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## PSYCHOLOGICAL EVALUATION CONTRIBUTIONS TO SEXUAL ABUSE SITUATIONS

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### ABSTRACT

The Psychological Evaluation (PE) is considered an sub-area of Psychology that refers to the understanding of personality phenomena and cognitive functions. The objective of the article was to discuss the contributions of Psychological Evaluation to situations of sexual abuse. This concerns the involvement of a child or adolescent in sexual activity for whom they are not prepared due to their level of development. Methodologically, the article is a systematic literature review of a descriptive nature. Previously validated descriptors were used in the Brazilian Decs of the Virtual Health Library (VHL): "Psychological Evaluation AND Sexual Abuse" and we searched for literature in the format of scientific articles published in Portuguese language between 2010-2018 in the CAPES Periodic databases and VHL. The findings were analyzed descriptively from the preparation of a literature review protocol, with peer review. As a result, the initial search yielded 126 articles, of which 9 comprised the final sample and indicated that PE assists in identifying the impact of violence on psychological and psychopathological issues and provides scientifically substantiated information in order to guide the decision in Brazilian court proceedings. The interview plays a crucial role in these evaluative processes, associated with psychological testing.

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## INTRODUCTION

Psychological Evaluation (PE) or Psychological Assessment is defined as set that involves an organized body of theoretical principles, methods and techniques of investigation of both personality and other cognitive functions, that aim to collect data to test clinical hypotheses, produce diagnoses, describe the functioning of individuals or groups and make predictions about behaviors or performance in specific situations (ARAÚJO, 2007). In Brazil, it is the Resolution No. 009/2018 of the Federal Council of Psychology that guides the action and use of the instruments related to this area. This new resolution revoked all the previous ones as well as the technical norms, being today the basal document for the AP in the country. In the history of AP in the country another milestone was the creation of the System of Evaluation of Psychological Tests (Satepsi) and the establishment of the year 2011 as the Year of Psychological Evaluation (MENDES *et al.*, 2013).

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It is an area of psychology directed to the understanding of personal, group, institutional or social problems and to develop it, the psychologists must use a theoretical model that allows them to understand a certain phenomenon. The tasks involved in this process should include the analysis of several aspects related to the subject and the context in which they are being evaluated. On the one hand, it will be up to the evaluating psychologist to position itself in relation to the different theoretical models that exist, in order to interpret the phenomenon in question. On the other, from the technical point of view, the professional has a significant number of procedures that help them to collect the information necessary for conducting the Evaluation process (BORGES, 2011). Some instruments which are used in the processes of psychological evaluation can be cited, such as: interview and clinical observations, psychological tests, projective techniques and other clinical investigation procedures, such as those involving the ludic. (PADILHA, NORONHA, NORONHA, PADILHA, NORONHA, NORONHA, NORTHWEST, NORWAY, NORWAY, NORWAY, FAGAN, 2007; ARAÚJO, 2007). It is understood that psychological evaluation is an area of great importance for Psychology, and in this context, the interest in

investigating their contributions to situations of sexual abuse (SA) appeared. It might be defined as

*[...] the involvement of a child or adolescent in sexual activity who does not fully understand and is unable to give consent. It is an act for which the child or adolescent is not prepared due to its stage of development. It is evidenced by any activity between a child or adolescent and an adult, who by age and stage of development, is in a relationship of responsibility, trust or strength, and the activity is intended for the satisfaction of adult needs, such acts may include, but is not limited to, induction or coercion for the minor to engage in sexual activity, exploitation of a child for commercial sexual act, pornographic materials and / or use of children in sexual performances (WHO, 1999).*

SA can also be defined as: *[...] by a sexual act or game, in a heterosexual or homosexual relationship, between one or more adults and a child or adolescent, for the purpose of sexually stimulating this child or adolescent, or using it for sexual stimulation his person or another person (AZEVEDO, GUERRA, 1998, p.33).*

The SA against the child is one of the forms of maltreatment that is most often hidden. The children are afraid to speak and, when they do, the adult is afraid to listen to it (CAPITAO, ROMARO, 2008). It may be argued from two points: Extra-family sexual abuse, which is defined as any form of sexual activity between a non-family member and a child, the victimizer being a known or unknown family / child victim. The perpetrator usually has access to the child on visits to the child's family, or when he or she enjoys trust from the parents. However, it may happen that the person responsible for the abuse is not known to the child, and the acts are carried out outside the family environment. On the other hand, intrafamily sexual abuse is also called incest, which predisposes sexual involvements with people in whom there are consanguinity (NEVES, 2010). Data from the Violence and Accident Surveillance System (VIVA) of the Brazilian Ministry of Health, sexual violence in children from 0 to 9 years of age is the second most typical type of violence in this age group, behind only reports of neglect. In 2011, 14,625 reports of domestic, sexual, physical, and other aggression against children under the age of 10 were reported. Sexual violence against children up to age 9 represents 35% of these reports. Data show that sexual violence also ranks second in the 10 to 14 age group, with 10.5% reporting, behind only physical violence (13.3%). Most of the perpetrators are parents and other family members, or someone close to the child and adolescent, such as friends and neighbors. In 45.6% of cases, the probable perpetrator of violence was male (BRAZIL, 2012a). In Brazil, the majority of SA cases occur in girls between 5 and 10 years. Boys are also abused, but to a lesser extent, especially when abuse is intrafamily and most of the sexual violence in children and adolescents occurred in the home, with the father as the author (PLATT *et al.*, 2018).

