



St. Louis, MO

August 2017

Monday, August 14, 2017

7:00 – 8:00

Registration

8:00 – 8:15

Welcome / Introductions

Kimberly A. Lonsway, PhD, Director of Research, EVAWI, San Luis Obispo, CA

8:15 – 9:15

Sexual Assault: Investigating and Responding to Difficult Cases (Parts I and II)

Kimberly A. Lonsway, PhD, Director of Research, EVAWI, San Luis Obispo, CA

Ann Burdges, Vice President, EVAWI, Executive Director, Gwinnett Sexual Assault Center & Children's Advocacy Center, Atlanta, GA

This workshop provides the opportunity for small groups of multidisciplinary professionals to analyze several difficult cases, with materials drawn from real investigative files of non-stranger sexual assault.

Through interactive discussion, workshop participants will identify challenges faced in the criminal justice and community response to these difficult cases. More important, collaborative brainstorming will be used to forge new directions for responding officers, investigators, victim advocates, forensic examiners, and prosecutors. Discussion will particularly focus on strategies for investigating and prosecuting these difficult cases by overcoming common challenges to the victim's credibility in these cases.

Objectives

As a result of this training, participants will be better able to:

- Identify aspects of these particular cases that make them difficult to investigate and prosecute.
- Discuss challenges faced in the criminal justice and community response to these difficult cases.
- Brainstorm new directions for multidisciplinary professionals to effectively handle these cases.
- Develop strategies for successfully investigating and prosecuting these difficult cases by overcoming common challenges to the victim's credibility.

9:15 – 9:30

Break

9:30 – 11:00

Sexual Assault: Investigating and Responding to Difficult Cases



11:00 – 12:15	Lunch on your own
12:15 – 1:45	Sexual Assault: Investigating and Responding to Difficult Cases
1:45 – 2:00	Break
2:00 – 3:15	Sexual Assault: Investigating and Responding to Difficult Cases
3:15 – 3:30	Break
3:30 – 5:00	Improving Our Reactions to Sexual Assault Victims, One Disclosure at a Time

Kimberly A. Lonsway, PhD, Director of Research, EVAWI, San Luis Obispo, CA

Start by Believing is a public awareness campaign focused on the public response to sexual assault, because the first person a victim confides in after an assault is typically a friend or family member. How they react determines in large part what happens next. When friends, family members, and professionals do not respond appropriately, their negative reactions will only worsen the victim's trauma and decrease the likelihood that the victim will access community services and report the assault to police. On the other hand, a positive reaction will not only improve their health and well-being, but also increase the chance that victims will reach out for help from other sources. The two positive behaviors that stand out for victims are having someone to talk to and being believed.

Positive support is particularly critical for victims to become engaged—and remain engaged—in the criminal justice system. It may be the only way to decrease the percentage of sexual assault cases where victims “decline prosecution” and withdraw from participating in the investigation of their case. Moreover, because rapists attack an average of six times, one failed response can equal five more victims. The *Start by Believing* campaign was created to stop this cycle, by creating a positive community response to sexual assault, both to improve outcomes for victims and to hold more offenders accountable for their crimes. Preliminary evidence suggests that the campaign increases reporting and other forms of help-seeking among sexual assault victims.

Objectives

As a result of this training, participants will be better able to:

- Review research on the impact of positive versus negative reactions to disclosures, from informal support people as well as responding professionals.



- Discuss the purpose of the *Start by Believing* public awareness campaign, and examine materials that are available to help professionals launch their own local initiative.
- Examine preliminary evidence for the impact of a campaign on a variety of outcome measures, including the public's understanding and response to the campaign, the number of sexual assault reports made to police, and the number of calls to the local rape crisis center.





St. Louis, MO

August 2017

Tuesday, August 15, 2017

- 7:00 – 8:00** **Registration**
- 8:00 – 8:10** **Welcome / Introductions**
Chris Wilson, PsyD, Psychologist, Portland, OR
- 8:15 – 9:15** **Neurobiology of Trauma and Sexual Assault**

Christopher Wilson, PsyD, Psychologist, Portland, OR

This day of training focuses on the impact of trauma on the brain, specifically in cases of sexual assault. Participants will learn basic information about how the brain responds to threat, and then build on that learning to understand how the brain responds in traumatic situations, specifically sexual assault, using our defense circuitry. Concepts covered will include: the “defense cascade,” which can include freeze, flight, and/or fight responses; dissociation, tonic and collapsed immobility, and the role of habitual behavior in victim responses; the impact of trauma on memory encoding and consolidation; and how the brain attempts to “make sense” of traumatic experiences.

Objectives

As a result of this training, participants will be better able to:

- Identify how the brain responds to threat; including a definition of vigilance and explanation of the role of the amygdala in detecting threat and the hippocampus in appraising threat.
- Identify how the brain responds to sexual assault, including a definition of defense circuitry and an explanation of freeze, flight, and fight responses, tonic immobility, collapsed immobility, dissociation, and the role of habitual behavior in responding.
- Consider how the brain implicitly understands facial expression and emotion and explore the implications for professionals who respond to victims of sexual assault.
- Examine how cognitive shortcuts that human brains use to make sense of the world (such as anchor bias, confirmation bias, and availability bias) can influence one’s perception of a victim’s behavior and statements, both during and after a sexual assault.
- Discuss the impact trauma can have on attention and memory, specifically with regard to the function of the hippocampus and how traditional interview techniques can undermine the perceived credibility of victims.

