

How do In My Shoes and the associated apps help children & professionals communicate?

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www.inmyshoes.org.uk

www.childandfamilytraining.org.uk

In My Shoes: The key principle

Without effective communication with children, or understanding of their lived experiences and personal world, representation, care and protection of children are severely limited.



The evidence base

Rapidly growing evidence base (16 publications at time of presentation*) supports the utility and validity of In My Shoes & apps in remarkably diverse settings, age ranges, disabilities, cultures and populations.

* Reference list & sample papers in conference pack

In My Shoes system

- In My Shoes is a computer/tablet based toolkit for child interview and assessment
- Developed from analysis of children's representations/drawings
- Elicits accounts of experiences, emotions, thoughts, settings and relationships
- Evaluated in many contexts & with wide age range



Toolkit Development

IMS (In My Shoes)

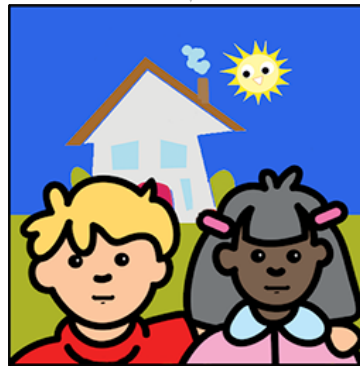


(1993→present)

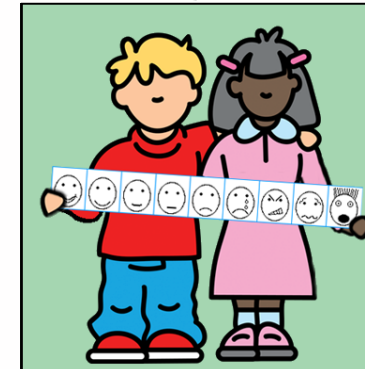
- a comprehensive communication toolkit-
(Mac OS X & Windows)



This Much! (2013)



Backdrop (2014)



This Feeling (2015)

In My Shoes inspired apps for iPad, Windows tablets Mac OS and Windows

An Interactive Visual Analogue Scale (VAS):

- Establish capacity
- Express & prioritise goals/ preferences
- Evaluate relationships
- Quantify symptoms, wishes & preferences

A Draw-&-Tell tool:

- Build rapport
- Enhance communication
- Establish capacity
- Scaffold narrative
- Record wishes and fears
- Describe experiences

A feelings (emotions & sensations tool)

- Locate & explore sensations (inc. pain)
- Attribute causes to injury, (including perpetrator)

In My Shoes & apps are symbol supported approaches to communication/interviewing

There are several others:

- Play therapy/art therapy
- 'Draw and Tell'
- Family Relations Test
- Various Worksheets (eg. 'all about me')
- CAFCASS tools
- Sexually accurate dolls
- Body maps
- Emotions charts

Symbol supported interviewing: The evidence



On the one hand...

In the general literature there is robust evidence of enhanced memory and cognitive performance arising from use of almost any supportive symbol. (Map, plan, photograph, schematic, archetype drawing).
Effect evident across lifespan



On the other hand

In forensic interviewing, many 'aids' increase accurate recall at cost of increase in inaccurate recall

Dolls fare particularly badly, as do body maps: "*[evidence does] not support the use of non-verbal aids, even when these are used following professional recommendations.*" (Salmon 2012)

What we know...

- Children now familiar with screen based symbols and avatars
- Children of all ages engage very positively with apps
- The ability to use symbols to represent people & objects typically develops at about 2 years (perhaps earlier)
- Eye contact can impair cognitive function in young children
- Children also prefer collaborative, side by side conversations to face to face, interrogative interviews
- Adolescents and children on the autistic spectrum often uncomfortable with eye contact
- Conversations supported by children's drawings are more productive
- Thought and speech bubbles enhance theory of mind ability, and possibly facilitate CBT (ID)

Pattern of interacting with IMS

Sheila & Ella I



Attention & interaction with IMS

Sheila & Ella II



Attention & interaction with IMS

Sheila & Ella III



Attention & interaction with IMS

Sheila & Ella IV



Desirable properties of symbols as interview aids (based on general literature)

- Shared symbolic meaning between child & interviewer
(Adopt image conventions)
- Secure symbolic representation
- Minimal physical task demands
- Reduced cognitive demands
- Activate memory & associations
- Inhibit fantasy play (Free drawing, toys & dolls ✕)
- Embedded in standardised procedure

Animated or video Guides:

- Structure and standardise conversation
- Enhance collaborative interaction
- Offer cultural and/or linguistic localisation
- Improve accessibility to children with a disability



English



Swedish

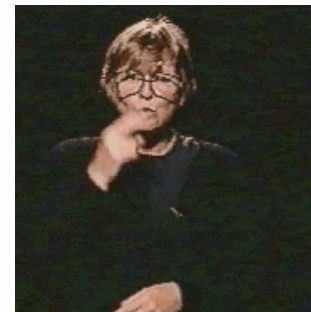
(Also Norwegian & Turkish)



