



APRI

American
Prosecutors
Research Institute

*Finding Words:
Half a Nation
by 2010*

Interviewing
Children and
Preparing for
Court

©2003 by the American Prosecutors Research Institute, the non-profit research, training and technical assistance affiliate of the National District Attorneys Association.

This publication was developed with support from the U.S. Department of Health & Human Services, Children's Bureau, Administration on Children, Youth and Families under Grant Number 90-CA-1693. This information is offered for educational purposes only and is not legal advice. Points of view or opinions in this publication are those of the authors and do not necessarily represent the official position of the U.S. Department of Health & Human Services, the National District Attorneys Association or the American Prosecutors Research Institute.

Finding Words: Half a Nation by 2010

Interviewing
Children and
Preparing for
Court

June 2003

Susanne Walters, BA
Project Consultant
American Prosecutors Research Institute

Lori Holmes, LSW
Lead Training Coordinator
CornerHouse, Minneapolis, MN

Grant Bauer, LICSW
Forensic Interview Specialist
National Center for Prosecution of Child Abuse
Alexandria, VA

Victor Vieth, JD
Director
National Center for Prosecution of Child Abuse
Alexandria, VA

TABLE OF CONTENTS

1	<i>Finding Words: Interviewing Children and Preparing for Court</i>
5	<i>Finding Words Curriculum</i>
9	Frequently Asked Questions about <i>Finding Words</i>
11	Half a Nation by 2010
13	Application
19	State Contacts
25	Advisory Group
27	Acknowledgements

FINDING WORDS: INTERVIEWING CHILDREN AND PREPARING FOR COURT

Interest in the issues of forensic interviewing of children has grown substantially over the last 10 to 15 years. Increasingly, the justice system is recognizing the need for professionals with highly specialized interviewing skills. Until recently there was no comprehensive national approach to training teams and individuals in forensic interviewing of children. The challenge: How to provide comprehensive interview training on a national level to the thousands of frontline child abuse professionals who need it.

In 1998, APRI's National Center for Prosecution of Child Abuse met the challenge to develop a high quality forensic interviewing course across the country and launched *Finding Words*¹, *Interviewing Children and Preparing for Court*. The course was developed in collaboration with CornerHouse, an Interagency Child Abuse Evaluation & Training Center located in Minneapolis, Minnesota.

Finding Words is a unique course because it was designed by and for the frontline child abuse professional. The course is offered to multidisciplinary teams that typically consist of prosecutors, law enforcement officers, child protection workers and forensic interviewers. The goal is to train these professionals to work together throughout the investigation, from receipt of the initial report to the interview of the child, and to prosecution when appropriate.

Finding Words is an intense learning experience. From the pre-course materials on linguistics, child development, memory, suggestibility and other pertinent topics, to required reading in the form of homework each day, students are expected to study a significant amount of literature relating to child sexual abuse.

Each student must conduct two interviews during the course. The first interview is conducted with a child about a non-abuse event, allowing

¹ "Finding Words" is a trademark of the American Prosecutors Research Institute, all rights reserved, 2003.

the student to practice building rapport and using age-appropriate questions. The second interview is conducted with an adult actor who portrays a child victim of suspected abuse. Following the interview, students are critiqued by faculty and their peers. A comprehensive essay examination is given at the end of the week to measure the student's knowledge of the material gained throughout the course. Students must pass the exam to receive a certificate of completion.

Finding Words is rooted in several core beliefs. It is these beliefs that distinguish the course:

We believe forensic interview training is most effective when teams, rather than individuals, receive instruction. Accordingly, we require teams of police officers, child protection workers and prosecutors to attend together. Because we are teaching how to conduct forensically sound investigative interviews, the prosecutor is an essential member of the team. If a child reveals abuse, the civil child protection and criminal investigations will be for naught unless the interview can be defended in court. To this end, the prosecutor must be on the same page with the interviewer in order to ask the necessary questions on direct and re-direct. The prosecutor must also be able to educate judges and cross-examine defense experts on child sexual abuse issues. Moreover, the prosecutor will often have to call the child to the witness stand and must be able to ask developmentally and linguistically appropriate questions.

