

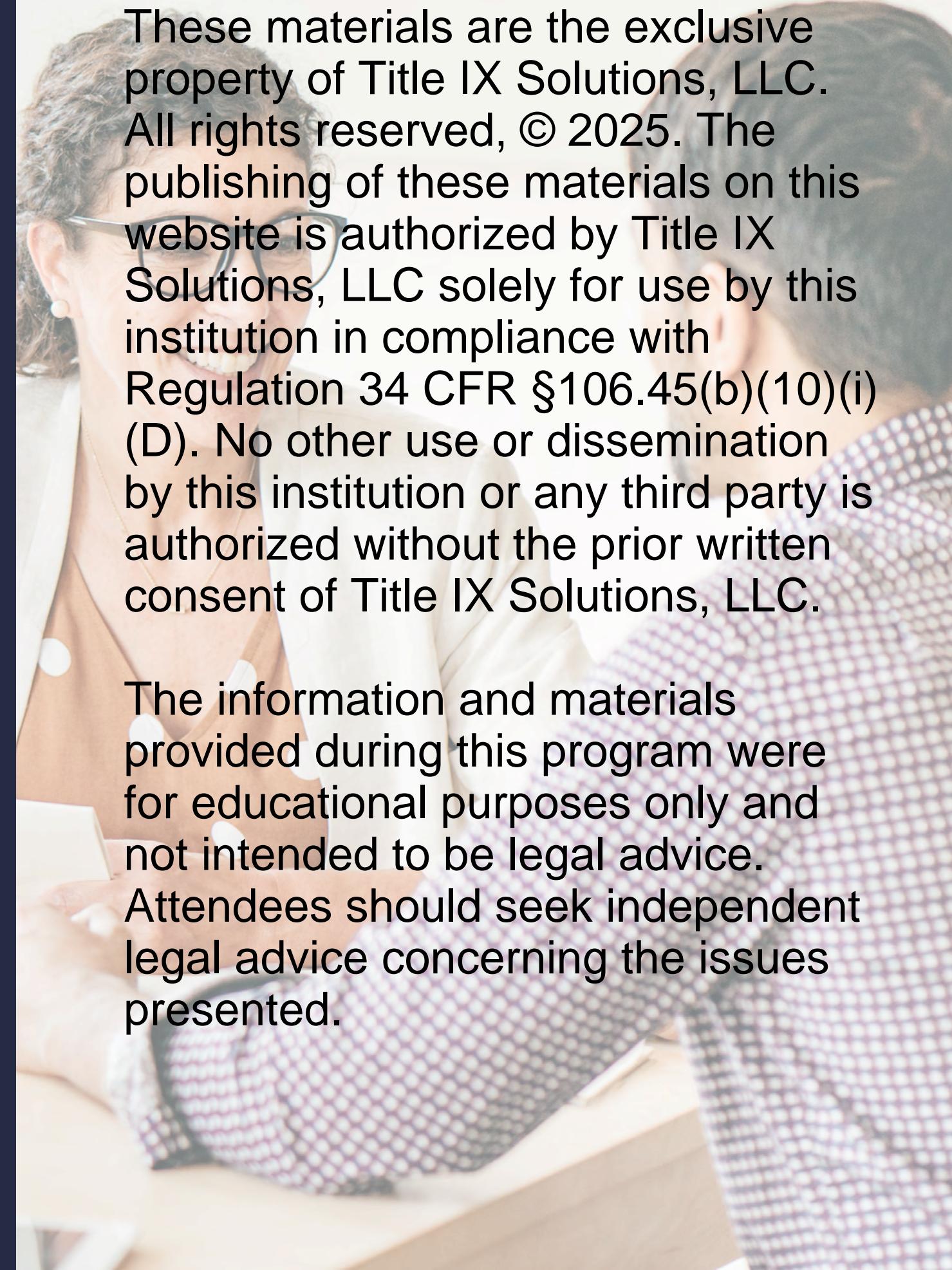


INTERVIEW TECHNIQUES & SAMPLE INTERVIEW

A Title IX Investigator Refresher Course

These materials are the exclusive property of Title IX Solutions, LLC. All rights reserved, © 2025. The publishing of these materials on this website is authorized by Title IX Solutions, LLC solely for use by this institution in compliance with Regulation 34 CFR §106.45(b)(10)(i)(D). No other use or dissemination by this institution or any third party is authorized without the prior written consent of Title IX Solutions, LLC.

The information and materials provided during this program were for educational purposes only and not intended to be legal advice. Attendees should seek independent legal advice concerning the issues presented.



IN THIS COURSE



INVESTIGATIVE
INTERVIEW
TECHNIQUES



SAMPLE
INTERVIEW

LESSON COMPLETION

Title IX Solutions, LLC

Revised Scope & Jurisdiction

106.31 - EDUCATION PROGRAM

In the limited circumstances in which Title IX or this part permits different treatment or separation on the basis of sex, a recipient must not carry such different treatment or separation in a manner that discriminates on the basis of sex by subjecting a person to more than de minimis harm.

Up next

Policy, Training & Reporting Requirements

Comments

- 106.31(a)(2) was added addressing gender identity
- There is pending litigation regarding gender identity protection that may impact this part of the regulations.

CONTINUE → CANCEL

MARK INCOMPLETE CONTINUE →

Go to Dashboard

Level I: Navigating the 2024 Title IX Regulations with Confidence

3% complete

Search by lesson title

- Pre-Training Materials 0/3
- Decoding the 2024 Title IX Regulations: A Roadmap for Educational Institutions 1/6 DRAFT
- Chapter & Speaker Introduction VIDEO • < 1 MIN • PREREQUISITE • DRAFT
- Defining Sex Discrimination & Sex-Based Harassment VIDEO • < 1 MIN • PREREQUISITE • DRAFT
- Revised Scope & Jurisdiction



STEPPING AWAY

STEPPING AWAY

TITLE IX SOLUTIONS, LLC

Courses Curriculum Free Resources FAQs My Dashboard Cara K

See Overview Coming Soon

See Overview Start Course

See Overview Start Course


June 27-28, 2024: In-Person Title IX Training (Atlanta, GA)


An Introduction to the 2024 Title IX Regulations


July 23-24, 2024: Virtual Title IX Training

See Overview Start Course

See Overview Start Course

See Overview Start Course



POSTING REQUIREMENTS

In accordance with the 2020 Title IX Regulations, institutions must post “all materials used to train Title IX Coordinators, Investigators, Decision-Makers, and any person who facilitates an informal resolution process.” 34 C.F.R. 106.45(b)(10)(i)(D).

Such training materials must also be kept for seven years.

