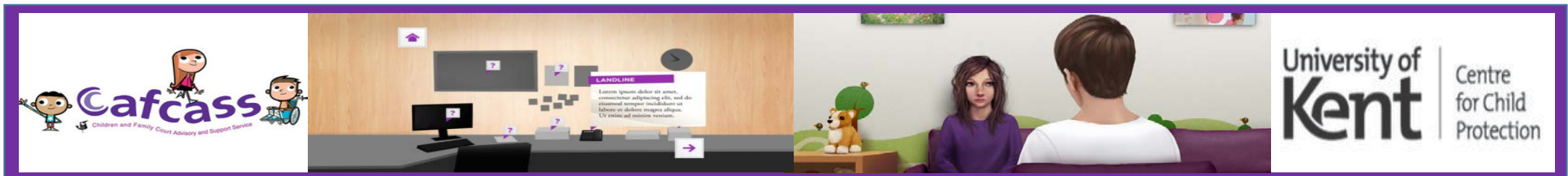


Developing Confidence in Court Using an Interactive Simulation

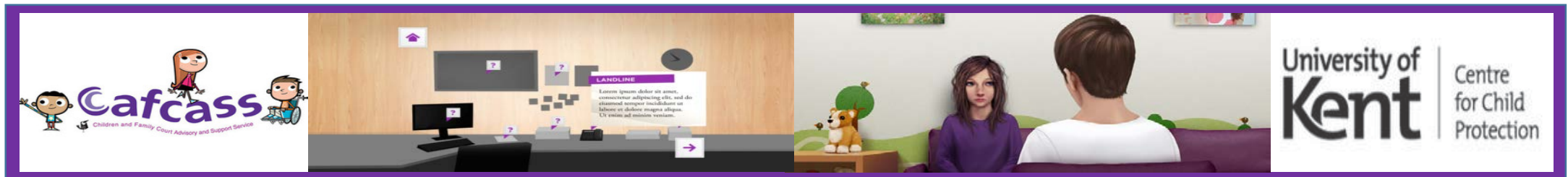
The University of Kent, Centre for Child Protection:
Professor Jane Reeves and Tracee Green



Developing confidence in court using an interactive simulation

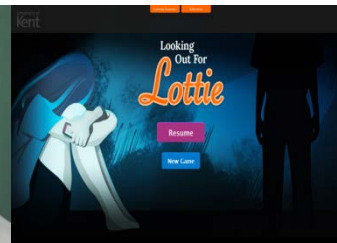
Aims of the Day

- Explore the benefits of simulation learning
- Introduce “**myCourtroom: Rosie’s family go to court**”
- Make a start in critiquing case decisions and how to manage differing professional opinions
- Consider an overview of different approaches to providing evidence to court and being cross examined



Centre for Child Protection serious game simulations....

1. 'Rosie' 1 on sexual abuse. **FREE TO DOWNLOAD**
2. 'Rosie' 2 on neglect. **USED BY LOCAL AUTHORITIES ALL OVER THE UK**
3. 'Rosie's family go to court' made in partnership with Cafcass on the court experience for professionals, families and children. **LAUNCHES SUMMER 2016**
4. 'Zak' on radicalisation addressing the Prevent agenda made in partnership with KCC and Kent Police. **USED ALL OVER THE UK**
5. 'Behind closed doors' on young women going to Syria and young adults at University. **LAUNCHES SEPTEMBER 2016**
6. 'Looking out for Lottie' on child sexual exploitation built in partnership with NHS KSS. **USED ALL OVER THE UK. Won Guardian Award for Digital Innovation 2016**
7. 'Visiting Elliot – looking at how a sex offender is supervised in the community made in partnership with Kent Police and Probation service



How do people learn best?

90% of what they learn when they teach someone else/use immediately. *Simulations offer the opportunity to do this*

75% of what they learn when they practice what they learned (kinesthetic learning) *The simulations offer the opportunity to practice in a safe virtual environment*

50% of what they learn when engaged in a group discussion (auditory learning) *All our simulations have discussion points and training packs of activities*

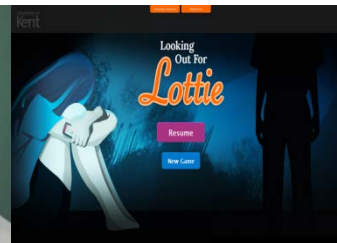
30% of what they learn when they see a demonstration (visual learning) *Our simulations reflect good and poor practice and allow professionals and young people to take risks safely & learn from the consequences*

20% of what they learn from audio-visual. *Our characters talk and interact*

10% of what they learn when they've learned from reading. *With our simulations you read on the screen*

5% of what they learn is only retained even from the best lecture.

http://www.ndted.org/TeachingResources/ClassroomTips/Constructivist%20_Learning.htm



Put simply.....

