

Interviewing Children with Disabilities

A Bibliography



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Scope

This bibliography provides citations and abstracts articles, book chapters, and reports covering issues involving forensic interviewing of children with disabilities that may inhibit communication. This bibliography is not comprehensive.

Organization

This bibliography is arranged by topics listed below. Publications are listed in date descending order within each topical section.

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Interviewing Child Victims with Disabilities

A Bibliography

Intellectual Disabilities

Brown, D., Lewis, C., Stephens, E., & Lamb, M. (2017). Interviewers' approaches to questioning vulnerable child witnesses: The influences of developmental level versus intellectual disability status. *Legal and Criminological Psychology, 22*(2), 332-349.

Children with intellectual disabilities (CWIDs) are vulnerable to victimization, but we know little about how to interview them about possible maltreatment. We examined whether interviewers used proportionally more direct and option-posing, and fewer open questions, with CWID than with typically developing (TD) children or with less mature children regardless of disability, taking into account the contribution of the amount of information conveyed by the child. One hundred and twelve children (4–12 years) participated in a staged event and were interviewed 1 week later using the NICHD Investigative Interview Protocol. We examined the proportions of different interview prompts posed to CWID of either mild (CWID-Mild) or moderate (CWID-Moderate) severity compared with typically developing children matched for chronological (CA) and mental (MA) age. Even when controlling for the amount that the child said, the overall number and relative proportions of each question type posed to each group varied. Interviewers asked more cued invitations and fewer direct questions of CA-matched children than younger TD participants or both CWID groups. Option-posing questions comprised a larger proportion of the interviews with both ID groups than with CA matches. The few suggestive questions were posed more to CWID-Moderate. Although research has shown that CWID and young TD children can provide reliable information in response to very open prompting, interviewers tend not to ask such questions. Interviewing strategy was influenced by both developmental level and intellectual disability status, in conjunction with children's individual contributions to the interview, emphasizing the importance of interviewers' understanding the capacities and vulnerabilities of the children they interview from both a developmental and cognitive perspective.

Brown, D. A., Lewis, C. N., & Lamb, M. E. (2015). Preserving the past: An early interview improves delayed event memory in children with intellectual disabilities. *Child Development, 86*(4), 1031-1047.

The influence of an early interview on children's (N = 194) later recall of an experienced event was examined in children with mild and moderate intellectual disabilities (CWID; 7–12 years) and typically developing (TD) children matched for chronological (7–12 years) or mental (4–9 years) age. Children previously interviewed were more informative, more accurate, and less suggestible. CWID (mild) recalled as much information as TD mental age matches, and were as accurate as TD chronological age matches. CWID (moderate) recalled less than TD mental age matches but were as accurate. Interviewers should elicit CWID's recall as early as possible and consider developmental level and severity of impairments when evaluating eyewitness testimony.

Bowles, P. V., & Sharman, S. J. (2014). A review of the impact of different types of leading interview questions on child and adult witnesses with intellectual disabilities. *Psychiatry, Psychology and Law, 21*(2), 205-217.

Children and adults with intellectual disabilities have traditionally been considered poor witnesses because they are easily misled and produce less accurate information in interviews when compared with individuals without intellectual disabilities. However, witnesses' levels of accuracy depend on the types of questions that they are asked, such as whether they are open or closed and whether they contain misleading information. In the current systematic review, we examined the literature investigating the different types of misleading questions commonly used in interviews, and their influence on the memories of adults and children with and without an intellectual disability. Thirteen articles that met inclusion criteria were reviewed. It was found that, compared with other question types, open and closed questions that presumed certain information to be true elicited the greatest number of errors in children and adults with intellectual disabilities compared with other question types. These findings reinforce the notion that the onus is on interviewers – particularly when interviewing vulnerable witnesses – to avoid leading questions that presume information that may not be true.

Gentle, M., Milne, R., Powell, M. B., & Sharman, S. J. (2013). Does the cognitive interview promote the coherence of narrative accounts in children with and without an intellectual disability?. *International Journal of Disability, Development and Education*, 60(1), 30-43.

