



## **Inconsistencies in Children's Accounts**

### **A Selected Bibliography**

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## **Scope**

This bibliography provides citations and abstracts to English language publications associated with inconsistencies in children's accounts.

## **Organization**

This bibliography is arranged in date descending order. Links to open access publications are provided. Author abstracts are provided unless otherwise noted.

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## Inconsistencies in Children's Accounts

### A Selected Bibliography

Price, H. L., Connolly, D. A., & Gordon, H. M. (2016). Children who experienced a repeated event only appear less accurate in a second interview than those who experienced a unique event. *Law and Human Behavior*. Online ahead of print. doi:10.1037/lhb0000194

When children have experienced a repeated event, reports of experienced details may be inconsistently reported across multiple interviews. In 3 experiments, we explored consistency of children's reports of an instance of a repeated event after a long delay (Exp. 1, N 53, Mage 7.95 years; Exp. 2, N 70, Mage 5.77 years, Exp. 3, N 59, Mage 4.88 years). In all experiments, children either experienced 1 or 4 activity sessions, followed at a relatively short delay (days or weeks) by an initial memory test. Then, following a longer delay (4 months or 1 year), children were reinterviewed with the same memory questions. We analyzed the consistency of children's memory reports across the 2 interviews, as well as forgetting, reminiscence, and accuracy, defined with both narrow and broad criteria. A highly consistent pattern was observed across the 3 experiments with children who experienced a single event appearing more consistent than children who experienced a repeated event. We conclude that inconsistencies across multiple interviews can be expected from children who have experienced repeated events and these inconsistencies are often reflective of accurate, but different, recall.

Andrews, S. J., Lamb, M. E., & Lyon, T. D. (2015). [Question types, responsiveness and self-contradictions when prosecutors and defense attorneys question alleged victims of child sexual abuse.](#) *Applied Cognitive Psychology*, 29(2), 253-261.

We examined 120 trial transcripts of 6- to 12-year-old children testifying to sexual abuse. Age and attorney role were analyzed in relation to question types, children's responsiveness and self-contradiction frequency. A total of 48,716 question–response pairs were identified. Attorneys used more closed-ended than open-ended prompts. Prosecutors used more invitations (3% vs. 0%), directives, and option-posing prompts than defense attorneys, who used more suggestive prompts than prosecutors. Children were more unresponsive to defense attorneys than to prosecutors. Self-contradictions were identified in 95% of the cases. Defense attorneys elicited more self-

contradictions than prosecutors, but nearly all prosecutors (86%) elicited at least one self-contradiction. Suggestive questions elicited more self-contradictions than any other prompt type. There were no associations with age. These findings suggest that neither prosecutors nor defense attorneys question children in developmentally appropriate ways. Copyright © 2014 John Wiley & Sons, Ltd.

Andrews, S. J., Lamb, M. E., & Lyon, T. D. (2015). [The effects of question repetition on responses when prosecutors and defense attorneys question children alleging sexual abuse in court](#). *Law and Human Behavior*, 39(6), 559-570.

This study examined the effects of repeated questions (n = 12,169) on 6- to 12-year-olds' testimony in child sexual abuse cases. We examined transcripts of direct- and cross-examinations of 120 children, categorizing how attorneys asked repeated questions in-court and how children responded. Defense attorneys repeated more questions (33.6% of total questions asked) than prosecutors (17.8%) and repeated questions using more suggestive prompts (38% of their repeated questions) than prosecutors (15%). In response, children typically repeated or elaborated on their answers and seldom contradicted themselves. Self-contradictions were most often elicited by suggestive and option-posing prompts posed by either type of attorney. Child age did not affect the numbers of questions repeated, the types of prompts used by attorneys to repeat questions, or how children responded to repetition. Most (61.5%) repeated questions were repeated more than once and, as repetition frequency increased, so did the number of self-contradictions. 'Asked-and-answered' objections were rarely raised (n = 45) and were more likely to be overruled than sustained by judges. Findings suggest that attorneys frequently ask children 'risky' repeated questions. Both attorneys and the judiciary need more training in identifying and restricting the unnecessary repetition of questions.

Lawson, M., & London, K. (2015). Tell me everything you discussed: Children's memory for dyadic conversations after a 1-week or a 3-week delay. *Behavioral Sciences & the Law*, 33(4), 429-445.

