**Updated research for OIGs and OCFIT**

**Great to get these and provide in the tool kit**

**2012-2013 Research not in OIGs**

Malloy, L. C., Brubacher, S. P., & Lamb, M. E. "“Because she’s one who listens”: Children discuss disclosure recipients in forensic interviews." Child Maltreatment (2013). Published online before print July 28, 2013, doi:10.1177/1077559513497250

McElvaney, R. (2013). Disclosure of child sexual abuse: Delays, non‐disclosure and partial disclosure. What the research tells us and implications for practice. Child Abuse Review. Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/car.2280

Brubacher, S. P., Malloy, L. C., Lamb, M. E., & Roberts, K. P. (2013). How do interviewers and children discuss individual occurrences of alleged repeated abuse in Forensic Interviews? Applied Cognitive Psychology, 27(4), 443-450.

Talwar, V., & Crossman, A. M. (2012). Children’s lies and their detection: Implications for child witness testimony. Developmental Review, 32(4), 337-359.

Jackson, S. L. (2012). Results from the Virginia multidisciplinary team knowledge and functioning survey: The importance of differentiating by groups affiliated with a child advocacy center. Children and Youth Services Review 34(7), 1243-1250.

Evans, A.D., & Lyons, T.D. (2012). Assessing children’s competency to take the oath in court: The influence of question type on children’s accuracy. *Law & Human Behavior*, 36, 195-205. **Yes KK**

Price, H, Roberts., K. & Collins, A. (2012). The quality of children’s allegations in investigative interviews containing practice narratives. Journal of Applied Research in Memory and Cognition, doi: 10.1016/jarmac.2012.03.001

Lyon, TD, & Evans, AD (2013). Young children’s understanding that promising guarantees

performance: The effects of age and maltreatment. Law & Human Behavior. I have copy. **Yes KK**

Lyon, T.D., Carrick, N., & Quas, J.A., (2013). *Right and righteous: Children’s incipient understanding of true and false statements. Journal of Cognition and Development 14, 437-454.* I have copy. **Yes KK**

Lyon, T.D., & Dente, J. (2012). Child witnesses and the Confrontation Clause. Journal of Criminal

Law & Criminology, 102, 1181-1232. I have a copy. **No KK**

Lamb, M.E., Hershkowitz, I., & Lyon, T.D. (2013). Interviewing victims and suspected victims

who are reluctant to talk. APSAC (American Professional Society on the Abuse of Children)

Advisor, 25(4), 16-19. I have a copy.

Lyon, T.D., Wandrey, L., Ahern, E.C, Licht, R., Sim, M. & Quas, J.A. (in press). Eliciting maltreated and non-maltreated children’s transgression disclosures: Narrative practice rapport building and a putative confession. Child Development." Posted (2013). I have a copy. **Yes KK**

Lyon, T.D., & Dente, J. (2012). Child witnesses and the Confrontation Clause. Journal of Criminal

Law & Criminology, 102, 1181-1232. I have a copy.

Stolzenberg, S., & Lyon, T.D. (in press). How attorneys question children about the dynamics of

sexual abuse and disclosure in criminal trials. Psychology, Public Policy, & Law. I have a copy. **KK NO**

.

Ahern, E.C., & Lyon, T.D. (in press). Facilitating maltreated children's use of emotional language.

Journal of Forensic Social Work – I have a copy. **Yes when published KK**

**Older Research cited by Tom Lyon and/or Anne G. Walker not in OIGs**

Lamb, M. E., & Garretson, M. E. (2003). The Effects of interviewer gender and child gender on the informativeness of alleged child sexual abuse victims in forensic interviews. Law and Human Behavior, 27(2), 157-171.

Fry, R. P., Rozewicz, L. M., & Crisp, A. H. (1996). Interviewing for sexual abuse: Reliability and effect of interviewer gender. Child Abuse & Neglect, 20(8), 725-729.

