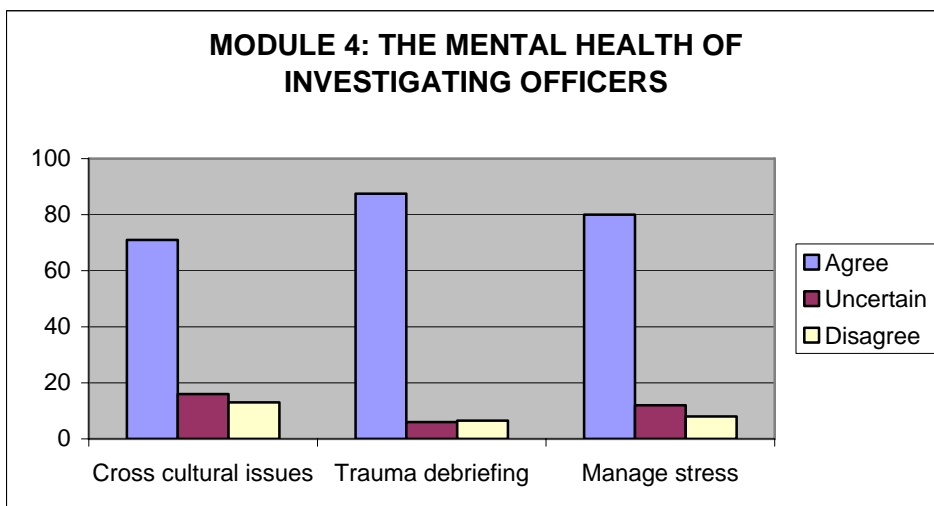
The results in Fig. 4.4.4 (a) show that a majority of the investigating officers agreed that **cross-cultural issues** (71%), **trauma debriefing** (87.5%) and **stress management** (80%) should be included in the training.

Fig. 4.4.5(a)
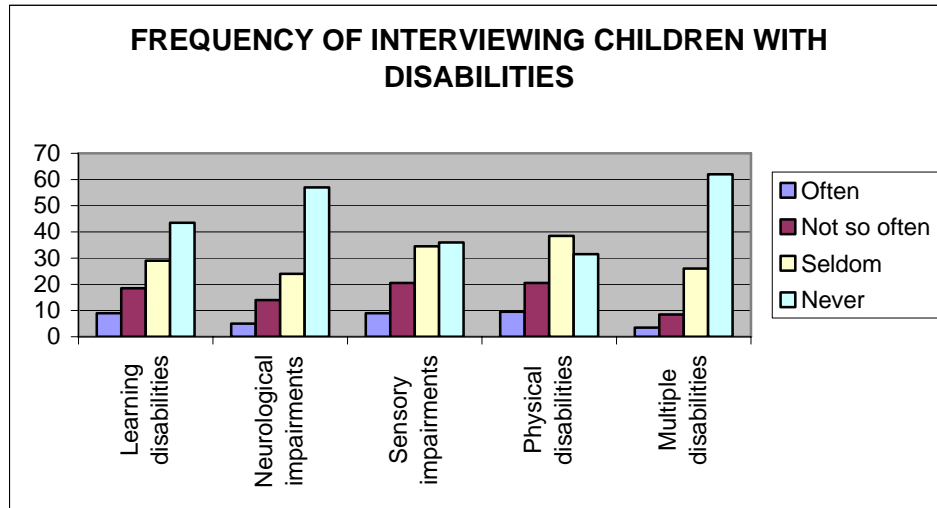
(n = 42)

In Fig. 4.4.5 (a) the results show that 43.5% of investigating officers indicated that they had never interviewed a child with a learning disability. 57% had never interviewed a child with a neurological impairment. 36% of investigating officers indicated that they had never interviewed children with sensory disabilities, while 31.5% had never interviewed a child with a physical disability and 62% of them had never interviewed a child with a multiple disability.

Fig. 4.4.6(a)

(n = 42)
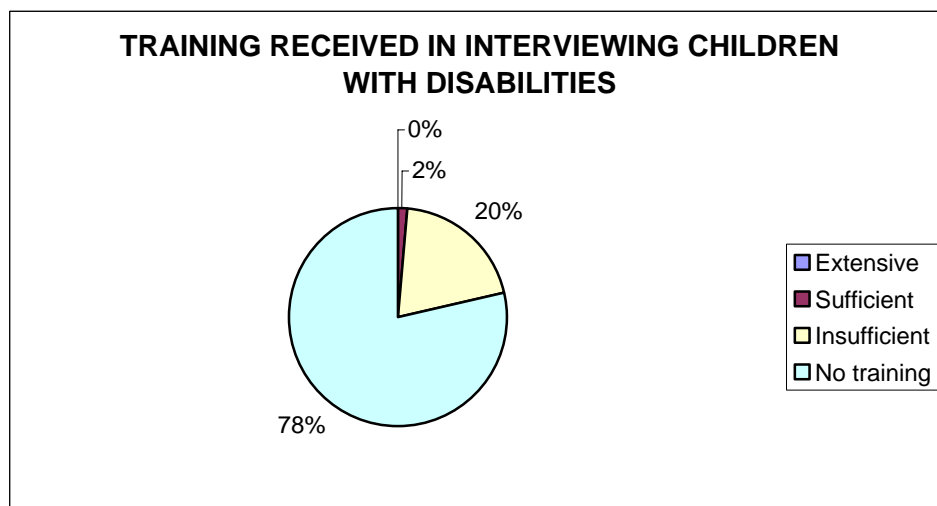
The results in Fig. 4.4.6 (a) show that 78.5% of the investigating officers indicated that they had never received training in interviewing children with disabilities.

Fig. 4.4.7(a)

COMFORTABLENESS WITH INTERVIEWING A CHILD WITH A DISABILITY

6%
16%
18%
16%
44%

- Very comfortable
- Comfortable
- Uncertain
- Uncomfortable
- Very uncomfortable
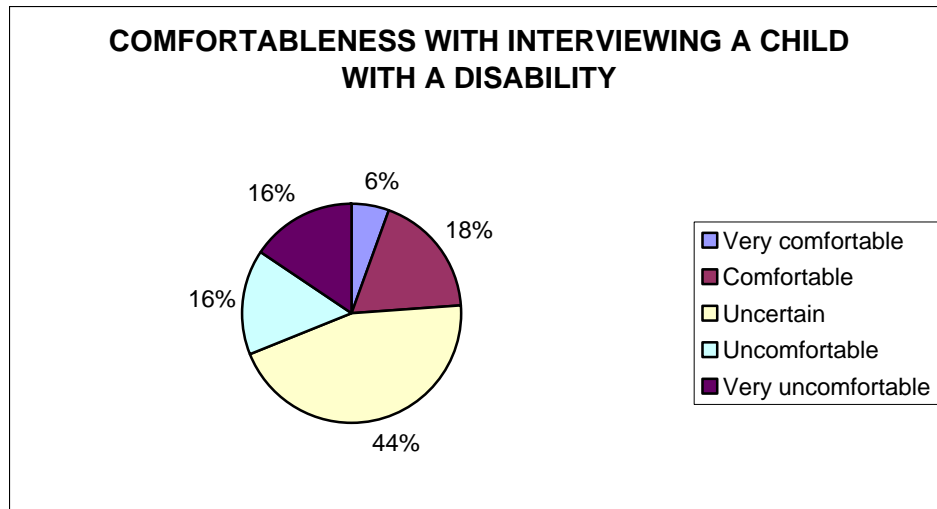
(n = 42)

In Fig. 4.4.7(a) the results show that only 24% of the investigating officers indicated that they would feel comfortable interviewing children with disabilities, 45% were uncertain whether they would feel comfortable conducting interviews with these children and 31% of them indicated that they would feel uncomfortable conducting interviews with these children.

Fig. 4.4.8(a)

REPORTING OF CASES WHERE DISABLED CHILDREN WERE ABUSED

20%
10%
70%

- Reported and followed up
- Reported but not followed up
- Unreported

(n = 42)
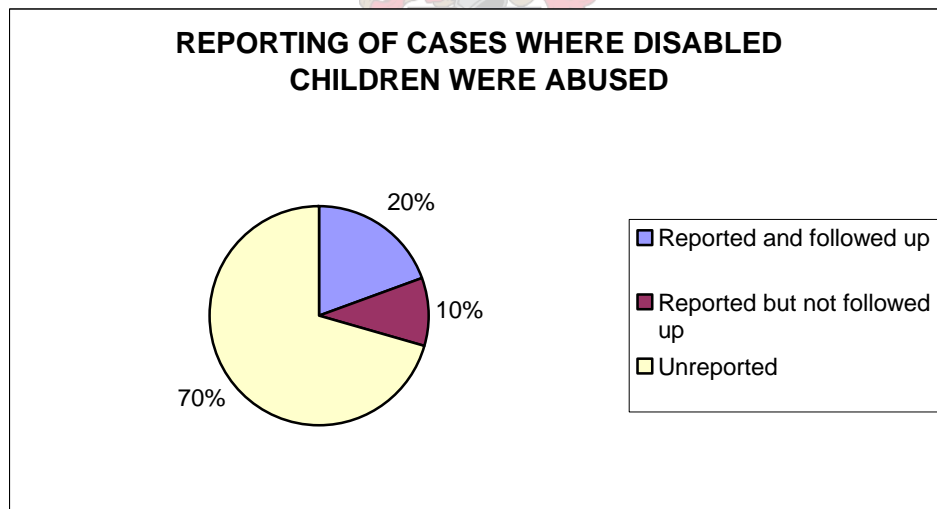
The results in Fig. 4.4.8 (a) show that in a majority of cases (70%) the instances where children with disabilities are sexually abused the case go unreported. 19.5% of these cases are reported and followed up successfully. 10% of the instances where sexual abuse of children with disabilities is reported are not followed up.

Fig. 4.4.9(a)

ADAPTING THE INTERVIEW TO THE NEEDS OF CHILDREN WITH DISABILITIES

(n = 42)
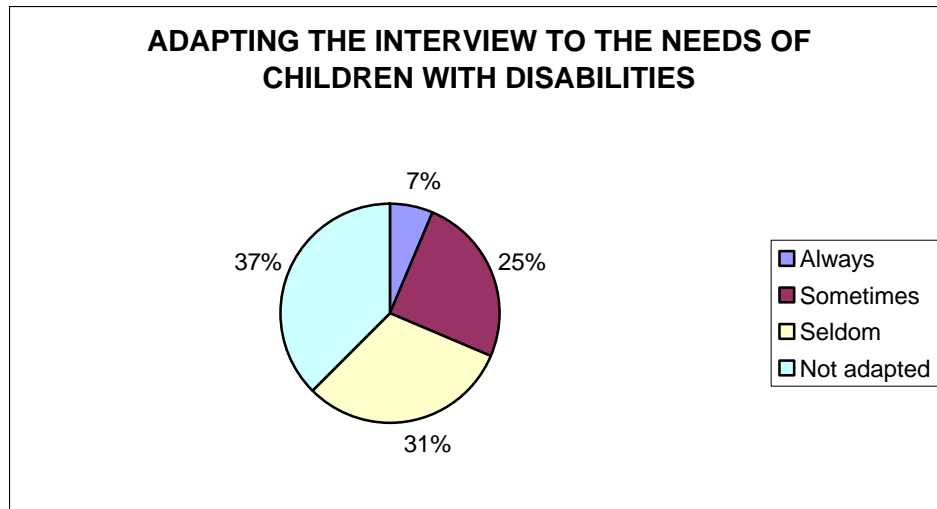
The results in Fig. 4.4.9(a) show that in 6.5% of the cases where children with disabilities are sexually abused the interviews are adapted to their needs. In 25% of the cases interviews are sometimes adapted. In 31% of cases there is a possibility of their being adapted and in 37.5% of the cases no adaptations are made.

Fig. 4.4.10(a)

INVOLVEMENT OF OTHER PROFESSIONALS (SPECIALISTS) IN INTERVIEWING
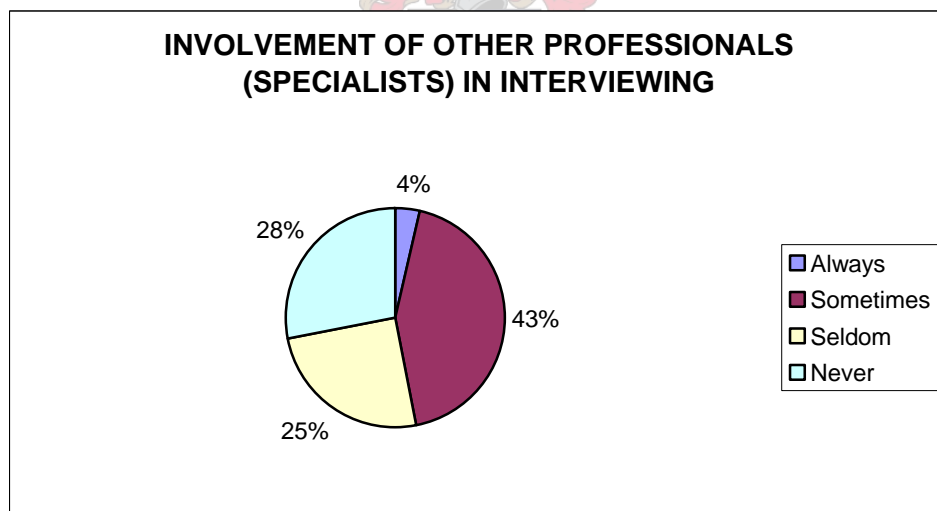
(n = 42)

In Fig. 4.4.10 (a) investigating officers indicated that in 3.5% of reported cases other professionals or organisations are involved in the interviews. In 43.5% of cases there might be some involvement. In 25% of cases there is a slight possibility that other professionals or organisations will be involved and in 28% of cases no outside professional or outside organisations are involved.