We believe forensic interviewers should use an interview protocol that takes into account pertinent research and is defensible in court. While several acceptable protocols are available, *Finding Words* uses CornerHouse's RATAAC protocol. RATAAC is a mnemonic device. Each letter stands for a different stage of the protocol: **R**apport, **A**natomy Identification, **T**ouch Inquiry, **A**buse Scenario, and **C**losure. If a student can remember the word "RATAAC," the student can remember the entire protocol. Each component of the protocol takes into account a child's age and developmental functioning as well as other variables. RATAAC cannot be learned by simply reading an article or attending a workshop. The protocol must be taught in a course that includes intense hands-on training.

We believe students must be taught a range of knowledge and skills, all of which pertain directly to the student's ability to conduct a competent interview. *Finding Words* includes the following content areas:

- Dynamics of, and victim responses to, child sexual abuse
- Child development and age-appropriate questioning
- The disclosure process and potential blocks to disclosure
- Effective use of, and withstanding legal challenges to, anatomical dolls, diagrams and drawings
- The search for corroborative evidence
- Hearsay
- Memory and suggestibility
- Preparing the child and forensic interviewer for testifying
- Diversity issues

We believe students must read much of the pertinent research themselves.

All *Finding Words* students must read several hundred pages of homework assignments. In this way, students can testify in court that they have not only attended lectures about pertinent research, but they have read much of it themselves.

We believe students must demonstrate their skills and be critiqued by their peers and by professional interviewers. The purpose behind the peer critiques is to introduce each team member to the concept of ongoing peer review. We teach students that no ego should stand in the way of protecting a child, and that we have a moral responsibility to be vigilant in improving one another's skills.

We believe students must demonstrate their ability to defend basic interviewing concepts in court. As part of *Finding Words*, students are required to complete an essay examination. An essay examination is more realistic than multiple-choice exams as a means of measuring students' knowledge. In court, forensic interviewers are never asked multiple-choice questions with the correct answer contained therein. Rather, interviewers are tested on their recall, not recognition memories, and this examination serves the same purpose.

FINDING WORDS CURRICULUM

The curriculum for *Finding Words* was carefully designed to incorporate adult learning principles. Students first read about the topic, then they hear a lecture about the topic, then they practice what they have learned. The course starts with basic information about interviewing and child development and progresses through more advanced knowledge on the following topics.

Effective Interviewing. *Finding Words* is based on the “child first” doctrine. This doctrine clearly states that the child is our first priority, and that no other aspect of the case should come before the child. The various types of child sexual abuse interviews are explored as well as the differences between interviewing and interrogation.

How Children Experience Sexual Abuse. Understanding the relationship between the child and the perpetrator can help interviewers understand some of the emotions that a child victim may be experiencing. Students learn the general categories of the victim/perpetrator relationship and explore the dynamics of child sexual abuse.

Diversity. Cultural, racial and ethnic differences, insensitivity or bias may impair our ability to protect some children from abuse or neglect.² Students are encouraged to examine the diversity that exists in their communities and be prepared to work with their clients in a culturally sensitive manner. This includes making sure that team members are representative of the community, providing paperwork in multiple languages, and making sure that all interviewing tools are culturally sensitive.

Using Age Appropriate Guidelines to Question Children. Students learn the types of questions that children can answer based on their age and developmental ability. Asking questions appropriate to a child’s ability to answer is critical when interviewing a victim of abuse.

² See, Victor I. Vieth, “Cultural Sensitivity in the Forensic Interview Process,” 15(1)APRI Update (2002)

Process of Disclosure. Students discuss the various stages of a child's disclosure (denial, tentative, active, or recantation). The characteristics of a tentative disclosure are also explored, providing the students a chance to identify and assist a child who is in the process of disclosure.³

Process of Inquiry. Students discuss the various types of questions (free recall, focused recall, multiple choice, yes/no, and "mis"leading) and why it may be necessary to use more than one type of question to elicit accurate information from a child.