In child abuse investigations, children are often asked to recount previous conversations related to the allegations (i.e., “conversational testimony”). To explore children's ability to provide conversational testimony, we staged a semi-structured novel dyadic conversation between an adult researcher and 8-year-old children (n = 90). Children's gist recall and recognition memory for their own statements, their conversational partner's statements, and question–answer pairs were tested after either a 1-week or a 3-week delay. The results revealed that children recounted a minority of the conversation, although children recalled more after a short delay (7%) than after a long delay (4%). A majority of children's free recall statements were accurate (68%); however, approximately one-third of their free recall statements were incorrect. Children almost exclusively recounted their own statements, and rarely recalled any of the adult's statements or the question–answer pairs during free recall. Reports of the adult's statements and question–answer pairs increased with cued recall questioning, but remained minimal. During recognition testing, children were able to distinguish between true and false recognition items for their own statements and the adult's statements, but performed at chance level on recognition items concerning question–answer pairs. Forensic implications of the results are discussed. Copyright © 2015 John Wiley & Sons, Ltd.

Andrews, S. J., & Lamb, M. E. (2014). The effects of age and delay on responses to repeated questions in forensic interviews with children alleging sexual abuse. *Law and human behavior*, 38(2), 171-180.

We examined transcripts of forensic interviews with 115 children aged between 3 and 12 years, interviewed between 1 day and 18 months after allegedly experiencing a single incident of sexual abuse. Repeated questions were categorized with respect to the reasons why interviewers asked questions again, how interviewers asked repeated questions, and how children responded. On average, interviewers asked 3 repeated questions per interview. As age increased, the frequency of question repetition declined but there was no association between repetition and delay. Interviewers most often repeated questions for clarification (53.1%), but questions were also repeated frequently to challenge children's previous responses (23.7%), and for no apparent reason (20.1%). In response, children typically repeated (54.1%) or elaborated on (31.5%) their previous

answers; they contradicted themselves less often (10.8%). Questions repeated using suggestive prompts were more likely to elicit contradictions. There was no association between age or delay and the reasons why questions were repeated, how they were repeated, and how children responded. These findings emphasize the importance of training forensic interviewers to repeat questions only when the children or interviewers seek clarification and to encourage children who are anxious or reluctant to disclose. All repeated questions should be open-ended and interviewers should explain to children why questions are being repeated. (PsycINFO Database Record (c) 2016 APA, all rights reserved.

Lyon, T. D., & Stolzenberg, S. N. (2014). [Children's memory for conversations about sexual abuse: Legal and psychological implications](#). *Roger Williams University Law Review*, 19, 411-450.

Poole, D. A., Dickinson, J., & Brubacher, S. (2014). [Sources of unreliable testimony from children](#). *Roger Williams University Law Review*, 19, 382-410.

We distilled research findings on sources of unreliable testimony from children into four principles that capture how the field of forensic developmental psychology conceptualizes this topic. The studies selected to illustrate these principles address three major questions: (a) how do young children perform in eyewitness studies, (b) why are some children less accurate than others, and (c) what phenomena generate unreliable testimony? Throughout our research, our focus is on factors other than lying that produce inaccurate or seemingly inconsistent autobiographical reports. Collectively, this research has shown that (a) children's eyewitness accuracy is highly dependent on context, (b) neurological immaturity makes children vulnerable to errors under some circumstances, and (c) some children are more swayed by external influences than others. Finally, the diversity of factors that can influence the reliability of children's testimony dictates that (d) analyzing children's testimony as if they were adults (i.e., with adult abilities, sensibilities, and motivations) will lead to frequent misunderstandings. It takes considerable knowledge of development—including information about developmental psycholinguistics, memory development, and the gradual emergence of cognitive control—to work with child witnesses and to analyze cases as there are many sources of unreliable testimony.

Odinot, G., Memon, A., La Rooy, D., & Millen, A. (2013). [Are two interviews better than one? Eyewitness memory across repeated cognitive interviews.](#) *PloS one*, 8(10), e76305.

Eyewitnesses to a filmed event were interviewed twice using a Cognitive Interview to examine the effects of variations in delay between the repeated interviews (immediately & 2 days; immediately & 7 days; 7 & 9 days) and the identity of the interviewers (same or different across the two repeated interviews). Hypermnnesia (an increase in total amount of information recalled in the repeated interview) occurred without any decrease in the overall accuracy. Reminiscence (the recall of new information in the repeated interview) was also found in all conditions but was least apparent in the longest delay condition, and came with little cost to the overall accuracy of information gathered. The number of errors, increased across the interviews, but the relative accuracy of participants' responses was unaffected. However, when accuracy was calculated based on all unique details provided across both interviews and compared to the accuracy of recall in just the first interview it was found to be slightly lower. The identity of the interviewer (whether the same or different across interviews) had no effects on the number of correct details. There was an increase in recall of new details with little cost to the overall accuracy of information gathered. Importantly, these results suggest that witnesses are unlikely to report everything they remember during a single Cognitive Interview, however exhaustive, and a second opportunity to recall information about the events in question may provide investigators with additional information.

