



DPP Policy & Procedure Weekly Update

January 17-21, 2022

Volume 22, Number 01

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Miscellaneous Information:

A new e-mail address is available to submit comments for [policy field draft reviews](#). The new email address is

Important Notice

DCBS staff are required to use form versions that are within the SOP manual. Modified versions that are not in the SOP manual are **not permitted**. Some forms are incorporated into the Kentucky Administration Regulation (KAR) and can **only be modified** through amending regulations. Other forms within the SOP manual go through a formal vetting and approval process. Using unapproved versions of these forms can lead to liability issues for the user and can lead to incorrect information being provided/captured. If you have suggestions for modifications to any form currently in the SOP manual, please send those and why the modification is needed to dppsopeditor@ky.gov for consideration.

PPM Notices

- **PPM 22-01 DPP-886A Referral for PCC PCP Placement Level of Care**

PPTL Notices

- **PPTL 22-01 SOP 11.10, SOP 13.10, SOP 13.16, and SOP 13.26**
- **PPTL 22-02 SOP 5.1**

Out-of-Home Care Branch Field Draft Review

See attached zip file

- **SOP 4.53**
- **Request for Bed Hold**
- **Comments due by COB 01/31/2022 to DPPSOPEditor@ky.gov**

Adoption Services Branch Field Draft Review

See attached zip file

- **SOP 11.31**
- **Disclaimer of Paternity**
- **SOP 10.5**

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- SOP 10.24
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Family Engagement Hashtag Campaign

#Investinginrelationshipsforchange

#INVESTINGINRELATIONSHIPSFORCHANGE

INTERVIEWING YOUNG CHILDREN TIP SHEET

Preschool Children (3-6 years)

- When possible, use short and simple sentences that incorporate the child's terms. If you are unfamiliar with the child's terms, ask the child: "What do you call _?"
- Use names rather than pronouns (for example, "Uncle Sam", rather than "he").
- Rephrase a question that a child does not understand rather than repeating it (if you repeat the question the child may think they gave the wrong answer the first time and change their answer).
- Avoid concepts that are difficult for the child to understand. For example, it may be impossible for young children to accurately report how many times something has happened, the timing of when it occurred, or for how long.
- Use simple tenses, such as "did" versus "might have done."
- Avoid asking two questions in one, such as, "Has a person hurt or touched you?"
- Remember, young children are very concrete thinkers. Trigger the child's memory by using their own words (e.g., "whoop" versus "spank").
- Anchor the child's memory to a specific episode by requesting details about where he/she was, how he/she got there, and the location of others.
- Have the child use actions instead of words by asking questions such as, "Point to where you were hit."
- Test the child's knowledge of words that are often difficult for children to understand (e.g., "on/off" and "before/after") by asking questions such as, "What room were you in before this one?"
- Use "somebody" or "a person," rather than "anyone" or "anybody."
- Avoid asking "why" questions. Cause/effect may be too abstract to comprehend.
- Avoid clauses such as, "Do you remember?" or "Can you tell me?" because they make the question too long and solicit a yes/no (forced choice) answer.

School-age/Late childhood (7-12 years)

- Remember that the child may have experience with internal conflicts or mixed emotions and that they have a better understanding of morality, fairness, and rules.
- Be aware of her potential external conflicts, such as conflicting family/peer values, embarrassment, teasing, and the desire to fit in with her peer group.
- Keep in mind that they may have begun experiencing feelings of arousal and/or possible romantic feelings toward others.
- Use fewer verbal cues, as they can provide better narratives.
- Ask the child about any worries and answer questions as appropriate.
- Children in this age range are still challenged by timelines regarding when a well-remembered event occurred.
- The interviewer should use mostly general, open questions, allowing the child to provide a story in their own words.
- Children at school-age can understand more elaborate statements and questions, though the interviewer should avoid legal terms, which might be incomprehensible or confusing, arousing fear and enhancing the child's sense of guilt.