



ICBI Worksheet

Child Sexual Abuse-Specific

ENGAGE AND EXPLAIN

PHONE CALL E&E SCRIPT:

*Hello, this is Detective _____ with the _____ agency.
Am I speaking with _____.*

*Is now an okay time to talk for about two minutes.
If not, I can call you back at a better time.*

*I am working on a new case, where your name came up.
I am not calling to try and get a statement from you over the phone, and I cannot go through
details with you over the phone either.*

My job is to make sure information is collected accurately and then verified.

The best way to do that is a short, structured conversation in person.

Here is how I handle these conversations. And it will be a conversation, not an interrogation.

You talk first, in your own words.

I do not interrupt you or try to control the conversation in any way.

*After you give your story, I may ask a few follow up questions to make sure I understand what
you mean, and you have the opportunity to correct me if I get anything wrong.*

If there is something you do not remember or do not know, it is fine to say that.

If you need a break, we take one. You're not going to be forced to do anything or say anything.

*That's not what I do. I am just interested in getting your side of the story because there are
always more than one side, and I would be terrible at my job if I didn't ask for yours or consider
yours to be true.*

I do also record the conversation so that nobody can misquote you.

We meet in a quiet professional interview room at _____.

*It is not a holding area. It's not an "interrogation room". You're not under arrest, you are going
to be free to get up and leave at any time you wish.*

It is just a private room set up for us to have a good conversation without any distractions.

*I want to make sure your perspective is captured correctly, in your words, the way you want
them to be understood, rather than relying on secondhand descriptions from other people who
may have completely different objectives than I do.*

You have two options.



ICBI Worksheet

Child Sexual Abuse-Specific

We can schedule a time to meet and do this in a controlled and straightforward way.

Or I continue working the report without your input for now.

I prefer the first option because it reduces misunderstandings and uncertainty.

What works better for you, _____ or _____.

Morning or afternoon.

The time would be _____.

The location would be _____.

Plan for about _____ minutes.

If it needs to go longer, I will tell you before we cross that point.

Again, I do not want to go into details over the phone now.

It is too easy for things to get misunderstood, and I am sure that you weren't planning on having this conversation right now or over the phone anyways.

When we meet, you will have the space, and all the time you want, to explain everything start to finish.

If something changes on your end, call me and we will adjust. I always do my best to accommodate witnesses in any case. But do understand that I work normal business hours, so we will have to plan for those times and days for our conversation.

I do very much appreciate you being willing to come in.

IN-ROOM E&E SCRIPT:

Before we start, I want to explain how this conversation will work so there are no surprises.

This is not a debate. This is a conversation.

I'm not going to argue with you. I'm not going to accuse you of anything.

I'm going to listen to you. I am going to consider everything that you tell me, and I am going to trust you. People do lie to me, but I want you to know that I don't care if they do. I trust what people say, and then I go back and verify what they tell me. Sometimes people think they're telling the truth, but their facts are a little off, and it's just due to the flaws in our memory as human beings. That's completely ok. I have interview techniques we can use to clean up messy memory in a reliable way. So, I see my job as needing to understand what happened as accurately as possible. Then when you and I both get up and walk out of this room, my job is then to go and verify information afterward. I typically have some information before we come in here but not everything. And that is why I need your help.



ICBI Worksheet

Child Sexual Abuse-Specific

Here is the structure. First, I am going to ask you to tell me, in your own words, what happened. You talk. I listen. No interruptions. After that, I may ask some follow-up questions, only to make sure I understand what you mean, not to challenge you.

If there is something you do not remember, or you are not sure about, it is okay to say that. We might be able to use some memory enhancing techniques here to get to the answer. But I also want you to know that I would rather you tell me have an honest "I do not know" than for you to hazard a guess.

If at any point you need a break, tell me and we will take one. At any time you decide you want to stop talking and leave, you can leave. I don't want you to feel pressured and like you have to be here, because that is not the case. You control whether you answer questions. I am just here to understand.

I do record our conversations so I, and nobody else, can misquote you, and so your words are captured accurately.

I also want you to know that I am not going to try to work through details with you in a rushed way. We are here as long as you want to be. I want you to have the space to explain things start to finish.