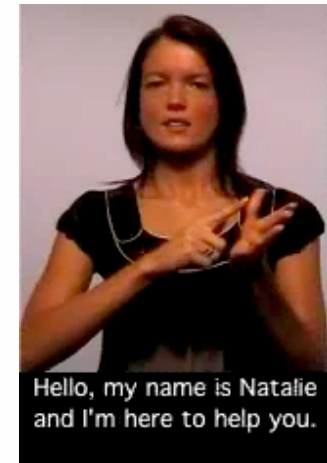
Black English woman



Spanish



Sign Supported English

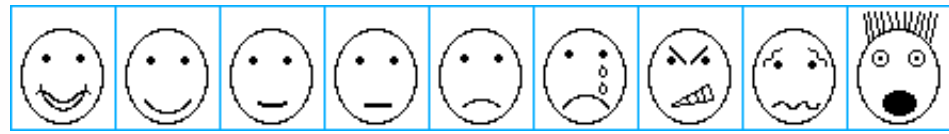
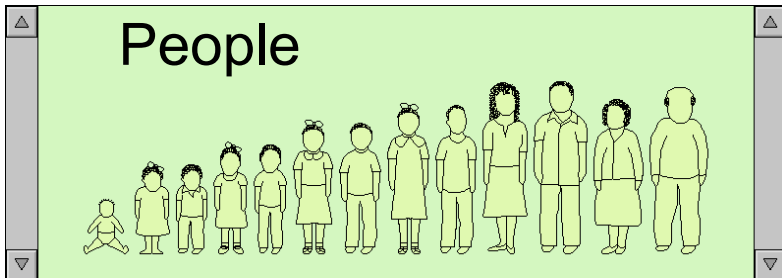


British Sign Language

8 'Facets' of communication

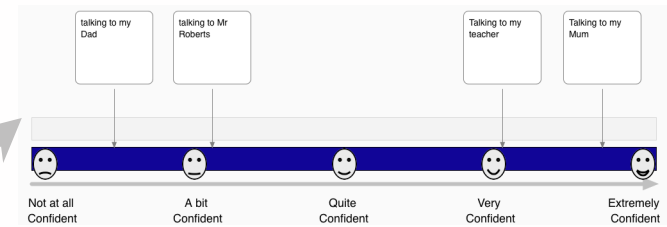
| | Facet of interview | Relating to: |
|---|------------------------------|---|
| 1 | People | Representing self & others |
| 2 | Settings and contexts | Domestic, educational, work & leisure |
| 3 | Affect | Positive & negative |
| 4 | Pain, discomfort and injury | Including pain type, location, and intensity |
| 5 | Thought | Attributed to self & others |
| 6 | Speech | Attributed to self & others |
| 7 | Cognition and interpretation | Subjective analysis of circumstances & events |
| 8 | Degree/intensity/ comparison | Between individuals, situations or settings & relating to both simple and complex experiences |