Since 2014, cases of SA are immediately notifiable in Brazilian cities, and they must follow the flow of sharing between the spheres of management of the Health System. The immediate compulsory notification must be performed by the health professional or care provider who provides the first care to the patient, within 24 (twenty four) hours, by the fastest means available. Immediate and compulsory notification is

essential for the organization of services in order to guarantee access to measures to prevent aggravations resulting from sexual violence in a timely manner (BRAZIL, 2018c). In cases of sexual violence, immediate notification aims to expedite the care of the victim and their access to emergency contraception and prophylactic measures of sexually transmitted infections and viral hepatitis within 72 hours of the aggression, as early as possible (BRAZIL, 2012a) SA is one of the most cruel and persistent manifestations of gender violence because it goes through the victim's story (BRAZIL, 2012b). Exposure to SA in childhood is associated with long-term impairment, representing a risk factor for triggering various changes of a psychological, behavioral and social order. They are changes that vary in time and intensity, affect the lives referent of the victims and result in great emotional sufferings (LIRA *et al.*, 2017). It is not possible to generalize SA effects, since the severity and extent of the consequences depend on the particularities of the experience of each victim. Several areas of knowledge attempt to delineate the consequences of a situation of child sexual abuse, so that proposals for more specific interventions can be built to minimize the damage of this violence. Given the brutality in which abuse occurs, often associated with other types of violence, added to the fact that the child is not emotionally and physically prepared for the sexual act, because it constitutes a subject in a peculiar condition of development, it is almost certain that it develops several consequences (FLORENTINO, 2015). Considering SA as a social problem that can bring countless consequences to the victims, the objective of this study was to discuss the contributions of the area of Psychological Evaluations for situations of Sexual Abuse. For this, the literature review was chosen in qualitative approach as type of research. We analyzed articles and Portuguese language published between 2010-2018, collected in the CAPES database and VHL with the descriptors: "Psychological Evaluation AND Sexual Abuse" that were previously validated in the Decs of the Virtual Health Library (VHL) and data were analyzed in a descriptive way based on the elaboration of a literature review protocol formulated by the authors. From the context presented, the question that guides this study is: What contributions of the Psychological Evaluation the situations of Sexual Abuse are discussed in the literature published in the format of scientific articles between 2010-2018?

## MATERIALS AND METHODS

The present study uses the descriptive qualitative approach in the literature review format. Engel and Silveira (2009), define qualitative research as a research that does not concern itself with numerical representativeness, but rather with the deepening of the understanding of a social group, an organization, etc. Qualitative research is perceived as a subjective act of construction. It involves an interpretive approach to the world, which means that its researchers study things in their natural settings, trying to understand the phenomena in terms of the meanings people attach to them. In this sense, this kind of research values the detailed description of the phenomena and the elements that surround it (AUGUSTO *et al.*, 2013, GUNTHER, 2006). Literature reviews are characterized by the analysis and synthesis of the information provided by all relevant published studies on a given topic, in order to summarize the existing body of knowledge and to conclude on the subject of interest (MANCINBI, SAMPAIO, 2006). Regarding the descriptive character from the study, the descriptive research demands