We examined whether the cognitive interview (CI) procedure enhanced the coherence of narrative accounts provided by children with and without intellectual disabilities (ID), matched on chronological age. Children watched a videotaped magic show; one day later, they were interviewed using the CI or a structured interview (SI). Children interviewed using the CI reported more correct details than those interviewed using the SI. Additionally, children interviewed using the CI reported more contextual background details, more logically ordered sequences, more temporal markers, and fewer inconsistencies in their stories than those interviewed using the SI. However, the CI did not increase the number of story grammar elements compared with the SI. Overall children interviewed with the CI told better stories than those interviewed with the SI. This finding provided further support for the effectiveness of the CI with vulnerable witnesses, particularly children with ID.

Milne, R., Sharman, S. J., Powell, M. B., & Mead, S. (2013). Assessing the effectiveness of the cognitive interview for children with severe intellectual disabilities. *International Journal of Disability, Development and Education*, 60(1), 18-29.

We examined whether the cognitive interview (CI) procedure increased event recall in children with severe intellectual disabilities (ID) compared with children with no ID. Forty-six children with and without ID watched a videotaped event; they were aged between eight and 11 years. The next day they were individually interviewed using the CI or a structured interview (SI). Interviews consisted of free recall and specific questions, some of which contained leading or misleading information. The leading and misleading questions determined children's susceptibility to information presented after the event. Overall, children without ID reported more correct information than children with ID. For all children, the CI led to more correct recall than the SI without increases in incorrect details or confabulations. Although the CI did not decrease children's susceptibility to the misleading questions compared with the SI, children without ID disagreed with more of the misleading suggestions than children with ID. These results suggest that the CI may indeed be a valuable tool to elicit information from very vulnerable witnesses.

Brown, D. A., Lewis, C. N., Lamb, M. E., & Stephens, E. (2012). The influences of delay and severity of intellectual disability on event memory in children. *Journal of Consulting and Clinical Psychology, 80*(5), 829-841.

The objective was to examine the ability of children with intellectual disabilities to give reliable accounts of personally experienced events, considering the effects of delay, severity of disability, and the types of interview prompt used. Method: In a between-subjects design, we compared children with intellectual disabilities (7–12 years) that fell in either the mild–borderline range (n = 46) or the moderate range (n = 35) and typically developing children matched for either chronological age (7–12 years; n = 60) or mental age (4–9 years; n = 65) with respect to memories of an interactive event about which they were interviewed after either a short (1-week) or long (6-month) delay. Children were interviewed using the National Institute of Child Health and Human Development (NICHD) Investigative Interview Protocol (Lamb, Hershkowitz, Orbach, & Esplin, 2008) to elicit their recall of the event and were then asked a series of highly suggestive questions to allow both their reliability and suggestibility to be examined. Results: The children with mild intellectual disabilities were as able as their mental age matches, whereas children with more severe cognitive impairments were qualitatively different across the various competencies examined. However, even children with more severe impairments were highly accurate in this supportive interview context. Conclusions: The findings indicate that children with intellectual disabilities can be valuable informants when forensically interviewed and can provide clear guidance about the ways in which they should be interviewed. (PsycINFO Database Record (c) 2012 APA, all rights reserved).

Cederborg, A. C., Hultman, E., & La Rooy, D. (2012). The quality of details when children and youths with intellectual disabilities are interviewed about their abuse experiences. *Scandinavian Journal of Disability Research, 14*(2), 113-125.

The question for this study was to further understand how children and youths with intellectual disabilities (IDs) provide central and peripheral details when interviewed about their abuse experiences. Through a quantitative method we examined police officers' first formal investigative interviews with 32 children and youths with IDs. We analyzed the details they reported about abuse in relation to types of questions asked. The findings showed that few open-ended invitations were used and that a large number of option-posing questions were asked. The children and youths

tended to agree with option-posing and suggestive statements but were nonetheless able to report important information about their abuse experiences without the ‘help’ from these potentially contaminating questions. The results of this study are limited because of the selective nature of the sample and that we did not have access to complete information about the participants specific diagnosis. Although it shows that police officers need to provide children and youths with IDs greater opportunities to report details using open-ended invitations. If they do not develop their responses when asked open-ended invitations they may be asked open directive questions to facilitate the elicitation of both central and peripheral information.

Cederborg, A. C., Danielsson, H., La Rooy, D., & Lamb, M. E. (2009). Repetition of contaminating question types when children and youths with intellectual disabilities are interviewed. *Journal of Intellectual Disability Research*, 53(5), 440-449.