Interview 'facets' as Standardised IMS symbols

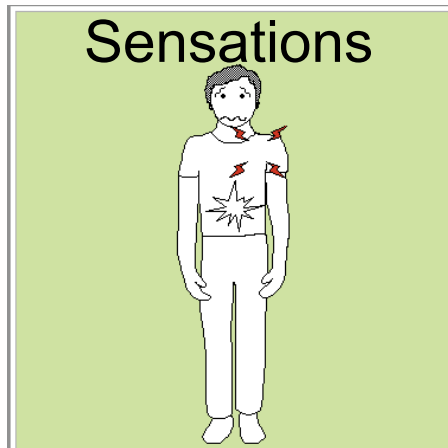


Emotions

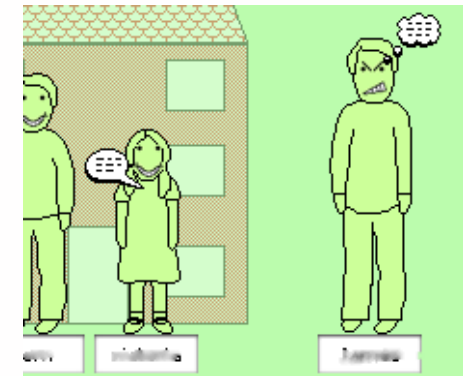
Scales



Thoughts & Speech

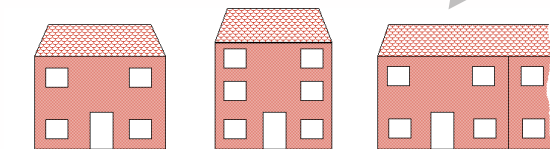
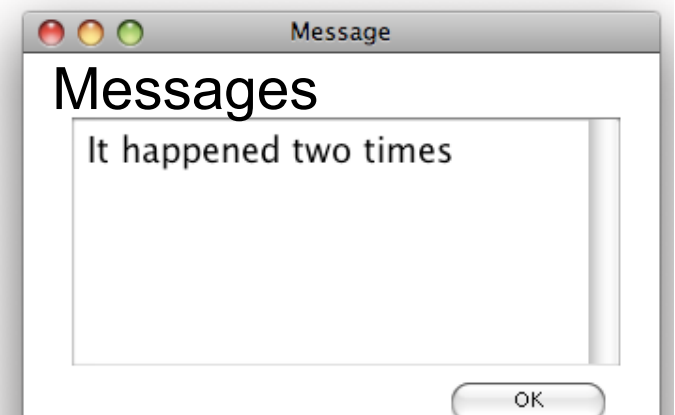
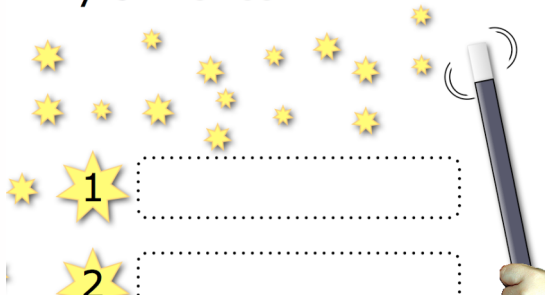


Structured Narrative,
Conversation & record

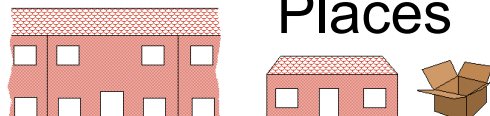


Backdrops

My 3 wishes...