My goal is not to put words in your mouth. My goal is to understand what you experienced, what you know to be true, in your own words. This helps me avoid relying on secondhand information and helps prevent misunderstandings later.

Do you have any questions about the process before we begin.

Tell me everything that happened, starting wherever it makes sense to you to start.

RELATIONSHIP AND CONTEXT MAPPING

- Relationships with kids usually develop gradually over time. Tell me about how your relationship with [child] developed.
- Time spent together often has a predictable rhythm. What did time together typically look like?
- Adults and children usually have certain activities they fall into. What kinds of things did you and [child] usually do?
- The places people spend time tend to stay consistent. Where did you usually spend time together?
- Other people are often around more than we realize. Who else would typically be present or nearby?
- Most adults can picture a normal day with a child fairly clearly. Walk me through a typical day with [child].



ICBI Worksheet

Child Sexual Abuse-Specific

BOUNDARIES AND DECISION PROCESSES

- Adults usually have personal rules about what is appropriate with children. What are your rules about that?
- Physical affection can mean different things depending on context. What kinds of affection did you consider normal in your relationship?
- Sometimes adults misread what a child intends. How did you interpret [child's] behavior toward you?
- Adults often have to make decisions in the moment. How did you decide what was appropriate at different times?
- Privacy boundaries can look different inside a family. How did you handle situations involving privacy or being alone?

SEQUENCE AND TIMELINE EXPLORATION

- That period of time had a certain flow to it. Walk me through that time from beginning to end.
- When people go step by step, small details often come back. What happened first?
- Events usually unfold in a recognizable order. What happened next?
- Specific rooms tend to anchor memory. Where were you when that occurred?
- Patterns tend to repeat. How often would situations like that occur?

DECISION-MAKING AND COGNITIVE FRAMING

- In any situation, people are constantly interpreting what is happening. What did you believe was happening at the time?
- What someone believes often drives what they do next. How did you decide what to do next?
- Adults usually believe they understand what a child is feeling. What did you think [child] was feeling?
- Sometimes what feels harmless in the moment looks different later. How do you see it now?
- Intent is usually tied to what someone believed at the time. What was your understanding of your role in that moment?

DEFENSE ARGUMENT EXPLORATION

- **Defense Argument: Complete and Unequivocal Denial**
 - Statement: Sometimes people are genuinely confused about why an accusation surfaces.
 - Invitation: Tell me everything you can think of that might explain why your name came up in this.



ICBI Worksheet

Child Sexual Abuse-Specific

- SPECTAR focus: Events leading up to allegation, prior conflicts, recent interactions, timeline shifts.
- **Defense Argument: Allegation is Due to Fabrication, Coaching, Suggestibility**
 - Statement: Allegations involving children are often influenced by the adults around them.
 - Invitation: Who has the most influence over [child] right now?
 - SPECTAR focus: Contacts, communication records, custody timelines, adult conflict patterns.
- **Defense Argument: Child Misinterpretation of Innocent Conduct**
 - Statement: Context can completely change how behavior looks from the outside.
 - Invitation: Describe the interaction exactly as you experienced it.
 - SPECTAR focus: Sequence, physical positioning, environment layout, duration.
- **Defense Argument: Contact was Accidental**
 - Statement: Accidents usually have a clear physical sequence.
 - Invitation: Walk me step by step through how that contact occurred.
 - SPECTAR focus: Sequence mechanics, body positioning, room layout, proximity.
- **Defense Argument: Contact was Child Initiated**
 - Statement: Children sometimes test boundaries. Adults decide how to respond.
 - Invitation: Describe what the child did and how you responded.
 - SPECTAR focus: Sequence, response timing, prior pattern, frequency.
- **Defense Argument: Defendant Suffers Memory Gaps/Intoxication**
 - Statement: Substances can affect memory in uneven ways.
 - Invitation: What parts of that day are clear, and what parts are not?
 - SPECTAR focus: Timeline anchors, surrounding neutral events, receipts, phone data.
- **Defense Argument: Defendant was Coerced into Confession**
 - Statement: People sometimes feel misunderstood during interviews.
 - Invitation: Tell me what felt inaccurate about your prior statement.
 - SPECTAR focus: Compare prior narrative sequence to current account.
- **Defense Argument: Child is Unreliable (Development or Memory Issue)**
 - Statement: Children vary in how they communicate and recall events.
 - Invitation: Describe your concerns about [child's] reliability.
 - SPECTAR focus: Specific examples, documented behavioral history, third-party witnesses.
- **Defense Argument: Case Completely Lacks Corroboration**
 - Statement: Some events leave records. Others do not.
 - Invitation: What records would reflect your whereabouts during that time?
 - SPECTAR focus: Artifacts, records, devices, surveillance, calendars.
- **Defense Argument: Sexual Contact was Legal/Consensual**
 - Statement: In situations involving adolescents, people often interpret mutual behavior differently.
 - Invitation: Describe what you believed the nature of the interaction was.
 - SPECTAR focus: Age knowledge, communication history, grooming indicators.
- **Defense Argument: Defendant was Misled or Confused about Child's Age**