The present study examined the effects of repeating questions in interviews investigating the possible sexual abuse of children and youths who had a variety of intellectual disabilities. We predicted that the repetition of option-posing and suggestive questions would lead the suspected victims to change their responses, making it difficult to understand what actually happened. Inconsistency can be a key factor when assessing the reliability of witnesses. Materials Case files and transcripts of investigative interviews with 33 children and youths who had a variety of intellectual disabilities were obtained from prosecutors in Sweden. The interviews involved 25 females and 9 males whose chronological ages were between 5.4 and 23.7 years when interviewed (M = 13.2 years). Results Six per cent of the questions were repeated at least once. The repetition of focused questions raised doubts about the reports because the interviewees changed their answers 40% of the time. Conclusions Regardless of the witnesses' abilities, it is important to obtain reports that are as accurate and complete as possible in investigative interviews. Because this was a field study, we did not know which responses were accurate, but repetitions of potentially contaminating questions frequently led the interviewees to contradict their earlier answers. This means that the interviewers' behaviour diminished the usefulness of the witnesses' testimony.

Cederborg, A. C., & Lamb, M. (2008). Interviewing alleged victims with intellectual disabilities. *Journal of Intellectual Disability Research*, 52(1), 49-58.

This article discusses how victims of crime are interviewed by police officers in Sweden, and how this may affect their ability to report information accurately. When the officers asked focused questions, not open-ended questions, they were more likely to receive in accurate information. The article suggests when interviewing victims with Intellectual disabilities, use open-ended questions and shorter sentences for the best results.

Cederborg, A. C., La Rooy, D., & Lamb, M. E. (2008). Repeated interviews with children who have intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities*, 21(2), 103-113.

We predicted that repeated interviewing would improve the informativeness of children with intellectual disabilities who were questioned in criminal investigations. The chronological ages of the 19 children, involved in 20 cases, ranged between 4.7 and 18 years ($M = 10.3$ years) at the time of the first alleged abuse. The utterances used by interviewers to elicit information in both initial and later interviews were examined. We then assessed the substantive information provided in both interviews and compared information elicited using focused questions in the initial interview with responses about the same topic elicited using open questions in the second interview. The hypothesis was supported: over 80% of the information reported in the repeated interviews was about completely new topics or was new information elaborating upon previously discussed topics. However, because the interviewing techniques were so poor in both first and second interviews, information provided in the repeated interviews may have been contaminated irrespective of the children's capacities. When children with intellectual disabilities are given a second chance to provide information about their abuse, they can further develop the information that they report and even provide entirely new information about their experiences. When interviewers are not specially trained in how to interview children with intellectual disabilities, we cannot assume that repeated interviews provide reliable and accurate information, however.

Henry, L. A., & Gudjonsson, G. H. (2007). Individual and developmental differences in eyewitness recall and suggestibility in children with intellectual disabilities. *Applied Cognitive Psychology, 21*(3), 361-381.

This study examined two key issues: (1) whether there were developmental improvements in eyewitness memory performance for children with intellectual disabilities (ID); and (2) whether standardised measures of cognitive ability and suggestibility would relate to eyewitness recall and suggestibility. Children with ID and age-matched controls (ages 8/9 and 12 years) watched a video of a crime and were asked a range of open-ended and specific questions about the event in a subsequent interview. Free recall increased between the two age levels for children with and without ID, but at a faster rate for those without ID. For other question types, differences in performance between children with and without ID were far more marked than age differences. Standardised measures of interrogative suggestibility (Gudjonsson Suggestibility Scale, GSS), verbal IQ, non-verbal IQ, mental age and speed of information processing were related to eyewitness performance. In particular, higher eyewitness recall scores (free recall, non-leading specific questions) were related to higher scores on the standardised GSS free recall measure; and higher eyewitness suggestibility scores were related to higher scores on the standardised GSS suggestibility measures. Mental age was a better predictor of performance on a range of eyewitness memory question types than verbal or nonverbal IQ; and speed of information processing showed some relationships with eyewitness performance. Copyright © 2006 John Wiley & Sons, Ltd.

Nathanson, R., Crank, J. N., Saywitz, K. J., & Ruegg, E. (2007). Enhancing the oral narratives of children with learning disabilities. *Reading & Writing Quarterly, 23*(4), 315-331.