...a video, a case study and a piece of research are not enough - professionals need to be immersed in their training.. they need to practice assessing, making decisions and justifying their approaches; they need to feel the emotion and the risk of the case....

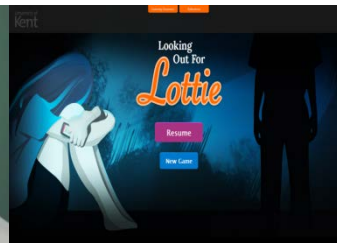
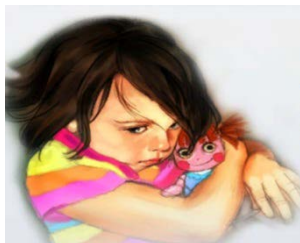
Many learners are now 'digital natives' & have 'exceptional visual literacy skills' & can cope with 'multiple streams of information' (Bellotti 2011)



How can we facilitate this in a contemporary, attractive meaningful way?



- Use knowledge and approaches from gaming and the entertainment industries. *Why? Techniques are used by the military, medical professions and police & compelling research evidence suggest people become immersed & therefore retain learning.*
- ‘Diegesis’ of learning – *the world inside the narrative or story becomes available and people are able to use their imaginations, to experience, feel and emotionally respond. This promotes deeper and more reflective learning*



Rosie's family go to court is based upon....

- Cafcass survey
- Research in the public domain
(see training pack)

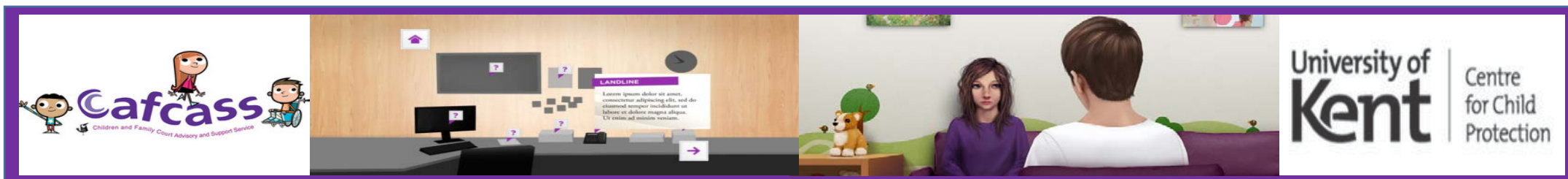
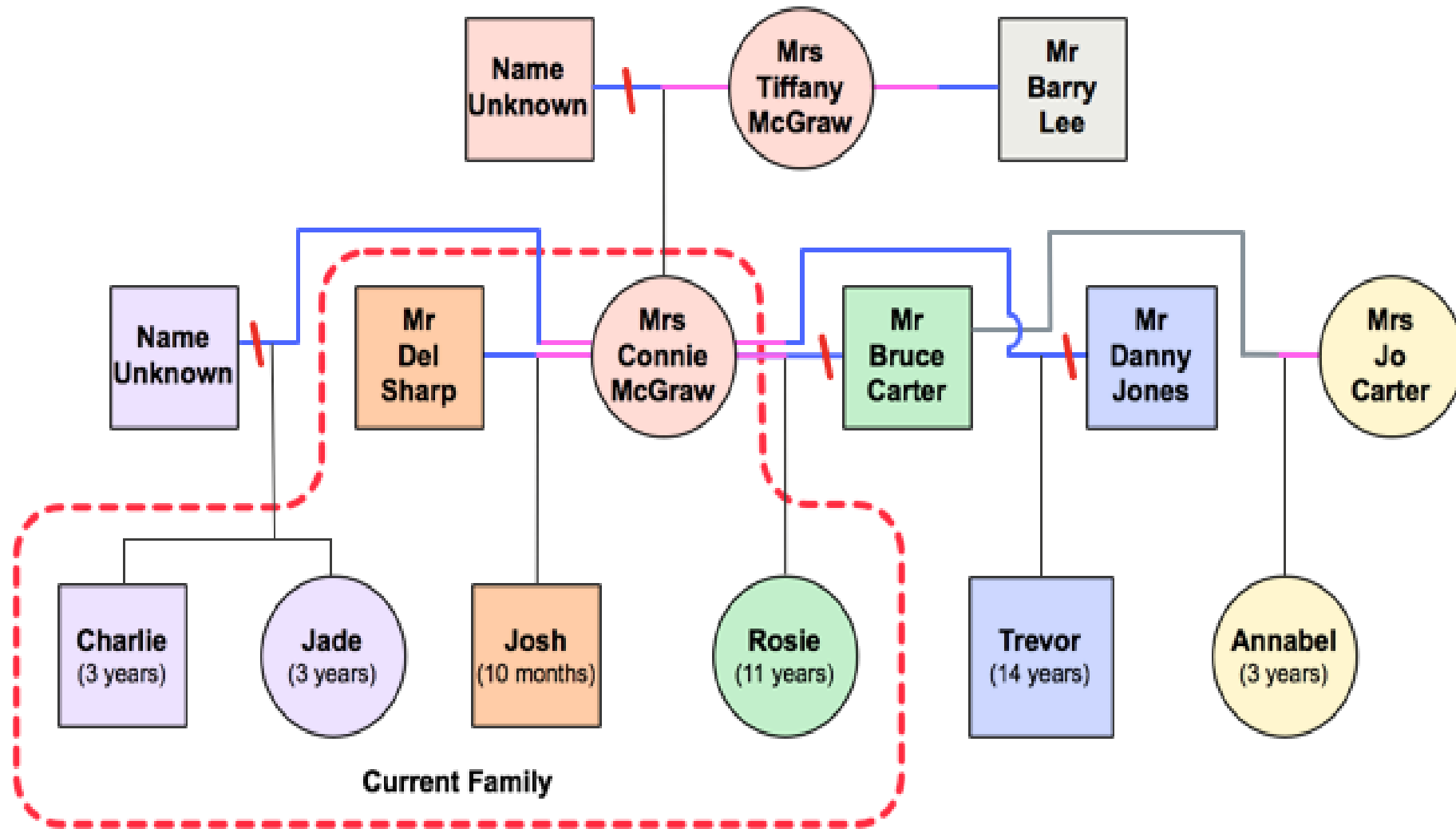
INTERNAL SURVEY	Response %	Count
FCA, NQSW or Student Social Worker	81%	162
Enhanced Practitioner or Manager	19%	38
Total		200
EXTERNAL SURVEY		
Knowsley Practitioners	70%	33
Kent University	30%	14
Total		47