ICBI Worksheet

Child Sexual Abuse-Specific

- Statement: Age can sometimes be misunderstood in online or social settings.
 - Invitation: What did you believe their age was, and why?
 - SPECTAR focus: Messages, profiles, prior disclosures, recorded conversations.
- **Defense Argument: Child is Fantasy Prone**
 - Statement: Some children have vivid imaginations.
 - Invitation: Give me examples of times they described events that were not real.
 - SPECTAR focus: Documented prior incidents versus generalized claims.
- **Defense Argument: Allegation Due to Custody or Financial Motive**
 - Statement: Allegations sometimes arise during disputes.
 - Invitation: Describe the status of any custody or financial conflicts before this surfaced.
 - SPECTAR focus: Court filings, timeline alignment, adult communications.
- **Defense Argument: Allegation Due to Revenge Motive**
 - Statement: Sometimes allegations follow interpersonal grievances.
 - Invitation: What grievance might someone have against you?
 - SPECTAR focus: Text exchanges, breakups, prior discipline, threats.
- **Defense Argument: No Time or Opportunity Existed for Abuse**
 - Statement: Opportunity depends on time, space, and access.
 - Invitation: Describe every time you were alone with [child] in that period.
 - SPECTAR focus: Timeline gaps, supervision levels, physical access.
- **Defense Argument: Defendant has Good Character; Incapable of Abuse**
 - Statement: People often describe themselves through their reputation.
 - Invitation: How would others describe your boundaries with children?
 - SPECTAR focus: Prior complaints, digital footprint, volunteer history.
- **Defense Argument: Defendant has Physical Incapability or Incapacity**
 - Statement: Medical conditions can affect ability.
 - Invitation: Explain how your condition would prevent this conduct.
 - SPECTAR focus: Medical records, timeline of condition severity.
- **Defense Argument: Child Misidentified Suspect (Someone Else as Perpetrator)**
 - Statement: Children sometimes confuse adults who occupy similar roles.
 - Invitation: Who else had similar access or contact?
 - SPECTAR focus: Access mapping, frequency analysis.
- **Defense Argument: Media Exposure Influenced Child's Sexual Knowledge**
 - Statement: Children are exposed to more content than adults realize.
 - Invitation: What exposure did [child] have to sexualized media or peers?
 - SPECTAR focus: Devices, peer groups, online accounts.
- **Defense Argument: Child has Significant Behavioral Problems**
 - Statement: Behavioral conflict sometimes precedes allegations.
 - Invitation: Describe your most recent disciplinary interactions.
 - SPECTAR focus: Dates, severity, documentation.
- **Defense Argument: Allegation because Child is Attention Seeking**
 - Statement: Some children seek validation through dramatic narratives.
 - Invitation: What makes you believe this was attention-seeking behavior?
 - SPECTAR focus: Prior patterns versus this event's specificity.