Oral narration is a ubiquitous activity that is essential for academic success and social competency. Research into the oral narratives of children with learning disabilities (LD) indicates that these children verbally report significantly less information about past events than children without LD. The present study evaluated the effectiveness of narrative elaboration training (NET), an instructional program aimed at aiding in the organization and retrieval of information about a past event. A post-test-only control group design was utilized to evaluate treatment effects on learning-disabled children's completeness and accuracy of statements regarding the details about a past event. Thirty-nine 7- to 12-year-old children with LD participated in small groups in a staged event

(history lesson). Two weeks later, they were randomly assigned to participate in one of two treatment conditions before being interviewed about the history lesson: NET, the experimental condition; or motivating instructions, the control condition. Analysis showed that the narratives of students who were taught the narrative elaboration procedure contained significantly more information about the prior event than the narratives of the children in the control group. The implications of these results are discussed.

Anderson, J. & Heath R. T. (2006). Forensic interviews of children who have developmental disabilities. [Part 1](#) and [Part 2](#). Update. *American Prosecutors Research Institute*, 19(1); 19(2).

Provides general information on interviewing strategies when investigating a case with a child with developmental disabilities. The first short summary (Part 1) emphasizes the importance of preparations before an interview including being sure all information is obtained, establishing child characteristics and who will be the lead interviewer, etc. Part 2 highlights some general guidelines during the forensic interview including developmental screening, dynamics of abuse with this particular population. Articles are very short, but provide good points to consider for this population of children.

Milne, R., & Bull, R. (2006). Interviewing victims of crime, including children and people with intellectual disabilities. In M. R. Kebbell & G. M. Davies (Eds.), *Practical Psychology for Forensic Investigations and Prosecutions* (pp.7-24). New York: Wiley.

Robinson, J., & McGuire, J. (2006). Suggestibility and children with mild learning disabilities: The use of the cognitive interview. *Psychology, Crime & Law*, 12(5), 537-556.

The aims of this paper were firstly to identify any differences in the level of suggestibility between 20 7_9-year-old children with mild learning disabilities and 20 children with average academic ability using the Gudjonsson Suggestibility Scale 2 (GSS2) and, secondly, to note the impact of the cognitive interview on the response patterns of children with mild learning disabilities. On the GSS2, average academic ability children recalled significantly more correct details than children

with mild learning disabilities. There was no significant difference between the two groups of children on distortions, fabrications, total confabulations or on any of the four measures of suggestibility. In the second part of the study, 38 children with mild learning disabilities watched a filmed event and then were interviewed using either a standard or a modified version of the cognitive interview. Following this, all participants were asked specific questions, some of which incorporated misleading information. One week later each participant was re-questioned. This time critical questions were included about the truth of the presuppositions introduced in the initial interview session. It was found that the cognitive interview elicited significantly more correct and incorrect details than a standard interview with no significant difference in fabrications. Use of the cognitive interview did not significantly affect susceptibility to subsequent misleading suggestions.

Agnew, S. E., & Powell, M. B. (2004). The effect of intellectual disability on children's recall of an event across different questions types. *Law and Human Behavior*, 28(3), 273-294.

This research examined the performance of 80 children aged 9–12 years with either a mild and moderate intellectual disability when recalling an innocuous event that was staged in their school. The children actively participated in a 30-min magic show, which included 21 specific target items. The first interview (held 3 days after the magic show) provided false and true biasing information about these 21 items. The second interview (held the following day) was designed to elicit the children's recall of the target details using the least number of specific prompts possible. The children's performance was compared with that of 2 control groups; a group of mainstream children matched for mental age and a group of mainstream children matched for chronological age. Overall, this study showed that children with either a mild or moderate intellectual disability can provide accurate and highly specific event-related information. However, their recall is less complete and less clear in response to free-narrative prompts and less accurate in response to specific questions when compared to both the mainstream age-matched groups. The implications of the findings for legal professionals and researchers are discussed.

Aarons, N. M., Powell, M. B., & Browne, J. (2004). Police perceptions of interviews involving children with intellectual disabilities: A qualitative inquiry. *Policing and Society, 14*(3), 269-278.