RATAC. Students are taught the RATAC protocol. Students are also introduced to the use of anatomical diagrams and the benefits of their use.

Anatomical Dolls. Students learn about the proper functional use of anatomical dolls. Students are taught to use the dolls as a demonstrative aid, allowing children to clarify statements, distance themselves from their own bodies, and communicate what cannot or will not be said.

Potential Blocks and Problems in the Interview Process. By recognizing obstacles that surround the forensic interview, the interviewer, along with his or her team members, can make adjustments and learn techniques that improve the quality of the interview.

Child Development. Students learn how language skills and cognitive abilities develop in children. With an understanding of linguistics or how children communicate verbally, and how children process information spoken to them, students learn how to formulate questions and understand responses at various developmental levels. It is up to the interviewer to communicate at the child's level of development, instead of expecting the child to comprehend and communicate at an adult level.

Hearsay. In most cases of child abuse, there are no witnesses aside from the child and perpetrator. When a child has to go to court, it is often helpful to have additional out-of-court statements admitted as evidence to document, among other things, that the child has given a consistent

³ Sorenson, T. and Snow, B., "How Children Tell: The Process of Disclosure in Child Sexual Abuse" *Child Welfare* (1991)

account of the abuse. Students are taught how to get these statements into court. Applicable case law is presented.

Corroboration. Corroboration of a child’s statement is often crucial to successfully prosecuting a case and supporting the child as a competent witness. During this session students are instructed to “tear apart” a child’s statement, paragraph by paragraph, sentence by sentence, word by word, if necessary, and corroborate every possible part of the child’s statement, including peripheral details such as the color of a room or the perpetrator’s favorite brand of beer.

Suggestibility. Students explore pertinent research on children’s memory and suggestibility. A review of the techniques used in suggestibility research explains the outcomes of the studies and clarifies why we use the RATAC protocol to avoid suggestibility issues.⁴

Preparing the Child Witness for Court. Students are taught how to prepare children and family members for the court experience. Various methods of court preparation are reviewed and helpful hints are provided to make the court experience less stressful for children and their families.

Testifying in Court. For many child protection professionals, testifying in court is very intimidating. Students learn how to prepare themselves and their case prior to going on the stand.

Training Exercises. At the end of each day the students review what they learned that day through various skill-building exercises. Once the lecture portion of the course ends on Thursday morning, the students move into the interview scenarios. The 40 students are divided into 4 teams of 10, and each team is led by a skilled facilitator. First, students interview a real child about a non-abuse event, like a trip to the zoo or a local museum. Each interview takes approximately 10 minutes, enough time for students to practice building rapport and asking age-appropriate questions. Students receive feedback from the facilitator and their peers.

⁴ See, Victor I. Vieth, “Memory and Suggestibility Research: Does the Surreal World of the Laboratory Apply to the Real World?” *APRI Training Manual* (2003)

In the second scenario, each student interviews an adult actor/actress portraying an alleged child sexual abuse victim. The actors have received training in child development, child sexual abuse dynamics and the disclosure process, as well as the RATAAC interview process. Each role has been carefully developed to include appropriate developmental and family issues that can influence the interview process. These interviews are 30 minutes long to allow the student interviewer to move through the entire RATAAC protocol. The students receive oral and written feedback from the facilitators and their peers. The actor interview scenarios are videotaped so the students can review the tape and written critiques again following the course.

The week of training culminates in the final exam. Passing students receive a well-earned Certificate of Completion.

FREQUENTLY ASKED QUESTIONS ABOUT *FINDING WORDS*⁵

1. *Do you have a training model of what constitutes a competent or ‘good enough’ child forensic interview? What are its components and its characteristics?*

Although there is no such thing as a perfect interview, a competent interview takes place when a child is interviewed in a developmentally, linguistically appropriate manner in a child-friendly environment by someone who is adequately trained.