Fig. 4.4.11(a)

ADDITIONAL TRAINING IN INTERVIEWING TECHNIQUES

8% 2%

Yes
Unsure
No

90%

(n = 42)
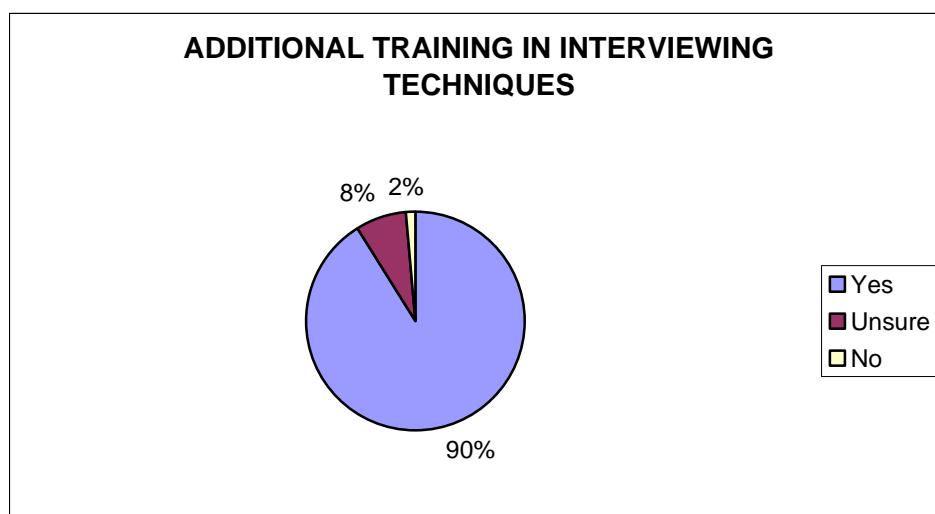
The results in Fig. 4.4.11(a) show that 91% of investigating officers indicated that they would like to receive additional training in how to interview children with disabilities. 1.5% indicated that they did not need that kind of training and 7.5% of them were unsure.

4.4.1(b)   Responses of Group 2 (Investigating officers at Child Protection Unit)

Fig. 4.4.1(b)

MODULE 1: THEORETICAL BACKGROUND

Agree
Uncertain
Disagree

Possible consequences | Risk factors | Emotional, behavioral and psychological reactions

(n = 12)
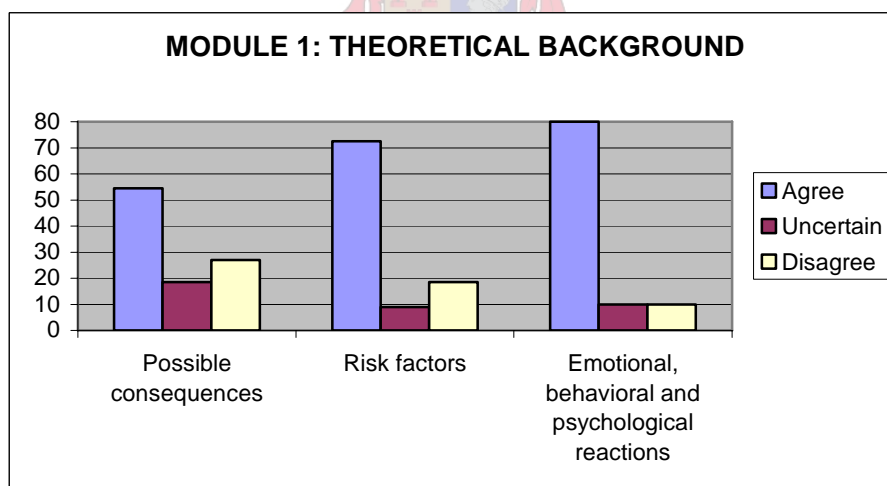
The results in Fig. 4.4.1(b) show that 54.5% of the investigating officers agreed that the **consequences of child sexual abuse** should be included in the training. 72.5% of them agreed that the **risk factors that increase child sexual abuse** are also important, while 80% agreed that the **different developmental stages of children** should be part of the training.

Fig. 4.4.2(b)

MODULE 2: PRE-INTERVIEW PREPARATION
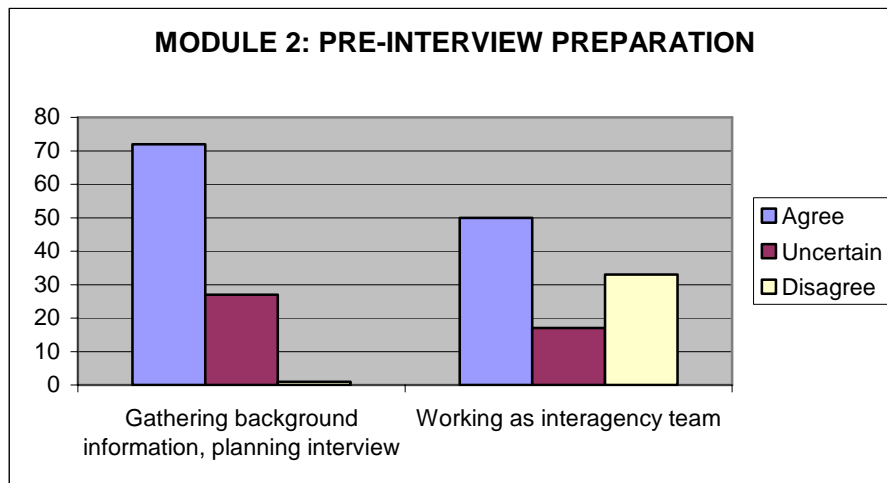
(n = 12)

In Fig. 4.4.2(b) the results show that 72% of the investigating officers agreed that the topics **how to gather background information** and **how to plan interviews** should be included in the training. 50% agreed that **interagency cooperation** should be included in the training.

Fig. 4.4.3(b)

MODULE 3: THE INTERVIEW PROCESS

(n = 12)
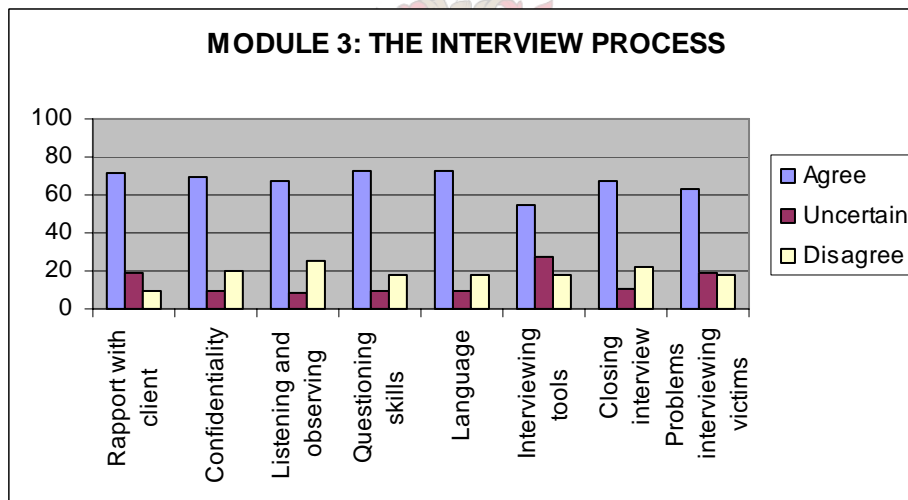
The results in Fig. 4.4.3(b) show that 72% of the investigating officers agreed that **developing rapport with clients** and **confidentiality** (70%) should be included in the training. There was also strong support **listening and observing** (67%) **questioning skills** (73%) and different **aspects of language** – vocabulary, dialect and second language (73%) should be included in the training. 55% agreed that that the use of **interviewing tools** should be included, while 67% and 63%, respectively, agreed that **how to close an interview** and **problems in interviewing** should be included in the training.

Fig. 4.4.4(b)

MODULE 4: MENTAL HEALTH OF INVESTIGATING OFFICERS
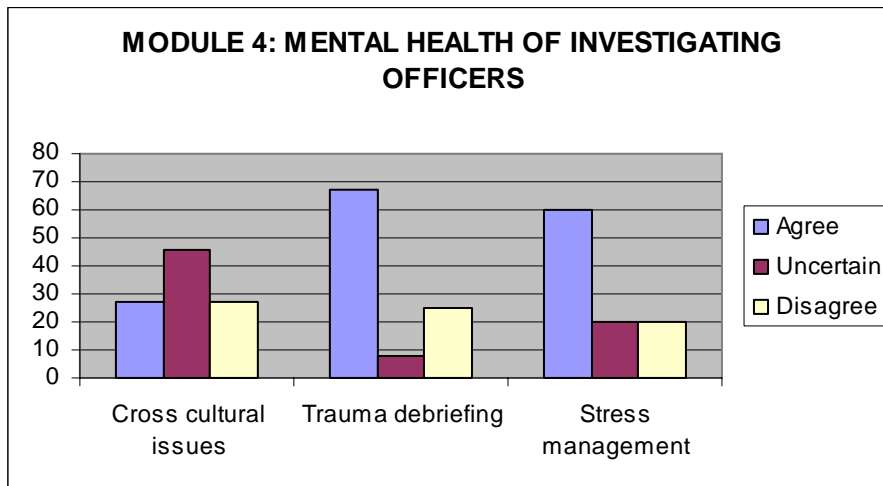
(n = 12)

In Fig. 4.4.4(b) only 27% of the investigating officers agreed that **cross-cultural issues** should be included in the training. However, 67% agreed that **trauma debriefing** should be included, and 60% that **stress management** (60%) should be included in the training.

Fig. 4.4.5(b)

FREQUENCY OF INTERVIEWING CHILDREN WITH SPECIAL NEEDS

(n = 12)
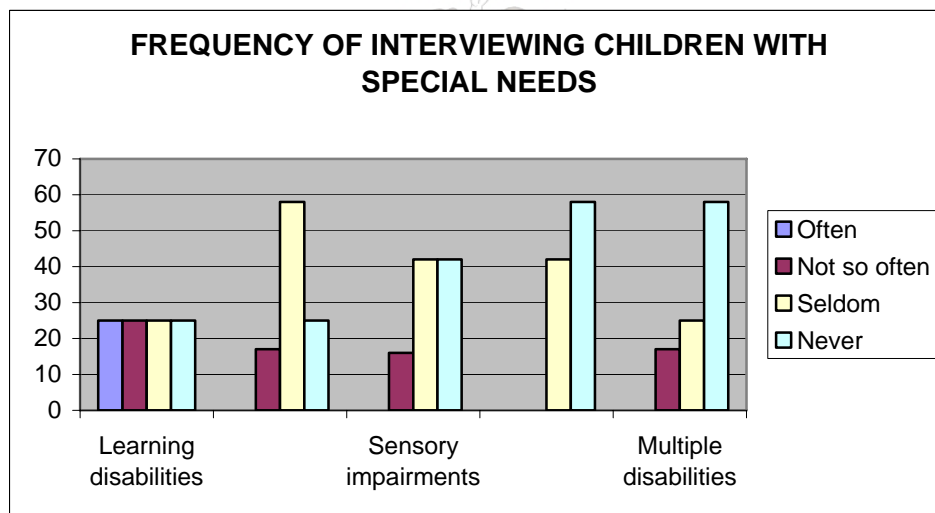
The results in Fig. 4.4.5(b) show that 25% of the investigating officers had interviewed a child with a learning disability. 25% indicated that they had interviewed a child with a neurological impairment. 42% had interviewed a child with a sensory disability. 58% had never interviewed a child with a physical disability and 58% had indicated that they had never interviewed a child with a multiple disability.

Fig. 4.4.6(b)

TRAINING IN INTERVIEWING CHILDREN WITH DISABILITIES

8%
8%
51%
33%

☐ Extensive
■ Sufficient
☐ Insufficient
☐ No training at all
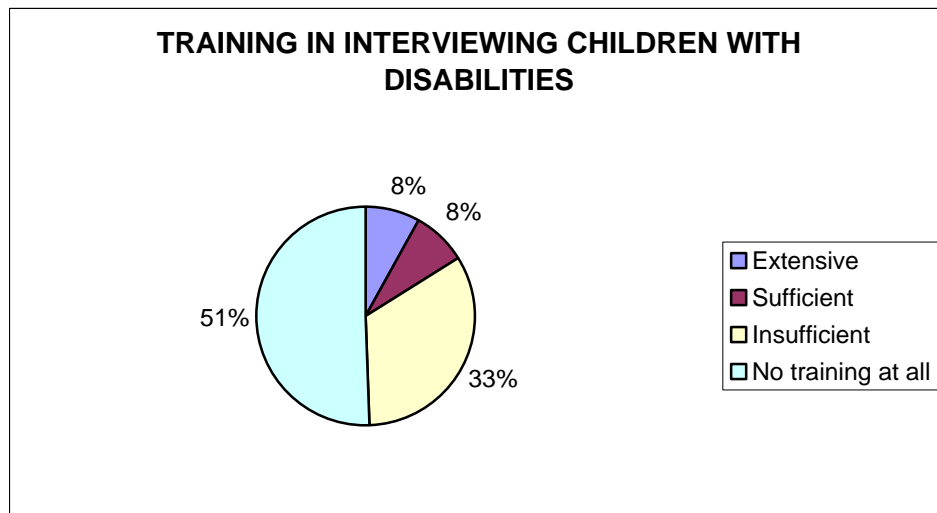
(n = 12)

In Fig. 4.4.6(b) the results show that 51% of investigating officers had never received training in interviewing children with disabilities.

Fig. 4.4.7(b)

COMFORTABLENESS WITH INTERVIEWING CHILDREN WITH DISABILITIES

8%
8%
17%
33%
34%

☐ Very comfortable
■ Comfortable
☐ Uncertain
☐ Uncomfortable
■ Very uncomfortable

(n = 12)
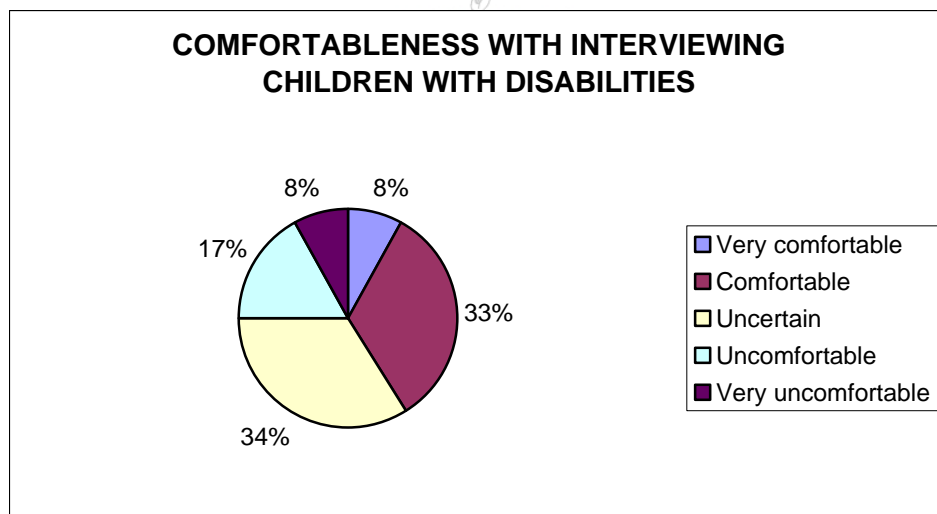
The results in Fig. 4.4.7(b) show that 41% of the investigating officers indicated that they would feel comfortable interviewing children with disabilities, 34% indicated that they were uncertain whether they would feel comfortable interviewing these children and 15% of them indicated that they would feel uncomfortable about interviewing these children.