Evans., E & Lee, K (2010). Promising to tell the truth makes 8- to 16-year-olds more honest. *Behavioral Sciences & the Law*, 28, 801-911.  **Yes KK**

Garbarino, J., Stoot, F., and Faculty of The Erikson Institute. (1992). What children can tell us: Eliciting, interpreting, and evaluating critical information from children. San Francisco: Jossey-Bass. **?? KK**

Gee, S., Gregory, M., & Pipe, M.-E. (1999). “What colour is your pet dinosaur?” The impact of pre-interview training and question type on children’s answers. Legal & Criminological Psychology, 4, 111-128 **??? KK**

Hershkowitz, I., Fisher, S., Lamb, M. & Horowitz, D. (2007). Improving the credibility assessment In child sexual abuse allegations: The role of the NICHD investigative interview protocol*. Child Abuse & Neglect*, 231, 99-110. **Yes KK**

Lamb, M.E., Hershkowitz, I., Orbach, Y., & Esplin, P.W. (2008). Tell me what happened: Structured investigative interviews of child victims and witnesses. London: Wiley. **NO KK**

Hershkowitz, I., Fisher, S., Lamb, M. & Horowitz, D. (2007). Improving the credibility assessment In child sexual abuse allegations: The role of the NICHD investigative interview protocol*. Child Abuse & Neglect*, 231, 99-110. **No KK**

Lamb, M.E., Hershkowitz, I., Orbach, Y., & Esplin, P.W. (2008). Tell me what happened: Structured investigative interviews of child victims and witnesses. London: Wiley. **NO KK**

Lyon, T.D., Lamb, M.E., & Myers, J.E.B. (2009). [Legal and psychological support for the NICHD

interviewing protocol.] Author’s response to Vieth (2008). Child Abuse & Neglect. 33, 71-74., I have a copy. **KK NO**

Lyon, T.D. (2008). The Supreme Court, hearsay, and Crawford: Implications for child interviewers.

APSAC (American Professional Society on the Abuse of Children) Advisor, 20(3-4), 2-6. I have a copy. **No KK**

Waterman, Blade, Spencer (2000). Do children try to answer nonsensical questions? British Journal of Developmental Psychology, 18 pp. 211-225. Printed in Great Britain. The British Psychological Society.

**Articles that we need to get full citations for and confirm they have been published:**

Lamb, M.E., Hershkowitz, I., Malloy, L.C., Katz, C. Does Enhanced Focus on Rapport Building Affect the Cooperativeness of Reluctant Children in Forensic Interview Contexts?

**We could leave this one out, I think. In his recent webinar, Lyon stressed that he differs from Lamb in this point. He argued for giving instructions up front, and I was pretty convinced by his arguments. KK**

Whiting, B.F., Dhillon, J., Price, H.L., Roberts, K. The Influence of Expectations on Child Witness Credibility.

Lyon, T., Kaplan., D., Dorado, J., & Saywitz, K. Young maltreated and non-referred children’s understanding that promising increases the likelihood of performance. Manuscript in preparation. No **KK not published yet**

Brubacher, S. P., & La Rooy, D. (2013). Witness recall across repeated interviews in a case of repeated abuse. Child Abuse & Neglect. In press.

Villalba, D., Malloy, L.C., Lamb, M.E. Rapport Building in Investigative Interviews with Children.

**This one seems really useful, but need to find out if it’s published** **This one seems really useful, but need to find out if it’s published** KK

I need to get full citations for these:

Hershkowitz, et all (2009)

Hershkowitz (2001)

Roberts et al (2004)

Lamb (2008)

Cautilli (2005) – Back-channel facilitators – **Important KK**

Evans, Roberts

Evans and Lee (2010)

Moan Hardie

Price, H, Roberts., K. & Collins, A. (2012). The quality of children’s allegations in investigative interviews containing practice narratives. Journal of Applied Research in Memory and Cognition, doi: 10.1016/jarmac.2012.03.001 **KK Yes**

Stoltzenberg, S, & Lyon, T.D. (in press). How attorneys question children about the dynamics of sexual abuse and disclosure in criminal trials. Psychology, Public Policy and Law.