This study employed a qualitative method to explore the experiences of 20 police officers when interviewing children with intellectual disabilities. Three main themes were interpreted as representing challenges to the officers when interviewing special-needs children: police organizational culture, participants' perceptions of these children as interviewees, and prior information. Participants in this inquiry mentioned poor organizational priority within the police force for child abuse cases and children with intellectual disabilities, as well as inadequate support for interviewing skills development and maintenance. Participants also attempted to equalize these children by interviewing them in the same way as their mainstream peers. Finally, participants viewed interview preparation as influential in determining an interview's successful outcome, but recognized that preparedness could bias their interviewing techniques. Increased attention towards these issues will provide a basis for developing strategies to minimize such challenges and thus improve the quality of interviews with children with intellectual disabilities.

Henry, L. A., & Gudjonsson, G. H. (2004). The effects of memory trace strength on eyewitness recall in children with and without intellectual disabilities. *Journal of Experimental Child Psychology, 89*(1), 53-71.

Children with mild moderate intellectual disabilities (ID) were compared with typically developing peers of the same chronological age (CA) on an eyewitness memory task in which memory trace strength was manipulated to examine whether increased memory trace strength would benefit those with ID more than those without ID. No evidence was found for this claim or for the notion that different mechanisms are implicated in memory processes for children with ID versus CA controls. Fuzzy-trace theory was also used to contrast question types that probed verbatim memory versus gist memory. Manipulations of trace strength, when used with immediate recall (to reduce the impact of decay), were predicted to improve verbatim memory more than gist memory. The results broadly supported the predictions. Performance was not improved in the stronger trace strength condition on measures of recall that tapped gist memory (e.g., open-ended recall), whereas performance was significantly better in the stronger trace strength condition on two of the three measures of recall that tapped verbatim memory (i.e., closed misleading questions, open-ended

specific questions). Differences in performance between the groups were quite marked on several question types, supporting previous findings that those with ID have certain vulnerabilities as potential witnesses compared with peers of the same CA.

Nathanson, R., & Crank, J. (2004). [Interviewing children with disabilities](#). *National Association of Counsel for Children (NACC) Children's Law Manual*. NACC: Denver, Co.

Henry, L. A., & Gudjonsson, G. H. (2003). Eyewitness memory, suggestibility, and repeated recall sessions in children with mild and moderate intellectual disabilities. *Law and Human Behavior*, 27(5), 481-505.

This study of eyewitness memory questioned children with mild and moderate intellectual disabilities (ID) about a live staged event 1 day later and, again, 2 weeks later. Children with mild ID performed as well as typically-developing children of the same age in response to free recall instructions, and they were just as able as same age peers to resist misleading questions. However, they performed more poorly on general questions, probing for further information after free recall. The children with mild ID also changed their responses to specific questions more often in the repeated interview. The group of children with moderate ID showed markedly lower performance than peers of the same age on nearly every type of eyewitness memory question. Comparisons of the children with ID to mental age-matched peers indicated that performance was similar, although children with ID gave more information in response to free recall instructions and changed their answers in the repeated interview more often. Standardized measures of verbal memory (TOMAL) and suggestibility (Gudjonsson Suggestibility Scale) were modest to moderate predictors of eyewitness memory performance. (PsycINFO Database Record (c) 2012 APA, all rights reserved)

Young, K., Powell, M. B., & Dudgeon, P. (2003). Individual differences in children's suggestibility: A comparison between intellectually disabled and mainstream samples. *Personality and Individual Differences*, 35(1), 31-49.

This study examined whether age, gender, intelligence, communication ability and shyness predict intellectually disabled children's susceptibility to an interviewer's misleading suggestions. Further, the study examined whether the relative influence of these factors differs between

intellectually disabled and mainstream samples. Participants included 75 children with mild and borderline intellectual disabilities (aged 77–158 months) and 83 mainstream children (aged 68–152 months). All children were individually administered the Yield and Shift subscales of the Gudjonsson Suggestibility Scale (Form 2) as well as standardised measures of IQ, shyness and communication ability. For the intellectually disabled children, multiple regression analyses revealed that age, IQ and communication inversely predicted Yield suggestibility, however, none of the factors predicted Shift suggestibility. For the mainstream children, age made a significant independent contribution to both Yield and Shift suggestibility, while IQ was a significant predictor of Shift suggestibility. When comparing the relative impact of these factors across the samples, age had a significantly greater impact on mainstream (compared with intellectually disabled) children's Shift suggestibility, while IQ had a significantly greater influence on intellectually disabled (compared with mainstream) children's Yield scores. These findings highlight the limited generalisability of previous findings involving mainstream children's suggestibility to intellectually disabled samples.

