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1. Journal Article

Developmental differences in children's learning and use of forensic ground rules during an interview about an experienced event.
Brown, Deirdre A.; Lewis, Charlie N.; Lamb, Michael E.; Gwynne, Jessie; Kitto, Oliver; & Stairmand, Meghan
Developmental Psychology, Vol 55(8), Aug 2019, 1626-1639
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Neuropsychology, Jul 25, 2019, No Pagination Specified
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1.  Journal Article

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Brown, Deirdre A.; Lewis, Charlie N.; Lamb, Michael E.; Gwynne, Jessie; Kitto, Oliver; & Stairmand, Meghan

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Developmental Psychology, Vol 55(8), Aug 2019, 1626-1639<http://021176ed4.y.http.dx.doi.org.proxy.medipol.deep-knowledge.net:9797/10.1037/dev0000756>

Abstract

References

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Characteristics	Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher
N	25	25	25	25	25
Age (months)	36	36	36	36	36
Gender	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12

Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher
N	25	25	25	25	25
Age (months)	36	36	36	36	36
Gender	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12

2.

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Characteristics	Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher
N	25	25	25	25	25
Age (months)	36	36	36	36	36
Gender	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12

Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher
N	25	25	25	25	25
Age (months)	36	36	36	36	36
Gender	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12

Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher	Child-researcher
N	25	25	25	25	25
Age (months)	36	36	36	36	36
Gender	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12
SES	12	12	12	12	12

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Journal
Article

Developmental differences in children's learning and use of forensic ground rules during an interview about an experienced event.

Brown, Deirdre A.; Lewis, Charlie N.; Lamb, Michael E.; Gwynne, Jessie; Kitto, Oliver; & Stairmand, Meghan

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Table 1	Table 2	Table 3	Table 4
Characteristics of the Sample	Group for Forensic and Police Trial Jurors	Group for Forensic and Police Trial Jurors	Group for Forensic and Police Trial Jurors
Characteristic	Child Jurors (N=10)	Adult Jurors (N=10)	Child Jurors (N=10)
Gender	5	5	5
Age (M)	10.5	10.5	10.5
Age range (years)	9-12	9-12	9-12
IQ (M)	105.5	105.5	105.5
IQ range	90-120	90-120	90-120
Parental education (M)	12.5	12.5	12.5
Parental education range	10-16	10-16	10-16
Parental occupation (M)	1.5	1.5	1.5
Parental occupation range	1-3	1-3	1-3
Parental income (M)	1.5	1.5	1.5
Parental income range	1-3	1-3	1-3
Parental employment (M)	1.5	1.5	1.5
Parental employment range	1-3	1-3	1-3
Parental marital status (M)	1.5	1.5	1.5
Parental marital status range	1-3	1-3	1-3
Parental divorce rate (M)	1.5	1.5	1.5
Parental divorce rate range	1-3	1-3	1-3
Parental remarriage rate (M)	1.5	1.5	1.5
Parental remarriage rate range	1-3	1-3	1-3
Parental remarriage rate range	1-3	1-3	1-3

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Table 1	Table 2	Table 3	Table 4
Characteristics of the Sample	Group for Forensic and Police Trial Jurors	Group for Forensic and Police Trial Jurors	Group for Forensic and Police Trial Jurors
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Parental income range	1-3	1-3	1-3
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Parental employment range	1-3	1-3	1-3
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Parental divorce rate range	1-3	1-3	1-3
Parental remarriage rate (M)	1.5	1.5	1.5
Parental remarriage rate range	1-3	1-3	1-3
Parental remarriage rate range	1-3	1-3	1-3

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Citation

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Abstract

Children often answer questions when they do not have the requisite knowledge or when they do not understand them. We examined whether *ground rules* instruction—to say “I don’t know,” to tell the truth, and to correct the interviewer when necessary—assisted children in applying those rules during an interview about a past event and whether doing so was associated with more accurate accounts. We compared children with intellectual **disabilities** (mild or moderate severity, $n = 44$, 7–12 years) with 3 groups of typically developing children (2 matched for mental age, and 1 for chronological age, $n = 55$, 4–12 years) on their understanding of 3 ground rules, their use of these rules in an interview, and their accuracy in recalling a personally experienced event. Many children were able to demonstrate proficiency with the rules following simple instruction but others required additional teaching. Children applied the rules sparingly in the interview. Their scores on the practice trials of each rule were unrelated to each other, and to the use of the rules in context. Their developmental level was significantly related to both of these skills. Regression models showed that developmental level was the best predictor of children's accuracy when they recounted their experience during the interview but that use of responses **consistent with the rules, in conjunction with developmental level, predicted accurate resistance** to suggestive questions. Full-text answer adults' questions ap

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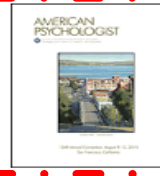


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