Rosie and her family have been known to the Local Authority since she was 4 years old. She was originally brought to the Local Authority's attention due to the sexual abuse of Rosie by Danny. We are introduced to Rosie's mother, Connie, her mother's partner, Danny, and her older brother Trevor. '*Rosie 1*' is a free 3D simulation to download from the Centre for Child Protection website www.kent.ac.uk/sspsr/ccp.

The simulation '*Rosie 2*' catches up with Rosie and her family 5 years on from '*Rosie 1*'. The case is still active and now focused on concerns of neglect. We are introduced to Rosie's younger twin siblings Charlie and Jade and Rosie's maternal Nan, Tiffany. Connie is no longer with Danny nor with Charlie and Jade's father. She has started a relationship with Del and she is pregnant with his baby. Rosie 2 is available to purchase through our website <http://www.kent.ac.uk/sspsr/ccp/game/rosie2index.html>.

myCourtroom: Rosie's Family Go to Court, progresses Rosie's story a further 2 years into the future. Rosie is now 11 years old and living at home with her mother, Del, Charlie and Jade and her baby brother Josh. Her older brother, Trevor, is living with his maternal Nan and step grandfather; Tiffany and Barry. Rosie's father, Bruce, initiates private proceedings as he wants to spend more time with Rosie.



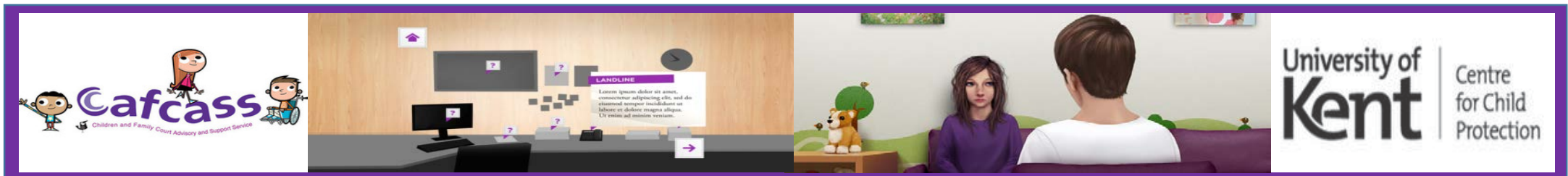
Scene 8: Final Hearing

- Observe the Local Authority Social Worker and the Children's Guardian in scene 8.
- Pay close attention to
 - Difference in argument between LA SW and CG
 - The process of giving evidence and being cross examined