POSTING REQUIREMENTS

Instructions for Posting Title IX Solutions Training Materials on Institutional Websites

Facilitating Informal Resolution Processes 0/4

Informal Resolution Agreements and Outcomes 0/2

Potential Challenges in Facilitating Informal Resolution Processes 0/2

Understanding Trauma 0/6

Course Wrap-up 0/3

Title IX Posting Requirements 0/2

Instructions for Posting Title IX Solutions Training Materials on Institutional Websites

INSTRUCTIONS - PREREQUISITE

Final Combined Course Materials

DOWNLOAD

Thank you for participating in a Title IX Solutions Certification Training!

Please follow these instructions as you post the training materials to your school's website to comply with Title IX Regulation 106.45(b)(10)(i)(d).

Contact adrienne@titleixsolutions.com or tawny@titleixsolutions.com with any questions regarding the posting of Title IX Solutions' training materials.

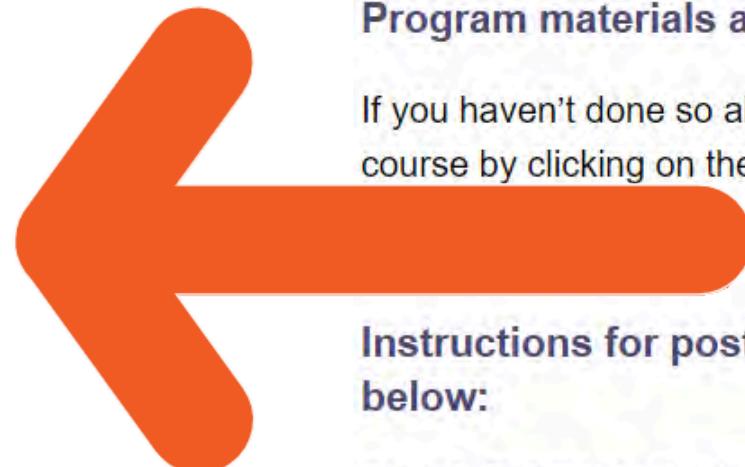
Program materials available for download:

If you haven't done so already, you can find and download the program materials for this course by clicking on the next lesson named "Final Combined Course Materials".

Instructions for posting the above training program materials are outlined below:

Step 1: Publish Authorization & Disclaimer

COMPLETE & CONTINUE →



COURSE SUPPORT



Courses Curriculum Free Resources FAQs My Dashboard Cara K Admin

My Account

Support ↗

Sign Out



Courses

2022 IX Institute Free Content

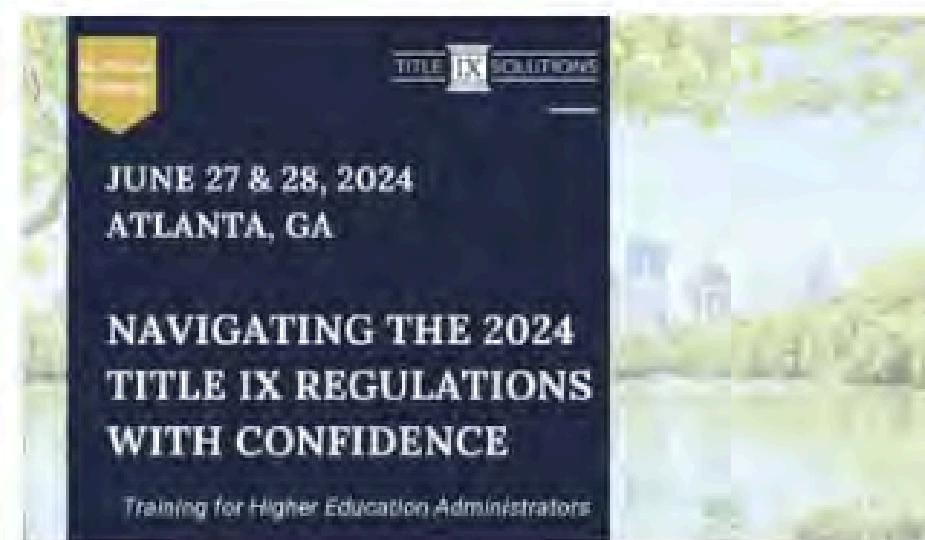
2023 IX Institute Free Content

2024 Title IX Training

All Courses

Level II Training

Level I Training



June 27-28, 2024: In-Person Title IX Training (Atlanta, GA)

AN INTRODUCTION TO THE 2024 TITLE IX RULE

APRIL 25, 2024



July 23-24, 2024: Virtual Title IX Training
Use code INTRO24BECC to receive 100%

An Introduction to the 2024 Title IX Regulations

THANK YOU!