Orbach, Y., Lamb, M. E., La Rooy, D., & Pipe, M. E. (2012). A case study of witness consistency and memory recovery across multiple investigative interviews. *Applied Cognitive Psychology*, 26(1), 118-129.

Access to audio recordings of five interviews (Interviews 2–6), and to the interviewer's contemporaneous notes during an initial unrecorded interview, made it possible to assess consistency across repeated attempts by a 9-year-old to describe her older sister's abduction from their shared bedroom. Information provided in each of the interviews was systematically analysed to determine whether each unit of information was new, consistent (repeated) or contradictory in relation to earlier reported information and whether any informative detail provided in the witness' initial interview was subsequently omitted. In addition, the witness' accounts were compared with details provided by the victim upon her rescue. This case analysis is particularly informative in

light of widespread professional concerns about the effects of repeated interviewing on the quality and accuracy of children's accounts of experienced events. Copyright © 2011 John Wiley & Sons, Ltd.

La Rooy, D., & Lamb, M. E. (2011). [What happens when interviewers ask repeated questions in forensic interviews with children alleging abuse?](#). *Journal of Police and Criminal Psychology*, 26(1), 20-25.

This study was designed to explore 1) the ways in which interviewers refocus alleged victims of abuse on their previous responses and 2) how children responded when they were refocused on their previous responses. Transcripts of 37 forensic interviews conducted by British police officers trained using the best practices spelled out in the Memorandum of Good Practice were examined. The instances in which interviewers asked repeated questions were isolated and coded into categories with respect to the reasons why interviewers needed to ask the repeated question (i.e., there was no apparent reason, to challenge a child's response, clarification, no answer the first time the question was asked, digression, or compound question). The children's responses to the repeated questions were further categorised into mutually exclusive categories (i.e., elaboration, repetition, contradiction, or no answer). On average interviewers asked children 8 repeated questions per interview. Most of the time interviewers asked repeated questions to challenge a previous response (62%), but they were also sometimes asked for no apparent reason (20%). Children repeated previous responses or elaborated on a previous response 81% of the time and contradicted themselves 7% of the time when re-asked the same question. We conclude that children did not appear unduly pressured to change their answers, and, more importantly, did not contradict themselves when interviewers attempted to refocus them on particular responses.

La Rooy, D., Katz, C., Malloy, L. C., & Lamb, M. E. (2010). Do we need to rethink guidance on repeated interviews?. *Psychology, Public Policy, and Law*, 16(4), 373-392.

Within the legal system, children are frequently interviewed about their experiences more than once, with different information elicited in different interviews. The presumed positive and negative effects of multiple interviewing have generated debate and controversy within the legal system and among researchers. Some commentators emphasize that repeated interviews foster



inaccurate recall and are inherently suggestive, whereas others emphasize the benefits of allowing witnesses more than 1 opportunity to recall information. In this article, we briefly review the literature on repeated interviewing before presenting a series of cases highlighting what happens when children are interviewed more than once for various reasons. We conclude that, when interviewers follow internationally recognized best-practice guidelines emphasizing open-questions and free memory recall, alleged victims of abuse should be interviewed more than once to ensure that more complete accounts are obtained. Implications for current legal guidelines concerning repeated interviewing are discussed.

London, K., & Kuldofsky, S. (2010). Factors affecting the reliability of children's reports. In G. M. Davies & D. B. Wright (Eds.), *New Frontiers in Applied Memory* (119-141). New York: Psychology Press.

Howie, P., Kurukulasuriya, N., Nash, L., & Marsh, A. (2009). Inconsistencies in children's recall of witnessed events: The role of age, question format and perceived reason for question repetition. *Legal and Criminological Psychology*, *14*(2), 311-329.