2. *Is questioning focused on child sexual abuse only? Do your guidelines routinely include questions about physical abuse, neglect, domestic violence, substance abuse, felony animal abuse?*

The RATAC protocol can be used to interview children not only about sexual abuse, but also about other forms of maltreatment as well as violent crimes they may have witnessed. Because the protocol is semi-structured, there is no set of scripted questions that is asked in every interview. Interviewers are free to ask questions about neglect, domestic violence, substance abuse, felony animal abuse, etc., as appropriate. Also, if the child provides a lead towards the above information during the interview, the interviewer will follow the child’s lead and explore the issues.

3. *Most models include the instruction to avoid leading questions. What is your operational definition of a leading question?*

Finding Words utilizes the CornerHouse model to teach question types and expected verbal responses from the child. These are identified as Free Recall—Narrative; Focused Recall—Focused; Multiple Choice—Selected; Yes/No—Limited/Selected; and Misleading—Suggested from

⁵ Lori S. Holmes and Victor I. Vieth, “Finding Words/Half a Nation, The Forensic Interviewing Program of CornerHouse and APRI’s National Center for Prosecution of Child Abuse,” *APSAC Advisor*, 15(1) Winter 2003. Special thanks to APSAC for allowing APRI to reprint a portion of that article here.

the interviewer. The only question type that is considered “leading” is the misleading question type. None of the other question types suggests the answer to the child. Students are taught never to ask a misleading question in a forensic interview.

4. *What do you teach about the use of interview aids?*

Finding Words teaches the use of drawings, anatomical diagrams, and anatomical dolls. Adults frequently use props or other aids when explaining their experiences. In a traffic case, for example, an accident reconstructionist may use models or toy cars to explain various events. If adults can use such aids, why would we deny the same opportunity to children, who may have less communicative ability and greater need?

5. *Do you see your interview protocol or guidelines as prosecution-focused or protection-focused? Do you see conflicts between these goals? In cases of conflict, does protection trump prosecution, or the reverse?*

Forensic interviewing must be both prosecution- and protection-focused. Indeed, prosecution is often a pre-requisite to protection. A child raped by his or her father and disbelieved by his or her mother may remain unprotected until the perpetrator is incarcerated and the mother is compelled to look first to the needs of the child.

In the same vein, the success of law enforcement/prosecution is dependent on the efforts of child protection workers. The criminal justice system may continue to deal with the aftermath of abuse in succeeding generations unless and until families are taught to get out from under the carpet covering family secrets.

We see no conflicts between the goals of prosecution and protection. There may, in individual cases, be differences of opinion on whether to proceed civilly, criminally or both, and the team as a whole will have to make a decision. This is another reason why we train teams in the hope that the various players will gain a better understanding of each other's roles and learn to work together for the betterment of children.

HALF A NATION BY 2010

Because the demand for *Finding Words* was so great, APRI and CornerHouse decided to assist states in establishing their own five-day courses that are locally run and taught. States now have an opportunity to develop their own *Finding Words* course under the project *Half a Nation by 2010*.

Individual states can apply for training as a *Finding Words* state. States can then develop a locally taught *Finding Words* course. Once admitted into the project, the state undergoes an intense, three-week process.

First, APRI and CornerHouse bring our nationally recognized staff of trainers to the state and present *Finding Words* to a locally selected group of students and all of the state's proposed faculty members. After completing this first week of training, the local faculty prepares videotapes of themselves teaching the course. APRI and CornerHouse staff reviews the tapes and provides feedback so that the local faculty can make any necessary adjustments before teaching the course in front of a live class. APRI and CornerHouse staff also reviews the faculty's PowerPoint presentations and any other additional material to be used in the lectures.

In the second week, the state schedules and presents *Finding Words*, primarily using local faculty and actors while APRI and CornerHouse staff members observe and critique the course. After any additional fine-tuning is complete, the state will present the course again in the third week, with APRI and CornerHouse staff on hand to observe. Upon completion of the final session, if the state has met all of the outlined criteria, APRI will endorse it as a *Finding Words* state under *Half a Nation by 2010*.