Implications on the importance of interviewing the child about prior conversations regarding sexual abuse and how the prosecutors can use statements to educate the jurors as to dynamics of seduction and non-disclosure. Indicates that further education about children’s developmental limitations need to be addressed with prosecutors questioning children. (not sure where this would fit, dynamics, legal issues, etc. ?)

(NOT RESARCH BUT PUBLISHED ARTICLES )

Connell, C.S., & Finnegan, M. J. (2013) A Picture is Worth a Thousand Words: Incorporating Child Pornography Images in the Forensic Interview. APSAC Advisor Vol. 25, No. 4 pg. 20-24.

Lamb, Michael E., Hershkowitz, Irit, and Lyon, T.D. (2013) Interviewing Victims and Suspected Victims Who Are Reluctant to Talk. APSAC Advisor Vol. 25, No. 4 pg. 16-19. **Yes KK**

Faller, Kathleen Coulburn (20130) Gathering Information From Children About Child Neglect. APSAC Advisor Vol. 25, No. 4 pg. 8-15.

New Research posted–

Katz, C., Herskowitz, I. , Mallowy, L. C., Lamb, M. E., Atabaki, M., & Spindler, S. (2012) Non-verbal behaviour of alleged abuse victims who are reluctant to disclose abuse in investigative interviews. Child Abuse & Neglect, 36, 12-20.

Lyon, T.D., Scurich, N., Choi, K., Handmaker, S., & Blank, K., (2012 in press). “How did you feel?” Increasing child sexual abuse witnesses’ production of evaluative information. *Law and Human Behavior*. 36, 448-457

Lyon, T.D., (2013 in press). Child witnesses and imagination: Lying, hypothetical reasoning, and referential ambiguity. In M. Taylor (Ed.), *The Oxford handbook of the development of imaginatio*n. (pp. 126-136) New York, NY: Oxford.

Erna Olafson (2012): A Call for Field-Relevant Research about Child Forensic Interviewing for Child Protection, Journal of Child Sexual Abuse, 21:1, 109-129. **To link to this article:** <http://dx.doi.org/10.1080/10538712.2012.642469>

Brubacher, S.P., Roberts, K. P, & Powell, M. (2011). Effects of Practicing Episodic Versus Scripted Recall on Children’s Subsequent Narratives of a Repeated Event. Psychology, Public Policy, & Law 17, 286-314

Abstract: Children (*N* = 240) ages 5 to 8 years participated in 1 or 4 activity sessions involving interactive tasks (e.g., completing a puzzle); children with single-event participation served as a control group. One week after their last/only session, all children were practiced in episodic recall of unrelated experiences by asking about either the (a) a single-experience event, (b) a specific instance of a repeated event, or (c) scripted recall of a series of events. Children were subsequently interviewed in an open-ended, nonsuggestive manner about 1 of the activity sessions; children with repeated experience were permitted to nominate the session they wanted to talk about. For children who participated 4 times, practice recalling a specific instance benefited 5- and 6-year-old children most; they reported more target details than other conditions and showed awareness of the repeated nature of the activity sessions. Accuracy levels were maintained regardless of practice type. Children with single-event experience were largely unaffected by manipulation of practice condition. Practical implications for interviews with child victim/witnesses and theoretical implications on children's ability to recall specific incidents of repeated events are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

memory are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

**Memory and Suggestibility – Episodic versus Script**

Brubacher, S. P., Malloy, L. C., Lamb, M. E., & Roberts, K. P. (2013). How do interviewers and children discuss individual occurrences of alleged repeated abuse in Forensic Interviews? Applied Cognitive Psychology, 27(4), 443-450. **KK Yes**

Police interviews (n = 97) with 5- to 13-year-olds alleging multiple incidents of sexual abuse

were examined to determine how interviewers elicited and children recounted specific instance

of abuse. Coders assessed the labels for individual occurrences that arose in interviews,

recording who generated them, how they were used and other devices to aid particularisation

such as the use of episodic and generic language. Interviewers used significantly more temporal

labels than did children. With age, children were more likely to generate labels themselves, and

most children generated at least one label. In 66% of the cases, interviewers ignored or replaced

children's labels, and when they did so, children reported proportionately fewer episodic details.