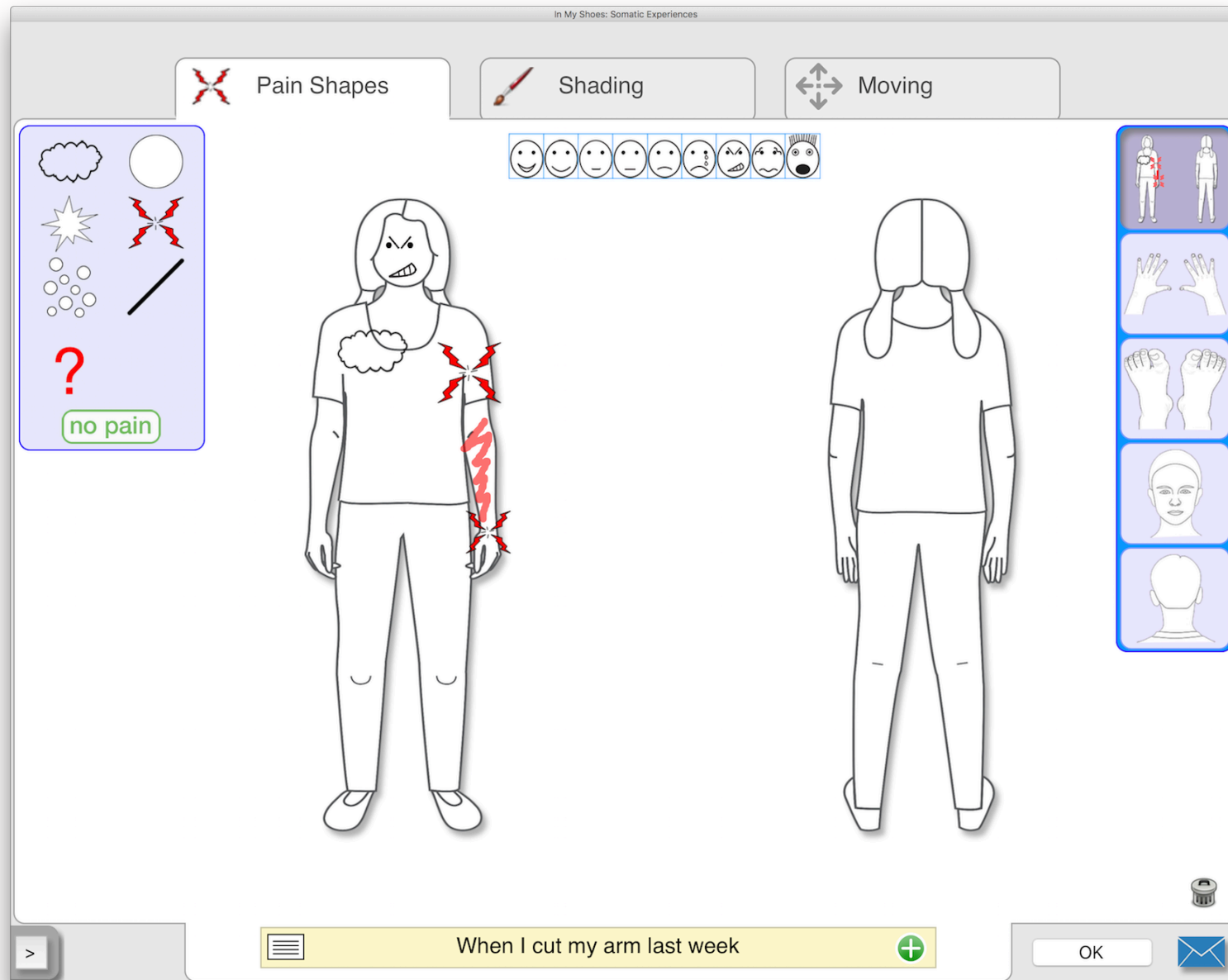


Places

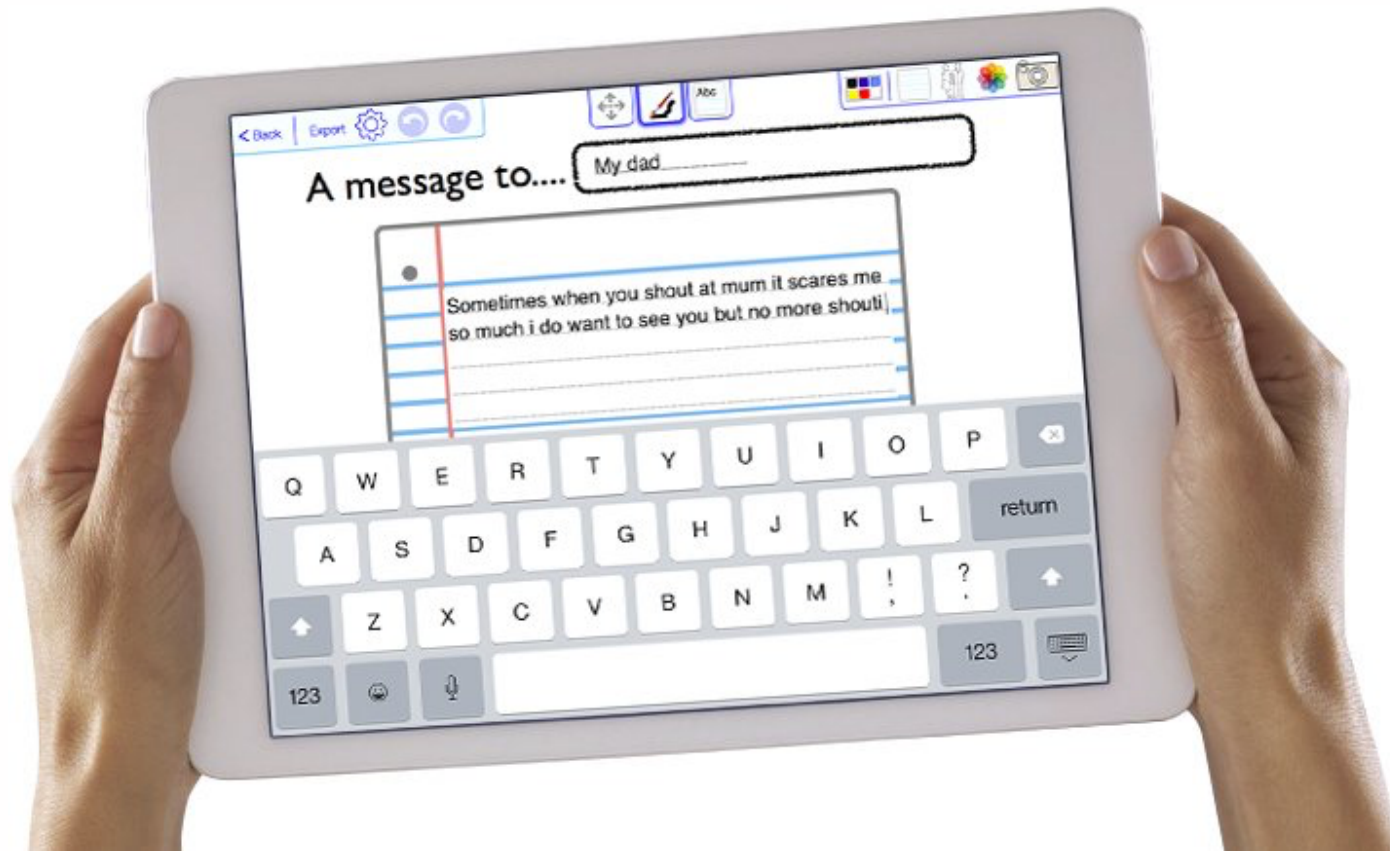


Pain/injury body map development

(In conjunction with Manchester University paediatric arthritis team)