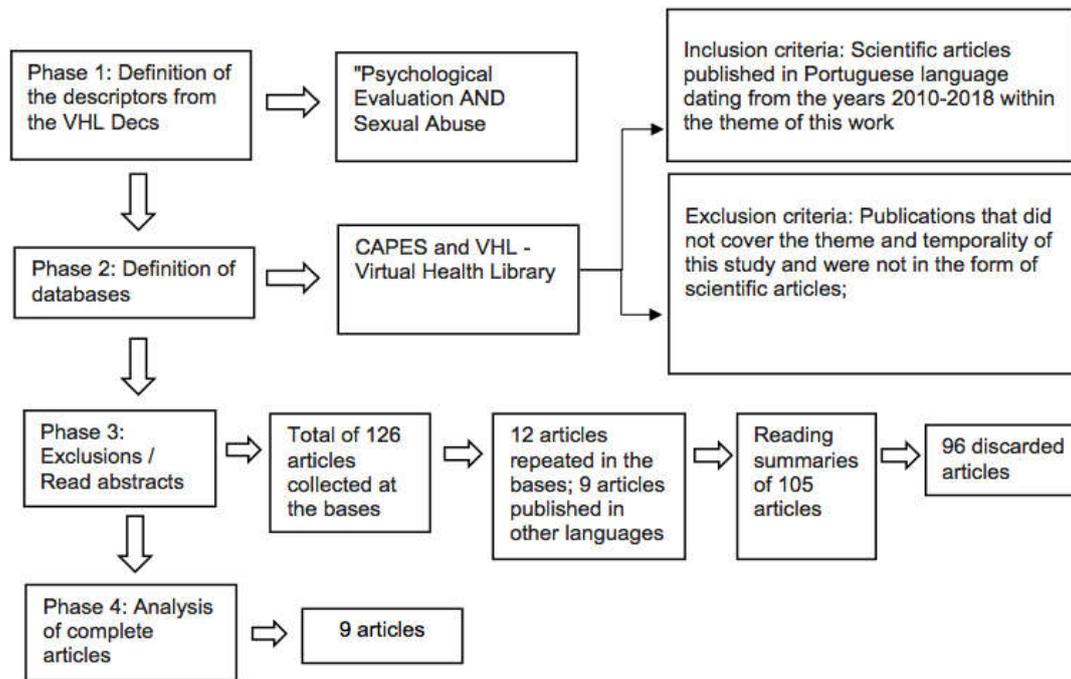


Figure 1. Flowchart of selection of articles for analysis: Source: Data produced by the authors (2018)

from the researcher a series of information about what they wish to investigate. This type of study intends to describe the facts and phenomena of a certain reality (TRIVIÑOS, 2008). Three methodological steps were followed for the composition of this work: (a) a survey of the publications; (b) Creation of an instrument by the authors, for a descriptive analysis of the articles, containing title of the article, identification of the authors, types of research, year of publication, journals in which such studies were published, databases of origin of the articles, objectives and results obtained; This was called the protocol and used by two researchers to evaluate the articles. (c) descriptive analysis of each article to list the results of the studies and critically evaluate the contributions offered for the production of knowledge on the subject. In case of divergence between the first two authors, a third party was summoned to evaluate the protocol and verify if the article would be included. There was 100% agreement between the pairs and there was no need for a third opinion. From this, the CAPES and VHL journals were searched from the following descriptors "Psychological Evaluation AND Sexual Abuse" (the descriptors were duly validated in the VHL Decs) with the following inclusion criteria: Publications in the format of scientific articles published in scientific journals between the years 2010-2018 and in the Portuguese language. Other forms of publication were excluded (books, theses, dissertations, articles published in annals of scientific events, other forms of text).

In the CAPES database, with the application of descriptors and inclusion criteria, 101 articles were initially found. They were downloaded, and 9 were excluded because they were written in other languages (even with the filter application in the Portuguese language, these articles appeared, the base then presents problems in the indexation), also 1 article was repeated. In the VHL database, 24 articles were initially found. After downloading these, 11 were excluded because they were also present at the CAPES database. In general, in both databases, 126 articles were initially collected and 21 excluded. 105 articles left.

The titles, keywords and abstracts of all were read and from this, 96 works were excluded because they did not appear within the theme of this review. The remaining 9 articles were submitted to integral reading from the elaboration of an instrument for descriptive analysis of these. The panorama of the collection of the articles can be seen in the flowchart present in Figure 1, above.

## RESULTS

None of the nine articles were excluded after reading the entire protocol. Of these, eight articles were extracted from the VHL and one from CAPES. As for the year of publication, one was published in 2010, one in 2011, two in 2012, three in 2013 and two in 2015. As for the methodological approach of the research, four papers were qualitative research, two articles as quantitative research and three as theoretical research. In the table below, the articles analyzed in this study are distributed: Regarding the objectives and main considerations of the studies, these were distributed in Table 2.

### Contributions of Psychological Evaluation (PE) in situations of sexual abuse

In general, the PE contributes to sexual abuse in a number of ways. One of them is to identify the impact of violence regarding psychological issues and psychopathological conditions (GAVA, DA SILVA, DELL'AGLIO, 2013), helping to understand the emotional impact of sexual violence. In the study by Serafim (et al., 2011), it was noticed that the major diagnoses developed by the victims were depression and PTSD, but that these diagnoses (and any psychological evaluation) should take into account the age group of occurrence of abuse.

From the analysis of the tests applied, the psychological profile of children and adolescents victims of sexual abuse of the aforementioned study was drawn, most of whom suffered violence in the family environment.