Fig. 4.4.8(b)

**REPORTING OF CASES WHERE DISABLED
CHILDREN WERE SEXUALLY ABUSED**

45% 44% 11%

- Cases are reported and followed up
- Cases are reported but not followed up
- Cases go unreported
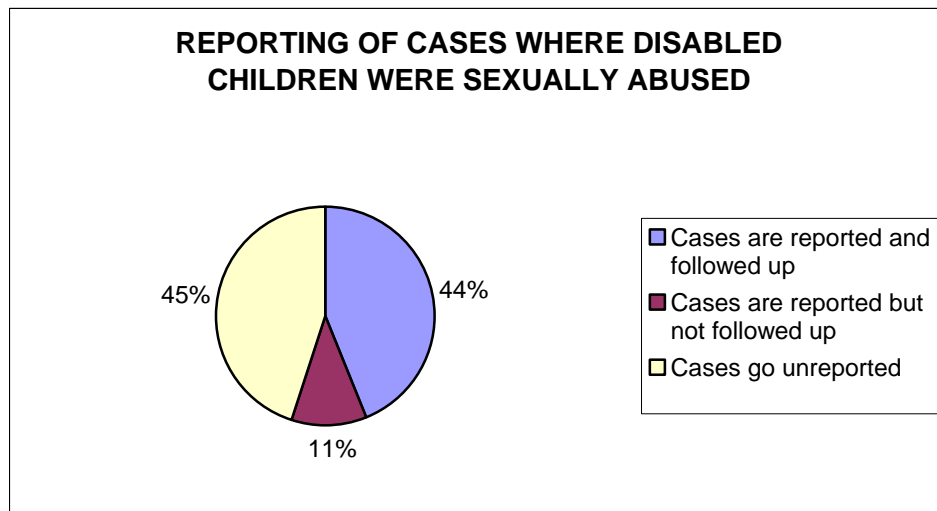
(n = 12)

In Fig. 4.4.8(b) the results show that in 45% of the instances where children with disabilities are sexually abused, the cases go unreported. 44% of these cases are reported and followed up successfully. 11% of the instances where the sexual abuse of children with disabilities is reported are not followed up.

Fig. 4.4.9(b)

**ADAPTING THE INTERVIEW TO THE NEEDS OF THE
CHILD**

0% 18% 36% 46%

- Always
- Sometimes
- Seldom
- No adaptations

(n = 12)
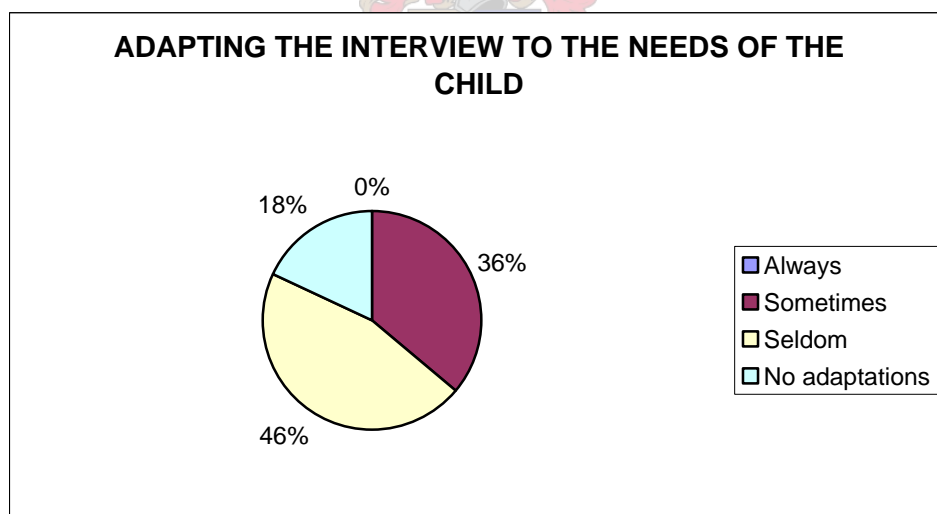
The results in Fig. 4.4.9(b) show that in 36% of the cases there is a possibility that the interview procedure would be adapted for children with disabilities. In 46% of the cases there is only a slight possibility of its being adapted and in 18% of the cases no adaptations are made to the interview procedure.

Fig. 4.4.10(b)

INVOLVEMENT OF OTHER PROFESSIONALS IN THE INTERVIEWING
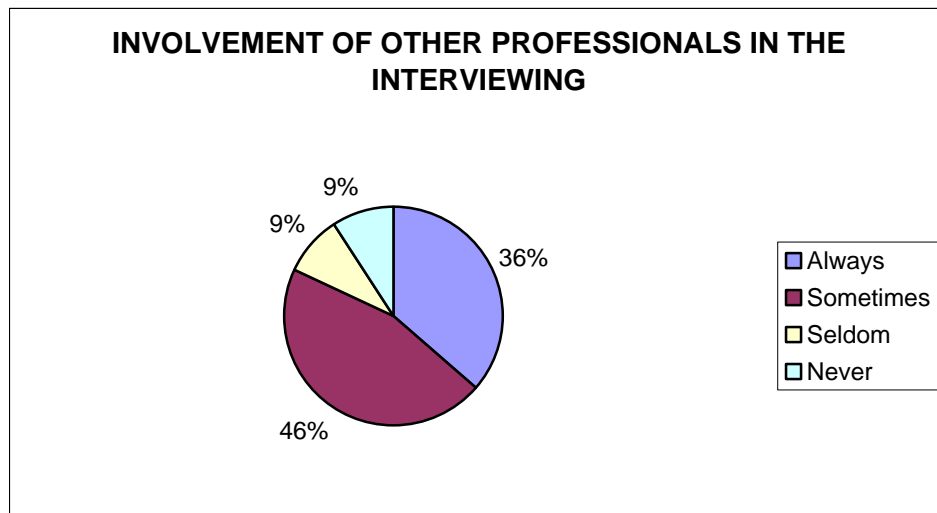
(n = 12)

In Fig. 4.4.10(b) the results show that in 36% of reported cases other professionals or organisations are involved in the interviewing. In 45% of cases there might be some involvement. In 9% of cases there is a slight possibility of other professionals or organisations being involved and in 9% of cases no outside professionals or outside organisations are involved.

Fig. 4.4.11(b)

ADDITIONAL TRAINING IN INTERVIEWING TECHNIQUES

(n = 12)
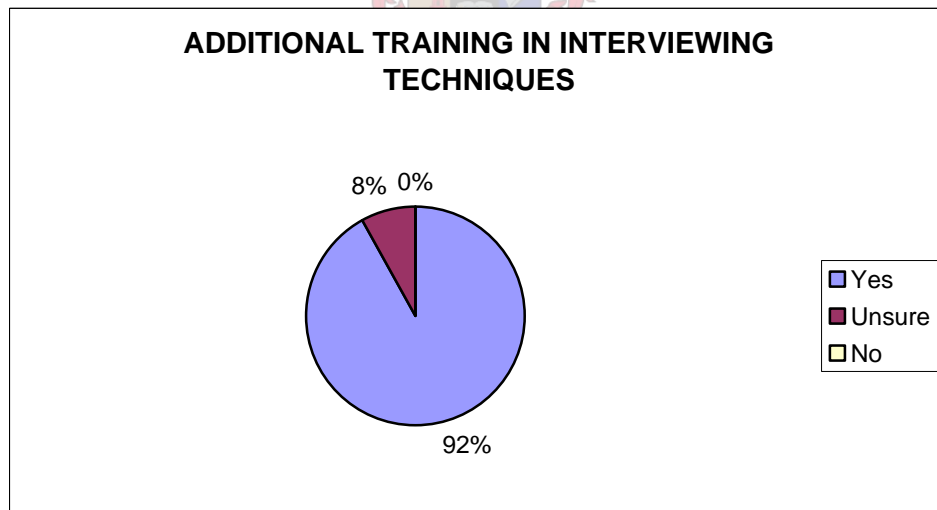
The results in Fig. 4.4.11(b) show that 92% of the investigating officers indicated that they would like to receive additional training in how to interview children with disabilities. 8% of the investigating officers are not certain if they need additional training.

4.4.2   Discussion of the findings produced by the questionnaire

The findings of the data that were produced by the questionnaire are discussed in this section. The data of the first group (Investigating officers at Detective Academy) will be discussed, and then the findings of the second group (investigating officers at CPU).

4.4.2.1(a)   Findings of Group 1:

Module A: General issues in child sexual abuse

More than three quarters (80%) of the investigating officers indicated that the topics under the module *theoretical background* are important. They felt they needed more knowledge on how children develop and what the emotional, behavioural and psychological indicators of child sexual abuse are. The different aspects that make children vulnerable to abuse as well as on the consequences of child sexual abuse are important.

Most of them (80%) agree that the topics under the module *pre-interview preparation* should form part of the training. They would like to have more knowledge on how to prepare for the interview as well as how to work in conjunction with other agencies e.g. the social and health services (inter-agency cooperation).

Investigating officers indicated positively (more than 80%) that *training in interviewing techniques* e.g. **relationship building**, **listening and observing**, **questioning skills**, **timing of questions**, as well as the factors that may inhibit disclosure, are important. Issues related to **language** (85%) e.g. vocabulary, dialect and second language are also important. Training should also include (82%) the use of the different information gathering tools e.g. anatomical correct dolls, puppets and drawings.

More than three-quarters of the investigating officers indicated that **cultural and gender issues** are relevant topics to be included in the training. More than four-fifths indicated that **trauma debriefing** (87.5%) and **stress management** (80%) should be part of the training.

Module B: Interviewing children with disabilities

Almost half (43.5%) of the investigating officers indicated that they had never interviewed a child with a learning disability. More than half of them (57%) indicated that they had never interviewed a child with a neurological impairment. More than a third (36%) of the investigating officers had never interviewed a child with sensory disabilities. A third (31.5%) of the investigating officers indicated that they had never interviewed a child with a physical disability. Almost two-thirds (62%) of them had never interviewed a child with a multiple disability. It would seem that investigating officers have had more interviews with children with physical disabilities, followed by sensory disabilities, learning disabilities and neurological disabilities and have the least experience with regard to interviewing children

with multiple disabilities. Thus also seem to indicate that investigating officers have had fewer encounters with children with more severe disabilities.

More than three-quarters of the investigating officers indicated that they did not receive training in how to interview a child with a disability and only one-fifth (24%) of them would feel comfortable interviewing these children. In almost three-quarters (70%) of the instances where children with disabilities are sexually abused, the cases go unreported. Investigating officers attributed this to a lack of knowledge about rights and reporting procedures. Cases are not being followed up due to the lack of training and experience of investigating officers in interviewing these children.

In more than a third of these cases (37.5%) no adaptations are made to the interviewing process to accommodate children. In less than a third of these cases other outside professionals and organisations are involved in the interviewing. Almost all of them (91%) never received training in interviewing children with disabilities and have indicated that they would like to receive training on how to interview these children.

4.4.2.1(b)   *Findings of Group 2 (Child Protection Unit - CPU)*

General issues in child sexual abuse

The investigating officers working at CPU (80%) indicated that they needed more knowledge on how children develop and what the emotional, behavioural and psychological indicators of child sexual abuse are. There was strong support for including *the different aspects that make children vulnerable to abuse* (72%) and *the consequences of child sexual abuse* (54%).

Almost three-quarters (72%) of investigating officers indicated that **building rapport with a client**, **confidentiality** and **language** (dialect and second language) should be included in the training. Almost two-thirds agree that **listening and observing**, **problems in interviewing** and **how to close an interview** should be included in the training. Many (55%) also felt that training should also include the use of the different information gathering tools e.g. anatomical correct dolls, puppets and drawings.

More than one quarter of the investigating officers (27%) indicated that **cultural and gender issues** are relevant issues to be included in the training. It would seem that for most of the officers it is not such an important topic. More than two-thirds (67%) indicated that **trauma debriefing** should form part of the training, while 60% felt that **stress management** should be included.

Interviewing children with disabilities

A quarter (25%) of the investigating officers indicated that they had never interviewed a child with a learning disability or a child with a neurological impairment. Almost half (42%) of the investigating officers indicated that they had never interviewed children with sensory disabilities. More than half (58%) of the investigating officers indicated that they had never interviewed a child with a physical disability or a multiple disability. It would seem that investigating officers have had more experiences of interviewing children with learning and neurological disabilities, followed by sensory disabilities. More than half of them had never interviewed children with sensory and multiple disabilities.

Half (50%) of the investigating officers indicated that they had never received training in how to interview a child with a disability. However, more than a third (41%) of them claimed they would feel comfortable about interviewing these children. In almost half of the cases (45%) of the instances where children with disabilities are sexually abused, cases are not being followed up. Cases are not being followed up due to the lack of training in interviewing these children.

In less than one fifth of these cases (18.5%) no adaptations are made to accommodate children during the interviewing process. Officers indicated that they would adapt the interview for children by involving social workers from Cape Mental health and sign language interpreters. In more than a third of these cases other outside professionals and organisations are involved in the interviewing. Almost all of them (92%) had never received training in interviewing children with disabilities and indicated that they would like to receive training on how to interview these children.

Working conditions

Investigating officers indicated (60%) that the lack of manpower and a high caseload prevent them from doing their work effectively. The implication is that they cannot do in-depth investigation into individual cases satisfactorily.

4.4.3   Comparison of responses between the two groups

4.4.3.1   Similarities between the responses of group 1 and group 2

Both groups indicated very positively that they need more knowledge on the developmental stages of children as well as the emotional, behavioural and psychological reactions to child sexual abuse. They also indicated strongly that **knowledge on how to gather background information** and **the planning of the interview** should be included. Both groups indicated positively that the topics under interviewing techniques should form part of the training. Both groups indicated a strong need for need for **stress management** and **trauma debriefing**.