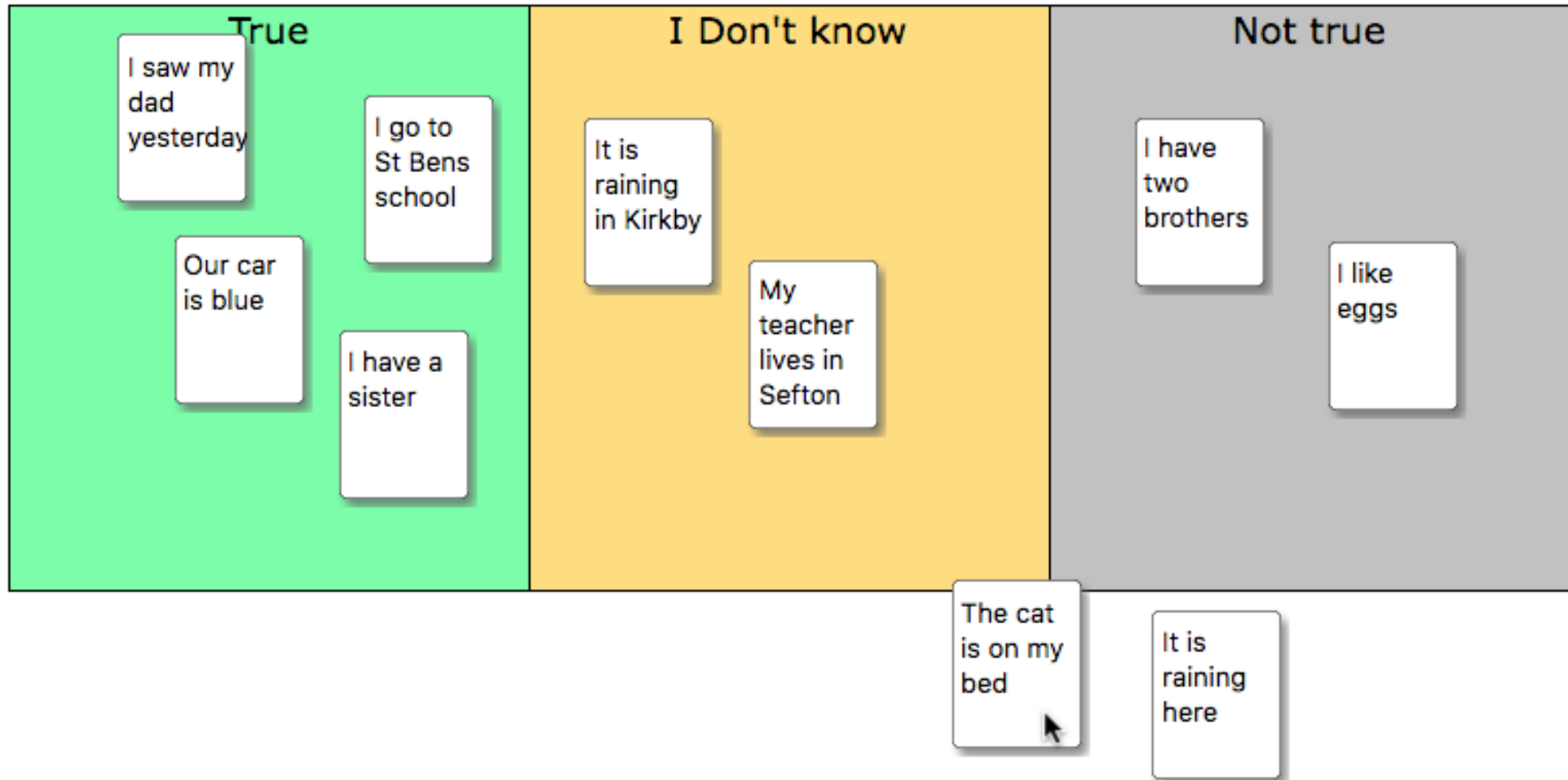


Narrative messages



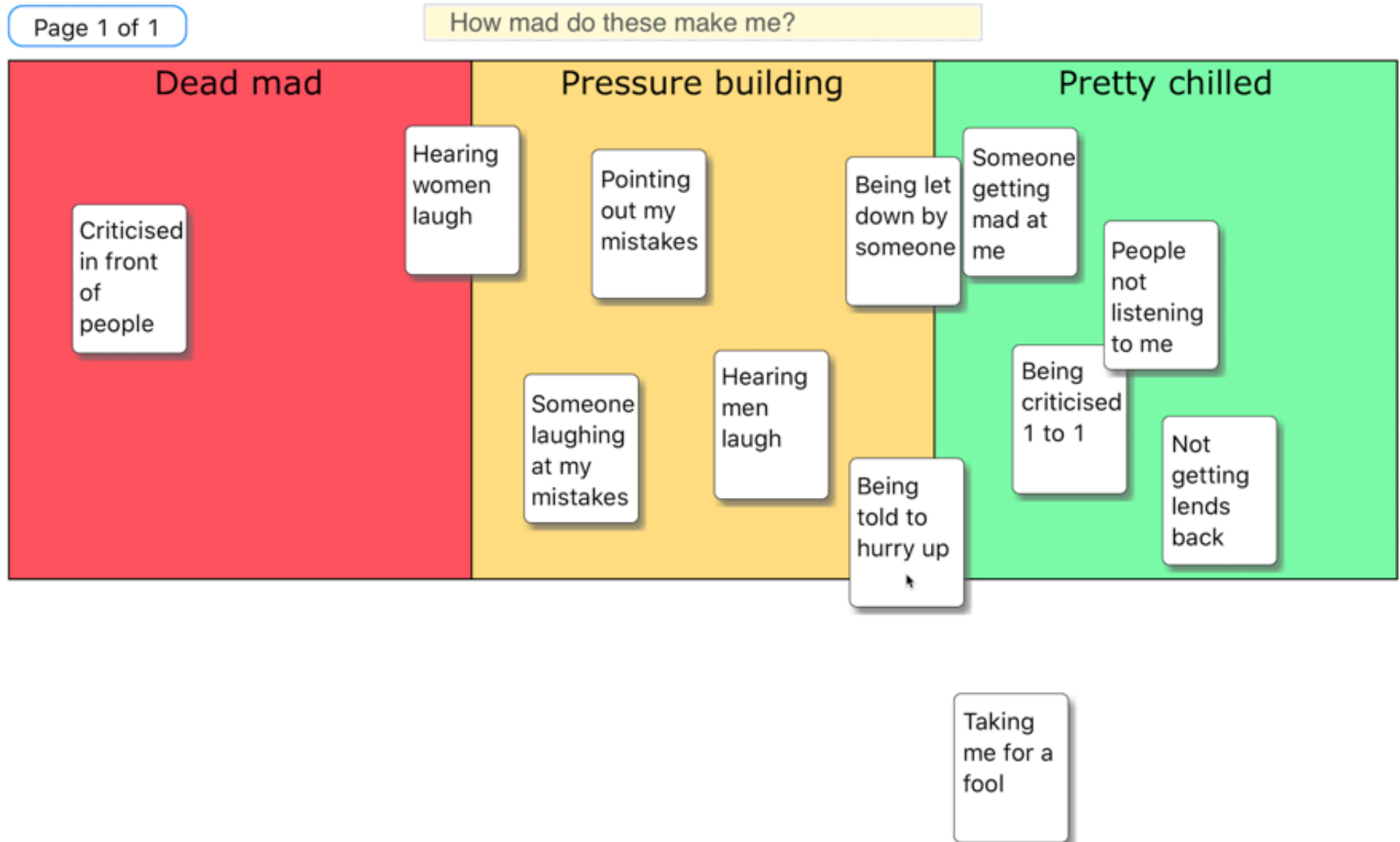
Versatility of the experiences module

Experiences 1: True, Not true, and 'don't know'