Once certified, the state can continue to run the course to meet the needs of the state's child abuse professionals. APRI will continue to monitor the course, collect course evaluations, and otherwise ensure compliance with the standard of excellence established by *Finding Words*.

State sponsors must apply to participate in *Half a Nation by 2010*. Assistance is offered in each step of the application process and may include provision of sample budgets, plans and grant funding ideas. APRI program staff reviews applications and conducts a conference call with each applicant state to clarify information in the application, inquire about areas of concern, and to address any questions or concerns of the applying state. APRI staff then makes its decisions and sends a letter of acceptance to each selected state. APRI continues to work with applicant states to address areas of concern so they can be considered in a future round of applications.

Under a grant from the Children's Bureau, Department of Health and Human Services, Administration for Children and Families, APRI's Office of Research and Evaluation is measuring outcomes by examining improvement in interviewers' knowledge about the dynamics of sexual abuse, their skills for conducting more thorough interviews, and their abilities to prepare better cases. APRI is also evaluating the implementation of *Finding Words* within each state, and the effect of *Finding Words* training on case outcomes in the child protection and criminal justice systems.

By early 2003, 20 percent of the United States was already active in *Half a Nation by 2010*. Five states have completed the training and are certified: Minnesota, South Carolina, Indiana, New Jersey, and Mississippi. Five more states are admitted into *Half a Nation*, including Georgia, Missouri, Maryland, West Virginia, and Illinois. For further information about *Finding Words* or *Half a Nation by 2010*, please contact the National Center for Prosecution of Child Abuse at ncpca@ndaa-apri.org or (703) 549-4253.

In the words of Jackie Robinson, "A life is not important except in the impact it has on other lives."⁶ As *Half a Nation* takes its place in the annals of history, may it be said that we empowered tens of thousands of frontline child protection professionals to impact positively on the lives of millions of children.

⁶ Dave Dravecky with Mike Yorkey and Randy Johnson, *Play Ball* (2001)

FINDING WORDS: HALF A NATION BY 2010 APPLICATION

1. Applicant Agency Information:

Agency Name:

Contact Person:

Address:

Phone Number:

Fax Number:

E-mail Address:

2. Describe your agency or program including its organizational structure, the number of employees, source of funding, and the scope and purpose of its work.
3. Identify all other groups, programs, agencies, associations or other entities that are supporting your application. Attach letters of support from these entities (prosecutors, law enforcement, child protection, children's advocacy centers, etc).
4. Indicate if you have envisioned providing training for your entire state. If not, explain the demographics of the region for which you intend to provide training.
5. Describe in as much detail as possible the manner in which child abuse interviews are presently being conducted in your state or region. Include a description of the interview protocols, if any, that are in place; the agencies and professionals involved in interviewing child abuse victims; and the location of the interviews (child advocacy cen-

- ters, police stations, schools, etc.). Include a description of the manner in which child abuse investigative interviews are documented (video-taping, audiotaping, police reports, social service reports, etc.).
6. APRI strongly encourages the use of multi-disciplinary teams to investigate and prosecute cases of child abuse. *Finding Words* is premised on the belief that MDTs will work together in the handling of these cases. Describe the status of MDTs in your state or region. Include in your description the typical make-up of the teams and any common practices as to how the teams work together in the handling of child abuse cases.
 7. Explain how many times per year you envision putting on the course (after the three mandatory sessions under contract with APRI) and how many students will be permitted to attend. Detail any plans to charge tuition and how any tuition rate will be determined.
 8. Explain how you decided upon the above number of courses and students.
 9. Identify the persons you have selected and who have agreed to serve as your faculty should you be selected as a *Finding Words* host site. For each person identified, provide the following information:
 - a. the individual's experience with child abuse victims or cases;
 - b. the individual's experience in interviewing or otherwise speaking to children about abuse;
 - c. any training the individual has received on the subject of interviewing children about abuse, including attendance at *Finding Words* or CornerHouse training sessions;
 - d. any experience training other professionals; and
 - e. a resume or curriculum vitae that describes any information about the individual you deem important.
 10. The workshops taught at *Finding Words* include the following:
 - a. effective interviewing;
 - b. how children experience sexual abuse;
 - c. using drawings in the forensic interview process;
-