TITLE IX SOLUTIONS, LLC

TITLE IX SOLUTIONS, LLC

INVESTIGATIVE INTERVIEW TECHNIQUES



TITLE  IX SOLUTIONS, LLC

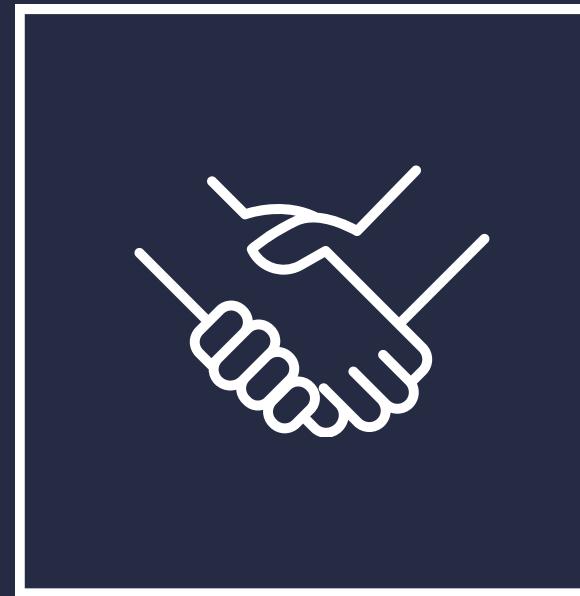
IN THIS CHAPTER



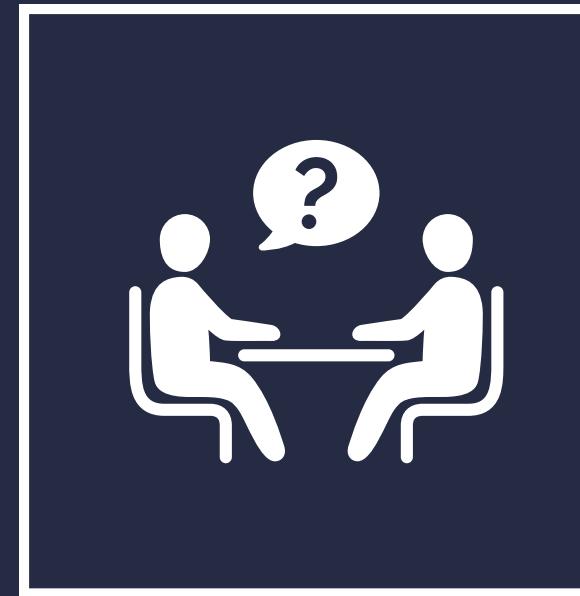
PREPARING A
PREAMBLE



RECORDING
INTERVIEWS



BUILDING RAPPORT
AND TRUST



QUESTIONING THE
PARTIES



INTERVIEWING
MINORS

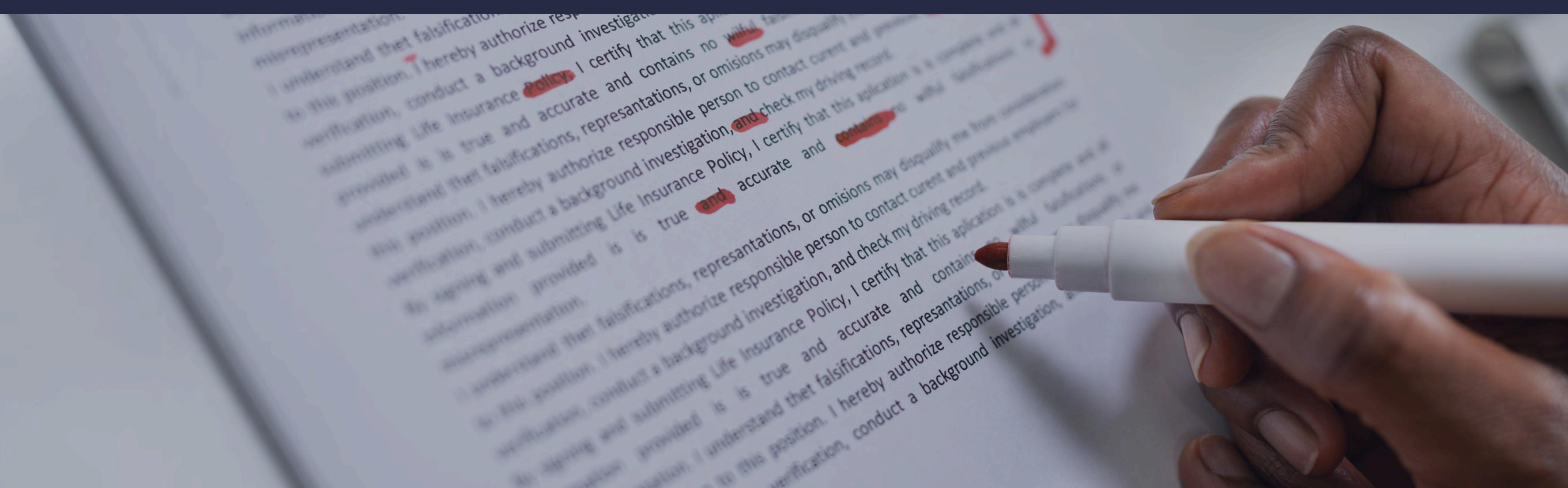


SPEAKER

TOM DENTON

DIRECTOR OF INVESTIGATIONS
TITLE IX SOLUTIONS

PREPARING A PREAMBLE



WHAT IS A PREAMBLE?

READ BY INVESTIGATOR AT THE BEGINNING OF THE INTERVIEW

- State date, time, purpose of the interview, location, persons present and verbal consent of all persons participating
- Ask each person to state their name for later voice identification during transcription
- Time and date should be read onto the recording at the end of the recorded interview

WHAT IS A PREAMBLE?

- Provides Consistency throughout interviews
- Ensures consent, policy violations in question, relevant sections of the policy in question are on the record
- Helps if the Investigator is called as a witness during the hearing or litigation
- Assists in putting the party or witness at ease – they become used to Investigator's voice, presence, etc.

OTHER ELEMENTS TO INCLUDE

- Explain investigative process (refer to policy) and roles and names of Title IX personnel (Coordinator, Investigator(s), Decision-Maker, etc.)
- Cover rights under Title IX and policy
- Inform party of their opportunity to share what actually happened
- Remind party of Advisor's role
- Provide clarification of policy, procedure, and timeline
- Establish meeting decorum (breaks, use of phone, etc.)
- Share Investigator's comfort with difficult topics

SAMPLE PREAMBLE



RECORDING INTERVIEWS



RECORDING BEST PRACTICES

ONLY THE INVESTIGATOR MAY RECORD INTERVIEWS.

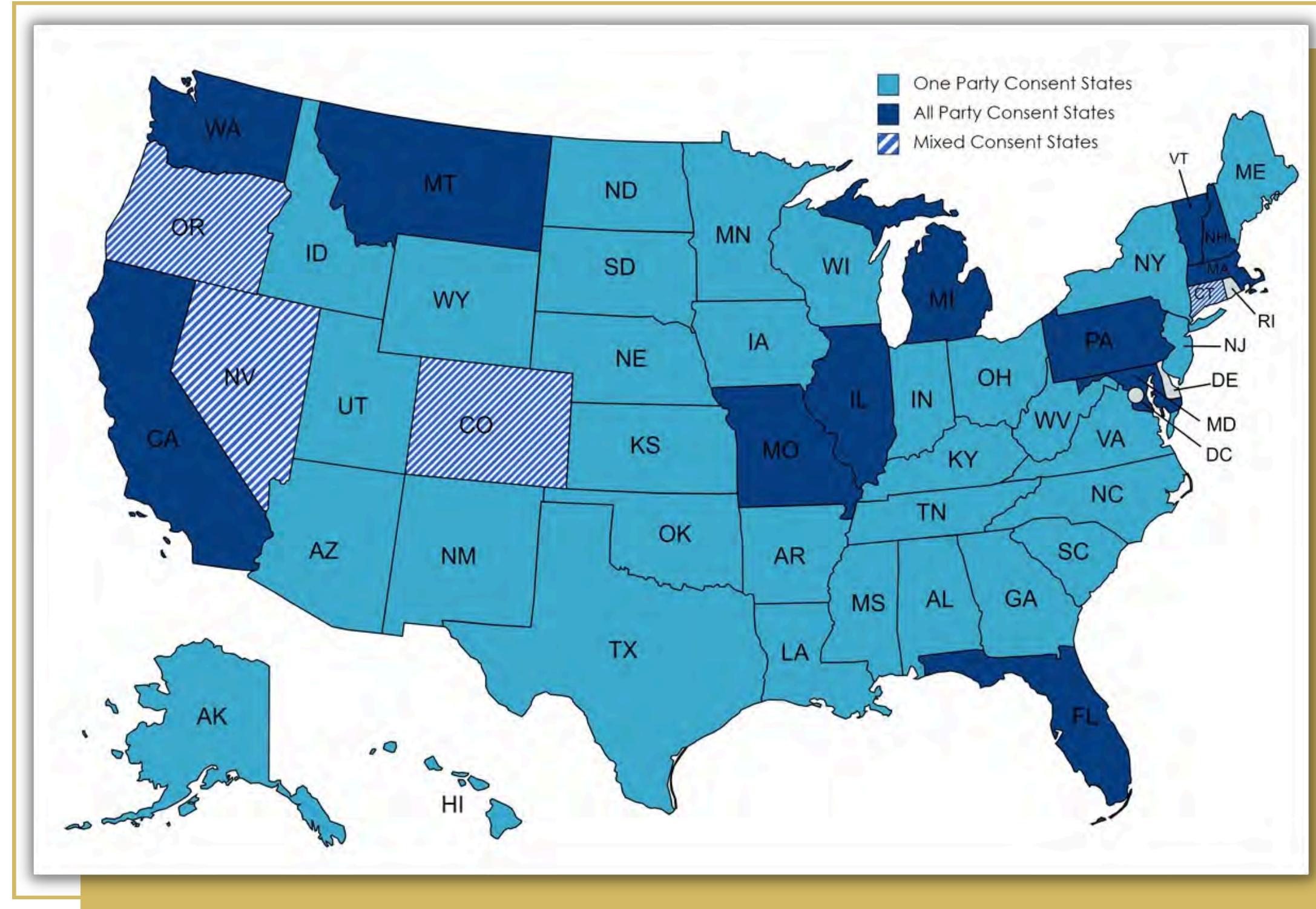
BEST PRACTICES INCLUDE:

