

### 03 Question Types




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### Factors that increase productivity

- Narrative Practice (Hershkowitz, 2009; Sternberg et al., 2007; Roberts, et al., 2004)
- Greater use of invitations (Lamb, et al., 2008)
  - “tell me more about X”
  - “you said X. What happened next?”
- Action invitations (Lamb, et al., 2003)
  - “tell me more about X” when X refers to an *action*
- Use of the child's name (Hershkowitz, 2009)
- Back-channel statements/facilitators (Cautilli, et al., 2005)
  - E.g. “uh-huh”

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### Factors that *decrease* productivity (compared to cued invitations)

- Invitations without content
  - Don't just say “tell me more” (Hershkowitz, 2001)
  - Don't just say “tell more about that” when “that” may be unclear (Walker, 1993)
  - Even “what happened next” may be difficult if the child is distracted
- Invitations as questions
  - “you said he hurt you?” (Evans & Roberts, 2009; Evans et al., 2010)

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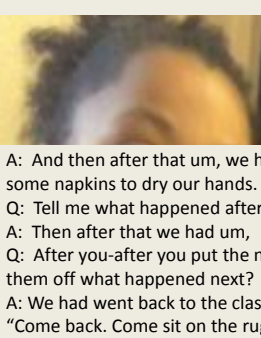
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**“What happened next”**



## JURNEE

A: And then after that um, we had um, then we-then we had got some napkins to dry our hands. And then um, uh...

Q: Tell me what happened after that. What happened next?

A: Then after that we had um,

Q: After you-after you put the napkins on your hands to dry them off what happened next?

A: We had went back to the class. And then my teacher said, “Come back. Come sit on the rug and face the chair.”

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### Peer review of rapport- building: forensic interviews

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### Peer review of question types

- Fold paper into three
- Write Tell me more/what happened at the top (3)
- Write WH in the middle (2)
- Write y/n/OR at the bottom (1)
- Checkmarks for multiple word responses (2)
- X for single word or nonverbal responses (1)
- 0 for IDK or no response (0)

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## Narrative Practice Peer Review (1)

Madison W. (8 years old)  
 Q: Tell me about your eighth birthday, when you turned eight.  
 A: I got a bike.  
 Q: Okay. Tell me about your bike.  
 A: It's pink and purple.  
 Q: Um hmm. And who gave you your bike?  
 A: I forgot.  
 Q: Okay. Do you like to ride bikes?  
 A: Uh huh.  
 Q: And what else about your birthday?  
 [pause]  
 A: Um.  
 Q: Did you have cake when you turned eight years old?  
 A: Yeah.  
 Q: Do you remember what kind you had?  
 A: No.  
 Q: And what would you like to get for your nine-year-old birthday?  
 A: A kitten.

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## Narrative Practice Peer Review (2)

Monica D. (4 years old)  
 Q: Oh, Ok you're four years old. Did you have a birthday party?  
 A: Yeah.  
 Q: When you got 4 years old? Tell me about your birthday party  
 A: It was a princess on the cake.  
 Q: Oh, it was princess and the cake. Did you get a present?  
 A: Yeah.  
 Q: What did you get?  
 A: I got a prin , this one and a doll like a princess like it wass real but its not real but um it having shoes on her legs.  
 Q: Is she pretty?  
 A: [Nods head yes].

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## Narrative Practice Peer Review (4)

Mariana K.(4 years old)  
 Q: How old are you?  
 A: Four.  
 Q: Four? Did you have a birthday?  
 A: It was a butterfly birthday.  
 Q: Oh, tell me more about that.  
 A: We had cake.  
 Q: You had cake? What kind?  
 A: Mine was a strawberry kind, and I had a butterfly party.  
 Q: Oh how pretty. Did you get a present on your birthday?  
 A: Yeah.  
 Q: What'd you get?  
 A: It was one from my cousin Nikk. [uh-huh] One from my cousin Gale, one from my cousin Nicole. [uh-huh]One from my cousin Rachel. From Michelle.  
 Q: Oh, lots of people.  
 A: But they're all my cousins.

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## Narrative Practice Peer Review (3)

Rajai (5 years old)

Q: OK, and tell me about your last birthday when you turned five.

A: My other birthday?

Q: Yeah. Tell me about it. What happened?

A: I think it's the eighth.

Q: OK, and when you had your five year birthday, what did you guys do? When you turned five.

A: **We jumped in a jumper. [uh-huh] And we ate some cake. [Yeah] We bust a piano, and we ate some chicken. We ate some rice. [uh-huh] And beans, and we did [pause] we, um, put I play with my dogs. We got two dogs. Well first we have three dogs but now we have two dogs because my other one died.**

Q: Who were your dogs?

A: Booty, Precious, and Lady.

Q: OK, and did you get a present when it was your birthday?

A: Uh-huh.

Q: What'd you get?

A: I got a teddy bear and I got [pause to color and think] ermm a car. [mm-hmm] And I got papers. I got pencils. And that's all.

Q: OK, and how old are you going to be on your next birthday, Rajai?