Both groups have indicated strongly that that they would like to receive additional training in interviewing children with disabilities.

4.4.3.2 Differences in the responses of the two groups

It would seem that the extent of the training needs of investigating officers working at the child protection on the general issues in child sexual abuse is slightly less than those of officers that are being trained for the first time. Investigating officers have not indicated such a strong emphasis on the **consequences of child sexual abuse**, **working as an interagency team** and the **use of interviewing tools**.

Less than one third (29%) of the investigating officers (CPU) indicated that the topic **cross-cultural issues** should be included in the training which may imply positively that cross-cultural issues is not a problem.

4.4.4 Linking of the findings with the literature

General issues in child sexual abuse

Both groups of investigating officers as indicated that the topics under the module **theoretical background** are important. Both groups indicated very strongly that they need more knowledge on how children develop and what the emotional, behavioural and psychological indicators of child sexual abuse are. This was supported by the literature as various researchers have commented on the importance of investigating officers to have knowledge of the developmental stages of children. They have also indicated that pre-interview preparation are important should and form part of the training. Morgan (1995:13) has noted that in order to conduct a good interview with sexual abuse victims interviewers need to be well-prepared.

Both groups have indicated positively that **training in interviewing techniques** e.g. relationship building, listening and observing, questioning skills, as well as the factors that may inhibit disclosure are important. Warren and Woodall (1996:233) view rapport building as an important aspect of the investigative interview. According to them the aim of rapport building rapport is to create a trusting relationship wherein the child will feel relax and comfortable to express him or herself. If used correctly it could supplement the interviewer's knowledge about the child's social, emotional and cognitive development and particularly about his or her communication skills as well as their degree of understanding. This was supported by Lieb, Berliner and Toth (in Daly, 2004:2) in their recommendation that training in interviewing techniques particularly regarding questioning skills, rapport building, preparing the child for a spontaneous disclosure and the use of interviewing tools are important aspects of the investigative interview.

Both groups have indicated a need for trauma debriefing and stress management. Investigating officers can be vicariously traumatized through their engagement with traumatized children (Stevens, 2002:60) and need to be debriefed on a regular basis.

Interviewing children with disabilities

There would seem to be some similarities between the findings of this study and a study done by Aldridge and Wood (1998:192-194) on the experiences of 41 investigating officers involved in interviewing children. The findings of the study (Aldridge & Wood) were as follows:

Only half (50%) of the investigating officers had had experiences with interviewing children, while the other half (50%) had no such experiences. Most of their experiences (71%) were with children with learning disabilities, followed by children with sensory disabilities. They had least experience (15%) of children with neuro-muscular disabilities. None of the investigating officers had ever received training in interviewing children with disabilities. Although most of them responded positively that they would know how to accommodate for the needs of a child with learning, visual or hearing disabilities there were limitations on their knowledge on how to accommodate the needs of these children. Only 10% could give the correct response to the question involving how to adapt the interview for a hearing impairment; 5% of them knew how to accommodate a learning disability and only 2% could cater for a child with a visual impairment. Most of them indicated that they would like to receive training on how to interview these children.

Working conditions of investigating officers

Investigating officers employed by the South African Police Services work under very difficult conditions. Hans Selye (in Paton & Violanti, 1996:87) has noted that police work was possibly one of the most stressful occupations in the world. Police officials have to deal with the following stressors on a daily basis: administrative procedures and excessive paperwork, high case load, contact with the judicial system, salary and career status, expectations of the police organisation versus expectations from the community, shift work as well as exposure to violence and crisis situations (Beetge & Conradie in Colley, 1995:5).

4.5   SIMILARITIES OF THEMES IDENTIFIED IN INTERVIEWS AND QUESTIONNAIRES (SOCIAL WORKERS AND INVESTIGATING OFFICERS)

- Both groups of professionals are in agreement that investigating officers need more training in interviewing children.

- Both groups indicated that there is a need for stress management and debriefing.

- Both groups of professionals indicated that there is a definite need for officers to receive additional training in interviewing children with disabilities.

- Both groups commented on the high caseload that results from a lack of manpower. This impact negatively on the investigation of child sexual abuse cases. Investigations are not conducted adequately. Investigating officers become desensitised during the lengthy process.

4.6 REFLECTION

In this chapter the data that were produced by the research study was discussed. In the next chapter the recommendations for a training programme in interviewing children will be discussed. The limitations and recommendations for future research will also be discussed.
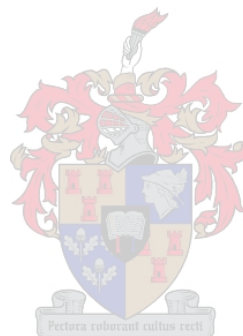
CHAPTER 5

DISCUSSION OF FINDINGS, LIMITATIONS, RECOMMENDATIONS AND REFLECTIONS

5.1 INTRODUCTION

This study was an exploration of the training needs of investigating officers in interviewing sexually abused children. Two groups of participants were involved in the study, which used two methods of data production to triangulate data and to improve the internal validity of the study. The specific aim of this study was to look at the training of investigating officers in interviewing victims of child sexual abuse and to make recommendations for future training.

In this chapter the implications of the study will be provided. Recommendations for the training of investigating officers based on these implications will be discussed. I will also explore the limitations of the study and provide recommendations for further research. The chapter begins with a brief discussion of each of the preceding chapters.

5.2 SUMMARY OF THE CHAPTERS

Chapter 1 provided a brief overview of the motivation for the study, which originated from an agreement that was formed four years ago between the Department of Educational Psychology and the Child Protection Unit in Goodwood. In terms of this agreement, students provide a counselling service to young victims of sexual abuse. As a consequence of this agreement the Department of Educational Psychology became involved in the training of investigating officers in interviewing children. In the rationale for this particular study I highlighted the complexity of sexual abuse in South Africa. From there I proceeded to discuss the research aims, the research design as well as the research procedure. I concluded the chapter by highlighting the relevant definitions applicable to the study.

Chapter 2 presents a critical review of the literature. I started by contextualising child sexual abuse within the South African context. Thereafter the definition of child sexual abuse was deconstructed. After this, the trauma of child sexual abuse was also discussed, before the in-depth exploration of the training of investigating officers within the South African context. Issues that can be problematic when interviewing children were also discussed. I concluded the chapter by looking at sexual abuse as related to children with disabilities.

In Chapter 3, the choice and use of a qualitative research design were discussed. The sampling method and criteria for sampling were discussed. From there I proceeded to

discuss the methods of data production and data analysis. I concluded the chapter by discussing aspects of reliability and validity as well as the ethical considerations of the study.

In Chapter 4, the findings of the data production with regard to the interviews and the questionnaire.

5.3   DISCUSSION OF THE RESEARCH FINDINGS

As was stated in Chapter 3 the research aims were as follows:

- To explore the training needs of investigating officers who are required to interview sexually abused children.

- To explore the previous experiences of investigating officers in interviewing children with disabilities, the extent of their training in this field and how interviews are adapted to the needs of these children.

- To explore the differences, if any, in the training needs in interviewing children between investigating officers that work at the general police station who are being trained for the first time and investigating officers that have been trained and that are working for the specialised branch of the police services dealing with sexual offences against children.

- To explore the perceptions of social workers regarding the training of investigating officers in interviewing sexually abused children.

- To make recommendations for training based on the literature study and the research results.

The findings revealed the following:

- Investigating officers have definite needs pertaining to the interviewing of children.

- Investigating officers reported that they do not interview children with disabilities often and most of them would feel uncomfortable conducting interviews with these children. Their experiences in interviewing these children were mostly with children with learning, sensory and physical disabilities and neurological disabilities. They had had fewer encounters with children with multiple disabilities. Interviewing is not always adapted to the needs of these children. In more than half of the cases where a child with a disability is sexually abused the cases are reported. The rest of these cases are not reported. Almost all of the interviewing officers had never training or received insufficient training in interviewing children with disabilities. Almost all of them indicated that they would like to receive training on how to interview these children.

- There are slight differences between the training needs of investigating officers that are being trained for the first time and those that have already been trained. Investigating officers at CPU placed less emphasis on certain topics. For instance, most of the investigating officers at CPU, who were involved in the study, indicated that **cross-cultural issues** was not a relevant topic to be included in a training program. Both groups indicated that they needed **training in interviewing children** and **additional training in interviewing children with disabilities**. Both groups indicated a strong need for **stress management** and **trauma debriefing**.

- The perceptions of social workers are that the training that investigating officers receive does not prepare them adequately to conduct interviews with sexually abused children. Victims are often retraumatised by the system: they have to repeat their statements to different investigating officers and are not offered the necessary privacy to give their statements. The investigation of a child sexual abuse case is often lengthy and drawn out, and not conducted very competently. Feedback to families is generally poor or non-existent. The attitude of investigating officers towards victims displays an image of insensitivity which is unbefitting to the child's emotional well being, given the trauma related to the actual abuse and the trauma of disclosure. Investigating officers need more knowledge and skills to conduct a proper investigative interview. The needs of children with disabilities are not accommodated by the current system.

5.4 RECOMMENDATIONS FOR A TRAINING PROGRAM

- It would seem that the time allocated for training in interviewing children insufficient. At the police academy investigating officers are trained to deal with sexual offences over a two-week period. More time should be allocated to training officers. Training should focus specifically on interviewing children.

- Practical integration of the theoretical content should form an integral part of the training. This can be achieved by the use of video-recordings, role- play and practice interviews. Daly (2004:2) has noted that the opportunity to conduct practice interviews is an essential part of any interview training for officers who are assigned to child sexual abuse investigations. The supervision of inexperienced investigating officers should form an integral part of the training process. This was supported by the South African Law Commission (2002:5) in their recommendation that all inexperienced investigating officers should be supervised by an experienced colleague for a set period of time.

- A victim's statement in the case of sexual abuse should in all instances be taken in a private room where the victim feels safe, secure and comfortable about sharing the

experience. Investigating officers should realise the importance of utilizing the trauma rooms at the different police stations.

- There should also be a focus on awareness training. Investigating officers should get the opportunity to reflect on their own perceptions and experiences of child sexual abuse and reflect on how that can affect their attitudes and behaviour towards victims of child sexual abuse. Their role in the validation of a victim's experience of sexual abuse and the fact that children should not be re-traumatised through the investigation procedure should be emphasised. All reports of sexual abuse should be treated with respect and dignity particularly children between the ages of 12 and 17 years of age.

- Theoretical content should include knowledge about child sexual abuse with a specific focus on the emotional, behavioural and psychological indicators as well as the consequences sexual abuse. Trauma memory and how it impacts on the victim, as well as the developmental stages of children, was also emphasised by social workers. The literature reviewed also confirmed this as an important aspect.

- Training in interviewing techniques should include basic counselling skills e.g. planning the interview, establishing rapport, confidentially, listening, observing and the use of interviewing tools with a specific focus on questioning skills and the process of disclosure. Both themes came up in the interviews with social workers and the literature as important. Questioning skills are important as these influence the amount and type of information generated on a sexual abuse incident.

- Training should also include aspects of interviewing children with disabilities such as how to adapt the interview to the needs of these children and which professionals to involve.

- The importance of giving feedback to families should be emphasised. This was supported by the South African Human Rights Commission (2002:70) in their recommendation that ongoing feedback should be given to sexually abused children and their families on the progress of the investigation.

- Training should also include ways on how to manage stress constructively and the importance of regular debriefing should be emphasised.

- Investigating officers should realise the importance of being part of multi-disciplinary teams. The different policies and programs aimed at sexually abuse children e.g. the multi-disciplinary protocol should be discussed during training.

5.5 GENERAL RECOMMENDATIONS FOR CRIMINAL JUSTICE SYSTEM

The following general recommendations regarding support for investigating officers will be made in the following section:

- Police personnel are exposed to trauma on a daily basis and the facilities for the debriefing of investigating officers should be made available. This was supported by the South African Law Commission (2002:5) in their recommendation that a culture enforcing the need for regular debriefing in the South African Police Service must be encouraged. Police members should have the freedom to elect whether to be debriefed by the professionals retained either in-house or externally.

- A determined effort should be made by the Government and all the other role-players to improve the working conditions of the members of the South African Police Services. More investigating officers should be employed to ensure thorough investigations and quicker case-flow management.

- A special effort should be made by the criminal justice system to ensure the judicial system is more accessible to children with disabilities. Greater use should be made of specialised personnel to explain the limitations of these children to the court (Muller, 2001:32).

- Networking between various role-players dealing with child sexual abuse should be improved. The different policies and programmes relating to sexually abuse children e.g. multi-disciplinary protocol should be adhered to.

5.6 LIMITATIONS OF THE STUDY

The following could be viewed as limitations of the study:

- Very little literature was found on the sexual abuse of children with disabilities.

- I feel in retrospect that an open-ended questionnaire with the investigating officers would have produced more data than the close-ended format.

- The questionnaire could have been followed up with interviews with some of the investigating officers.

- The research design of the study could have been described as a mixed methodology instead of a qualitative research design.

- Since a qualitative study does allow generalisations to the whole population, the results of this study cannot be generalised to the training of all investigating officers in South Africa.

5.7 RECOMMENDATIONS FOR FUTURE RESEARCH

- This study could be extended to a bigger sample to determine investigating officers training needs in interviewing children.

- Based on the findings of the study future research could aim at compiling a training manual on how to interview young victims of sexual abuse.

- A future study could also focus on interviewing children with disabilities – how to interview these children and accommodate their needs.

5.8 REFLECTION

The study was undertaken to establish the training needs of investigating officers interviewing sexually abused children. The findings reveal that the training investigating officers receive currently does not prepare them adequately as investigating officers perceive themselves as having training needs. That view is also shared by the social workers. The importance of investigating officers being adequately trained cannot be overemphasised: in most instances where there is an absence of other physical or corroboratory evidence, the interview with the child is the only evidence that a child has been sexually abused.

The opportunity to get involved in this project has contributed greatly to my growth as a human being. It was an opportunity to work in a field in which I had not previously been involved. I really enjoyed the fieldwork. It was really exciting to go to the Detective Academy and to the Child Protection Unit. Both groups of professionals were extremely helpful and I cannot thank them enough. In reflecting on my actual experiences I realise how I have grown and I hope that this study can make a difference in the lives of children … somewhere … whose innocence is lost … forever.