- Obtain consent from the interviewed party
- Use HD recording application on a phone for the least intimidating in-person option
- Have the interview transcribed
- Share transcript and recording of interview with the Parties and Advisors
- Include transcription and audio recording in the final investigation report and/or file



Recording frees up the Investigator to focus on the interview and interviewee.

OBTAINING CONSENT



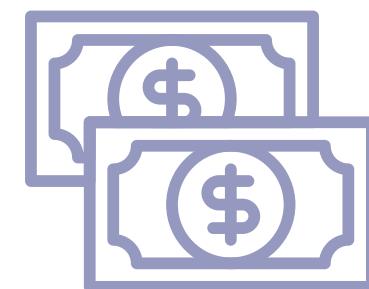
- Review state and local law, as well as school policy
- Check for one-party consent, two-party consent, etc.
- Prepare for what you will do if a Party does not give consent to record

TRANSCRIPTION

TRANSCRIPTS WILL PROVIDE QUOTES AND NARRATIVES FOR INVESTIGATIVE REPORT

- Provides a complete word-for-word record of the investigative interviews
 - Does not contain paraphrasing of questions or responses
 - May contain grammatical or syntax errors depending on speech of parties
- Should be reviewed and approved by parties for accuracy before including in the investigation report

TRANSCRIPTION BY A SERVICE VS. SELF-TRANSCRIPTION



Cost



Accuracy



Efficiency

BUILDING RAPPORT AND TRUST



STARTING THE INTERVIEW

- Visualize conducting a successful interview before walking into the room
- Consider how the interviewee perceives the Investigator
- Make the interviewee feel comfortable
- DO NO HARM
- Explain the investigative process at the beginning of the interview
- Use non-threatening questions help to put the interviewee at ease

IMPORTANT REMINDERS

- This is an interview not an interrogation!
- Respondents should be treated with the same respect as the Complainant
- School must presume that Respondent is not responsible for the alleged conduct unless and until a determination of responsibility for a violation of the Title IX policy is made at the conclusion of the grievance process
 - This should be a guiding principle throughout the interview process (and beyond)
- Good cop/bad cop does not work

QUESTIONING THE PARTIES



FOUNDATIONS OF INTERVIEWING

1

SEEKING THE NARRATIVE

2

CONTROLLING THE INTERVIEW FLOW

3

ASKING CLARIFYING QUESTIONS

4

PROVIDING RATIONALE FOR QUESTIONS

5

GATHERING INFORMATION TO SUPPORT ANSWERS

GUIDELINES FOR GOOD QUESTIONS

OPEN-ENDED

Prompts the party to share more broadly.

NON-LEADING

Do not guide the Parties to the answer you want to hear.

SINGULAR

Avoid complicated, multi-part questions.

CLEAR

Ensure questions use the most clear, concise language aimed at arriving at the information needed.

SENSITIVE

Though questions need to be direct, consider emotions that may be evoked by asking. Practice empathy.

SEEKING THE NARRATIVE

YOUR FIRST BROAD QUESTION

"Tell me what happened on the night of August 15, 2022."
"Start at the beginning and tell me what's been going on."

- This may elicit a long-form response
 - Listen carefully to determine which clarifying questions you would like to ask
 - Allow the party to speak, uninterrupted
 - The party may go through a range of emotions
- Allow yourself a way to bring the conversation back

CONTROLLING THE INTERVIEW FLOW

CHRONOLOGY-BASED INTERVIEW

- Conducted in the order of events
- May start with the first relevant interaction between the Parties
- Can allow for easy organization of the investigative report
- Allows Parties to recall events in a meaningful order
- Has a clear stopping-point
- May be helpful for incidents with only one allegation or type of policy violation (*For example- an alleged sexual assault taking place in the duration of one-evening*)

TOPIC-BASED INTERVIEW

- Conducted according to themes or topics (allegations, locations, Parties, etc.)
- May jump from date to date
- Can allow for organization of the investigative report according to each allegation
- May help Parties think through each separate allegation
- May be helpful for incidents with multiple allegations over a long period of time (*For example- Quid Pro Quo harassment with an allegations of stalking in multiple locations*) or incidents with multiple Complainants and/or Respondents (*For example- Walking through allegations by each involved person*)



ASK CLARIFYING QUESTIONS

ASK FOR SPECIFICITY

- Encourage Parties to be as descriptive as possible
 - Sense questions (see, smell, hear, taste, touch)
 - Feelings and emotions experienced
 - Full names of individuals mentioned, contact information, relationships
 - Locations, times, dates
 - Quantities of substances consumed
- When in doubt, use, "Tell me more about that..."
 - Allows the Party to dig deeper and recall on their own
- Now is not the time to be shy
 - Explicit details must be shared in many instances



ASK CLARIFYING QUESTIONS

"We started the night at a bar downtown. I can't remember which one. And he started buying me drinks. I got really drunk."