Aarons, N. M., & Powell, M. B. (2002). Issues related to the interviewer's ability to elicit reports of abuse from children with an intellectual disability: A review. *Current Issues in Criminal Justice*, 14(3), 257-268.

Finlay, W. M., & Lyons, E. (2002). Acquiescence in interviews with people who have mental retardation. *Mental Retardation*, 40(1), 14-29.

Evidence for acquiescence (yea-saying) in interviews with people who have mental retardation is reviewed and the different ways it has been assessed are discussed. We argue that acquiescence is caused by many factors, each of which is detected differentially by these methods. Evidence on the likely causes of acquiescence is reviewed, and we suggest that although researchers often stress a desire to please or increased submissiveness as the most important factor, acquiescence should also be seen as a response to questions that are too complex, either grammatically or in the type of judgments they request. Strategies to reduce acquiescence in interviews are reviewed and measures that can be taken to increase the inclusiveness of interviews and self-report scales in this population suggested.

Chong, I., Yu, D., Martin, G., Harapiak, S., & Garinger, J. (2000). Response switching to repeated questions by individuals with developmental disabilities during interviews. *Developmental Disabilities Bulletin*, 28(1), 56-66.

Ballard, M. B., & Austin, S. (1999). Forensic interviewing: Special considerations for children and adolescents with mental retardation and developmental disabilities. *Education and Training in Mental Retardation and Developmental Disabilities*, 34(4), 521-525.

An excellent short summary of the special considerations that professionals need to remember as they interview children and adolescents with Mental Retardation and Developmental Disabilities. These general considerations are presented in an easily read narrative format, and are discussed in the context of the different phases of the forensic interview.

Children on the Spectrum

Maister, L., & Plaisted-Grant, K. C. (2011). Time perception and its relationship to memory in Autism Spectrum conditions. *Developmental Science*, 14(6), 1311-1322.

Timing is essential for the development of cognitive skills known to be impaired in Autism Spectrum Conditions (ASC), such as social cognition and episodic memory abilities. Despite the proposal that timing impairments may underpin core features of ASC, few studies have examined temporal processing in ASC and they have produced conflicting results. The present study first addressed discrepancies between previous experiments before testing the assumption that timing impairments may underpin key aspects of autism, by relating differences in temporal processing in the ASC group to memory abilities. Errors in duration reproduction in high functioning children with ASC were observed for the shortest and longest duration tested. While the former was due to attentional factors, the latter was due to deficient timing related to atypical episodic memory processing. These findings suggest that temporal processing abilities play a key role in the poor development of both social cognition and episodic memory abilities associated with ASC.

North, A. S., Russell, A. J., & Gudjonsson, G. H. (2008). High functioning autism spectrum disorders: An investigation of psychological vulnerabilities during interrogative interview. *The Journal of Forensic Psychiatry & Psychology*, 19(3), 323–334.

Forensic psychologists and psychiatrists are commonly asked to ascertain the reliability of statements made by suspects to the police during questioning and to assess an individual's vulnerability to providing information which is inaccurate, unreliable, and misleading during police interview. Autism spectrum disorders (ASD) are characterised by qualitative impairments in social communication and interaction, and a restricted or repetitive pattern of behaviours, interests, and activities. It is not clear whether people with ASD are more vulnerable at interview, or more prone to respond negatively to interrogative pressure, when compared with the general population. In the present study, 26 individuals with high functioning ASD, and 27 gender- and IQ-matched controls, were compared on measures of interrogative suggestibility and compliance as well as on measures of anxiety, depression, the extent to which they feared negative evaluation by others, and whether they had a suspicious outlook. There were no significant between-group differences on the measures of suggestibility, but the group with ASD were rated as significantly more compliant than the controls in terms of both parental and self-report, and also had higher scores on measures of depression, anxiety, fear of negative social evaluation and paranoia. Bi-modal distribution of suggestibility scores within the ASD group indicates that individual characteristics should be taken into account when considering an assessment. Individuals with ASD may be more eager to please or to avoid conflict and confrontation than controls, and may be more prone to respond compliantly to requests and demands.