Children were highly responsive to the interviewers' language style. Results indicate that

appropriately trained interviewers can help children of all ages to provide the specific details

often necessary to ensure successful prosecution.

Brubacher, S. P., & La Rooy, D. (2013). Witness recall across repeated interviews in a case of repeated abuse. Child Abuse & Neglect. In press. **Useful for Prosecution no sure for FI? KK**

In this illustrative case study we examine the three forensic interviews of a girl who experienced repeated sexual abuse from ages 7 to 11. She disclosed the abuse after watching a serialized television show that contained a storyline similar to her own experience. This triggered an investigation that ended in successful prosecution of the offender. Because this case involved abuse that was repeated on a weekly basis for 4 years we thus investigated the degree to which the child's narrative reflected specific episodes or generic accounts, and both the interviewer's and child's attempts to elicit and provide, respectively, specific details across the 3 interviews collected in a 1 month period. Across the 3 interviews, the child's account was largely generic, yet on a number of occasions she provided details specific to individual incidents (episodic leads) that could have been probed further. As predicted: earlier interviews were characterized more by episodic than generic prompts and the reverse was true for the third interview; the child often responded using the same style of language (episodic or generic) as the interviewer; and open questions yielded narrative information. We discuss the importance of adopting children's words to specify occurrences, and the potential benefits of permitting generic recall in investigative interviews on children's ability to provide episodic leads. Despite the fact that the testimony was characterized by generic information about what usually happened, rather than specific episodic details about individual occurrences, this case resulted in successful prosecution.

memory are discussed. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

**Memory and Suggestibility – Episodic versus Script**

Brubacher, S. P., Malloy, L. C., Lamb, M. E., & Roberts, K. P. (2013). How do interviewers and children discuss individual occurrences of alleged repeated abuse in Forensic Interviews? Applied Cognitive Psychology, 27(4), 443-450.

Police interviews (n = 97) with 5- to 13-year-olds alleging multiple incidents of sexual abuse

were examined to determine how interviewers elicited and children recounted specific instance

of abuse. Coders assessed the labels for individual occurrences that arose in interviews,

recording who generated them, how they were used and other devices to aid particularisation

such as the use of episodic and generic language. Interviewers used significantly more temporal

labels than did children. With age, children were more likely to generate labels themselves, and

most children generated at least one label. In 66% of the cases, interviewers ignored or replaced

children's labels, and when they did so, children reported proportionately fewer episodic details.

Children were highly responsive to the interviewers' language style. Results indicate that

appropriately trained interviewers can help children of all ages to provide the specific details

often necessary to ensure successful prosecution.

Brubacher, S. P., & La Rooy, D. (2013). Witness recall across repeated interviews in a case of repeated abuse. Child Abuse & Neglect. In press.

In this illustrative case study we examine the three forensic interviews of a girl who experienced repeated sexual abuse from ages 7 to 11. She disclosed the abuse after watching a serialized television show that contained a storyline similar to her own experience. This triggered an investigation that ended in successful prosecution of the offender. Because this case involved abuse that was repeated on a weekly basis for 4 years we thus investigated the degree to which the child's narrative reflected specific episodes or generic accounts, and both the interviewer's and child's attempts to elicit and provide, respectively, specific details across the 3 interviews collected in a 1 month period. Across the 3 interviews, the child's account was largely generic, yet on a number of occasions she provided details specific to individual incidents (episodic leads) that could have been probed further. As predicted: earlier interviews were characterized more by episodic than generic prompts and the reverse was true for the third interview; the child often responded using the same style of language (episodic or generic) as the interviewer; and open questions yielded narrative information. We discuss the importance of adopting children's words to specify occurrences, and the potential benefits of permitting generic recall in investigative interviews on children's ability to provide episodic leads. Despite the fact that the testimony was characterized by generic information about what usually happened, rather than specific episodic details about individual occurrences, this case resulted in successful prosecution.

Interviewer Gender – Is this a topic for Advanced FI?