Table 1. Articles analyzed Source: Data produced by the authors (2018)

| Database | N° | Article                                                                                            | Journal                           | Autos                           | Methodology/Year   |
|----------|----|----------------------------------------------------------------------------------------------------|-----------------------------------|---------------------------------|--------------------|
| VHL      | 1° | Demographic, psychological and behavioral data of children and adolescents victims of sexual abuse | Revista Psiquiatria Clínica       | SERAFIM et. Al.                 | Quantitative /2011 |
|          | 2° | Psychological Expertise in Sexual Abuse of Children and Adolescents                                | Psicologia: Teoria e Pesquisa     | SCHAEFER; ROSSETTO; KRISTENSEN. | Theoretical /2012  |
|          | 3° | Experience report: psychological evaluation of a child victim of sexual abuse based on psychodrama | Revista Brasileira de Psicodrama  | BÉRGAMO; BERNARDES.             | Qualitative /2015  |
|          | 4° | Psychological evaluation of children with intellectual disabilities, victims of sexual violence    | Psicologia Argumento              | MUNIZ; ANACHE; DOS SANTOS.      | Qualitative /2015  |
|          | 5° | Psychological evaluation of sexual offenders using the Rorschach method                            | Avaliação Psicológica             | SCORTEGAGNA; AMPARO.            | Qualitative /2013  |
|          | 6° | Psychological expertise in cases of suspected child sexual abuse                                   | Avaliação Psicológica             | GAVA; PELISOLI; DELL'AGLIO.     | Theoretical /2013  |
|          | 7° | Use of Rorschach in the Investigation of Child Sexual Abuse                                        | Paidéia                           | SCORTEGAGNA; VILLEMOR-AMARA.    | Theoretical /2012  |
|          | 8° | Psychological evaluation in DEAM: a case study of child sexual violence.                           | Revista Mal-estar e subjetividade | PIMENTEL.                       | Qualitative /2010  |
| CAPEs    | 9° | Psychopathological Symptoms and Frames Identified in Experiences in Child Abuse Situations         | Psico                             | GAVA; DA SILVA; DELL'AGLIO.     | Quantitative /2013 |

Table 2. Objectives and main considerations of the analyzed articles Source: Data produced by the authors (2018)

| N° | Objectives                                                                                                                                                                                                      | Main Considerations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1° | To Describe the demographic data and the emotional and behavioral aspects in children and adolescents victims of sexual abuse.                                                                                  | It is not possible to determine which violence causes more damage in children and adolescents, but a significant portion of psychological, psychiatric and behavioral aspects that can impact the emotional development of children and adolescents victims of sexual abuse has been identified.                                                                                                                                                                                                                                                |
| 2° | To Review the role of psychological expertise in child and adolescent sexual abuse                                                                                                                              | Psychological expertise is considered a means of proof in cases of sexual abuse and is a way of accessing the examiner's history and symptomatology, since sexual abuse may leave no physical marks. The expert evaluation can produce positive changes in the recovery of the victim, as it constitutes a moment of listening and protection. Consequently, one of the greatest care of the examiner should focus on not making the interview an abusive element, worrying about not revitalizing the child or the adolescent.                 |
| 3° | To present the experience of conducting a psychological evaluation performed with a five year old child victim of sexual abuse and his family using psychodrama as a theoretical and methodological foundation. | The evaluation pointed out that the relational dynamics developed by those responsible, who compensated for their individual needs through transference bonds, did not offer a look of care and protection to the child, which was submitted to the plot of victimization. The violence generated impacts on the emotional development of the child, which was recognized in the adult sexual role, presenting behaviors inappropriate to the infantile stage.                                                                                  |
| 4° | To characterize the psychological evaluation of children with intellectual disabilities, victims of sexual violence in a Forum in the city of Campo Grande / MS                                                 | The results point to the difficulties in defining the professionals about Psychological Evaluation, their preferences for the use of the interview and the emergencies of creating psychological instruments for the legal area, as well as for people with disabilities.                                                                                                                                                                                                                                                                       |
| 5° | To evaluate the personality characteristics of adult sexual offenders                                                                                                                                           | The main findings refer to the psychological characteristics usually portrayed in the literature and invoke the inexistence of a single psychological type of sexual aggressor. The results indicated the presence of low self-esteem and impairments in self-image, perceptual adequacy and reality test, as well as a decrease in the ability to establish bonds, empathy and the stability of identifications.                                                                                                                               |
| 6° | To discuss the psychological expertise in cases of suspected sexual abuse committed against children and adolescents                                                                                            | When a legal authority asks for expertise in a case of suspected sexual abuse, it is more interested in whether the sexual abuse actually occurred than in knowing its consequences. But both symptom and credibility are criticized and do not logically draw conclusions about the facts, so the psychologist is not able to categorically assert or deny the occurrence of abuse. From Juridical Psychology, it is understood that the expert Psychologist can use means to try to approach this truth, understanding it at least partially. |
| 7° | To verify the extent and importance of the use of Rorschach as an instrument for the psychological evaluation of victims of sexual abuse.                                                                       | Among the methods of psychological investigation, Rorschach stands out as one of the instruments of better efficiency for this context. In addition to its psychometric properties that demonstrate the consistency of its validity and reliability, when well administered, it is a valuable tool that enhances forensic practice. Combined with its scores and proportions, it allows the observation of physical and psychic damage.                                                                                                         |
| 8° | To Report the experience of a psychological evaluation with a sex offender and discuss the importance of this activity of the Psychologist.                                                                     | Interviews and tests suggest that from the psychological point of view the subject does not have internal supports to live with children, nor for marriage. It has never undergone any psychopathological treatment, which can aggravate its psychic state, since the penal system offers no alternative of rehabilitation.                                                                                                                                                                                                                     |
| 9° | To investigate the symptoms and psychopathological conditions identified in children and adolescents allegedly victims of sexual abuse in the context of the expertise.                                         | Although there is no single symptomatological picture in victims of sexual abuse, some symptoms are more prevalent according to age, sex and type of abuse and should therefore be observed in the psychic expert assessment.                                                                                                                                                                                                                                                                                                                   |