- d. the five stages of the CornerHouse protocol;
- e. diversity issues in the forensic interview;
- f. the process of disclosure;
- g. the process of inquiry;
- h. memory and suggestibility;
- i. anatomical dolls;
- j. using age appropriate guidelines to question children;
- k. preparing the child witness for court;
- l. child development;
- m. testifying in court;
- n. hearsay; and
- o. potential blocks and problems in the interview.

Indicate which of the proposed faculty identified in item #9 you would select to teach each workshop.

11. Describe in detail the training facility or facilities where you will conduct *Finding Words* courses. Include a summary of the technology available for use at the site(s). Feel free to attach photographs, maps or other facility information.
12. The “child exercise” is an important part of *Finding Words*. In this exercise, each student conducts a brief interview with a young child (7-9 years old) about a non-abuse event, such as a trip to the zoo. If this exercise remains a part of your program, explain where you would get the child volunteers. Attach any letters of support from private or public schools, or scouting, church or other youth groups, to provide children for this purpose.
13. The heart of *Finding Words* is the mock child abuse interview. Each student is required to conduct a 30-minute interview with a child abuse “victim.” The victims are portrayed by skilled actors/actresses willing to undergo training on child development, linguistics and other issues that will assist them in posing realistically as an abused child. You may need as many as seven actors/actresses per course. If selected as a host site for *Finding Words*, explain where you would find actors/actresses willing to perform this function. Attach any letters of support from a local theater,

- university, etc. If you have specific actors/actresses interested in performing these roles, attach their resumes.
14. The fee for receiving the services of APRI and CornerHouse to teach and assist in the development of your course is \$40,000. You will also be responsible for lodging, per diem, and transportation of APRI and CornerHouse staff as well as the actors used during the first week of training. Other expenses, including manual printing, equipment, training facility, etc., must also be accounted for. Describe what funding is in place or anticipated to meet these expenses and attach a proposed budget.
 15. If selected as a host site, we expect that you will not only develop but also maintain a high quality forensic interview training program. To continue to receive the endorsement of APRI, you will need to submit course evaluation forms and permit APRI staff to inspect your facilities, attend your training programs, and grade the exams to ensure quality. In addition, APRI will review and approve your course materials on a yearly basis. Please discuss here your reaction to these requirements.
 16. Describe how you propose to measure the results or outcomes of the training in your state. If APRI chose to evaluate the impact of *Finding Words*, e.g., on charges, convictions, and sentences, what, if any, support could you provide?
 17. List the five biggest obstacles to assisting child abuse victims in your region or state. For each obstacle, describe how, if at all, you believe *Finding Words* will assist in overcoming it.
 18. Explain why your agency should be selected as a host site for *Finding Words*.

Send proposal to:

APRI's National Center for Prosecution of Child Abuse
99 Canal Center Plaza, Suite 510
Alexandria, VA 22314
Attn: *Finding Words* Application Committee
(703) 549-4253

STATE CONTACTS

For *Finding Words* training information from the states admitted into the *Half a Nation by 2010* program, contact:

APRI Finding Words
(703) 549-4253
ncpca@ndaa-apri.org



Minnesota/CornerHouse
Amy Russell
(612) 813-8300
Amy.Russell@childrenshc.org



STATES LISTED IN ORDER OF ADMISSION

2001

Finding Words South Carolina

Charles Phipps
(803) 777-1646
Phipps@law.law.sc.edu



2002

Finding Words Indiana

James Luttrull Jr.
(765) 664-0739
jluttrull@grantcounty.net



STATE CONTACTS

2002

Finding Words New Jersey

Katherine J. Bierwas, Esq.