Lamb, M. E., & Garretson, M. E. (2003). The Effects of interviewer gender and child gender on the informativeness of alleged child sexual abuse victims in forensic interviews. Law and Human Behavior, 27(2), 157-171.

Forensic investigators in 3 countries used either the NICHD structured interview protocol or local standard interview practices to interview 672 alleged victims who ranged in age from 4 to 14 yrs. Analyses of the interviews showed significant effects of gender on both the interviewers' behavior and the amount of information provided by children. Female interviewers asked boys more invitations, as well as absolutely and proportionally more suggestive questions, than they did girls, whereas male interviewers interviewed boys and girls similarly. Children's responses varied depending on their gender and age, the gender of the interviewer, and the type of question asked. Girls of all ages provided more information in response to directive questions posed by female rather than male interviewers whereas boys did not respond differently to male and female interviewers. The oldest girls provided more information in response to option-posing questions posed by male interviewers. More information was provided by the younger children in response to suggestive prompts from interviewers of the opposite gender. The gender-of-interviewer effects were attenuated in protocol-guided interviews.

Fry, R. P., Rozewicz, L. M., & Crisp, A. H. (1996). Interviewing for sexual abuse: Reliability and effect ofinterviewer gender. Child Abuse & Neglect, 20(8), 725-729.

An interview to detect histories of sexual abuse was administered to consecutive attenders at a gynecology clinic on two occasions, on one occasion by a male interviewer and on the other by a female interviewer. Fifty-six subjects were assessed, and at least partial agreement was found in 70% between the two interviews. Approximately one-third of incidents were reported at only one of the interviews, with gender of interviewer making little apparent difference to this. Contrary to expectation, subjects appeared more forthcoming at the first interview. Reasons for this are discussed. Interviews for sexual abuse must be carried out in an appropriate context, and simple routine screening questions may not be appropriate. Selection of interviewers on the basis of gender alone may not be helpful.

Interviewer Gender – Is this a topic for Advanced FI?

Lamb, M. E., & Garretson, M. E. (2003). The Effects of interviewer gender and child gender on the informativeness of alleged child sexual abuse victims in forensic interviews. Law and Human Behavior, 27(2), 157-171.

Forensic investigators in 3 countries used either the NICHD structured interview protocol or local standard interview practices to interview 672 alleged victims who ranged in age from 4 to 14 yrs. Analyses of the interviews showed significant effects of gender on both the interviewers' behavior and the amount of information provided by children. Female interviewers asked boys more invitations, as well as absolutely and proportionally more suggestive questions, than they did girls, whereas male interviewers interviewed boys and girls similarly. Children's responses varied depending on their gender and age, the gender of the interviewer, and the type of question asked. Girls of all ages provided more information in response to directive questions posed by female rather than male interviewers whereas boys did not respond differently to male and female interviewers. The oldest girls provided more information in response to option-posing questions posed by male interviewers. More information was provided by the younger children in response to suggestive prompts from interviewers of the opposite gender. The gender-of-interviewer effects were attenuated in protocol-guided interviews.

Fry, R. P., Rozewicz, L. M., & Crisp, A. H. (1996). Interviewing for sexual abuse: Reliability and effect ofinterviewer gender. Child Abuse & Neglect, 20(8), 725-729.

An interview to detect histories of sexual abuse was administered to consecutive attenders at a gynecology clinic on two occasions, on one occasion by a male interviewer and on the other by a female interviewer. Fifty-six subjects were assessed, and at least partial agreement was found in 70% between the two interviews. Approximately one-third of incidents were reported at only one of the interviews, with gender of interviewer making little apparent difference to this. Contrary to expectation, subjects appeared more forthcoming at the first interview. Reasons for this are discussed. Interviews for sexual abuse must be carried out in an appropriate context, and simple routine screening questions may not be appropriate. Selection of interviewers on the basis of gender alone may not be helpful.

**Truth Lie**

Talwar, V., & Crossman, A. M. (2012). Children’s lies and their detection: Implications for child witness testimony. Developmental Review, 32(4), 337-359.