A: [pause] [counting softly] Six.

**We jumped in a jumper. [uh-huh] And we ate some cake, [Yeah] We [bust?] a piano?, and we ate some chicken. We ate some rice. [uh-huh] And beans, and we did [pause] we, um, put I play with my dogs. We got two dogs. Well first we have three dogs but now we have two dogs because my other one died.**

1. You jumped in a jumper.  
Tell me more about that.
2. You played with your  
dogs. Tell me more  
about that.
3. What happened next?
4. You ate some beans.  
Tell me more about that.

## Waterman, Blades, & Spencer (2000)

*British Journal of Developmental Psychology* (2000), 18, 211–225 Printed in Great Britain  
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### Do children try to answer nonsensical questions?

Amanda H. Waterman,\* Mark Blades and Christopher Spencer  
*Department of Psychology, University of Sheffield, UK*

## Waterman, Blades, & Spencer (2000)

- 73 6- to 8-year-olds (range 5-3 to 8-5)
- Asked 14 questions (judged as sensible or nonsensical by adults)
  - 3 sensible open-questions
  - 3 sensible closed-questions
  - 3 nonsensical open-questions
  - 3 nonsensical closed-questions
  - 2 scrambled questions (words rearranged)
- 'I am going to ask you some questions. If you think you know the answer, then you can tell me. With some of the questions, you might not know the answer or you might not understand the question. That's OK, and you can tell me if you don't know the answer or if you don't understand the question.'
- 3 weeks later, asked whether questions made sense or were silly

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## Waterman, Blades, & Spencer (2000)

List of questions for Expt 1

Sensible open questions

What colour is a banana?  
How many ears does a dog have?  
What do birds eat?

Sensible closed questions

Is a bus longer than a car?  
Is a rabbit faster than a tortoise?  
Is summer hotter than winter?

Nonsensical open questions

What do bricks eat?  
Where do circles live?  
What do feet have for breakfast?

Nonsensical closed questions

Is a box louder than a knee?  
Is a stone slower than an ear?  
Is a jumper angrier than a tree?

Scrambled questions

Than is louder thunder whisper a?  
Many does how person legs have a?

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## Waterman, Blades, & Spencer (2000)

Table 1. Mean proportion of correct responses for each type of question and age group in Expt 1, Task 1

Age	Question type				
	Sensible		Nonsensical		Scrambled
	Open	Closed	Open	Closed	
8 years	0.98	0.97	0.94	0.38	0.93
7 years	0.96	0.95	0.88	0.26	0.95
6 years	0.91	0.91	0.88	0.19	0.91
All	0.95	0.94	0.90	0.28	0.93

Children answered the nonsensical closed questions 72% of the time (and virtually always later recognized these questions as "silly")

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### Examples of open-ended followup questions

- What did you SEE
- What did you HEAR

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### Elischberger & Roebbers (2001)

International Journal of Behavioral Development  
2001, 25 (2), 140-146  
<http://www.tandf.co.uk/journals/pp/01650254.html>

© 2001 The International Society for the  
Study of Behavioral Development  
DOI: 10.1080/0165025002000289

Improving young children's free narratives about an observed event:  
The effects of nonspecific verbal prompts

Holger B. Elischberger and Claudia M. Roebbers  
University of Würzburg, Germany

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### Elischberger & Roebbers (2001)

- 83 K (Mean 6-0) and 2<sup>nd</sup> Graders (Mean 8-2)
- Watch a 7 minute long movie
  - It shows a boy—the victim—and his little sister on their way home from school being held up by a gang of six boys. They search the victim's pockets and take away his money. To get it back he has to fight the leader of the gang.
- 3 weeks later
  - Asked to tell everything about the movie twice, OR
  - Asked to tell everything, then asked Tell me everything you heard, Tell me everything you saw.

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## Elischberger & Roebers (2001)

**Table 1**

*Mean number of items recalled initially (with standard deviations)*

	No cues	Verbal cues	Overall
Kindergarten	2.05 (1.61)	3.06 (2.56)	2.51 (2.13)
Second grade	8.71 (3.78)	9.28 (4.41)	9.02 (4.10)
Overall	5.46 (4.44)	6.76 (4.85)	6.12 (4.67)

**Table 2**

*Mean number of new items recalled in response to additional instructions (with standard deviations)*

	No cues	Verbal cues	Overall
Kindergarten	0.25 (0.64)	1.59 (2.12)	0.86 (1.64)
Second grade	0.57 (0.87)	2.32 (2.53)	1.52 (2.13)
Overall	0.41 (0.77)	2.02 (2.37)	1.23 (1.94)

K: heard/saw increased number of details by 52% (1.59/3.06)

2: heard/saw increased number of details by 25% (2.32/9.28)

## For more information

- Google “bepress lyon” for reprints of the Ten-step interview, other practitioner guides, and articles.
- Google “MRCAC Tom Lyon Spring 2013” to sign up for online viewing of lectures.
- You can reach me at [tlyon@law.usc.edu](mailto:tlyon@law.usc.edu)