Children's inconsistencies when answering repeated questions about past events are a source of concern in forensic, educational, and other contexts. Theoretical accounts of these inconsistencies have predominantly assumed that children shift because they infer adult dissatisfaction with their initial answer. This study aimed to test this account via examination of the effects of question format on shifting, as well as via direct questioning of children. Four-, five-, and seven-year-olds (N = 226) were asked 17 recall questions about a recent classroom activity, with eight target questions repeated in one of four formats: no-correct (mildly misleading questions to which the correct answer was 'no'), yes-correct (mildly misleading questions to which the correct answer was 'yes'), specific open wh- questions, and forced-choice questions. They were then asked about the adult's reasons for repetition. Accuracy, shifting, and interpretations of question repetition were examined. Shifting from accuracy decreased with age, and was affected by question format in 4-year-olds only, who shifted more to no-correct than to forced-choice questions. Shifting towards accuracy was more common in forced-choice questions than either no-correct or open questions, but there were no significant age differences. First-answer-unsatisfactory interpretations of

question repetition were rare, especially in the two younger groups. The oldest group offered a wider range of interpretations and also showed some evidence of an association between first-answer-unsatisfactory interpretations and shifting. Overall, our findings present a challenge to first-answer-unsatisfactory explanations of young children's shifting in recall settings, at least where overt pressure to shift is low. Forensic implications are considered.

Krähenbühl, S., Blades, M., & Eiser, C. (2009). The effect of repeated questioning on children's accuracy and consistency in eyewitness testimony. *Legal and Criminological Psychology, 14*(2), 263-278.

In police interviews children may be asked the same question many times. We investigated how the number of repetitions and the interval between those repetitions affected the accuracy and consistency of children's responses. 156 children aged 4–9 years watched a staged event and were interviewed individually 1 week later. Children were asked eight open-ended questions, which were each repeated a further four times (making a total of forty questions). Half these open-ended questions could be answered from information in the event, and half were unanswerable (so children should have said 'don't know' in response to these questions). The questions were repeated in gist form. The interval between an initial question and its repetitions was varied by use of other questions and twenty non-repeated filler questions. The intervals between repetitions were immediate repetition, repetition after a delay of three intervening questions, after a delay of six intervening questions, and after ten or more intervening questions. Over a quarter of children's responses to repeated questions changed, usually resulting in a decline in accuracy, particularly after the first repetition. Subsequently, the number of repetitions and delay interval had little effect on responses to answerable questions although accuracy to unanswerable questions continued to decline. Question repetition had a negative affect on children's consistency and accuracy. For unanswerable questions in particular, the more often a question was repeated the more likely children were to invent a response.

La Rooy, D., Lamb, M. E., & Pipe, M.-E. (2009). Repeated interviewing: A critical evaluation of the risks and potential benefits. In K. Kuehnle & M. Connell (Eds.) *The evaluation of child sexual abuse allegations: A comprehensive guide to assessment and testimony* (pp. 327–361). Hoboken NJ: Wiley.

Goodman, G. S., & Quas, J. A. (2008). Repeated interviews and children's memory: It's more than just how many. *Current Directions in Psychological Science*, 17(6), 386-390.

A crucial issue in the study of eyewitness memory concerns effects of repeated interviews on children's memory accuracy. There is growing belief that exposure to repeated interviews causes increased errors. In some situations, it may. Yet, several studies reveal increased accuracy with repeated interviewing, even when the interviews include misleading questions. We review repeated-interview research in relation to event veracity, interviewer bias, and delay. We conclude that when and how children are interviewed is at least as important for their accuracy as is how many times they are interviewed.

La Rooy, D. J., & Lamb, M. E. (2008). [What happens when young witnesses are interviewed more than once?](#) *Forensic Update*. 95 (Autumn 2008).

Quas, J. A., Davis, E. L., Goodman, G. S., & Myers, J. E. (2007). Repeated questions, deception, and children's true and false reports of body touch. *Child Maltreatment*, 12(1), 60-67.

Four- to 7-year-olds' ability to answer repeated questions about body touch either honestly or dishonestly was examined. Children experienced a play event, during which one third of the children were touched innocuously. Two weeks later, they returned for a memory interview. Some children who had not been touched were instructed to lie during the interview and say that they had been touched. Children so instructed were consistent in maintaining the lie but performed poorly when answering repeated questions unrelated to the lie. Children who were not touched and told the truth were accurate when answering repeated questions. Of note, children who had been touched and told the truth were the most inconsistent. Results call into question the common assumption that consistency is a useful indicator of veracity in children's eyewitness accounts.

Quas, J. A., Malloy, L. C., Melinder, A., Goodman, G. S., D'Mello, M., & Schaaf, J. (2007). [Developmental differences in the effects of repeated interviews and interviewer bias on young children's event memory and false reports.](#) *Developmental Psychology*, 43(4), 823-837.