The work has shown that the victims feel emotionally persecuted, raped, frightened, abandoned and unprotected by the world around them. The study also allowed us to observe that, from the point of view of the child who suffers sexual abuse, the male figure, for example, is perceived as threatening, selfish, unconcerned with the family and inefficient. In the Bergamo and Bernardes (2015) and Pimentel (2010) studies, PE allowed the identification of risk factors within the family dynamics, citing the intergenerationality of violence, where the relational dynamics of the couple was based on the need for individual satisfaction, with low perception of the child's needs; absence of intergenerational hierarchy, since the mother placed her

daughter on the same level as her, not working as a daughter herself and a victim of sexual abuse, but as a "little adult". The child played a role as an adult woman and sexualized and at the same time presented herself without direction, without the necessary limits that favor the proper perception of self and the other. The child was still agitated, confused, eroticized, showed fear and lack of protection. Obstacles to the role of mother and the impact of sexual abuse (child's role primarily in sexual and adult roles) have appeared. Such information helps in various possibilities of understanding sexual abuse situations so that it is possible to develop appropriate interventions. The PE also brings attention to the aggressor. In general, the studies by Scortegagna and Amparo (2013) and by

Pimentel (2010) allowed us to understand that characteristics such as low self-esteem and self-image impairments, as well as a lack of ability to establish empathic bonds appeared in the aggressors participating in the research. The main findings refer to the psychological characteristics usually portrayed in the literature. The work of Muniz, Anache and Dos Santos (2015) brings the psychologist's activity in the psychological evaluation of children with intellectual disabilities who were sexually victimized, portraying the difficulty of bibliographical material in the literature specifically with this public. The main difficulty in dealing with the public that has intellectual disability is the communication process, so it is up to the psychologist to develop strategies to collect the information. The main contribution of the study was the confection of this one, given the impoverishment of literature aimed at people with intellectual disabilities, but many more challenges were found than contributions. PE's other contribution concerns the legal aspects of cases of sexual abuse. The practice of PE for the diagnosis and recognition of emotional indicators in children victims of sexual abuse is frequent in the forensic context. In this context, the evaluation should provide scientifically reasoned information in order to guide decision-making in lawsuits of various natures (SCORTEGAGNA, VILLEMOR-AMARAL, 2012). It appears in this context allied to the knowledge of the area of Law, being called psychological expertise, which is that performed by psychologists with the intention of answering a legal question. Its main objective is to assist the judge in making a decision, thus guaranteeing the rights and well-being of the child and / or adolescent (SCHAEFER, L. S.; ROSSETTO, S.; KRISTENSEN, 2012)

The objective of psychological expertise is to prove the existence of sexual violence, because in this context, it is common for physical tests not to be able to detect the materiality of the fact, where a big problem is that libidinous acts may leave no traces, so as marks resulting from physical abuse may disappear until the date of medical examination, therefore comprehensive analyzes are the most appropriate since a good evaluation also reflects an integrated process that goes well beyond any score in an isolated test. In addition to the difficulty in finding body traces, there are other elements that are specific to the dynamics of child sexual abuse and also make it difficult to produce expert evidence, namely: victim and perpetrator are usually the only witnesses of crime and the offending fact takes the form of a secret syndrome (SCHAEFER, ROSSETTO, KRISTENSEN, 2012; GAVA, PELISOLI, DELL'AGLIO, 2013). The expert evaluation is not intended to be a psychosocial intervention and to establish a therapeutic link, but the possibility of reporting the abusive situation in a neutral, safe, reliable and technically trained environment can be an extremely beneficial experience for the victim, who becomes a part active in the process and aware of their rights and enables the management of emotional and motivational factors, providing greater support to the child. The issue of the report can activate and reorganize the traumatic memory, as well as restructure distorted beliefs about guilt, self-image and differences in relation to the peers (SCHAEFER, ROSSETTO, KRISTENSEN, 2012). The psychological expertise of victims of sexual violence should encompass three objectives. The first is to evaluate whether the subject who is said to be a victim presents with disorders or deficiencies that could influence it's behavior, also verifying if he/she presents mythomaniac, perverse or fable tendencies. The second objective is to present an overall evaluation of the