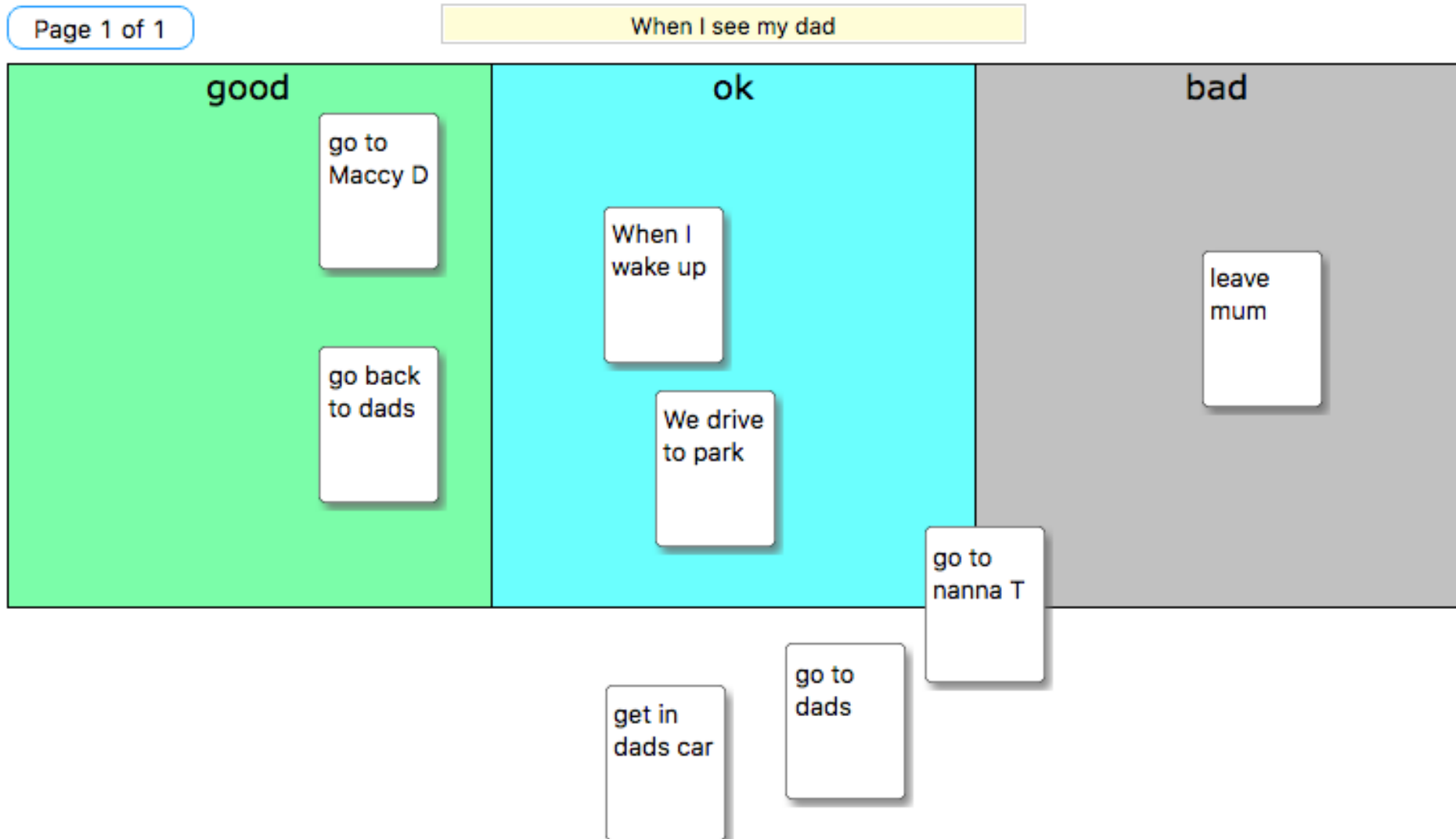
Versatility of the experiences module

Experiences 2: Exploring anger



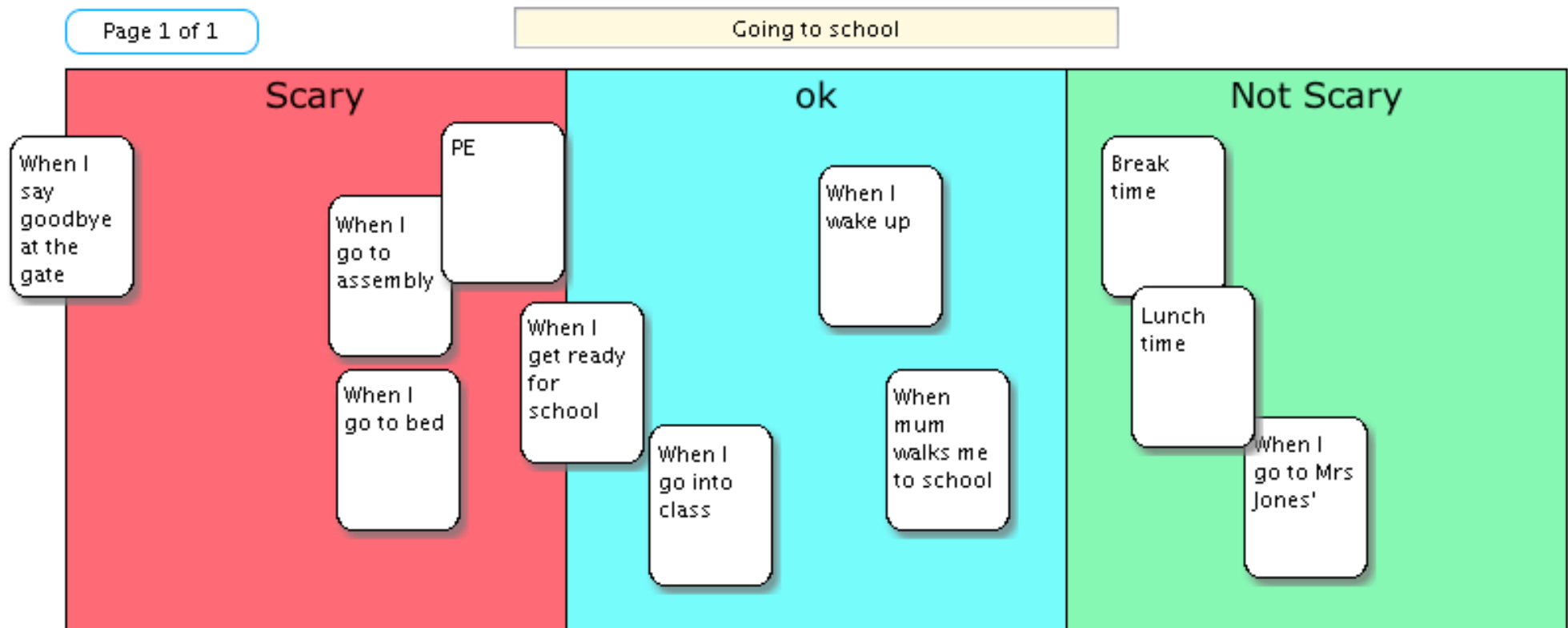
Versatility of the experiences module

Experiences 3: problems with contact

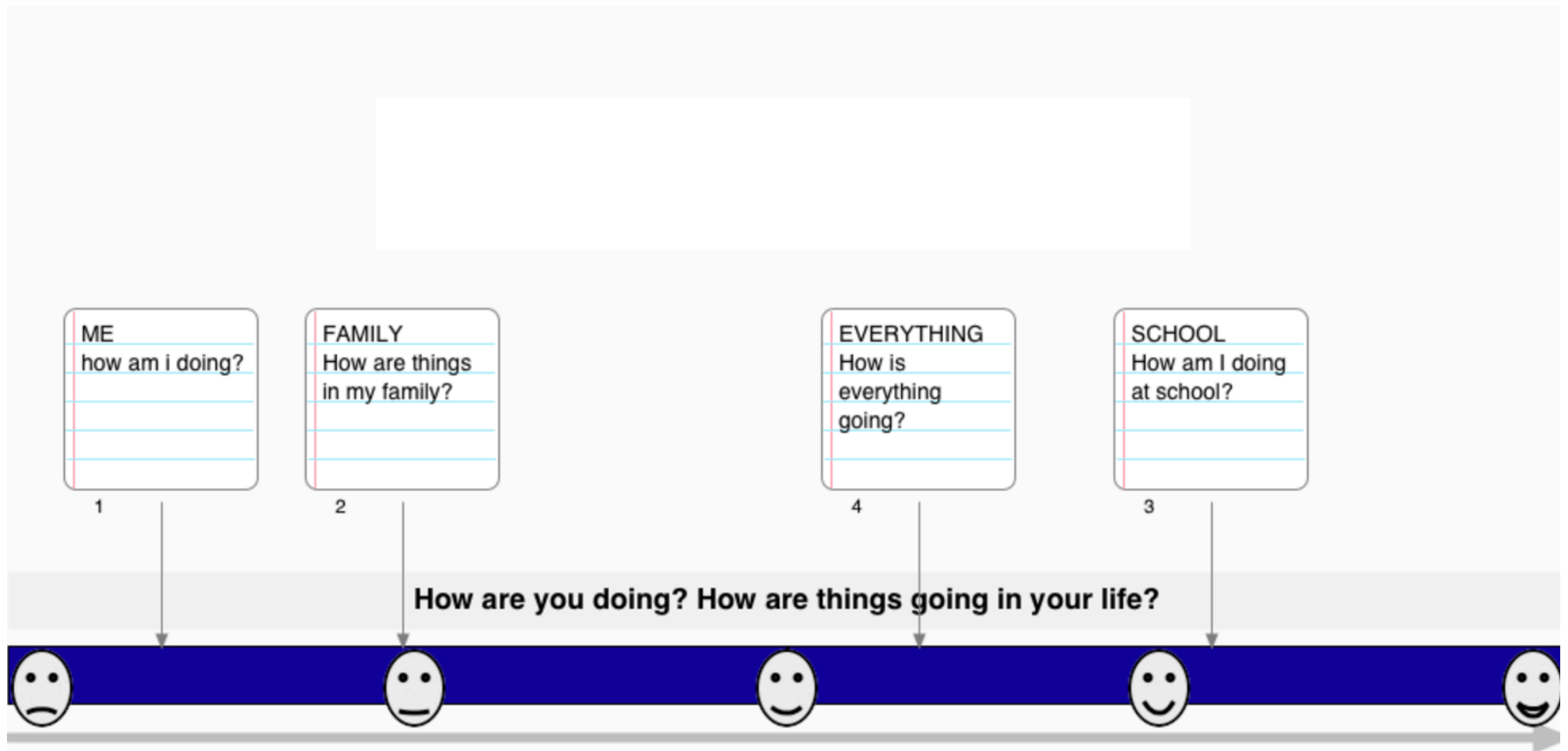


Versatility of the experiences module

Experiences 4: Difficulties at school



Experiences module evolved into 'This Much!' Interactive visual analogue scale (VAS)



Interview video: Peter and “hurt bum”



Interview video: Oliver & Mary



Properties of the apps toolkit I

- 1) Removes production demands and variability of ad hoc symbols (i.e. drawing, dolls etc)
- 2) Appealing, motivating & empowering
- 3) Progresses from general to specific and self disclosing
- 4) Comfortable pace of interview, for both the interviewee and interviewer
- 5) Clear modular structure and framework for interviewing
- 6) Equal support for exploring non abuse related/positive experiences
- 7) May be used pre-interview & 'without prejudice'
- 8) Can be readily localised

Properties of the apps toolkit 2

- 9) Portable and self contained
- 10) Establishes Communicative Intent
- 11) Readily learned by interviewers
- 12) More positive engagement ('screen generation')
- 13) Discourages/regulates fantasy play, promotes veracity
- 14) Accessibility enhancements for disabled children
- 15) Existence of a product allows better regulation
- 16) Detailed, tamper resistant record