EXAMPLE

What time did you arrive at the bar?
How did you get there?
Can you describe the area?
Had you been to this bar before?
What did the inside of the bar look like?
What types of drinks did he purchase for you?
How many total drinks did you consume?
Did you observe him drinking any alcoholic drinks?

ASK CLARIFYING QUESTIONS

"When I woke up, he was doing stuff to me. I didn't want that to happen, and I never said it was ok. I barely even know him."

EXAMPLE

I know this may be difficult or uncomfortable, but I need to understand the specifics of what he was doing to you. This will help me when I'm writing the report and we are providing your narrative of the events. You can use the terms you feel comfortable using. Can you tell me what he was doing?

ASK CLARIFYING QUESTIONS

EXAMPLE

"He was having sex with me."

Sometimes sex has different definitions to different people. I just want to be sure I am understanding your definition of sex. Can you tell me exactly what acts he was engaging in?

"Yes. First, he fingered me and then started going down on me. Then he penetrated me vaginally with his penis. I told him no, but he just kept going until he got off. I didn't want any of that. I never even wanted to kiss him."

PROVIDING RATIONALE FOR QUESTIONS



- Some questions may sound as though they are victim-blaming without an explanation
 - Help the Party understand why you are seeking this information
- "Why" questions are seen as taboo, but there are times we may need to ask them
 - Explain the need to ask "why" questions

PROVIDING RATIONALE FOR QUESTIONS

Instead of:

What were you wearing that night?

Which may be met with:

"Are you saying I deserved this because I was in a little dress?
That's exactly what my friends said. I knew I shouldn't have
worn that."

EXAMPLE

Try:

The security system in Oakley Hall recorded a large group returning to the residence hall that night at 1:30 AM. The footage is a little grainy. Could you give me a description of what you were wearing so I can better identify you on the video? Could you describe what Tristan was wearing as well?

PROVIDING RATIONALE FOR QUESTIONS

Instead of:

Why did you go into her room?

Which may be met with:

"See, I knew you would think I was stupid for going in there alone. I guess I just wasn't thinking."

EXAMPLE

Try:

What was your mindset when she invited you into her room? Walk me through what you were thinking and feeling so I can understand your decision to accept her invitation.

GATHERING INFORMATION TO SUPPORT ANSWERS

- Attempt to go one layer deeper
- Seek information that will support or refute certain elements of the allegations



INCAPACITATION

(Due to alcohol or other substances)



CONSENT



POLICY VIOLATIONS

(Elements of the potential policy violation)

GATHERING INFORMATION TO SUPPORT ANSWERS

EXAMPLE

Establishing Consent:

(To Respondent) What verbal or non-verbal cues did he give you to indicate he wanted to have sex?

"I don't know. He didn't say anything when I moved on top of him, so I figured he wanted it. He would have said no or moved away otherwise."

(To Complainant) What was your reaction when you woke up and discovered him on top of you?

"I completely froze. I tried to speak, but I couldn't. I wanted to push him off of me, but it is like my body wasn't listening to my brain. I think I was in shock. I didn't do anything."

GATHERING INFORMATION TO SUPPORT ANSWERS

Intoxication/Incapacitation:

(To Respondent) Can you tell me about her mental and physical faculties that led you to believe she was not incapacitated?

EXAMPLE

"She seemed completely normal. On the bus back from the event, she had a long conversation with my buddy Jace. She got off the bus without any help and was giving everyone hugs before we got in my car to go to the dorm. She sang to the radio and made TikToks the whole way home."

GATHERING INFORMATION TO SUPPORT ANSWERS

Elements of a Policy Violation:

Policy Language

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

EXAMPLE

Can you tell me the number of times the Respondent came to your campus office uninvited during the month of March?

"She came to my office about three times a day, every single day. I didn't even know she knew where I worked. My supervisor finally told her to stop because she was starting to become a disruption."

GATHERING INFORMATION TO SUPPORT ANSWERS

EXAMPLE

Can you tell me the frequency and content of the text messages sent by the Respondent during that same week?

"I think I counted over 450 text messages from her. They came at all hours of the day, asking to meet up for sex and saying she would make sure my girlfriend was out of the picture. I eventually had to block her."

Policy Language

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

GATHERING INFORMATION TO SUPPORT ANSWERS

EXAMPLE

How did the office visits and text messages make you feel?

"It got to the point where I was scared to go to work. I didn't know if she'd corner me in the hall or what. I stopped sleeping at night because I figured her next step might be finding out where I lived. I was also afraid for my girlfriend. What did she mean by 'making sure she was out of the picture?' I was terrified she was going to hurt her. All of it is really unsettling and I can't go about my normal day without the worry that she'll be there."

Policy Language

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to (1) fear for the person's safety or the safety of others; or (2) suffer substantial emotional distress.

ADVISORS



- As an Investigator, it is your job to maintain authority in the room
- The role of the Advisor is for emotional support and private consultation
- Do not allow the Advisor to speak on behalf of the Party as this is the Party's interview, and you need to hear their story from them

CLOSING



Thank Party for their participation and willingness to speak openly regarding the allegations



Ensure Parties have asked any questions they may have



Provide timeline or next steps, as well as contact information



Close any loops, so the party has a clear understanding of what is to come and what options are available to them at this point in the process

CIRCLING BACK

- Do not be afraid to re-interview a party or witness if you require more information
- Make your contact information available to interviewees
- After completing your first round of interviews, you may become aware of new witnesses
- Promptly contact and schedule interviews with those witnesses

QUICK TIPS

- More information is always better
 - It is easier to pare down than to move forward with incomplete information
- Let your future investigative report be your guide
 - Think through the sections you need to complete and ensure you will have the information needed to do so
 - A thorough investigation means easier report writing
- Measure twice, cut once (prepare and be twice as thorough, interview once)

INTERVIEWING MINORS



CONSIDERATIONS FOR MINORS

CHILDREN ARE VERY DIFFERENT THAN ADULTS

AGE OF THE CHILD IS ALSO IMPORTANT

- Emotional maturity of a child must be considered
- Tailor interviews accordingly
 - Provide clear guidelines for the interview
 - Use age-appropriate language

USEFUL QUESTIONS FOR MINOR RESPONDENTS:

- "Where was this behavior learned?" and/or
- "Why are they behaving in this way?"
 - Actions may be a reflection of their own experiences with abuse
 - May warrant a safety and risk assessment of their own situation

CONSIDERATIONS FOR MINORS

**HELPFUL TO UTILIZE ANATOMICALLY
CORRECT DOLLS**

**ENSURE PRESENCE OF PARENT OR GUARDIAN
AND OUTLINE RULES OF PARTICIPATION FOR
PARENTS**

- If a parent allows child to interview alone, NEVER interview without another adult in the room