McCrorry, E., Henry, L. A., & Happé, F. (2007). Eye-witness memory and suggestibility in children with Asperger syndrome. *Journal of Child Psychology and Psychiatry*, 48(5), 482-489.

Individuals with autism spectrum disorders (ASD) present with a particular profile of memory deficits, executive dysfunction and impaired social interaction that may raise concerns about their recall and reliability in forensic and legal contexts. Extant studies of memory shed limited light on this issue as they involved either laboratory-based tasks or protocols that varied between participants. The current study used a live classroom event to investigate eye-witness recall and

suggestibility in children with Asperger syndrome (AS group; $N = 24$) and typically developing children (TD group; $N = 27$). All participants were aged between 11 and 14 years and were interviewed using a structured protocol. Two measures of executive functioning were also administered. The AS group were found to be no more suggestible and no less accurate than their peers. However, free recall elicited less information, including gist, in the AS group. TD, but not AS, participants tended to focus on the socially salient aspects of the scene in their free recall. Both general and specific questioning elicited similar numbers of new details in both groups. Significant correlations were found between memory recall and executive functioning performance in the AS group only. The present study indicates that children with AS can act as reliable witnesses but they may be more reliant on questioning to facilitate recall. Our findings also provide evidence for poor gist memory. It is speculated that such differences stem from weak central coherence and lead to a reliance on generic cognitive processes, such as executive functions, during recall. Future studies are required to investigate possible differences in compliance, rates of forgetting and false memory

Children who use communication devices when communicating

Oosterhoorn, R., & Kendrick, A. (2001). No sign of harm: Issues for disabled children communicating about abuse. *Child Abuse Review*, *10*(4), 243-253.

While all children may be the victims of abuse, disabled children are particularly vulnerable. This paper explores the views of professionals working with children using alternative/augmented communication systems on the issues relating to communication about abuse. Interviews were carried out with 20 staff from eight establishments for disabled children across Scotland. It describes the range of alternative/augmented communication systems used and the barriers to communication about abuse. Staff generally accepted the importance of providing the appropriate vocabulary in augmented communication systems, but systems that provide such vocabulary were not widely used. Staff considered that a major difficulty concerned the level of understanding disabled children might have about concepts of abuse. They were unsure how the appropriate vocabulary could be introduced in a natural way and how links could be made between the signs and their meanings. Staff saw themselves as those most able to protect the children, but it was felt that discovery of abuse was more likely to come from them noticing physical signs, behaviour or

mood changes than from the child communicating explicitly about abuse. The need for appropriate training and increased coordination between social work, health and education is highlighted.

ADHD

Plummer, C., & Humphrey, N. (2009). Time perception in children with ADHD: The effects of task modality and duration. *Child Neuropsychology, 15*(2), 147-162.

The purpose of the current study was to examine the performance of children with and without ADHD in time reproduction tasks involving varying durations and modalities. Twenty children with ADHD and 20 healthy controls completed time reproduction tasks in three modalities (auditory, visual, and a unique combined auditory/visual condition) and six durations (1 second, 4 seconds, 12 seconds, 24 seconds, 48 seconds, and 60 seconds). Consistent with our predictions, we found main effects of group (participants with ADHD were significantly less accurate than those without ADHD), duration (accuracy decreased as temporal duration increased), and modality (responses in the combined condition were more accurate than those in the auditory condition, which in turn were more accurate than those in the visual condition). Furthermore, predicted interactions between group and duration (the discrepancy in performance between the two groups grew as temporal duration increased), and group and modality (the modality effect was of greater for participants with ADHD) were supported. A marginal, nonsignificant interaction between group, modality, and duration was also found. These findings are discussed in relation to current theory on the nature of cognitive deficits evident in individuals with ADHD, and methodological limitations are noted.

General

Rainville, C. (2012). Best practices for interviewing children with disabilities. *ABA Child Law Practice, 31*(5), 65, 70-72.

No document can address every situation that you will face in the field as you interview children in suspected cases of sexual abuse. Some situations may require emergency attention, and the steps recommended here may be impossible. However, to the extent that you can control the speed of

the investigation, this document sets forth the best practices learned through our experience working with children with disabilities.

Reiman, E. (2014). [Implicit bias about disabilities: Does it exist for forensic interviewers and could it affect child credibility decisions in child abuse investigations: An exploratory study.](#) University of New York. Dissertations and Theses, 2014-Present. Paper 466.