(973) 568-0961

findingwordsnj@hotmail.com

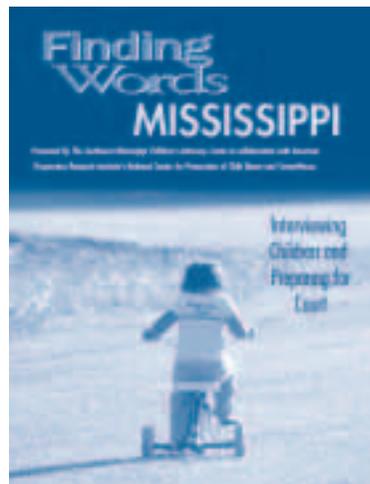


Finding Words Mississippi

Bente Hess

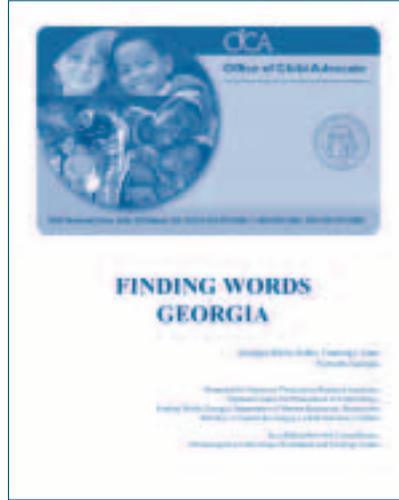
(601) 684-4009

bentehess@bellsouth.net

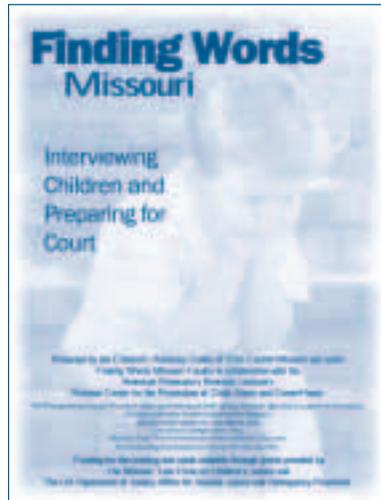


2003

Finding Words Georgia
DeAlvah Simms
(478) 757-2661
dsimms@gachildadvocate.org



Finding Words Missouri
Jerri Sites
(636) 586-1806
jsites@fidmail.com



STATE CONTACTS

2004

Finding Words Maryland

Alisa Santucci
(410) 767-1841
alisa@mail.ocyf.state.md.us

Finding Words Illinois

Kathryn Beasley
(217) 528-2224
cacofillinois@ameritech.net

Finding Words West Virginia

William Charnock
(304) 558-3348
wcharnock@state.wv.us

ADVISORY GROUP

Barbara Boat, Ph.D.
Simoine Bolin, BSW
Detective Rick Cage
Stephen J. Ceci, Ph.D.
David Corwin, M.D.
Allison DeFelice, Ph.D.
Roy Hart
James Luttrull Jr., J.D.
Thomas Lyon, J.D., Ph.D.
Erna Olafson, Ph.D., Psy.D.
Charles Phipps, J.D.
Dennison Reed, Psy.D.

ACKNOWLEDGEMENTS

Special thanks to the following individuals for their contributions to this publication:

APRI Staff:

Debra Whitcomb, Director, Grant Programs and Development

Dawn Doran Wilsey, Senior Attorney, Administration

Jean Holt, Director of Publications

Geri Dolan, Program Assistant

Erna Olafson, Ph.D., Psy.D., Cincinnati Children's Hospital and
University of Cincinnati Medical School



American Prosecutors Research Institute
99 Canal Center Plaza, Suite 510
Alexandria, Virginia 22314
Phone: (703) 549-4253
Fax: (703) 836-3195
<http://www.ndaa-apri.org>



APRI