person, determining its degree of intelligence, attention, memory and representation of the real. As a third objective to be reached, the expert should evaluate the repercussion of the facts on the psyche of the victim, in relation to the developmental stage in which it is found (GAVA, PELISOLI, DELL'AGLIO, 2013). In carrying out the psychological expertise, it is necessary to be aware of the possibility of false reports, such as in cases of divorce, custody disputes, alimony and parental alienation, situations in which one of the caregivers may influence the child or adolescent to report a situation abusive in order to harm the parent being charged or to obtain some kind of advantage and false memories, since it is common that, in addition to being questioned about possible psychic repercussions arising from the alleged abuse, the experts may also be questioned by the judge on the veracity of the complaints made (SCHAEFER, ROSSETTO, KRISTENSEN, 2012; GAVA, PELISOLI, DELL'AGLIO, 2013). Considering evidence of various damages to the full health of the victim of sexual abuse, it now focuses on psychological damage, where the expertise is often carried out from a clinical psychology approach, focusing on the presence or absence of symptoms that are expected in the victims, due to the experience of this specific type of trauma. The logic of this way of performing the skill is this: just as a physical damage, identified in a physical skill, can constitute a means of proving sexual violence, also a psychic damage, identified in a psychic skill, could become a means of proving the offense. However, this reasoning is problematic because while some victims develop severe emotional or psychiatric problems, others have minimal consequences or no apparent consequences and this question hinders possible ways of coping with the situation (GAVA, LL, PELISOLI, C., DELL'AGLIO, 2013).

In general, it is important for the experts to respect the discourse of the victim and not to make judgments about what is being reported. They must be attentive to non-verbal communication, to emotional tone and posture, accepting possible inconsistencies, information gaps and contradictions in the persons' discourse. In addition, care must be taken not to contaminate the data provided by the victim, creating false memories. It is therefore necessary to ask open, non-biased questions in a way that does not influence the victim (SCHAEFER, L. S. ; ROSSETTO, S. ; KRISTENSEN, 2012) In Brazil, one can think of five steps to perform a psychological skill in cases of suspected sexual abuse. The first is to study the documents relating to the case, which is important for raising questions to be investigated. The second is the interview, where the first thing to be done is the work contract, explaining to the interviewee why he/she is there, delimiting on how many meetings will be held and warning that everything that is important to understand the case will be put on the report, requesting authorization, in writing, for the evaluation to be performed. With the signed consent, the interview begins with the report of what happened. Then, complete anamnesis data are collected, which is important for comparing the prior functioning of the subject, ie, prior to the assumed fact, with the operation at the time of the evaluation's performance. The third stage is the cognitive evaluation, in which an analysis of the main cognitive functions is performed to visualize the overall functioning of the expert and to know if he or she has any deficit that could compromise their capacity for understanding and / or self-determination. In the fourth step, a personality evaluation provides information on both structural features and personality dynamics, noting how the

expert deals with the surrounding world and difficult situations. Finally, in the data analysis and conclusion stage, all the data collected in the previous steps are considered and a conclusion is made. (GAVA, PELISOLI, DELL'AGLIO, 2013).

**Main Instruments used in the analyzes:** In all articles, the interview appeared as an instrument of crucial importance for the progress of evaluations in SA cases. These interviews were conceived and carried out with different objectives, but all aimed at linking and collecting information with the victim and family (SCHAEFER, ROSSETTO, KRISTENSEN, 2012; GAVA, PELISOLI, DELL'AGLIO, 2013). In the study of (SERAFIM, 2011) the interview was designed in a diagnostic manner, where data collection on the patient's history and the clinical psychiatric evaluation were performed considering the International Classification of Diseases (ICD-10). In the evaluation, the interview has ample space and credibility (PIMENTEL, 2010), as it enables, through the analysis of verbal and non-verbal communication, the search for cognitive, emotional and behavioral signs and symptoms compatible with the occurrence of sexual abuse (SCHAEFER, ROSSETTO, KRISTENSEN, 2012). This interview can be carried out with several sources, among them the child, and with the mother together (BERGAMO, BERNARDES, 2015). An interview can be made with those responsible for the child, through which anamnesis is sought and obtained information about family dynamics. The interview with the alleged victim will allow obtaining, among other data, information about their level of intellectual development articulated to his affective dynamics. From this global evaluation of the case depends the next step, in which the credibility of the report and the traumatism presented by the expert are evaluated, where the characteristics of the child's declarations, their general modalities, the particularities of the content and the motivations of the statement are analyzed, always considering the context of the possibly pre-existing relation with the aggressor. With the information of this stage, together with the data obtained in the interviews with those responsible and the interviewee, a report is drawn up which should emphasize the description of the development and organization of the personality of the previous and subsequent perpetrators of the alleged assaults, which is the final step in performance of the report. In carrying out the interview, the child's emotional state, developmental progress, psychological resources, distress, sources of family and social support and adaptation to daily life must be taken into account, and a technique of free recall, organized around a battery of open and non-directive questions, avoiding closed questions of a suggestive or inductive nature. The interview should not have a paternalistic or interrogatory tone and should be recorded (GAVA, PELISOLI, DELL'AGLIO, 2013)