The present study investigated developmental differences in the effects of repeated interviews and interviewer bias on children's memory and suggestibility. Three- and 5-year-olds were singly or repeatedly interviewed about a play event by a highly biased or control interviewer. Children interviewed once by the biased interviewer after a long delay made the most errors. Children interviewed repeatedly, regardless of interviewer bias, were more accurate and less likely to falsely claim that they played with a man. In free recall, among children questioned once after a long delay by the biased interviewer, 5-year-olds were more likely than were 3-year-olds to claim falsely that they played with a man. However, in response to direct questions, 3-year-olds were more easily manipulated into implying that they played with him. Findings suggest that interviewer bias is particularly problematic when children's memory has weakened. In contrast, repeated interviews that occur a short time after a to-be-remembered event do not necessarily increase children's errors, even when interviews include misleading questions and interviewer bias. Implications for developmental differences in memory and suggestibility are discussed.

Fivush, R., McDermott Sales, J., Goldberg, A., Bahrick, L., & Parker, J. (2004). Weathering the storm: Children's long-term recall of Hurricane Andrew. *Memory*, 12(1), 104-118.

Children who experienced a highly stressful natural disaster, Hurricane Andrew, were interviewed within a few months of the event, when they were 3–4 years old, and again 6 years later, when they were 9–10 years old. Children were grouped into low, moderate, or high stress groups depending on the severity of the experienced storm. All children were able to recall this event in vivid detail 6 years later. In fact, children reported over twice as many propositions at the second interview as at the first. At the initial interview, children in the high stress group reported less information than children in the moderate stress group, but 6 years later, children in all three stress groups reported similar amounts of information. However, children in the high stress group needed more questions and prompts than children in the other stress groups. Yet children in the high stress group also reported more consistent information between the two interviews, especially about the

storm, than children in the other stress groups. Implications for children's developing memory of stressful events are discussed.

Zajac, R., Gross, J., & Hayne, H. (2003). [Asked and answered: Questioning children in the courtroom.](#) *Psychiatry, Psychology and Law*, 10(1), 199-209.

In the present experiment, we analysed court transcripts in which children aged 5 to 13 years provided the key evidence in sexual abuse trials. We developed two separate coding schemes for lawyers' questions and children's responses. Consistent with past research, defence lawyers conducting cross-examination asked a higher proportion of complex, grammatically confusing, credibility-challenging, leading, and closed questions than prosecution lawyers. In responding to defence lawyers' questions, child witnesses rarely asked for clarification and often attempted to answer questions that were ambiguous or did not make sense. Furthermore, over 75% of children changed at least one aspect of their testimony during the cross-examination process. These findings have important implications for the way in which children are examined in court.

Ghetti, S., Goodman, G. S., Eisen, M. L., Qin, J., & Davis, S. L. (2002). Consistency in children's reports of sexual and physical abuse. *Child Abuse & Neglect*, 26(9), 977-995.

The goal of the present study was to investigate the consistency of children's reports of sexual and physical abuse. A group of 222 children, ages 3–16 years, participated. As part of legal investigations, the children were interviewed twice about their alleged experiences of abuse. The consistency of children's reports of sexual and physical abuse was examined in the two interviews, in relation to age, type of abuse, gender, memory, suggestibility, and cognitive capabilities. Older children were more consistent than younger children in their reports of sexual and physical abuse. Children were more consistent when reporting sexual abuse than physical abuse. Girls were more consistent than boys in sexual abuse reports. Consistency in sexual abuse reports was predicted by measures of memory, whereas consistency in physical abuse reports was not. Cognitive abilities did not predict consistency in sexual abuse or physical abuse reports. Implications for understanding children's allegations of abuse are discussed. © 2002 Elsevier Science Ltd. All rights reserved.

Lamb, M. E., & Fauchier, A. (2001). [The effects of question type on self-contradictions by children in the course of forensic interviews.](#) *Applied Cognitive Psychology*, 15(5), 483-491.

Twenty-four forensic interviews of seven alleged victims of child sexual abuse were examined to elucidate the circumstances in which the children contradicted forensically relevant details they had provided earlier. Suggestive questions by the interviewers elicited a disproportionate number of contradictions, whereas open-ended invitations never elicited contradictions. Because contradictions necessarily imply that details were stated inaccurately at least once, these close analyses of forensic interviews demonstrate that, as in analogue contexts, open-ended prompts yield more accurate information than do focused questions, particularly option-posing and suggestive prompts. Published in 2001 by John Wiley & Sons, Ltd.