ICBI Worksheet

Child Sexual Abuse-Specific

- **Defense Argument: Contact wasn't Abuse it was Educational or Developmental Exploration**
 - Statement: Adults sometimes frame interactions as educational.
 - Invitation: Explain what you believed you were teaching or modeling.
 - SPECTAR focus: Content, duration, repetition.
- **Defense Argument: Inappropriate Humor or Sarcasm; Misinterpreted as Abuse**
 - Statement: Tone can change how words are received.
 - Invitation: Describe the humor as you intended it.
 - SPECTAR focus: Exact wording, witnesses, digital records.
- **Defense Argument: Defendant Suffers from Mental Health Impairment**
 - Statement: Mental health can affect judgment.
 - Invitation: Describe how your condition influenced your decisions at the time.
 - SPECTAR focus: Treatment history, medication compliance.
- **Defense Argument: Delay in Disclosure; Lacks Credibility**
 - Statement: People interpret delayed reporting differently.
 - Invitation: What do you believe explains the timing of the disclosure?
 - SPECTAR focus: Intervening events between incident and report.
- **Defense Argument: Child Recanted Allegation; Credibility Issue**
 - Statement: Accounts sometimes shift over time.
 - Invitation: Describe what you believe changed in their story.
 - SPECTAR focus: Documented versions, language evolution.
- **Defense Argument: Allegation is Retaliation for Defendant's Prior Discipline**
 - Statement: Discipline can create resentment.
 - Invitation: Describe the most recent discipline prior to the allegation.
 - SPECTAR focus: Exact dates, severity, witnesses.
- **Defense Argument: Romantic Jealousy Caused Allegation**
 - Statement: New relationships sometimes shift family dynamics.
 - Invitation: Describe how your romantic relationships affected the household climate.
 - SPECTAR focus: Timeline alignment with allegation emergence.

ELICITATION EXAMPLES (GENERAL):

- *Responsibility Evasion*
 - Statement. – “A lot of people in situations like this feel like events started moving before they could really stop them.”
 - Statement. – “It often feels like once things start, they take on a life of their own.”
 - Statement. – “Most people don't feel like they were the one steering everything that happened.”
- *Distancing*
 - Statement. – “It sounds like this is something that happened around you more than something you were actively driving.”
 - Statement. – “People often talk about this like they were watching things unfold rather than creating them.”



ICBI Worksheet

Child Sexual Abuse-Specific

- *Hedging / Narrative Softening*
 - Statement. – “A lot of people describe what happened in general terms, because the details are harder to pin down.”
 - Statement. – “Most people remember the big picture first, not the exact steps.”
- *Stability and Drift*
 - Statement. – “It usually gets harder to keep all the timelines straight once several people start retelling the same events.”
 - Statement. – “When a lot of people are involved, the story tends to shift a little each time it gets repeated.”
- *Denial Activation*
 - Statement. – “Most people are surprised by how quickly others decide what kind of person they are after something like this.”
 - Statement. – “It’s frustrating when people hear one version and treat it like it’s the whole truth.”
- *Denial and Impression Management*
 - Statement. – “People usually worry more about how they come across than about the actual situation itself.”
- *Impression Management*
 - Statement. – “It seems like you care a lot about how this reflects on you as a person.”
 - Statement. – “For most people, protecting their reputation becomes just as stressful as dealing with the case itself.”
- *Hero and Victim Role*
 - Statement. – “A lot of people in your position feel like they are the only one who really tried to handle things the right way.”
 - Statement. – “It can feel like you were the one holding things together while everything else was falling apart.”
 - Statement. – “Sometimes it feels like you were trying to do the best you could in a situation that was already broken.”
- *Victim Role Inversion*
 - Statement. – “It sounds like you’ve taken most of the impact from all of this.”
 - Statement. – “A lot of people feel like they are the one paying the biggest price here.”
 - Statement. – “It often feels like the consequences hit you harder than anyone else.”
- *Mitigation*
 - Statement. – “Most people in situations like this focus on the parts that were understandable at the time.”
 - Statement. – “People usually explain what they were thinking rather than what others assume they were doing.”
 - Statement. – “A lot of people try to make sense of why their choices felt reasonable in the moment.”
- *Minimization*