Scene 8: Final Hearing

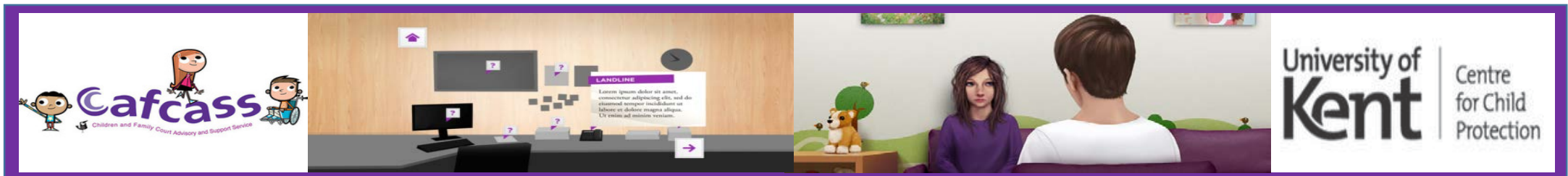
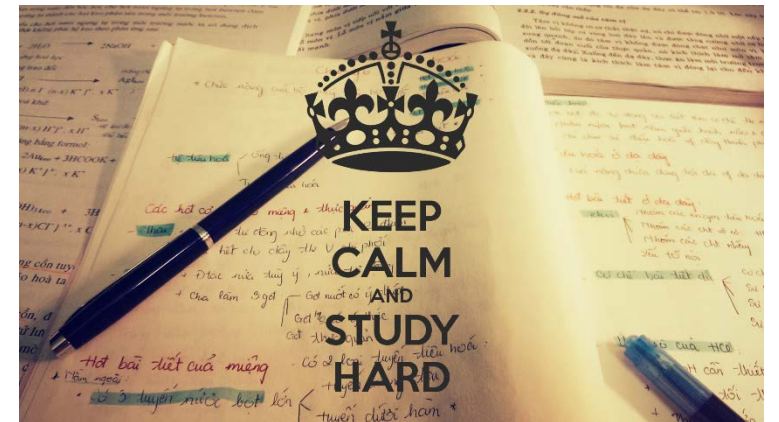
The Children's Guardian and the social worker differ in their perspective. Consider the strengths and weaknesses of the different arguments, techniques and approaches adopted by them in this scene. Feedback key points to larger group.



Being a Witness

Top 5 Preparation Tips

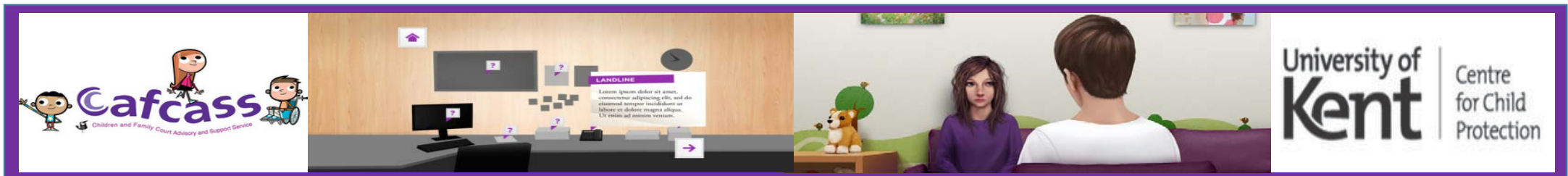
- Read the Legal Bundle
- Pay close attention to evidence filed after your last submission
- Read your evidence again and again with a critical eye
- Remember key issues
- Be organised about the day



Being a Witness

Questioning

- Be Fair and balanced
- Say what needs to be said
- Face the Judge or Magistrates
- Stay in your area of expertise and knowledge
- Stay calm



Possible Questioning Techniques	Possible ways to respond
Questioning or trying to undermine your qualifications	Calmly and confidently reiterate your qualifications. If you have limited experiences, do not try to exaggerate. Have knowledge of what your qualifications mean and what they allow you to do in child protection work. Always be polite and calm. You will look more experienced if you do.
Trying to take you out of your area of expertise/knowledge	Be careful to stay within your own area of expertise and knowledge. This includes things you have seen or heard and it includes your professional knowledge.
Asking two or more questions in one.	You could say: “there seems to be more than one question: could you ask them one by one? / break that down for me?”
Asking a question which demands a yes/no answer	It is fine to add clarification or other relevant information. Say “Yes, but ...”
Repeat questions to try to get you to say what they want	The broken record technique is good to use here and involves repeating your previous answer. You can say politely to the judge, “ I think I have already answered that” Never get angry as it reflects poorly on you.

Scene 8: Final Hearing

- In pairs, prepare a role play:
 - Pick who will be the barrister and who will be the Children's Guardian
 - Pick a questioning technique (barrister) and possible way to respond (Social Worker)
 - Reverse roles



Overview of Simulation and Feedback

Thank you!