**USE ONLY THE CHILD'S FIRST NAME OR INITIALS
TO PROTECT THEIR IDENTITY**

- Transcripts
- Recording
- Investigation report and file

TITLE IX SOLUTIONS, LLC

SAMPLE INTERVIEW

IN THIS CHAPTER



SCENARIO
INTRODUCTION

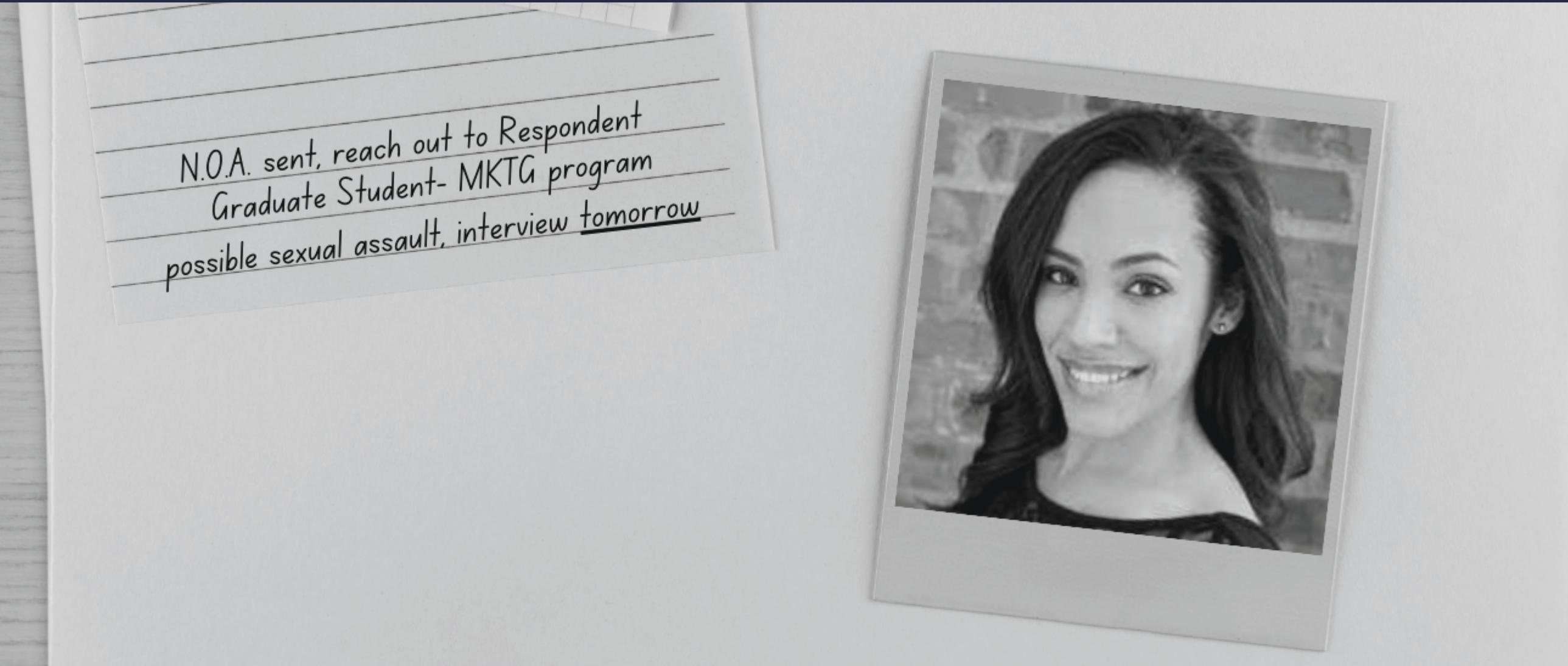


INTERVIEW WITH
COMMENTARY



INTERVIEW
SUMMARY

SCENARIO INTRODUCTION



THE SETTING

Sample University

- Four-year public postsecondary institution with undergraduate and graduate programs
- 22,000 students