The interview also appeared as the main instrument for the evaluation of sexually abused children with intellectual disabilities, because it is necessary to establish a communicative process with the victims, because depending on the disability that affects the subject, it can be very difficult to collect information and when this clear communication channel is not possible, the interview follows with their relatives (MUNIZ, ANACHE, DOS SANTOS, 2015). As for sex offenders, a socio-demographic record was used to obtain information on age, marital status, occupation, schooling and criminal history (SCORTEGAGNA, AMPARO, 2013). In addition to interviews with victims and guardians, the

complementary use of psychological tests is a widely used procedure (SCHAEFER, ROSSETTO, KRISTENSEN, 2012). The main psychological test used was the Rorschach to investigate the dispositions of the personality (SCORTEGAGNA, AMPARO, 2013, PIMENTEL, 2010). The Rorschach Method can initiate the symbolic elaboration through indirect forms of expression, which the child is free to choose. In composing images or constructing forms from unstructured stimuli, the child is confronted with the experiences inscribed from their experience, which allows them to understand both their affective dynamics and cognitive possibilities. In addition, the Rorschach Method has special utility in situations in which the respondent may not be willing or unable to engage in the examination. This allows the Rorschach to be an instrument that helps identify situations of abuse beyond what can be reported and also contributes to the establishment of short and short-term intervention guidelines for the care of victims and their families (SCORTEGAGNA, VILLEMOR- AMARAL, 2012).

Other tests that can be used, according to Serafim (2011) are:

**Pfister's test:** A projective instrument for evaluating the nature of the personality, regarding the affective-emotional dynamics of the individual and the presence of specific personality disorders.

**TAT - Thematic Apperception Test:** A projective technique for dynamic affective-emotional evaluation of personality.

**CAT-A - Child Thematic Apperception Test:** Projective test for evaluation of affective-emotional dynamics of children's personality.

**House-Tree-Person Design Test:** A projective personality evaluation tool to obtain information about how a person experiences his or her individuality in relation to others and to facilitate the projection of personality elements and areas of conflict.

It is worth noting that in the case of care for children with intellectual disabilities, psychological tests were not used. The reasons listed by the psychologists were: the lack of possibilities for the victim to respond to the objective of the test or to opt for the use of other techniques, especially the interview allied to playful resources and the help of interpreters (for people with hearing disabilities or blindness) to assist in process. In the face of the answers, the need to create psychological instruments for people with disabilities is stressed, since the tests must undergo a structural process of adaptation for each disability (MUNIZ, ANACHE, DOS SANTOS, 2015).

Playful resources can also be used, as the play can aid the link and provide indicators on what aspects need additional investigations, as well as to confirm previous impressions about the level of development and general functioning of the child (SCHAEFER, ROSSETTO, KRISTENSEN, 2012 BERGAMO, BERNARDES, 2015). The study by Gava, Pelisoli and Dell'aglio (2013) was a literature review that cites various instruments and methods that can be used to assess suspected sexual abuse, which have been developed in specific countries. The instruments will be briefly set out in Table 3 below:

**Table 3. Instruments used in situations of sexual abuse in other countries. Source: GAVA, PELISOLI AND DELL'AGLIO (2013)**