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ANNEXURE 1

STELLENBOSCH UNIVERSITY

Department of Educational Psychology and Specialized Education

The Department of Educational Psychology at the University of Stellenbosch would like to thank you for your cooperation in completing this questionnaire. The Masters students in Educational Psychology are currently rendering a service to young survivors of sexual abuse. Two years ago the Detective Academy in Paarl approached the university to assist them with the training of detectives in interviewing techniques. The reason for the survey is to determine which aspects of interviewing you view as important. More specifically we also wish to establish your needs and experiences when interviewing children with special needs (eg. Children with intellectual or physical disabilities). We would like to assure you that the information will be treated with confidentiality and will only be used for research purposes. Your name and personal details will be kept anonymous.

I hereby give my consent for the information contained in the questionnaire to be used anonymously for research purposes only.

Print name   …………………………….

Signature   …………………………….

Date   …………………………….

PLEASE COMPLETE THE FOLLOWING DETAILS

GENDER: ....

AGE: ....

RANK: ....

AREA/PROVINCE OF SERVICE: ....

YEARS OF SERVICE IN THE POLICE SERVICE: ....

INTERVIEWING SURVIVORS OF CHILD SEXUAL ABUSE

Indicate the extent to which you agree / disagree with the topics under the different sections by choosing one of the following responses:

1. **Strongly agree**
2. **Agree**
3. **Uncertain**
4. **Disagree**
5. **Strongly Disagree**

The following modules should be included in your training towards interviewing:

A. GENERAL ISSUES IN CHILD SEXUAL ABUSE

MODULE 1: Theoretical Background					
	1	2	3	4	5
The possible consequences of child sexual abuse					
Risk factors that increase the probability of child sexual abuse					
Children's reactions to sexual abuse (emotional, behavioral and psychological) according to the different developmental stages					
Other					

COMMENTS: ....

....

MODULE 2: Pre – interview preparation					
	1	2	3	4	5
Gathering background information					
Working as an interagency team (e.g. social, legal, police and health services)					
Other					

COMMENTS: ....

....

MODULE 3: The interview process					
	1	2	3	4	5
How to establish a relationship with the client					
Confidentiality					
Listening and observing					
Questioning skills (eg. Open and close ended questions, difficulties when asking questions					
Language (eg. Vocabulary, dialect, second language)					
Interviewing tools (eg. Dolls, puppets, drawings)					
Closing the interview					
Problems in interviewing sexual abuse survivors (eg. Fear, embarrassment, developmental level)					
Other					

COMMENTS: ....

....

MODULE 4: The Mental Health of investigating officers					
	1	2	3	4	5
Cross cultural issues (religion, race, gender)					
Trauma Debriefing					
How to manage stress					
Other					

COMMENTS: ....

....

B. CHILDREN WITH SPECIAL NEEDS

(1)   How often if ever have you interviewed children with the following special needs:

(i)   Children with learning disabilities (eg. Mentally handicapped, Downs syndrome)

....

(ii)   Children with neurological impairments (eg. Cerebral Palsy, Epilepsy)

....

(iii)   Children with sensory impairments (eg. Hearing)

....

(iv)   Children with physical disabilities

....

(v)   Children with multiple disabilities (eg. Combination of the above mentioned categories)

....
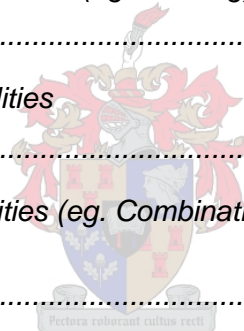
(2)   How much training have you received in interviewing children disabilities?

1.   extensive

2   sufficient

3   insufficient

4.   no training at all

(3)   How comfortable are you in interviewing these children?

1.   very comfortable

2.   comfortable

3.   uncertain

4.   uncomfortable

5.   very uncomfortable

(4)   What is your experience of cases where a child with a disability has been sexually abused

(1)   Most of these cases are reported and followed up successfully

(2)   Most of these cases are reported but not followed up

(3)   Most of the cases go unreported

If you have indicated (2) please answer the following question:

(4a) Why in most instances do you think cases are not followed up?

> *(1)   The extensive workload of investigating officers*
>
> *(2)   Lack of training in interviewing techniques*
>
> *(3)   Lack of experience in working with children with special needs*
>
> *(4)   A combination of the above*

Other ....

....

If you have indicated (3) please answer the following question:

(4b)   In your opinion why in most instances are cases not reported?.

> *(1)   Fear for rejection by caregivers (intra-familial abuse)*
>
> *(2)   Lack of knowledge*
>
> *(3)   Inability to express verbally (eg. lack of verbal skills)*
>
> *(4)   Fear, shame and embarrassment*

Other ....

(5)   Is the interviewing process adapted to the needs of children with special needs (eg. interpreters, special video equipment, structural changes to the buildings like off ramps etc.)?.

> *(1)   always*
>
> *(2)   sometimes*
>
> *(3)   seldom*
>
> *(4)   no adaptations at all*
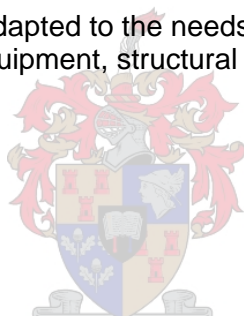
(6)   Do you involve other outside professionals or organizations to assist you in the interview (eg. speech therapists, sign language interpreters)?.

> *(1)   always*
>
> *(2)   sometimes*
>
> *(3)   seldom*
>
> *(4)   never*

(7)   Would you like to receive additional training in interviewing children with special needs?.

> *(1)   yes*
>
> *(2)   unsure*
>
> *(3)   no*

Are there any other needs that you may have to further improve your interviewing skills?.

....

....

....

ANNEXURE 2

UNIVERSITY OF STELLENBOSCH

Department of Educational Psychology and Specialized Education

The Department of Educational Psychology at the University of Stellenbosch would like to thank you for your cooperation in completing this questionnaire. The Masters students in Educational Psychology are currently rendering a service to young survivors of sexual abuse. Two years ago the Detective Academy in Paarl approached the university to assist them with the training of detectives in interviewing techniques. The reason for the survey is to determine which aspects of interviewing you view as important. More specifically we also wish to establish your needs and experiences when interviewing children with special needs (eg. Children with intellectual or physical disabilities). We would like to assure you that the information will be treated with confidentiality and will only be used for research purposes. Your name and personal details will be kept anonymous.

I hereby give my consent for the information contained in the questionnaire to be used anonymously for research purposes only.

Print name   ………………………………..

Signature   ………………………………..

Date   ………………………………....

PLEASE COMPLETE THE FOLLOWING DETAILS

GENDER: ....

AGE: ....

RANK: ....

AREA/PROVINCE OF SERVICE: ....

YEARS OF SERVICE IN THE POLICE SERVICE: ....

INTERVIEWING TECHNIQUES: CHILD SEXUAL ABUSE

Indicate the extent to which you agree / disagree with the topics under the different sections by choosing one of the following responses:
1. **Strongly agree**
2. **Agree**
3. **Uncertain**
4. **Disagree**
5. **Strongly Disagree**

The following modules should be included in your training towards interviewing young victims of sexual abuse:

A. GENERAL ISSUES IN CHILD SEXUAL ABUSE

MODULE 1: Theoretical Background					
	1	2	3	4	5
The possible consequences of child sexual abuse					
Risk factors that increase the probability of child sexual abuse					
Children's reactions to sexual abuse (emotional, behavioral and psychological) according to the different developmental stages					
Other					

COMMENTS: ....
....

Which of the topics mentioned above should rather be included in an advanced training program and or what are your **advanced training needs for the module theoretical background?**

....

....

MODULE 2: Pre – interview preparation					
	1	2	3	4	5
Gathering background information, Planning of interview					
Working as an interagency team (e.g. social, legal, police and health services)					
Other					

COMMENTS: ....
....

Which of the topics mentioned above should rather be included in an advanced training program and or what are your **advanced training needs for the module pre-interview preparation?**

....

....

MODULE 3: The interview process					
	1	2	3	4	5
How to establish a relationship with the client					
Confidentiality					
Listening and observing					
Questioning skills (eg. Open and close ended questions, difficulties when asking questions					
Language (e.g. Vocabulary, dialect, second language)					
Interviewing tools (eg. Dolls, puppets, drawings)					
Closing the interview					
Problems in interviewing sexual abuse survivors (eg. Fear, embarrassment, developmental level)					
Other					

COMMENTS: ....

....

Which of the topics mentioned above should rather be included in an advanced training program and or what are your advanced training needs for the module the interview process?

....

....

MODULE 4: The Mental Health of investigating officers					
	1	2	3	4	5
Cross cultural issues (religion, race, gender)					
Trauma Debriefing					
How to manage stress					
Other					

COMMENTS: ....

....

Which of the topics mentioned above should rather be included in an advanced training program and or what are your advanced training needs for the module the mental health of investigating officers?

....

....

What other modules that was not mentioned here would you like to see included in a

(1) Basic training course in interviewing?

....

....

(2) An advanced training course in interviewing?.

....

....

B. CHILDREN WITH SPECIAL NEEDS

Please answer the following questions by encircling the correct number.

(1) **How often if ever have you interviewed children with the following special needs:**

(a) **Children with learning disabilities (eg. Mentally handicapped, Downs syndrome)**

   i.   often
   ii.   not so often
   iii.   seldom
   iv.   never

(b) **Children with neurological impairments (eg. Cerebral Palsy, Epilepsy)**

   i.   often
   ii.   not so often
   iii.   seldom
   iv.   never

(c) **Children with sensory impairments (eg. Hearing, Sight)**

   i.   Often
   ii.   Not so often
   iii.   Seldom
   iv.   never

(d) **Children with physical disabilities (paralysed)**

   i.   Often
   ii.   Not so often
   iii.   Seldom
   iv.   never

(e) Children with multiple disabilities (eg. Combination of the above mentioned   categories)

   i.   Often
   ii.   Not so often
   iii.   Seldom
   iv.   never

(2)   How much training have you received in interviewing children with disabilities?.

   i.   extensive
   ii.   sufficient
   iii.   insufficient
   iv.   no training at all

(3)　How comfortable are you in interviewing these children?.

  i.　very comfortable

  ii.　comfortable

 iii.　uncertain

 iv.　uncomfortable

  v.　very uncomfortable

(4)　What is your experience of cases where a child with a disability has been sexually abused

  i.　Most of these cases are reported and followed up successfully

  ii.　Most of these cases are reported but not followed up

 iii.　Most of the cases go unreported

If you have indicated (ii) please answer the following question:

(4a)　Why in most instances do you think cases are not followed up?.

  i.　The extensive workload of investigating officers

  ii.　Lack of training in interviewing techniques

 iii.　Lack of experience in working with children with special needs

 iv.　A combination of the above

  Other

....

....

If you have indicated (iii) please answer the following question:

(4b)　In your opinion why in most instances are cases not reported?.

  i.　Fear for rejection by caregivers (intra-familial abuse)

  ii.　Lack of knowledge (rights, legal procedures)

 iii.　Inability to express verbally (eg. lack of verbal skills)

 iv.　Do not he / she has been abused (lack of sexuality education)

  v.　A combination of the above

Other ....

....

(5)　Is the interviewing process adapted to the needs of children with special needs (eg. interpreters, special sound and video equipment, structural changes to the buildings like off ramps etc.)?.

  i.　always

  ii.　sometimes

 iii.　seldom

 iv.　no adaptations at all

(5a)　if you have chosen (i) or (ii) can you please answer the following question:

How do you adapt the interview process for children with special needs?

....

....

....

(6)   Do you involve other outside professionals or organizations to assist you in the interview (specialists on communication barriers)?.

  i.   always

  ii.   sometimes

  iii.   seldom

  iv.   never

(6a)   if you have chosen (i) or (ii) can you please answer the following question:

Who are these professionals or organizations that you involve in your interviewing?

....

....

(7)   Would you like to receive additional training in interviewing children with special needs?.

  i.   yes

  ii.   unsure

  iii.   no

(8)   Are there any other needs that you may have to further improve your interviewing skills?.

....

....

(9)   What are the current constraints in your work that might perhaps keep you from doing your work more effectively – intervention in child sexual abuse?

....

....

....

ANNEXURE 3

INTERVIEWS CONDUCTED WITH SOCIAL WORK AGENCIES REGARDING THE ROLE OF THE SOUTH-AFRICAN POLICE DETECTIVES AS INTERVIEWERS OF CHILD VICTIMS OF SEXUAL ABUSE

INTERVIEW SCHEDULE

GENERAL

   i.   Which branch of the police service do you usually contact / refer victims of child sexual abuse (CSA) to conduct the investigation?

....

....

....

   ii.   Give a general comment on the investigation of CSA cases by the police.

....

....

....
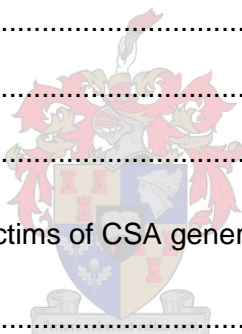
   iii.   In your opinion how do the victims of CSA generally experience the police investigation?

....

....

....

   iv.   Do you think detectives of the SAPS receive enough training on how to conduct interviews with victims of CSA?

....

....

....

   v.   If your answer is no in (iv) in what area do you think do they need more training?

....

....

....

Kindly comment on the following with regard to:

Pre-interview preparation

    i.   Does any planning take place before the interview is conducted?

....

....

....

    I.   Is the victim's gender (e.g. Female) taken in consideration when an officer is assigned to a specific case?

....

....

....

The interview

Were you ever part of a joint investigating team?

....

....

....
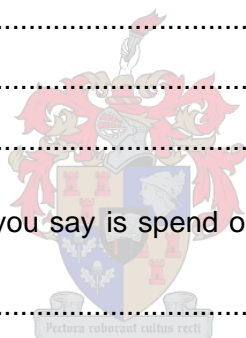
How much time on average would you say is spend on establishing a relationship with the client?

....

....

....

Does the officer use age developmentally appropriate language when speaking to the victim?

....

....

....

Is the child handled with the necessary sensitivity?

....

....

....

Does the child feel that he / she is believed?

....

....

....