TITLE IX TEAM



CARA KUHN
Title IX Coordinator

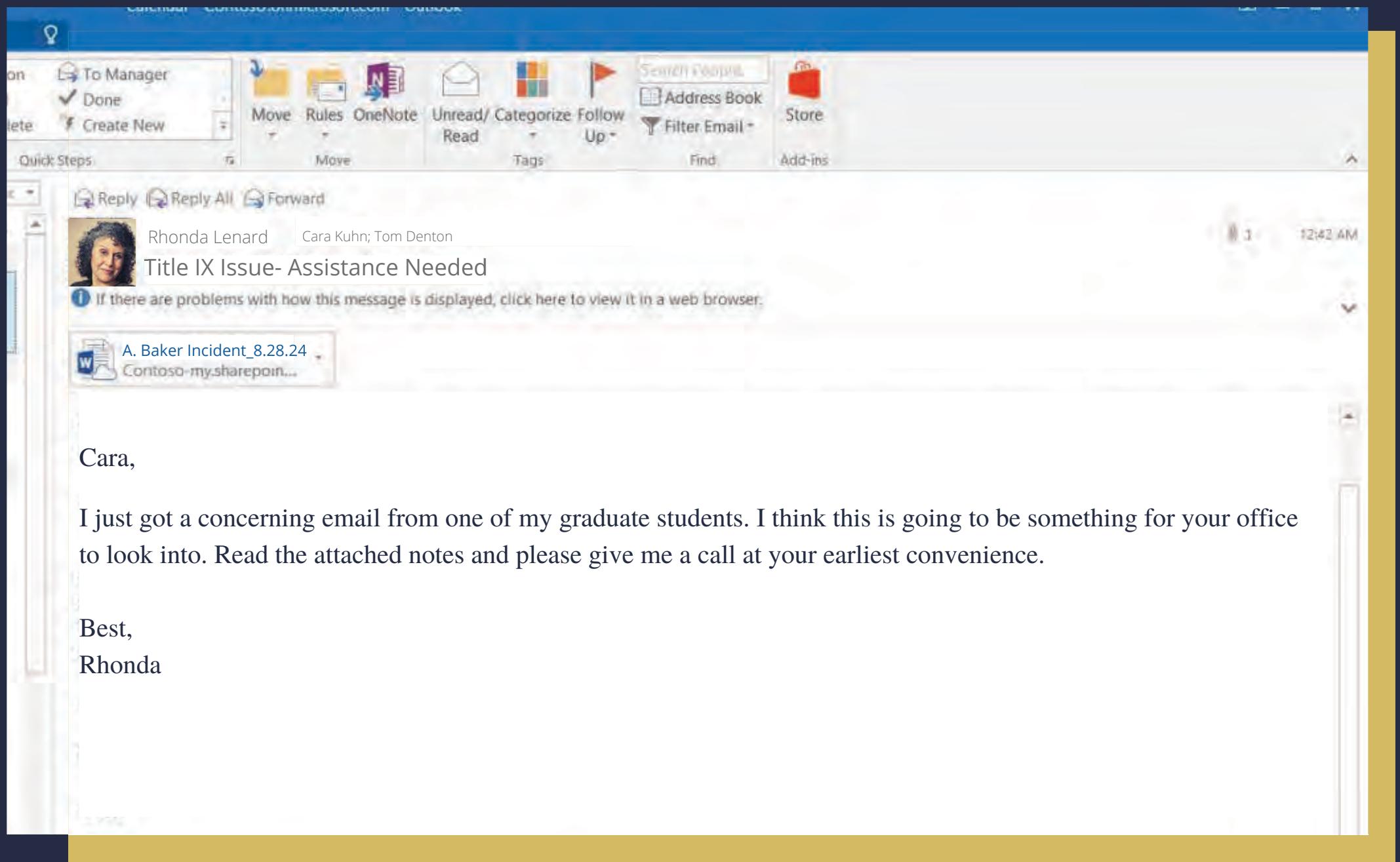


SUSANNA MURPHY
Lead Title IX Investigator



YOU
Title IX Investigator

INITIAL REPORT



- Title IX Coordinator Cara Kuhn received report from faculty member Dr. Rhonda Lenard on August 28, 2024
- Upon contacting Dr. Lenard, Cara learned more about Angela's allegation of sexual assault
- Cara immediately reached out to Angela for a meeting to discuss the incident and supportive measures



Issue Date: 8-1-2022



Angela Baker

SID: 6527411

COMPLAINANT



RESPONDENT

COMPLAINT

- Submitted to Title IX Coordinator on August 30, 2024, signed by Angela Baker
- Alleged sexual assault on the evening of August 26, 2024 at a marketing graduate program function
- Named Jack Reynolds as the alleged perpetrator of the conduct

August 30, 2024

To the Sample University Title IX Coordinator,

On the night of August 26th, a Friday, my Marketing cohort was officially welcomed with a dinner reception in our honor. The members of the cohort and the program faculty were invited to attend the event which was held in a banquet room in Briggs Hall. The event started at 7 PM. I was seated at a table with two business school faculty members, one of which was Dr. Lenard, and three other students, one of which was Jack Reynolds. I thought dinner and the reception were pleasant and conversation seemed pretty normal. However, there was an open bar provided, with wine and beer, and I noticed Jack Reynolds drinking quite a bit. I noticed him getting louder and more talkative with each drink he consumed. I saw him drink four beers, but I don't know if he had more than that because I was not around him until we were seated. I don't drink, so I didn't visit the open bar.

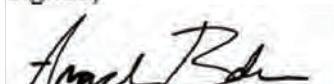
When the reception was over, one of the faculty members, Dr. Lenard, asked if she could have some help taking two boxes of table decorations back to the Marketing Department program office, located in the same building. I wanted to be helpful, so I volunteered to take a box back. Jack immediately jumped in saying he would join me. I was somewhat annoyed because he was clearly intoxicated and had been looking at me all night.

Dr. Lenard informed us that the program office was unlocked and that we could place the boxes behind the main reception desk. Dr. Lenard said she would lock up later when she gathered her personal belongings from her office. We walked down the hall to the Marketing program office and went inside where it was extremely dark. We put the boxes behind the reception desk as Dr. Lenard instructed us to do. I immediately made my way to the door so I could go to my car and go home. Jack ran to the door and pushed it closed, pinning me between himself and the door. I was terrified. He told me we should "take advantage of the privacy" and he started telling me how attractive he thought I was. I froze and couldn't say anything or even move. Jack pushed himself on me forcefully and began kissing my neck. He started pulling my dress up and he put his hand inside of my underwear. I found my voice and told him no, loudly, but he continued to touch me while kissing my neck. He didn't put his fingers inside of me, but he touched me for what felt like a minute. I began to cry and was able to force myself to grab his wrist, pulling it from under my dress. He said something like, "You'll enjoy it if you just let it happen" and told me we should continue. As he started to unbuckle his belt, I pushed him away and ran out the door.

As I was running down the hall, I passed Dr. Lenard, who I think saw me crying. I couldn't stop because I was so afraid he would come after me. I missed classes on Monday because I did not want to see Jack. One of the classes was Dr. Lenard's. I told her I was sick, but she asked if my absence had anything to do with what she saw Friday night. I didn't know what to do, so I just told her everything.

I would like to file a formal complaint with the Sample University Title IX Coordinator against Jack Reynolds. I feel unsafe and scared.

Signed,



Angela Baker

NOTICE OF ALLEGATIONS

- Lists Angela Baker as Complainant, Jack Reynolds as Respondent
- Sample University Sex-Based Harassment Policy (SU Policy 237) is listed, with the offense of Sexual Assault-Fondling listed as the potential policy violation
- Request for the Parties to interview is included in each of their Notices



August 30, 2024

Jackson Reynolds

Sent electronically to jreynolds@sampleu.edu

PERSONAL AND CONFIDENTIAL

Regarding Case Number: 2022-Q1-0010

Dear Jackson:

The Sample University ("University") Title IX Office has received a Formal Complaint from Angela Baker ("Complainant") alleging that you have engaged in conduct that may be a violation of Sample University policy.

Complainant alleges the following:

On August 22, 2024 at approximately 9:45 PM, Respondent attended an event honoring the Marketing graduate program cohort. Following the event, in the Marketing Department Program Office, located in Briggs Hall on the campus of Sample University:

- *Respondent kissed Complainant without consent;*
- *Respondent placed his hand up Complainant's dress without consent;*
- *Respondent touched the genitals of Complainant without consent.*

This letter serves as formal notice that the Title IX Office will be conducting a prompt, thorough, and impartial investigation of these allegations in accordance with the procedures detailed in the Sample University Sexual Harassment Policy, SU Policy 237.

You are alleged to have engaged in Sexual Assault-Fondling as defined in the Sample University Sexual Harassment Policy, specifically:

237(4)(I) Sexual assault – an offense that meets the definition of rape, fondling, incest or statutory rape as used in the FBI's Uniform Crime Reporting system. A sex offense is any sexual act directed against another person, without the consent of the victim, including instances in which the victim is incapable of giving consent.

(b) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Respondent is considered "not responsible" for violating University policy unless and until the University determines at the conclusion of the grievance process, by a preponderance of the evidence, that Respondent is responsible. The burden is on the University to gather evidence, investigate the allegations, summarize all relevant evidence in an investigation report, and reach a final determination (including a live hearing for all matters adjudicated).