The veracity of child witness testimony is central to the justice system where there are serious consequences for the child, the accused, and society. Thus, it is important to examine how children’s lie-telling abilities develop and the factors that can influence their truthfulness. The current review examines children’s lie-telling ability in relation to child witness testimony. Although research demonstrates that children develop the ability to lie at an early age, they also understand that lie-telling is morally unacceptable and do not condone most types of lies. Children’s ability to lie effectively develops with age and is related to their increasing cognitive sophistication. However, even children’s early lies can be difficult to detect. Greater lie elaboration requires greater skill and children’s ability to lie effectively improves with development and as a function of cognitive skill. Different methods of promoting children’s truthful reports as well as the social and motivational factors that affect children’s honesty will be discussed.

MDT Collaboration – CACs and Case Review

Jackson, S. L. (2012). Results from the Virginia multidisciplinary team knowledge and functioning survey: The importance of differentiating by groups affiliated with a child advocacy center. Children and Youth Services Review 34(7), 1243-1250.

Child Advocacy Centers (CACs) are a child-centered, multidisciplinary response to child abuse. Two important components of a CAC model include the multidisciplinary team (MDT) and case review. The purpose of this study was to assess MDT members' perceptions of the MDT and case review and to test whether there were differences by profession, status, or CAC designation. MDT members (N = 217) affiliated with a CAC in Virginia completed an online survey containing 35 items. CAC staff was more likely to identify problems associated with case review than other professional groups. Investigators perceived case review meetings as lasting too long, whereas service providers did not. Supervisors and frontline workers disagreed on the core function of a CAC, as did CAC staff and investigators/service providers. Accredited and associate CACs identified problems associated with case review, while developing CACs identified staffing issues as problematic. Research identifying the elements of “effective” MDTs and case review is needed to provide guidance to CAC directors who are most frequently in the role of managing, nurturing, and arranging training for the MDT and coordinating case review meetings. In addition, greater training for MDT members in the importance of case review and collective team identification is warranted.

**Truth Lie**

Talwar, V., & Crossman, A. M. (2012). Children’s lies and their detection: Implications for child witness testimony. Developmental Review, 32(4), 337-359.

The veracity of child witness testimony is central to the justice system where there are serious consequences for the child, the accused, and society. Thus, it is important to examine how children’s lie-telling abilities develop and the factors that can influence their truthfulness. The current review examines children’s lie-telling ability in relation to child witness testimony. Although research demonstrates that children develop the ability to lie at an early age, they also understand that lie-telling is morally unacceptable and do not condone most types of lies. Children’s ability to lie effectively develops with age and is related to their increasing cognitive sophistication. However, even children’s early lies can be difficult to detect. Greater lie elaboration requires greater skill and children’s ability to lie effectively improves with development and as a function of cognitive skill. Different methods of promoting children’s truthful reports as well as the social and motivational factors that affect children’s honesty will be discussed.

MDT Collaboration – CACs and Case Review

Jackson, S. L. (2012). Results from the Virginia multidisciplinary team knowledge and functioning survey: The importance of differentiating by groups affiliated with a child advocacy center. Children and Youth Services Review 34(7), 1243-1250.

Child Advocacy Centers (CACs) are a child-centered, multidisciplinary response to child abuse. Two important components of a CAC model include the multidisciplinary team (MDT) and case review. The purpose of this study was to assess MDT members' perceptions of the MDT and case review and to test whether there were differences by profession, status, or CAC designation. MDT members (N = 217) affiliated with a CAC in Virginia completed an online survey containing 35 items. CAC staff was more likely to identify problems associated with case review than other professional groups. Investigators perceived case review meetings as lasting too long, whereas service providers did not. Supervisors and frontline workers disagreed on the core function of a CAC, as did CAC staff and investigators/service providers. Accredited and associate CACs identified problems associated with case review, while developing CACs identified staffing issues as problematic. Research identifying the elements of “effective” MDTs and case review is needed to provide guidance to CAC directors who are most frequently in the role of managing, nurturing, and arranging training for the MDT and coordinating case review meetings. In addition, greater training for MDT members in the importance of case review and collective team identification is warranted.