Is there an adherence to the basic principles of confidentiality in the management of information given by victims of CSA?

....

....

....

Does the victim get enough time to tell his / her story?

....

....

....

When is the statement usually taken down? (Immediately or after a few sessions?)

....

....

....
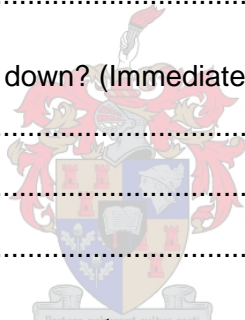
Are interviewing tools available (dolls, puppets, crayons, paper) when interviews are not conducted by detectives of the Child Protection Unit?

....

....

....

Are issues such as dialect, language and religion taken into consideration?

....

....

....

1. Follow-up

To your knowledge does detectives provide feedback to the family child victims of sexual abuse?

....

....

....

Collaboration between different professionals

I.   How many interviews on average in your experience is the victim subjected to before telling his/her story in court?

....

....

....

II.   Do you think there is enough collaboration between different professionals working on CSA cases?

....

....

....

III.   If your answer is no (ii) what suggestions do you have to improve the collaboration?

....

....

....

Children with special needs

In your experience how are victims of CSA who are also children with special needs (learning, neurological, neuro-mascular, sensory, physical and multiple disabilities) provided for in

   i.   The interviewing: Is it adapted to the needs of children with special needs (eg. the use of interpreters, taking more time, special sound and video equipment)

         And in what way is it adapted?

....

....

....

ii.   Do the police involve outside professionals and organizations to assist with the interview and who are these professionals and organizations?

....

....

....

Other

i.   In your experience in working with detectives of the South-African Police what should be included in their training package?

....

....

....

ii.   What suggestions do you have to improve the system of reporting and the investigation of CSA?

....

....

....

ANNEXURE 4

ONDERHOUDE GEVOER MET MAATSKAPLIKE WERK ORGANISASIES OOR DIE ROL / OPLEIDING VAN SPEURDERS VAN DIE SUID-AFRIKAANSE POLISIE BETROKKE IN ONDERHOUDSVOERING MET SEKSUEEL GEMOLESTEERDE KINDERS	
ALGEMEEN	
i. *Watter tak van die polisiediens kontak u gewoonlik / na watter tak verwys u slagoffers van seksuele oortredings om die polisie ondersoek te doen?*	
In terme van area waar ek werk die Kinder Beskermings Eenheid waarmee ek werk is Goodwood so meeste van die kinders waarmee ek werk sal ek verwys na Goodwood toe. Maar ek sal eers ook eers by hulle uitvind moet die kinders polisiekantoor toe gaan voordat hulle CPU toe gaan. So ek sal reël met KBE wat hulle nodig het. Maar dis, dis Goodwood.	
ii. *Hoe sou u in die algemeen kommentaar lewer oor die ondersoek van hierdie tipe sake (seksuele oortredings)?*	
Jy weet, ek het al gewerk met <u>beamptes wat uitstekend is. Ek het ook al gewerk met beamptes wat heeltemal aan ander kant van spektrum lê</u>. So my sense, my ek weet nie wat dit is in Afrikaans nie, hulle is baie commited in wat hulle doen, meeste van hulle, maar daar is altyd 'n paar jy weet wat, ek dink <u>hulle is oorweldig deur die werk wat hulle doen</u>. Soos ek sê gewoonlik is dit goed en die commitment is daar, maar <u>daar is ook party gevalle wat, wat alles net , al die wiele af val</u>. So ek kan nie sê dis alles net goed nie, want dit is nie. Dit is vir my regtig 'n breë spektrum.	**Inconsistent approach** **Heavy caseload** **Inconsistent approach**
iii. *Na u beskeie mening hoe ervaar die slagoffers van seksuele oortredings 'n ondersoek deur die polisie?*	
Jy sien ek dink daar's 'n verskil vir my ook in terme van die kinders byvoorbeeld wat ek saam mee gewerk het wat in die hof werk, wat ek saam mee gewerk het toe hulle by die hof is. Daai kinders vir my – dis vir hulle baie makliker om te praat of hulle praat baie makliker. Ek dink die kinders wat ek in die privaatpraktyk sien, jy weet daar's baie meer bevraagtekens. Het iets daar met hulle gebeur en wat het gebeur en ek dink die kinders wat maklik praat kan die KBE beamptes baie goed mee werk maar die kinders met wie hulle of wat nie verbaal kan baie goed kan sê wat met hulle gebeur het nie, ek dink die KBE beamptes sukkel baie met daai kinders. Jy weet, so ja, dit is wel vir my 'n geval van waar die kind is en of <u>die kind verbaal kan sê wat met haar of hom gebeur het en dan is dit fine,</u> maar as hy nie kan nie, dan is dit baie moeilik vir die beamptes om te weet wat om te doen of wat die regte ding is om te doen.	**Investigation excellent in clear cut cases & where children have good verbal abilities**

iv. **Dink u speurders van die SAPD ontvang genoeg opleiding oor hoe om onderhoude met slagoffers van seksuele molestering te voer?**

Ek weet byvoorbeeld van die Southwood Academy. Ek was ook betrokke by opleiding daar. Ek weet byvoorbeeld daar het hulle het 'n kursus vir 2 weke geloop, en eksamen geskryf en sulke dik notas gekry. Ek weet nie hoe baie daarvan rollespel was nie, jy weet in terme van prakties, hoe werk dit. Jy weet, jy kan al die teorie hê, maar as jy nie prakties dit kan uitoefen nie. So dis een van die dinge wat ek nie weet hoe baie hulle nog deesdae daarvan kry nie. Nie almal van hulle word opgelei as hulle by KBE inkom nie. Partykeer is dit miskien 'n jaar soos ek verstaan voordat hulle gaan vir opleiding. Maar in daai jaar byvoorbeeld werk hulle nog steeds met kinders. So wat beteken dit?. So vir my is dit noodsaaklik hulle moet in die begin opgelei word. Hulle kan nie met kinders werk as hulle nie opgelei is nie. Jy weet en dat daar miskien ook 'n proses van supervisie is in die eerste sê nou ses maande terwyl hulle werk met kinders. Dis net so 'n sensitiewe issue. Ek moet ook sê, ek werk al 10 jr lank in die veld maar ek weet nog steeds nie wat aangaan nie of dink ek het meer opleiding nodig. Ek dink die opleiding in ons land is baie swak in die algemeen want ek dink ons het almal baie meer opleiding nodig. Ja, maar ek dink wel voordat hulle met kinders werk moet hulle opgelei word soos ek dink enige ander professional opgelei moet word voordat hulle met kinders werk.

v. *Indien u antwoord by (iv) nee is in watter area sou u sê benodig hulle meer opleiding?*

Ek dink as ek, ek sou sê in terme van kinderontwikkeling, jy weet wat verstaan kinders wat op watter stadium. Hoe vra ons vra op elke stadium. Die impak van trauma en hoe 'n mens daarmee te werk gaan, want ek dink dis baie moeilik, ek bedoel aan die einde van dag is hulle polisiebeamptes. Hulle is nie sielkundiges of maatskaplike werkers, maar hulle het so baie van ons skills nodig om hulle werk te kan doen, hmm, so ek sou sê ja in terme van die trauma werk, kinderontwikkeling, ek dink hulle kry nogals baie in terme van onderhoudvoering jy weet, wat moet ek vra, hoe moet ek dit vra, wat eerste, wat tweede, wat nog. Miskien in ander areas ook in terme van die anatomiese korrekte poppe. Ek het al met 'n beampte gewerk waar ek die poppe vir die kind gegee het, en sy toe nou vir my gesê het later maar sy weet nou nie hoe om die verslag nou te skryf nie. Nou as die poppe beskikbaar is vir kinders om te gebruik, moet sy weet hoe om dit te gebruik en hoe om die verslag daaroor te skryf. Hmm..so jy weet so as hulle tools gebruik moet hulle presies weet hoe om die tools te gebruik en wat die downside en die upside van die tools is en dan ook hoe om die verslag daaroor te skryf.

Margin annotations:

Training more theoretical

Less emphasis on roleplay & experiental learning

Somw IO's not trained when they start.

CPU IO's not trained when they started to work.
More supervision

Training before IO's start working

Child development
Different developmental stages
Impact of trauma & how to deal with it

Trauma
Child development

Use of interviewing tools eg. anatomical correct dolls
Report writing
Pro's & cons of different tools
Report writing

Lewer asseblief kommentaar oor die volgende	
PRE-ONDERHOUD VOORBEREIDING	
i. *Vind daar enige beplanning plaas voordat die polisieondervraging plaasvind?*	
Ek dink <u>partykeer</u> wel. As ek dink aan die een beampte wat ek mee gewerk het, jy weet sy het nogal daaroor gedink, sy het seker gemaak dat sy op die regte tyd hierso was, jy weet. Sy het nogal 'n paar goed in plek gestel, maar <u>ek dink nie sy het baie gedink oor hoe gaan sy die kind vra</u>. Jy weet, want toe ek nou met haar voor die tyd gaan bespeek wat gaan ons doen, wat gaan ons plan van aksie wees wat gaan sy doen en wat gaan ek doen het sy gesê "OK jy doen dit". Ek dink die praktiese deel kon sy goed doen, maar ek dink die ander <u>voorbereiding het nie eintlik plaasgevind nie</u>. Ek, my sense sou wees in general dat <u>daar nie baie voorbereiding is nie want ek dink nie hulle het die tyd nie</u>. En ek dink dit is amper asof daar 'n gevoel is van jy loop net in en jy kry die informasie en dis klaar. En ek dink nie dis regverdig op die polisiebeamtes en ook nie op die kinders nie. Ek dink daar moet meer, ek, <u>hulle kan nie so baie sake hanteer nie, effektief nie</u>. So ek dink dis partykeer nie dat hulle nie wil byvoorbeeld voorberei nie maar hulle kan nie. Ek dink, ja <u>ek dink daar's baie min voorbereiding eintlik wat gebeur</u>. Jy weet, nou miskien in die kar oppad soontoe chat hulle nou met die ander een - jy weet wat gaan ek nou maak en so aan. Ek dink nie daar is regtig tyd, jy weet. En ek dink dis 'n fout van almal van ons. Ons dink ag, jy weet dis maar net nog 'n saak en ons chat maar met die kinders. Ons weet mos hoe om dit te doen. So <u>ons sit nie voor die tyd en vra hoe oud is hierdie kind is en wat beteken dit in terme van my onderhoud nie</u>, jy weet sulke goed. Jy lees dit in die boek - maar baie min, ek dink enigeen van ons wat dit doen en - dan, dan nou die polisie ook.	**No pre-planing**

No pre-planning **Time constraints**

Heavy caseload

Little pre-planning

Developmenta stages not considered |
So u sê daar is gevalle waar 'n bietjie beplanning plaasvind?	**Interviewing tools unavailable**
Nee, nee, byvoorbeeld ook, as ek dink aan daai een klein meisietjie - ek het anatomiese poppe gehad, so ons kon dit gebruik. Maar as ek nie die poppe gehad het nie, <u>sy het nie poppe gehad nie,</u>so dan sou ons regtig vasgehaak het, dan sou ons nog 'n onderhoud moes maak. Jy weet, so van daai kant ek dink almal van hulle moet 'n stel in hulle karre hê, jy weet. As hulle dit wil gebruik moet hulle dit beskikbaar hê.	
So en dit was 'n polisiebeampte van die Kinder Beskermings Eenheid?	**Secondary trauma**
Nee kyk, polisiebeamptes van die gewone stasies - ek weier dat kinders met hulle gaan praat. So ek sal die ma stuur om die verklaring te gaan maak, maar ek weier dat kinders polisie stasie toe gaan, want dit is vir my <u>secondary trauma</u> soos nog nooit	

tevore nie. Ja, so nee, ek praat nou net van die KBE beamptes.

ii. ***Word die slagoffer se geslag in ag geneem by die keuse van 'n onderhoudsvoerder?***

Hmm, ek weet nie. Ek probeer nou net dink. Ek kan nie dink dat ek al 'n kind gehad het wat gesê het ek wil nie met 'n oom of tannie praat nie. Ek het dit al met die mediese ondersoek gehad. Ek dink nie wat ek wel dink is baie belangrik. Is as die polisie, Sê nou dis byvoorbeeld 'n dogtertjie wat gemolesteer is en dis 'n manlike polisiebeampte. As hy baie goed is in die manier waarop, waarin hy homself oordra aan die kind en hoe die kind reageer dink ek dis 'n usefull onderhoud vir die kind om eintlik 'n man te hê om te sien nie alle mans is soos daai omie nie. Maar ek dink nie, <u>ek dink nie dit word spesifiek in ag geneem nie</u>.

Ek dink dit sal die verskil maak, ek dink hulle sal sê as die oom nou kom en met hulle begin praat en die oom weet nie mooi hoe om die situasie te hanteer nie, dan sal hulle sê, nee ek wil nie vir daai oom sien nie. So ek dink dit hang af van <u>hoe die polisiebeampte konnekteer met die kind</u> en of die kind veilig voel. Ek het 'n beampte gehad in Johannesburg, hy het so bad gevoel vir die kind se part gevoel het dat hy langs die kind gesit het, amper op die kind en sy arm amper heeltemal om die kind. Jy weet hy het so probeer nice wees maar hy het <u>geen insig gehad</u> dat hy nie besef het dat hy nou die kind heeltemal uitgefreak het nie. So ek dink dis baie usefull as hulle sal weet en bewus is en insig het in wat kinders miskien sal dink. En met die kinders kan konnekteer, maar kinders weet en sal net 'n bietjie vir die oom sê en dis al.

Ja, ja ek dink kinders doen dit in elk geval. <u>Hulle sê net in die eerste onde[r]</u> [...] het 'n klein stukkie en sien dan wat gebeur dan en kyk hulle wat die oom [...] doen. Kan ek hom trust met die informasie. So ja.

iii DIE ONDERHOUD

Was u al ooit deel van 'n gesamentlike ondersoekspan?

Wel, as ek dink. <u>Daar was al seker twee of drie keer. Nou nie 'n gesamentlike onderhoudspan nie</u>, maar waar ek en 'n KBE beampte byvoorbeeld saam met 'n kind gewerk het om informasie te kry. Ja, ek was al, of byvoorbeeld waar ek observe, wat is die word in Afrikaans?, agter 'n one way mirror hoe hulle die informasie van 'n kind kry. Maar nie baie nie, nie honderde kere nie.