SAMPLE UNIVERSITY SEXUAL HARASSMENT POLICY

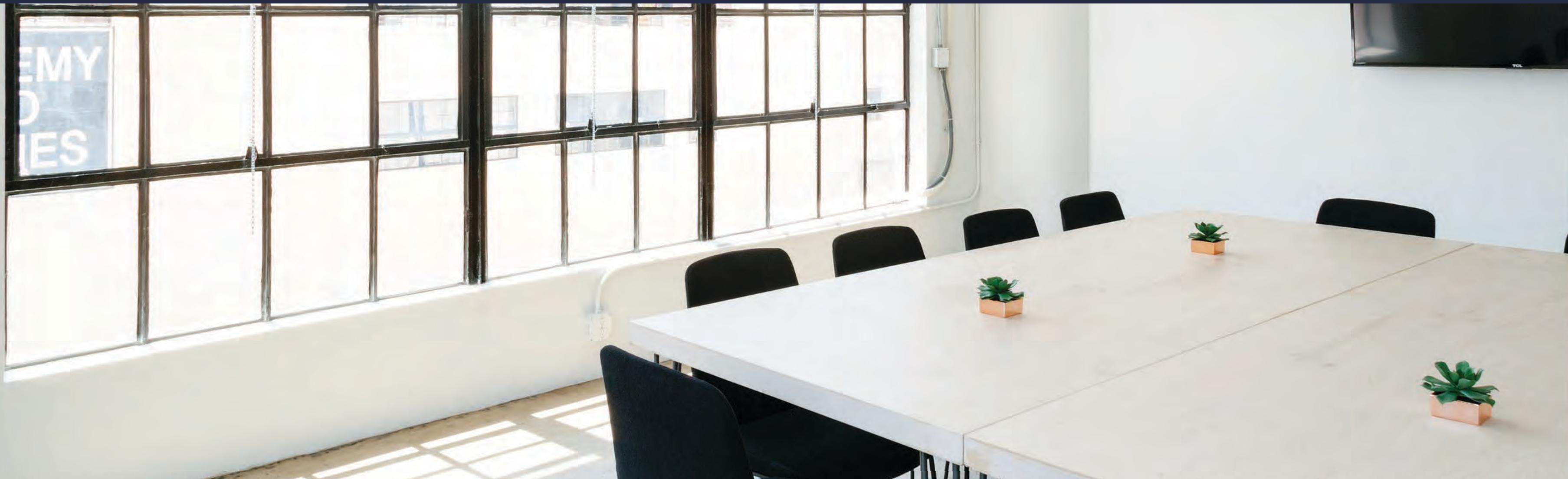
237(4)(I) Sexual assault – an offense that meets the definition of rape, fondling, incest or statutory rape as used in the FBI's Uniform Crime Reporting system. A sex offense is any sexual act directed against another person, without the consent of the victim, including instances in which the victim is incapable of giving consent. These offenses are defined as:

(b) Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

Today is August 31, 2024.

It is now time to interview the
Complainant.

COMPLAINANT INTERVIEW WITH COMMENTARY



PREAMBLE



- Thanks the Party for participating
- Recognizes the Party's current state of being
- Checks for receipt of notice and preparation
- Acknowledges presence of an Advisor
- Solicits questions regarding the process and seeks clarification needed
- Establishes the record and consent to record

BUILDING RAPPORT AND TRUST



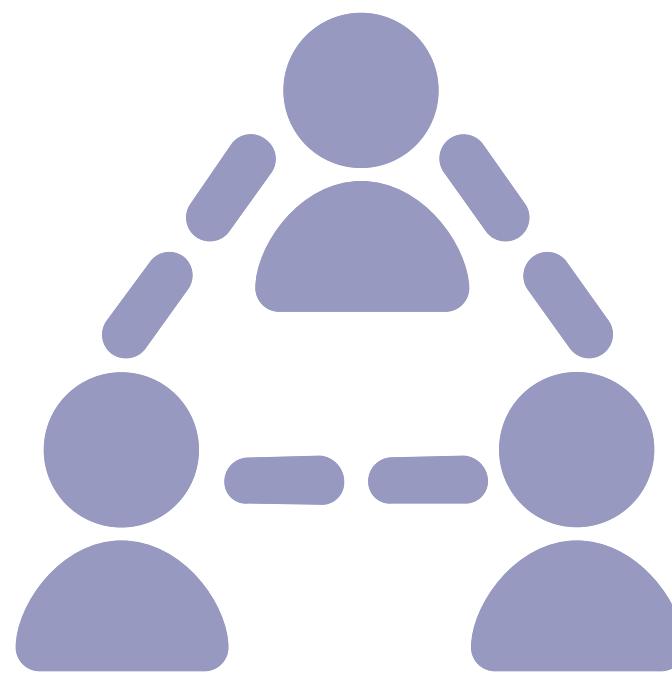
- Provides opportunity for human connection
- Allows for the chance to ease into the tougher topics
- Asks questions about family, hobbies, areas of study, etc.

SEEKING THE NARRATIVE



- Allows the Party to discuss the details of the incident in her own order, own words
- Gives the Party the uninterrupted opportunity to discuss the points she felt were important
- Provides a framework off of which to build clarifying questions
 - What do we want to know more about?

CLARIFYING QUESTIONS



Seeks to understand more about things such as:

- Relationship to Respondent
- Positionality/logistics
- Sequencing
- Conversations

CLARIFYING QUESTIONS



- It is our jobs as investigators to lead by example and demonstrate talking about these personal, intimate matters.
- You will deal with sensitive subject matter (i.e. naming intimate body parts, describing sexual acts), so you need to be comfortable asking those questions

PROVIDING RATIONALE FOR QUESTIONS



- Needs to understand what the party was wearing
- Explains the reason for asking the question
- Softens Complainant's response by informing her of the need for such a question

GATHERING INFORMATION TO SUPPORT ANSWERS



- Asks questions to clarify things such as:
 - Consent
 - Information that would prove consent was not given
 - Elements of the offense
 - Remember sexual assault - fondling
 - "The touching of the private body parts of another person for the purpose of sexual gratification..."
 - "...without the consent of the victim"

INTERVIEW SUMMARY



WHAT DID WE LEARN?

- Interviews go quickly!
- There is no one "right" way to conduct an interview...with two very important exceptions
 - Remain grounded in empathy and respect towards the party
 - Stay in compliance with Title IX Regulations
- Conducting an investigative interview is a skill
 - Develop your own style
 - Practice!
 - Allow scripts and the foundations of interviewing to be your guide

BLUEPRINT FOR SCRIPTING

- What information do you already know?
 - Initial report
 - Formal complaint
 - Initial meetings prior to the first interview
 - Interviews with other parties
- Attempt to answer the following questions:



YOU'RE GOING TO BE GREAT!