- 9:15 – 9:30** **Break**
- 9:30 – 11:00** **Neurobiology of Trauma and Sexual Assault (Continued)**



11:00 – 12:15	Lunch on your own
12:15 – 1:45	Neurobiology of Trauma and Sexual Assault (Continued)
1:45 – 2:00	Break
2:00 – 3:15	Neurobiology of Trauma and Sexual Assault (Continued)
3:15 – 3:30	Break
3:30 – 5:00	Neurobiology of Trauma and Sexual Assault (Continued)





Wednesday, August 16, 2017

- 7:00 – 8:00** **Registration**
- 8:00 – 8:10** **Welcome / Introductions**
Russell Strand, Consultant, Rolla, MO
- 8:15 – 9:15** **Improving Interviews with the Forensic Experiential Trauma Interview (FETI)**

Russell Strand, Consultant, Rolla, MO, SHIFT LLC

When human beings experience trauma, they undergo a process that many professionals – as well as the individuals themselves -- do not understand. Most of us inside and outside the criminal justice system have been trained to believe that when an individual experiences an event (including a traumatic event), the brain records the majority of details investigators and prosecutors need to know about the event, including the “who, what where, why, when and how” – as well as other sensory and peripheral information. Therefore, when law enforcement responds to the report of a crime, most investigators are trained to obtain this type information. Unfortunately, trying to collect information about a traumatic event in this way may actually inhibit important psychophysiological information and the accuracy of the details provided.

Most interviewing techniques have been developed to question victims about peripheral information such as the color of the suspect’s shirt, a description of the suspect, the time frame of the event, and other important information. Some victims are capable of providing this type of information in a limited fashion. However, many trauma victims are not only *unable* to accurately provide this type of information, but when they are asked to do so they may inadvertently provide *inaccurate* information and details. This frequently causes investigators to become suspicious of the information provided.

The Forensic Experiential Trauma Interview (FETI) is designed to change all of this. This technique has already proven to be a game changer in the investigation and prosecution of many forms of violence, including child abuse, adult and adolescent sexual assault. Use of the FETI process in domestic violence cases is also extremely promising for increasing successful interventions, investigations and prosecutions. This interviewing technique draws on the best practices of child forensic interviews, critical incident stress management, and neuroscience -- combining them all into a simple three-pronged approach that unlocks the trauma experience in a way that others can better understand. We will explore how a trauma-informed approach can improve law enforcement interviews, investigations, and potential prosecution by addressing the following topics:

- The forensic experiential trauma interview technique
- Utilizing sensory questions
- Collecting experiential information
- Using clarifying questions



- Facilitating an uninterrupted narrative
- Common interviewer mistakes and how to correct them
- Addressing common questions from the interviewee
- Considerations prior to, during and after the interview
- How to document an experiential interview
- Practical tips for facilitating a safe interview environment

Objectives

As a result of this training, participants will be better able to:

- Explain the difference between cognitive thinking and experiential memory for victims of trauma.
- Review the history of victim interviews.
- Define a newly recognized class of evidence called psychophysiological evidence.
- Identify the elements of the Forensic Experiential Trauma Interview process.

9:15 – 9:30	Break
9:30 – 11:00	FETI
11:00 – 12:15	Lunch on your own
12:15 – 1:45	FETI
1:45 – 2:00	Break
2:00 – 3:15	FETI
3:15 – 3:30	Break
3:30 – 5:00	FETI





St. Louis, MO

August 2017

Thursday, August 17 and Friday, August 18 2017

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| 7:00 – 8:00 | Registration |
| 8:00 – 8:10 | Welcome / Introductions
<i>Carrie Hull, YHOP Program Manager, Ashland, OR</i> |
| 8:15 – 9:15 | You Have Options Program (YHOP) |

Carrie Hull, YHOP Program Manager, Ashland, OR

Christia Currie, MSW, YHOP Training and Technical Assistance, Ashland, OR

After attending this 2-day session, designated personnel associated with a law enforcement agency will be certified to begin the process of implementing the You Have Options Program. Personnel are encouraged to attend with community partners including, but not limited to, advocacy and prosecution.

This 2-day workshop includes detailed information on:

- The 20 elements of a YHOP victim-centered and offender-focused response
- Roles and responsibilities of a YHOP law enforcement agency
- The YHOP memorandum of understanding
- Collaborating with community partners
- Inquiries into serial sexual assault (ISSA)
- Administrative considerations
- Implementing YHOP
- The next steps for participation as a YHOP agency

Attendance does not obligate law enforcement agencies to participate in YHOP. Non-law enforcement attendees are encouraged to attend, but they are not typically eligible for certification as a YHOP administrator or YHOP trainer.

For more information, see the YHOP website at: www.ReportingOptions.org

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| 9:15 – 9:30 | Break |
| 9:30 – 11:00 | You Have Options Program (YHOP) |
| 11:00 – 12:15 | Lunch on your own |
| 12:15 – 1:45 | You Have Options Program (YHOP) |
| 1:45 – 2:00 | Break |



2:00 – 3:15	You Have Options Program (YHOP)
3:15 – 3:30	Break
3:30 – 5:00	You Have Options Program (YHOP)