Peterson, C., Moores, L., & White, G. (2001). Recounting the same events again and again: Children's consistency across multiple interviews. *Applied Cognitive Psychology*, 15(4), 353-371.

Children (2–13 years at time of injury) were interviewed four times about an injury that required hospital Emergency Room treatment, namely at 1 week, 6 months, 1 year, and 2 years. The consistency of children's reports was assessed and all children gave mostly the same information at each interview, although consistency was higher for older children and for injury rather than hospital details. Furthermore, details recalled at every interview were virtually always accurate while details that were sometimes omitted were a little less likely to be accurate. New information that was introduced after 6 months was more likely to be accurate than inaccurate but new information introduced at 1 or 2 years post-injury was just as likely to be wrong as right (except for 12–13-year-olds). Implications for forensic situations are discussed. Copyright © 2001 John Wiley & Sons, Ltd.

Brock, P., & Cutler, B. L. (1999). Examining the cognitive interview in a double-test paradigm. *Psychology, Crime and Law*, 5(1-2), 29-45.

The Cognitive Interview (CI) was compared with a standard interview protocol (based on the National Transportation Safety Board) to interview witnesses of a videotaped traffic accident. Witnesses were tested twice, five minutes after viewing the accident and again two weeks later. The CI elicited approximately 70% more correct facts than did the standard interview, and at equivalent accuracy rates, at both the first interview and the second interview. The double-testing procedure generated novel data patterns that may allow us to identify incorrect recollections; other results lead us to question some legal assumptions about the diagnosticity of inconsistent recollections.

Powell, M. B., & Thomson, D. M. (1997). The effect of an intervening interview on children's ability to remember one occurrence of a repeated event. *Legal and Criminological Psychology*, 2(2), 247-262.

The effect of an intervening interview on 4–5- and 6–8-year-old children's ability to remember an occurrence of a repeated event at six-weeks' delay was examined. The timing of the interpolated interview and the final test were also systematically examined. Children experienced six occurrences of an event which were highly similar; each occurrence had the same underlying structure but included unpredictable variations in the specific exemplars of items or 'instantiations' across the series. All children were required to recall the instantiation of each item that was included in the final occurrence in the series. The results indicated that inclusion of a one-week interpolated interview enhanced the number of correct instantiations that could be recalled about the occurrence in a six-week interview compared to when there was no interpolated interview. However, the effect of the interpolated interview on subsequent recall was reduced when the second interview was extended to three months. In fact, the decline in performance of children who were interviewed at a one-week delay and again at a three-month delay was such that these children received no more benefit from the initial interview than children who received their first interview at a six-week delay. Interestingly, the performance of the latter children improved rather than declined in the second interview. The implications of the findings for children's eyewitness testimony are discussed.

Memon, A., & Vartoukian, R. (1996). The effects of repeated questioning on young children's eyewitness testimony. *British Journal of Psychology*, 87(3), 403-415.

The aim of the present study was to explore the conditions under which repeated questions would influence memory performance. Children of five and seven years of age witnessed a staged event and were then individually interviewed with a free-recall test and closed and open form questions, some of which were repeated in the interview. Some children were warned that questions might be repeated. The older children were more accurate on both open and closed question forms than the younger children. In both groups recall improved upon second questioning with open questions, whereas accuracy of responses deteriorated somewhat upon repetition of closed questions. On the basis of these data it is concluded that if closed questions are repeated in a witness interview it may lead the witness to assume incorrectly that his or her first response was incorrect; however, the findings support the use of repeated questioning as a probe for more information to open-ended questions.

Poole, D. A., & White, L. T. (1991). Effects of question repetition on the eyewitness testimony of children and adults. *Developmental Psychology*, 27(6), 975-986.

This study examined witnesses' answers to repeated questions about a novel event, both within and across interviews. Ss in 4 age groups (4-, 6-, and 8-year-olds and adults; N = 133) individually witnessed an ambiguous incident. Some Ss were interviewed immediately and 1 week later; others were interviewed only once, 1 week later. Children were as accurate as adults when responding to open-ended questions, but 4-year-olds were more likely to change responses to yes-no questions. Adults speculated more frequently than children on a specific question about which they had no information, and answers to this question became more certain with repetition. An "inoculation" procedure was successful in reducing the frequency of inappropriate speculation. When open ended questions were used, a moderate amount of repetition primarily influenced presentation style rather than accuracy.