Hoeveel tyd sou u sê word spandeer om 'n verhouding met die kind te vestig?

Nie baie nie. Ek dink ook kyk vanuit my perspektief, ek sal byvoorbeeld 'n hele sessie met 'n kind spandeer om 'n verhouding te bou en dan vir die kind sê "ons gaan op 'n ander tyd oor daardie goed praat", jy weet. Maar <u>hulle het nie die luxury miskien van die tyd nie</u> en ek dink ook, jy weet, om 'n hele uur te sit byvoorbeeld net om met 'n kind te speel, om 'n connection te

	Gender of child victim taken in consideration
	Disclosure timeous
	Multi-disciplinary cooperation
	Time constraints impact on relationship building
	Time constraints

maak met die kind, ek weet nie of hulle daarmee gemaklik sal wees nie, want aan die einde van die dag hulle het informasie nodig om hulle werk te kan doen. En ek dink ja, dis <u>time pressure</u>.	
Voel slagoffers dat ontwikkelingstoepaslike taal tydens die ondervraging gebruik word?	**Questioning skills**
Ek dink partykeer is die woorde fine. Soos, jy weet, sê nou die kind gebruik 'n woord soos my tollie byvoorbeeld, dan sal hulle dit gebruik, maar die <u>manier waarop hulle die vrae vra is partykeer ontoepaslik</u>. So, hulle sal miskien die regte woorde gebruik, maar die manier waarop hulle dit vra is nogal moeilik. Hulle sal die terme en die woorde aanpas, maar die <u>sinne is nog te ingewikkeld</u> vir die kind.	**Complex sentences**
	Inconsistent approach **Lack of respect and sensitivity**
Word die kind met die nodige respek en sensitiwiteit hanteer?	
Ek dink daar is tye waar dit wel gebeur en ek dink dit hang van die offisiere af, maar daar is wel <u>tye wat dit nie gebeur nie, soos in glad nie</u>, en dit maak vir my rasend kwaad. Jy weet byvoorbeeld soos daai example wat ek gesê het van die man wat so met die kind gesit het, of hulle <u>maak 'n afspraak met 'n kind en dan kom hulle dit glad nie na nie</u>. Daar is 'n ander saak waar ek ook nou betrokke is. Die kind het in November verlede jaar 'n infeksie gehad wat 'n seksuele disease was. <u>Dit was proven en tot nou toe sover ek weet het nog niemand met die kind gaan praat nie.</u> Jy weet, dis amper 'n hele jaar. En die kwessie was hmm, dit was oor taal. Die kind kon nie die taal praat van die polisie offisier nie toe moes hy iemand anders vra. Maar ek bedoel <u>'n jaar later</u>. Ja, jy wil nie eens dink wat met die kind in 'n jaar gebeur nie. So ek dink <u>as dit werk en dit werk soos hulle nodig het dit werk, dan is dit fine. Maar as die kind nie kan praat nie of as daar ander praktiese probleme is, dan gaan dit onder in die pile</u>. Dis net soort van, hoe ek voel dit werk, of partykeer het hulle persoonlike probleme het ek ook al 'n probleem mee gehad en hulle laat nie vir gesin weet nie, "ek kan nie onderhoud maak nie". Professionele mense, jy weet. Dit was op 'n Saterdagoggend. Ek het tyd afgevat van my gesin, die ma en die kind, jy weet hulle moet nou nie laat pappa weet hulle kom nie en al sulke goed. Aan die einde van die dag toe kom die ou nie. Toe sê ons nou, toe op die ou end toe bel ek. Toe sê hy nee, <u>hy kon nie babysitters kry vir sy kinders nie</u>. Jy weet so partykeer is daar ook baie onprofessionele gedrag aan hulle kant. Jy weet ons het almal persoonlike krisisse. En ek sê daar's net <u>nie die respek wat kinders partykeer nodig het</u> nie en daar's net geen manier as iemand my so drop as ek 'n kind is, dat ek volgende keer met daai oom sal praat nie. As ek nie belangrik genoeg vandag was nie hoekom sou ek dan belangrik genoeg later wees.	**Do not honour appointments** **Case of sexual abuse not investigated** **Investigation long – case is standing still** **More complicated cases not being thrroughly investigated** **Do not honour appointments/Un-professional conduct** **Lack of sensitivity and respect**
Die probleem met die ander taal. Watter taal het die kind gepraat?	
Die kind het Xhosa gepraat en die beampte is Afrikaans en daar het…jy weet ek kon ook nie goed met die kind praat nie want ek	

het nie geweet of hy my verstaan nie en dit was ook nie my verantwoordelikheid nie. Maar ja, daar het die probleem ingekom en om 'n Xhosa sprekende persoon te kry om met die kind te praat. Jy weet dit was 'n hele situation op sigself, want hy het toe 'n Afrikaanse brief geskryf vir die maatskaplike werkster. Sy kon nie Afrikaans verstaan nie en sy het die brief aangestuur om vertaal te word en so het 'n hele ding verlore gegaan. En aan die einde van die dag sit ons nog met dieselfde situasie en ek weet nie of sy ma en pa verstaan wat eintlik met hom gebeur het nie, want hy het tablette gekry, en nou dink die ma hy is beter. So jy weet die seksuele infeksie is weg, maar ek bedoel ons weet nie of hy safe is en of hy nie safe is nie of wat gaan met hierdie kind aan nie. So daar is..dis vir my amper partykeer so as daar een ding fout gaan met 'n spesifieke kind se hantering van die saak, gaan alles fout. Jy weet jy kry net daai kinders waar die mediese ondersoek, die KBE beampte, en die maatskaplike werker almal is net hopeloos is met daai een kind. Ek weet nie hoekom dit so is nie. Partykeer kry van die kinders baie goeie diens en party van hulle kry soos in glad nie diens nie.	**Inconsistent service**
Sou u sê die kindertjies - is dit die meer moeilike gevalle?	**More complicated cases nor being investigated**
Ek dink wel so, ja waar dit nie in black en white is nie. Jy weet wat het nou hierso gebeur. Waar dit baie investigation benodig. Ek dink dis partykeer waar hulle miskien moet iemand anders dit hanteer en dan sal hulle later weer inkom, maar dan verloor hulle sort van momentum in die proses.	
As u nou kan sê 'n persentasie uit 100% - hoeveel van hierdie kinders word met die nodige respek en sensitiwiteit hanteer	**Inconsistent approach**
Dit is 'n moeilike vraag. Ja, nee, ek moet sê ek dink nie ek sal dit kan antwoord nie, want vir my hang dit af van die personeel wat op daai tydstip by die KBE werk. So partykeer is daar nege uit tien van hulle is excellent, maar ander kere is miskien vyf uit tien excellent, so ja, ek sal liewers nie meer antwoord nie of kommentaar lewer nie. .	
Voel die slagoffer dat sy/hy geglo word?	
Ek dink so, ek dink so, die manier waarop die offisier met die kinders werk, ja, dink ek so hulle word ernstig opgevat, jy weet, as hulle met die kinders praat, daar is 'n gevoel van ek glo vir jou, jy weet, ek het gehoor wat jy vir my sê.	
Word die basiese beginsels van vertroulikheid toegepas in die hantering van inligting wat deur slagoffers verskaf word?	
Wel, Die issue van vertroulikheid is moeilik. Dit is altyd 'n tammeletjie, jy weet, daar is niks vetroulik nie of min, min vertroulikheid. Ek sou sê in terme van waar jy die streep kan trek van wat gedoen moet word sou ek sê die KBE is baie. Jy weet, hulle sal nou nie vir mense sê wat niks met die saak uit te waai	**Adhere to basic principles of confidentiality**

	<u>het nie</u>. Ek dink ja …Ek sou sê dit is in elk geval moeilik, maar ek sou nie sê dat die KBE dit nie goed doen nie. Ek dink wel hulle sal dit goed doen, ja.	**Not enough time to disclose**
Vii	*Uit u terugvoer met slagoffers voel hy of sy dat hulle genoeg tyd kry om haar of hom storie te vertel?*	
	Ek dink dis moeilik want ek dink nie partykeer dis iets wat slagoffer voel nie. Ek dink partykeer is dit iets wat ek voel. Bv. <u>'n Slagoffer sal jy weet net 'n eerste stukkie informasie gee en die KBE beampte sal daai informasie in verklaring sit</u>. Maar dan twee maande later of drie maande later kom 'n ander stukkie informasie uit.en ek dink nie …ek dink miskien dis waar ek meer 'n probleem het. Ek dink nie kinders dink <u>die oom het nie genoeg tyd vir my gegee nie, want hulle besef nie hoe belangrik daai stukkies informasie is vir die hofprosedures</u>. Maar van my kant af is dit hulle het nou 'n verklaring gekry en dis genoeg. Ek dink dis partykeer moeilik vir hulle om vir 'n derde, vierde of tiende keer te kom om net 'n stukkie informasie te kry. Ek dink dis <u>prakties moeilik</u> en ek dink dis moeilik in die hof om te sê hoekom het jy twintig statements van die kind gevat. En ek dink dis ook moeilik vir baie mense in die professie om te verstaan hoekom doen kinders dit. Jy weet, hoekom sê hulle in stukkies, hoekom sê hulle nie net alles nie. So ek dink hoe meer 'n mens met kinders werk, hoe meer kom jy agter hoe stukkies hulle net gee. Ja. So ek dink…ek dink nie spesifiek dat dit die kinders is wat 'n probleem daarmee sou hê nie. Ek dink, wel vir my is dit ek wat die probleem het daarmee.	**IO's does not understand process of disclosure** **Practical constraints**
	Wat gebeur in gevalle waar kind 'n net bietjie disclose en later meer? (Word dit alles opgeskryf agterna of gaan hulle volgens die eerste verklaring?)	
	Die eerste verklaring is gewoonlik ek dink byvoorbeeld in die hof is baie belangrike verkaring. So dis moeilik partykeer om te verduidelik hoekom was daar 'n tweede en 'n derde een en miskien was die tweede een 'n bietjie anders as eerste een. Jy weet, so dit maak dit baie moeilik vir hulle hmm... Ja so ek dink die eerste verklaring, as hulle al die informasie in die eerste verklaring sou kon kry dan sal hulle happy wees daarmee. Maar kinders werk nie so nie.	**Disclosure timeous**
	En die hof aanvaar dit so as daar nog stukkies bykom?	
	Met baie moeilikheid jy weet want hulle. Die hof dink ook soos die gewone mens partykeer dat 'n kind sal alles sê wat met haar gebeur het. So ek dink die hof sukkel partykeer regtig met dit en het baie motivering nodig, "hoekom het jy vyf verklarings van die kind gevat?".	**Statement taken immediately**

viii. Wanneer word die verklaring gewoonlik afgeneem ? (die eerste verklaring)	
Soos ek dit verstaan het, ek bedoel, so gou as moontlik. Van <u>wanneer die kind disclose het is dit vir my amper die eerste wat gebeur van wanneer die kind gaan vir die medies</u> - enige ander stappe is dit gewoonlik die eerste. Hulle probeer om dit so gou as moontlik te doen.hmm ja, so dis vir my amper die eerste stap wat gebeur.	**IO at general police station does not use interviewing tools**
ix. weet u of daar hulpmiddels vir die onderhoudsvoering beskikbaar wanneer onderhoude nie gevoer word deur die speurders van die KBV nie? (poppe, handpoppe,kryt, papier)	
Nee. Nee, nie sover ek weet nie. En soos ek verstaan in elk geval Indien gewone 'n polisiebeampte die verrklaring sal vat sal die KBE in elk geval weer 'n verklaring van die kind gaan vat. Jy weet so vir my is daar's geen sin in nie. Maar sover ek weet het <u>die gewone polisieman nie sulke goed nie nee, ek ek dink ook nie hulle weet hoe om dit te gebruik nie</u>. al maa 'n mens dit beskikbaar vir hulle sal hulle dit nie gebruik nie. Dit sal so daar in die hoekie bly lê.	
x. Word aspekte soos taal, dialek en godsdiens in ag geneem?	**Terminology not interpreted according to the child's meaning & understanding of the word** **Translation from one language to another**
Wel, ek dink dis moeilik. Daai geval wat ek van gepraat het van die Xhosa kind. Die Afrikaanse beampte kan nie met die kind kommunikeer, kan nie met die ouers kommunikeer nie. So dit maak dit 'n groot probleem. Hmm, byvoorbeeld het ek ook aan 'n saak gewerk met 'n klein kind sy was seker ses of sewe jaar oud was. Sy het in Sotho of Zulu gepraat, een van die twee gepraat. Sy' t die woord njobo gebruik. In grootmenstaal beteken dit, bedoel njoba put penis inside the vagina and ejaculate. Toe die ou nou die verklaring vat van die meisietjie "hy het my genjoba". Toe skryf die polisie beampte - put his penis inside my vagina and ejaculate. Nou dis nie wat die kind gesê het nie en die beampte het nie byvoorbeeld vir die kind gesê wat beteken njoba. So, daar kom partykeer ook moeilikhede in. <u>Hulle kry die informasie van die kind in een taal en hulle skryf dit in 'n ander taal</u> jy weet, en daar kom dan ook komplikasies in want hulle moet dit in Engels en Afrikaans skryf byvoorbeeld vir die hof of vir die leêr. So ek dink baie keer is daar groot probleme met die taal.	
Met die godsdiens	
Ek het nog nie agtergekom dat dit 'n probleem is nie en die derde een?	**Problems with dialect**

Dialek?

Dis 'n moeilike ene, want ek werk nou met 'n seuntjie van Malmesbury en hy bry verskriklik. En ek kan nie verstaan wat hy sê nie. So vir my is dit baie moeilik en ek weet as hierdie seuntjie hof toe gaan wil ek graag hê hy moet 'n tussen ganger hê wat soos hy praat en ek het dit ook in die verslag geskryf, maar ek weet dit gaan nou terugkom na my toe en mense gaan sê maar as jy daaroor vra moet jy hom mooi verstaan. So ek dink dit maak wel probleme as jy op 'n spesifieke manier praat. <u>Om partykeer 'n ander dialek te verstaan is moeilik</u>. Jy weet

En goed soos Engels en Afrikaans. As die beampte Engels is en hy moet 'n Afrikaanse verklaring afneem. Hulle Afrikaans is miskien basies baie goed, maar partykeer is dit die klein goed. Ja soos byvoorbeeld 'n kind sal sê hy het 'n mes in my gesit of hy't het 'n sigaret. Byvoorbeeld die swart kindertjies praat partykeer van 'n mes of 'n gwaai wat 'n sigaret is, hy het dit in my gesit. Maar, wat hulle bedoel dis die penis. Jy weet so dis daai tipe goed wat moeilikhede partykeer maak. So jy moet dit goed verstaan om te weet, ook om die verklaring af te neem, want jy moet sê wat die kind gesê het en dan ook wat beteken die kind met daai woord.

