



Children's Participation in the Justice Process:
Finding the Best Way Forward

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Are We There Yet?

--DEVELOPING A TRAINING MODEL FOR
CHILD INTERVIEWERS

Welcome and Overview



Overview of Workshop 1:

- Hear the Child Society, Interviews & Reports
- Practice Guidelines
- Standards of Conduct

Learning Objectives of Workshop 2:

- Learn about a proposed training program for child interviewers and have an opportunity to provide input on the proposed model
- Have an opportunity to dialogue about the application of the BC HTC model to their jurisdiction



Training

PROPOSED TRAINING FOR NEUTRAL, NON-EVALUATIVE CHILD INTERVIEWERS

Overview -



Proposed Training
for Neutral,
Non-Evaluative
Child Interviewers



Objectives of Interviewing Children

- Impartial means of recording a child's thoughts, wishes, ideas, concerns
- Child's input to parents and/or judges for better decisions
- Considerations of benefits, risks and problems – ethics?



Child Development

- Ages and Stages
- Considerations – cognitive abilities, capacity to answer questions and thoughtful input, knowledge of family and its dynamics



The Structured Interview



- Circumstances for choosing to interview a child
- Skill set of the child interviewer



Parameters of the Interview

- Age of child
- Duration of interview
- Preparation of child for interview
- Separate interview for each child
- Younger child with older sibling
- Parents share transportation to and from interview

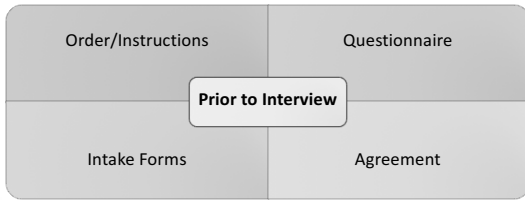


Venue for Interview

- child friendly
- tension relievers (or toys)
- drawing materials



Information to Obtain Prior to the Interview



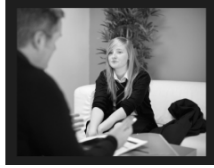
The Interview – Possible Topics

- Child's feeling and experiences relating to the separation
- Description of current living arrangements — how it is working for the child
- Transitions between parents — child's ideas and thoughts for change
- Any advice from child to parent or parents
- Child's preference for parenting arrangements
- Conflicts and violence — when and where?, "how does that make you feel?" (child's reaction)



Observations of Child

- Willingness to talk
- Cognitive and language capacities
- Social skills
- Overall emotional well-being
- Willingness to share information with parents about their post separation experience



What Emerges from the Interview

- Quality and meaning of parent-child relationship
- Sibling relationships
- Parenting styles and behaviors
- Child's involvement in activities, community and friends
- Connection of child to other adults
- Attitude towards school



The Interviewer's "Own Stuff"

- Values
- Life experiences
- Cultural traditions
- Bias
- Other?



The HTC Report

- Discuss with child about feedback to parents (Practice Guidelines)
- Permission of child to share with parents and/or judge
- Review main points made by child
- What child wants parents to hear and consider
- What may assist parent to help their child (ex: less conflict, stop demeaning the other parent, be flexible)
- Demonstrate how feedback will be given to parents



Use of the HTC Report

- Consensual dispute resolution processes
- Court and Arbitration
- Feedback received from parents, children, lawyers and judges – How to improve?



The Next Steps?




- Verbal feedback to parents?



Quality Assurance


Definition



Quality assurance


... is a system for ensuring a desired level of quality in the delivery of a work product (HTC Report) or service (non-evaluative interview).

... comprises systematic monitoring, comparison with a standard and an associated feedback loop that ensures requirements and goals for a product or service will be fulfilled.



Definition (cont'd)

A quality assurance system is said to increase user (parents, lawyers & judges) confidence and an organization's credibility.



Definition (cont'd)

Quality assurance often begins with a set of standards and suitable quality is determined by product users or clients, not by society in general.





Facilitated Discussion

- TRAINING

Discussion Points



- Comments on proposed training
- Key skills/information to be presented
- How far can a non-evaluative interview go
- Training and increasing uptake of service
- What training is currently available



Facilitated Discussion

- APPLICATION OF MODEL OUTSIDE OF BC

Discussion Points

- Is this HTC model applicable to your jurisdiction?
- Concerns?
- What would you change?
- Who would take the lead?
- How do we collaborate?



Conclusion



NEXT STEPS



Contacts



KIDS TALK:
WE LISTEN



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