| Instrument                                                                                                       | Brief description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Practical Guide to Evaluating Cases of Suspected Sexual Abuse - USA                                              | Produced by the American Professional Society on the Abuse of Children developed in the USA in 1997. This guide points out the need to review and analyze the available documents about the facts in question and the interviewer should conduct an interview with the primary caregiver for information about the history of the notification and about developmental aspects of the child, after which the child should be interviewed individually. The guide also proposes that joint meetings with the child and the non-accused caregiver or even with the suspect individual may be useful for obtaining information about the general quality of the relationships. According to the guide, the use of psychological tests is not necessary to prove or disprove a history of sexual abuse, but may be useful for obtaining information about the child's intellectual level and emotional state. The final step of the evaluation consists of writing the report.                                                                                                                                                                                                                                                                                                                                                                                                          |
| Expert Evaluation in Canada                                                                                      | In Canada, expert evaluation is thought of in three steps: the first in a contextual assessment, where the psychologist must have all the documents and information related to the allegation of sexual abuse. In the second stage, it is proposed the psychological evaluation of all the people involved in the case, in order to draw a profile of the personality and the motivations of each one. In the third stage, it is proposed to observe the interactions between the child and the relatives, as well as the observation between the child and the suspect himself. This meeting should not be seen as likely to constitute a revelation of the truth, but it may allow for the gathering of some relevant information, such as the degree of domination that one of the relatives exercises over the child.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Manual of expert evaluation strategies on child sexual abuse - Chile                                             | Following the manual, psychological evaluation in cases of suspected child sexual abuse is built on three pillars: In the psychodiagnostic evaluation, where a description of the overall functioning of the victim must be carried out, evaluating it in its cognitive, affective, social, family, school and behavioral functioning. The methods used for these purposes are the forensic interview and psychometry. In the context pillar, it refers to descriptions that allow us to situate the facts investigated in a concrete scenario. This evaluation should occur in two areas: the context of the complaint and the context of the development of the person being examined. The methods used for this evaluation are the research interview itself and the analysis of the investigations already carried out by the government. And the pillar of credibility analysis refers to the evaluation by an expert in Psychology of the degree of adjustment of the report to criteria of credibility defined a priori.                                                                                                                                                                                                                                                                                                                                                     |
| International Investigative Interview Protocol NICHHD - National Institute of Child Health and Human Development | The protocol proposes an introductory phase in which the interviewer presents himself, clarifies that the child should describe the events in detail and should tell only the truth. It is also important to clarify that the child can and should respond "I do not remember" or "I do not know" when appropriate, in addition to correcting the interviewer when he or she deems it necessary. This is followed by the rapport phase, which aims to create a relaxed and supportive environment for a link between the child and the interviewer. Still at this stage, the child is asked to describe in detail some neutral event recently experienced. This step is extremely important because it acts as a "training" for later stages, in which the child will report on the sexually abusive episode. After the rapport phase, with non-suggestive and open questions, that is, that demand the free memory of the child, the interviewer tries to identify, in the child's report, the event being investigated (sexual abuse). If the child makes an accusation, the so-called free narrative phase begins with an invitation for the child to report on what happened. At the end of the interview, the victim's conversation should be retaken with neutral themes, thanking her, asking if she has something else to say and answer any question the child has to ask. |
| Feedback from False Accounts                                                                                     | Considering the possibility of a false report, it is relatively common for the experts to be questioned about the veracity of the report provided by the alleged victim. Currently, the Statement Validity Assessment (SVA), a comprehensive method for assessing testimony reports, is recognized as the most popular technique in the world to measure the veracity of a verbal statement. This instrument is currently composed of five stages, namely: a) careful review of the available information regarding the case; b) structured interview; c) analysis of content based on criteria, in which the content and quality of the data obtained from the presence or absence of 19 objective criteria are systematically assessed; d) validity checklist, in which CBCA results are evaluated from a checklist of the validity of the criteria raised; e) integration of all the data collected for the conclusion, in probabilistic terms, about the occurrence of abuse.                                                                                                                                                                                                                                                                                                                                                                                                   |

## Conclusions

The literature review allowed us to understand how the PE is inserted in the SA context. The axes found serve as planning the interventions that can be carried out to reduce damage to the victims. Even though it does not have a clinical perspective, the PE can result in benefits for the victim by allowing initially, the same to begin to elaborate the situation and to understand what happened to them. Something important that emerged in the data was the question of psychological expertise and how the PE fits into the legal context. The criticism here revolves around the reductionist role that the PE can assume, where the objective of the expertise is to "prove" the occurrence or not of the SA in order to give continuity to the legal process listed, but where the care with the victim is inserted in this context? As cited in the review, the judge's interest, many times, is whether or not to prove the occurrence of violence, this makes me uneasy to reflect that the Brazilian legal system can not reduce the occurrence of SA to a process to be finalized with application of punishment in the form of judicial sentence. The context is much larger and the priority must be to re-establish the victim so that he can follow the course of his development as fully as possible.

As for the instruments of recurrent use, the interview had an emphasis already expected, since it allows an approximation with the victim through the formation of the bond for information collection. The use of tests appears as one of the resources that help in understanding the functioning of the subjective processes of the individual, giving subsidies to the understanding of the case.

A special issue raised in the study was the evaluation of victims with intellectual disabilities. It is necessary to go a great way so that these people can be attended in full way, and this goes from the preparation of the professionals until the adaptation of psychological tests, for example. Not to mention the reality of how the system of care for victims of sexual violence is not prepared to receive these subjects. Furthermore, it is expected that this study may provide background and motivation for further research on Psychological Evaluation and Sexual Abuse, since only 9 articles were within the respective selection criteria. Since sexual violence is a social problem, much more research is needed to understand the nuances involving SA so that no linear analysis is done on the situation.

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