

## Group 1 (Interventions): XXXXXXXX

Interventions	Description
XXXXXXX	<ul style="list-style-type: none"><li>▪ (Re)assessment of children's mental health status</li><li>▪ (Re) Calibration of psychiatric medication adjusted to balance side effects that might influence the child's capacity/ability to provide testimony.</li><li>▪ Persuasion of children to adhere to medication regimes<sup>1</sup>.</li><li>▪ Teaching of emotional regulation techniques, namely for self-soothing and relaxation, in accordance with individual child needs.</li><li>▪ Reminders to use emotional regulation techniques before and during the court deposition processes in case children felt overwhelmed by resurgence of traumatic memories.</li></ul>
XXXXXXXXXX	<ul style="list-style-type: none"><li>▪ Helping children internalize ideas of the notion of justice, and the nature of injustice; this was done through group discussions, using simple daily life examples and situations such as, "It is fair if a big strong adult hits and badly injures a small child—is that fair? Or if a person breaks into someone's house and steals their valuable stuff, is it fair to the person who lost everything?"</li><li>▪ Film screening (of children's films) and perspective-taking methods implemented to reiterate ideas of courage, motivation and problem-solving in the wake of individual fears and difficulties.</li></ul>
XXXXXXX	<ul style="list-style-type: none"><li>▪ Children told that sometimes the defence lawyers might suggest that the child witness is 'telling lies' or 'saying things that never happened'.</li><li>▪ As the children were observed to be angry even as they were made aware of this possibility:<ul style="list-style-type: none"><li>○ Their anger was validated--by acknowledging that everyone feels angry when they have</li></ul></li></ul>

<sup>1</sup> This was a challenge, given children's experiences in the abuse context, wherein perpetrators had allegedly engaged in drug-facilitated sexual assault.

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suffered abuse or injustice and when are not believed.

- How it might be more useful to respond calmly and strongly in court, to say, for example, 'I am not lying. It really happened.'

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**XXXXXXX**

- Provision of information to children about the child sexual abuse law and its provisions on confidentiality i.e. that no child's identity could be disclosed and that the media was not permitted to print or disclose in any manner the child's name, address, family details or photographs.
- Children reassured that:
  - There would be police (and others) in court for children's protection.
  - they would not meet the perpetrators in person (only identify them on a TV screen) because the perpetrators, accompanied by the police, would use a separate entrance to the court.

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**XXXXXXX**

- Discussions with children, particularly adolescents, on their right to (reclamation of) personhood and affirmative sexuality.
  - Enabling children to understand (child) sexual abuse as a criminal issue, not a matter of honour: "When people hurt and injure us, it is a criminal act...against the law. How can the person who got hurt (i.e. the victim) become the bad person...why should she lose respect...?"
  - Helping children develop a viewpoint that 'honour' and 'self-respect' are intangibles that 'lie in our hearts and minds' and so, 'how no one can touch or take those away from us'.
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