ICBI Worksheet

Child Sexual Abuse-Specific

- Statement. – “Some people would probably see this as much smaller than how it has been described.”
- Statement. – “It probably feels like the situation has grown far beyond what actually happened.”
- Statement. – “Most people are surprised by how serious others make something like this sound.”
- *Rationalization*
 - Statement. – “A lot of people can explain their decisions in a way that makes sense when you understand their situation.”
 - Statement. – “Most people feel there were practical reasons behind the choices they made.”
- *Justification*
 - Statement. – “It often feels like what you did was reasonable given what you were dealing with at the time.”
 - Statement. – “People usually believe they acted in a way that fit the circumstances.”
- *Blame-Shifting*
 - Statement. – “Usually when something reaches this point, more than one person played a role in how it unfolded.”
 - Statement. – “It’s common for people to feel that others could have handled things very differently.”
 - Statement. – “A lot of situations like this only escalate because someone else makes the wrong move.”
- *Victim Denigration*
 - Statement. – “It’s hard when people don’t really understand the other person’s behavior in situations like this.”
 - Statement. – “Most people feel the other person’s actions don’t get examined very closely.”
 - Statement. – “A lot of people feel the focus stays on them instead of on what the other person was doing.”
- *Victim Initiation / Provocation Framing*
 - Statement. – “Many people feel the situation really started earlier than what is being talked about now.”
 - Statement. – “It often feels like something set this in motion long before the incident everyone focuses on.”
 - Statement. – “Most people describe a buildup that others never really see.”
- *Revenge and Grievance Motive*
 - Statement. – “It can feel like someone wanted to hurt you back more than they wanted the truth.”
 - Statement. – “A lot of people believe this turned into something personal for someone else.”
 - Statement. – “Sometimes it feels less about what happened and more about settling something.”
- *Posturing and Framin*



ICBI Worksheet

Child Sexual Abuse-Specific

- Statement. – “The way this is being described publicly probably feels very different from how you experienced it.”
- Statement. – “It seems like the wording people use changes how serious everything sounds.”
- Statement. – “How this is framed probably matters more than most people realize.”
- *Evasiveness / Process Avoidance*
 - Statement. – “Most people talk about outcomes first, not the steps in between.”
 - Statement. – “It’s usually easier to describe what it ended up looking like than how it actually unfolded.”
 - Statement. – “People often skip over the middle part of the story.”
- *Psychological Distance*
 - Statement. – “It sounds like you’ve had to separate yourself from a lot of this just to get through it.”
 - Statement. – “A lot of people talk about this in a very detached way once it’s over.”
 - Statement. – “It’s common to describe things almost like they happened to someone else.”
- *Boundary Reframing*
 - Statement. – “People often describe the boundaries in situations like this as more complicated than outsiders realize.”
- *Consent Ambiguity Framing*
 - Statement. – “A lot of people say what was understood between two people gets oversimplified later.”
- *Escalation Framing*
 - Statement. – “Most violent or sexual situations people talk about don’t start at the point everyone focuses on.”
 - Statement. – “There is usually a long lead-up that never makes it into the reports.”
- *Relationship Reframing*
 - Statement. – “People usually feel the relationship itself gets misunderstood once everything is reduced to an incident.”
- *Authority and System Blame*
 - Statement. – “It’s frustrating when professionals step in after the fact and think they understand everything.”
 - Statement. – “A lot of people feel the system already has its own story before they ever speak.”
- *Control Versus Chaos Framing*
 - Statement. – “It sounds like a lot of what happened was shaped by circumstances more than by deliberate choices.”
 - Statement. – “Most people describe the situation as messy rather than intentional.”
- *Identity Protection*
 - Statement. – “It seems important to you that people understand who you really are, not just what they heard.”



ICBI Worksheet

Child Sexual Abuse-Specific

- Statement. – “A lot of people worry that one situation ends up defining their entire life.”

One operational warning that matters in your environment.

Several of these statements embed psychological direction on purpose. You should only deploy them after the subject has already produced an unprompted baseline narrative. Otherwise you will pollute your own movement analysis.

The tactical rule for your system. - Use one elicitation statement. Then go silent. Then move immediately into clean follow-up questions only after the offender has committed language to the record.

CLOSING COGNITIVE PRESSURE

- When someone looks back, there is often something they wish they had handled differently. Is there anything you would handle differently now?
- Most people can identify how something might appear from the outside. How do you think this looks from someone else’s perspective?
- Small decisions add up over time. What decisions during that period stand out to you?