Wat sou 'n mens doen in so 'n geval? Sou 'n mens dan net die woord neerskryf en die verklaring langsaan, wat sou die regte manier wees?

Soos ek dit verstaan moet 'n mens altwee doen, jy moet die woorde skryf wat hy gebruik, maar ook vir die kind vra wat beteken daai woord vir jou?. Jy weet wys my watse deel van die liggaam dit is byvoorbeeld. Jy weet wat ook al, ek dink dis belangrik, want as die kind hof toe gaan sy nog steeds daai woord gebruik, jy weet, en 'n mens moet amper die hof voorberei het dis eintlik wat die kind bedoel het met die woord. Die tranlaters in die hof gaan sê hy het 'n mes in my gesit. Die translator kan nie sê 'n mes wat ek dink miskien sy bedoel is 'n penis nie. So dis belangrik dat die hof weet dat jy met die kind bespreek het en dat jy goed verstaan wat die kind bedoel het. **[Lack of feedback]**

OPVOLG

Uit u ervaring, gee die speurder terugvoer aan die familie en kind en word die geval opgevolg? **[SW's contact IO's | IO's burnt out]**

In 'n nutshell. Hmm…ek dink gewoonlik wat gebeur is dit <u>die ouers wat moet bel om uit te vind wat gaan aan met die saak</u>. Dis miskien min dat dit die ander manier om werk. Ja, ek dink daar is so baie ander goed. Jy weet ek probeer nie excuses vir hulle uitdink nie. Dit maak vir my partykeer kwaad <u>as hulle nie terugkom na 'n mens toe nie</u>. Hulle sê hulle sal jou bel en dan bel hulle jou nooit nie. Maar ek dink 'n mens moet ook verstaan die omstandighede waaronder hulle werk en ek dink so <u>baie van hulle is so uitgebrand</u>. Al het hulle ook partykeer die tyd om te bel en hulle weet hulle moet bel, bel hulle nie, want om weer met 'n **[IO's are blamed for when system go wrong]** **[Burnout]**

histeriese ma oor die foon te praat. Ek dink partykeer vat die KBE baie van die blame vir baie van die goed wat fout gaan in die sisteem. Die maatskaplike werker kom nie, dan is dit "hoekom het jy haar nie gebel nie". Die hof word uitgestel. Maar nou hoekom, hoekom kon jy nie, so ek dink oartykeer vat hulle baie van die stress van die res van die sisteem moet hulle opvang en jy weet , hulle word partykeer baie sleg uitgeskel oor baie van die goed en ek dink van dit is nie hulle verantwoordelikheid nie, maar hulle is partykeer die bearers of bad news. Ja. maar baie van hulle is so uitgebrand en baie het min insig in hoe baie hulle uitgebrand is.

CPU no status in police service

Daar is 'n macho image om 'n polisieman of polisievrou te wees maak nie saak of jy in die nappy squad werk soos hulle dit noem nie. H'n, jy weet die nappy squad, die KBE is die lowest on the rank. In die polisie is die nappy squad die laaste een waar jy begin werk. Dit dra nie baie status nie en dis vir my so, so jammer. Die nappy squad, net die woord. Dis vir my die belangrikste. Jy kan nie meer gespesialiseerd wees nie.Om daai klein nuanses te weet oor hoe om met kinders te praat en met hulle te werk. Goed, vir my is dit seker die moeilikste sake om te hanteer, maar hulle dra nie baie status nie en daar is mos 'n image in die polisie dat jy moet … jy's mos sterk. Jy's 'n polisievrou of man so niks phase jou nie. En ek dink die werk wat hulle doen is emosioneel so afkrakend. Maar daar's nie plek jy weet om 'n sielkundige te gaan sien net omdat jy uitgestress is, het 'n sekere konnotasie. Dit bedoel jy's 'n failure. Jy kan nie die stress hanteer nie. So as jy 'n sterk polisieman of vrou is moet jy die stress kan hanteer want dis deel van jou werk. Die macho ding, dis so moeilik want hulle brand uit of hulle los die polisie heeltemal. Dis baie jammer, net as hulle begin goed word, dan brand hulle uit.dis vir my so jammer net as hulle begin goed word, begin hulle uitbrand.

Work stressfull

Diffucult for IO's to admit that work is stressfull
IO's under stress

One interview with child victim in most cases

Not enough collaboration

SAMEWERKING TUSSEN VERSKILLENDE ROLSPELERS

i. *Ongeveer hoeveel onderhoude word met 'n slagoffers gevoer voordat hy/sy haar storie in die hof vertel?*

Ek sou sê een of twee. Hulle kry die verklaring van die kind en daar's hy. So jy weet daar's nie nog iets wat moet gebeur nie. Ek sou sê in meeste van die gevalle dink ek een.

ii. *Dink u daar is genoeg samewerking tussen die verskillende professionele persone wat aan 'n spesifieke geval werk?*

Glad nie, glad nie. Dis vir my een van die dinge wat bv. In die Kaap baie uitgestaan het. Ek kom van Johanesburg so ek vergelyk altyd. Maar daar's baie min samewerking. Ek weet daar's 'n protokol in plek en daar is vergaderings. Maar in terme van case conferences en besprekings oor spesifieke gevalle baie min.

A more holistic approach to individual cases

Involvement of child experts in court procedures

Indien u antwoord by (iii) nee is watter voorstelle het u om samewerking te verbeter?	
Ek dink daar behoort op een of ander manier <u>'n sisteem in plek gestel word waar byvoorbeeld 'n saak, jy weet - 'n verklaring word gevat van die kind. Dit word na die hof toe gestuur, die aanklaer kyk na die saak, ja daar is genoeg informasie, ons gaan hof toe, OK en 'n datum word gestel. Maar ek dink elke saak, dis vir my belangrik dat dit bespreek word met die aanklaer, die polisiebeampte en 'n sielkundige tipe persoon, maatskaplike werker, sielkundige of wat ook al. Dat 'n mens die geheelbeeld dan daarna kan kyk.</u> Vir my is dit ook in terme van die hele hofprosedure word in baie min, miskien 1% v.d. sake word <u>'n sielkundige tipe persoon ingeroep om miskien die hof te educate oor hierdie kind</u> en hoe sy miskien gaan evidence gee en hoekom sy dit so sal doen en wat is die trauma wat sy beleef het. Hoe kan die hof besluit? Dis amper asof hulle sê ons weet presies hoe kinders werk. Ons verstaan hulle, ons weet hoe om vir hulle vrae te vra. Kyk ons het mos ons tussenganger, so ons is fine maar hulle is nie experts in kinders nie, hulle is experts in die reg. En vir my is dit amper asof 'n groot deel weggelaat word, want 'n mens moet die kind as geheel sien. So vir my amper waar 'n mens 'n sisteem in plek kan stel. 'n Saak gaan nie hof toe voordat sekere goed nie gedoen word nie. Voordat die kind nie ordentlik voorberei is nie, voordat daar nie 'n bespreking oor elke liewe saak gehou word nie, ook byvoorbeeld in meer gevalle dat daar sielkundige verslae opgestel word en dit gebruik word in die hof om die kind te help. Jy weet ek dink baie meer <u>ons moet vir die kind 'n volwasse stem gee in die hof</u>. Aan die einde van die dag is dit 'n kind, maak nie saak of ons 'n tussenganger het of wat ook al. Ons moet realisties wees i.t.v. wat kinders kan doen en nie kan doen nie, en die hof is 'n volwasse plek. Dis 'n plek wat werk op volwasse sisteme en volwasse goed. Jy kan nie verwag van 'n kind om daarmee te cope nie. So ek dink vir my die ander ding is ook is om die kind 'n volwasse stem te gee. Sit 'n volwasse daar in die hof om die kind op 'n ander manier by te staan. Nie by te staan nie, ek wil nie hê ons moet net sê, kinders, dit gebeur net met kinders nie. Shame die arme goed maar om die hof te educate oor hoe kinders werk, want ek dink dit sal vir hulle meer help om 'n regverdige besluit te neem.	**Adult support for child in court** **Difficulties in adapting interview for special needs child**

KINDERS MET SPESIALE BEHOEFTES

Word daar genoegsame voorsiening gemaak vir slagoffers van seksuele oortredings wat ook soms kinders met spesiale behoeftes insluit (leer, neurologies, sensories, fisies en meervoudige gestremdhede)

i.   Word die onderhoud aangepas ten einde die behoeftes van hierdie kinders te akkommodeer?

Ek dink hulle probeer op hulle manier om te doen wat hulle wel kan doen, maar ek dink van <u>die goed is nogal ingewikkeld</u>. Om te weet hoe om 'n kind met ADHD te ondersoek of 'n onderhoud te

voer dis moeilik. Jy weet hulle sukkel al met die gewone kind, jy weet die normale kind wil ek amper sê, met die kind waarmee daar niks ekstra probleme is nie om daai kind te kry om 'n verklaring te gee.	**Sign language interpreters**

ii. Van watter organisasies en professionele persone maak die polisie gebruik in die ondervraging van die slagoffer (kind met spesiale behoeftes)?

Ek dink ons moet ook realisties wees in terme van wat ons van hulle verwag en dan is daar ook baie praktiese probleme. Ek het in die hof gewerk met 'n klein kind wat doof was. Nou die KBE het iemand van haar skool gekry om te sign vir die verklaring, jy weet om die gebaretaal te doen en dit was fine. Toe sy nou hof toe kom moes hulle nou heeltemal iemand anders kry wat heeltemal neutraal is om die translation te doen vir die hof, OK. Nou het hulle iemand anders gekry van 'n ander plek en wat hulle uitgevind het is dat kinders gebaretaal en volwasse gebaretaal is 'n bietjie anderster. So hulle kon mekaar nie eintlik mooi verstaan nie. So op 'n ander… op 'n baie praktiese vlak is daar ook baie probleme jy weet, ja. Ek weet hulle gebruik baie kere Cape Mental Health om kinders met enige developmental probleme, jy weet, hulle assesseer daai kinders. Ek dink nie eens ons sisteem is reg vir die gewone kind nie. Let alone die kind met special needs regtig. Ek wil amper sê ons sisteem is reg vir meisiekinders. Dis nie eens reg vir seuns nie, let alone kinders met special needs.	**Cape mental health** **Less provision for special needs child** **Special needs children does not get a service** **Deafsa** **Less visible special need are not accomodated**

Wat dink jy wat gebeur met daardie kinders?

Niks nie. Hulle kry die idee dat vir party kinders is daar hulp, vir party kinders is daar nie hulp nie en ek is net een van daai kinders wat nie gehelp kan word nie. Jy weet dis net vir my hoe dit voel, en hulle weet dat wel volwasse mense is net mense wat jy nie kan trust nie (sjoe!)

So u sê die polisie maak veral gebruik van Cape Mental Health?

Sover ek verstaan, ja. Hulle doen baie van die onderhoude met die kinders. Jy weet net om 'n assessering te doen in terme van die kind se vlak en waar die probleme lê. Ek weet nie of hulle gebruik vir verklarings nie. Ek dink so maar ek is nie seker nie.	**Child development Trauma Interviewing tools**

Watter ander organisasies nog?

Ek bedoel soos Deaf SA. Ek kan nie eintlik aan nog nie. Jy weet so dis amper asof die kind moet 'n ernstige probleem hê om uitgesonder te wees. 'n Kind met leerprobleme of 'n kind met hiperaktiwiteit gaan nie gesien word as 'n kind met special needs nie, jy weet. En na vyftien minute van getuies lewer en sy wil op en af spring of hy wil op en af spring het die hof… Jy weet teetyd is in 2 ure se tyd en die kind moet nou stilsit en dan begin sy net goed sê om uit die plek uit te kom. Jy weet daar's baie min verstaan vir sulke kinders.	**How to cope with Compassion fatique** **Knowledge of sexual abuse** **Imapact of sexual abuse** **Support for IO's**

ANDER

i. *Uit u samewerking met speurders in die verlede wat behoort ingesluit te word by hul opleidingspakket?*
Ons het gesê ontwikkeling en trauma werk met kinders en hoe om onderhoude te voer, die verskillende hulpmiddels - hoe om dit te gebruik, maar dan ook as ek nou daaraan dink wat is uitbranding, wat is compassion fatique. Hoe werk dit, wat moet ek doen. Dit moet ook bespreek word met hulle want dit werk op hulle. Dis nie net gewone polisiewerk nie, dis baie ander. Ja so ek sê vir my is dit amper die mees belangrikste goed, jy weet en dan ook obviously ook 'n goeie verstaan van seksuele molestering, hoe dit werk, wat dit beteken en die impak.

| **Stressfull working conditions** |

| **IO's burntout** |

ii. **Watter ander voorstelle het u oor hoe die prosedure van rapportering en *die* ondersoek van seksuele oortreding sake verbeter kan word?**
omstandighede waaronder hulle werk en ek dink so baie van hulle is so uitgebrand. Al het hulle ook partykeer die tyd om te bel en hulle weet hulle moet bel, bel hulle nie, want om weer met 'n histeriese ma oor die foon te praat. Ek dink partykeer vat die KBE baie van die blame vir baie van die goed wat fout gaan in die sisteem. Die maatskaplike werker kom nie, dan is dit "hoekom het jy haar nie gebel nie". Die hof word uitgestel. Maar nou hoekom, hoekom kon jy nie, so ek dink oartykeer vat hulle baie van die stress van die res van die sisteem moet hulle opvang en jy weet , hulle word partykeer baie sleg uitgeskel oor baie van die goed en ek dink van dit is nie hulle verantwoordelikheid nie, maar hulle is partykeer die bearers of bad news. Ja. maar baie van hulle is so uitgebrand en baie het min insig in hoe baie hulle uitgebrand is.

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