

**Group 3: (Interventions): XXXXXXXX**

|          | Description  |
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| XXXXXXXX | <ul style="list-style-type: none"><li>▪ Children were reminded about the time period when evidence was gathered and the need to provide those narratives in court was explained to them.</li><li>▪ Evidence recorded for each child was read to her. This was done twice – a few weeks before the trial and a day before the child had to depose in court.</li><li>▪ Child was asked whether she remembered any new information in relation to the already provided narrative.</li><li>▪ Non-leading memory retrieval cues were provided to recall key aspects of their narratives.</li><li>▪ Open-ended questions were posed about details given in the statements (related to people who perpetrated, other people present who possible aided and abetted, time of day, location where the abuse took place, details of the acts of abuse).</li><li>▪ Children were also asked to recall topographical memories of the institution (layout of the building, rooms and their purposes) as this knowledge was key to providing details on the whereabouts of the abuse within the institution.</li></ul> |
| XXXXXXXX | <ul style="list-style-type: none"><li>▪ Purpose of the rehearsal was to familiarise the children with the statements they had earlier provided to the investigative officers &amp; to be able to provide a narrative based on the same, in court.</li><li>▪ Children rehearsed what they were going to say in court using the memory retrieval cues, once in the weeks leading up to the trial and then on the day before the deposition.</li><li>▪ Rehearsal of general information for the group was implemented through quiz games and rehearsals of individual testimony were tailored to each child's competency.</li></ul>   |

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|          | <ul style="list-style-type: none"> <li>Means of assisted communication, i.e., dolls were provided to children with intellectual disabilities and children with (social) anxiety as they felt uncomfortable in speaking about body parts and abuse.</li> </ul>   |
| XXXXXXXX | <ul style="list-style-type: none"> <li>Identification of individuals who allegedly perpetrated using the same photographs which were used at the time of eliciting of evidence was done.</li> <li>Based on the information provided by the public prosecutor about the changed appearance of some of the individuals who allegedly perpetrated, the children were prepared for the same.</li> <li>To ensure that the preparation was not tantamount to tutoring, games were used to do the same wherein the children had to recognise famous film actors and TV personalities from pictures in which the appearances of these persons were changed through addition or removal of facial hair, or of spectacles. This helped children understand how people could still be identified, through careful observation, even if their physical appearance was altered.</li> </ul> |