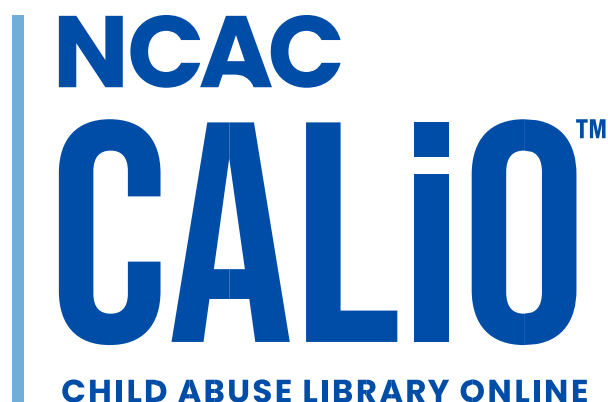




**Use of Media in Forensic
Interviews of Children:
Facilitative/Event Drawing**
A Bibliography

November 2016

**Championing and Strengthening the
Global Response to Child Abuse**

nationalcac.org | 256-533-KIDS(5437) | 210 Pratt Avenue NE, Huntsville, AL 35801

©2016 National Children's Advocacy Center. All rights reserved.

© 2012, 2015, 2016. National Children's Advocacy Center. All rights reserved.

Preferred citation: National Children's Advocacy Center. (2016). Use of Media in Forensic Interviews of Children: Facilitative/Event Drawing: A Bibliography. Huntsville, AL: Author.

This project was supported by a grant awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.

Scope

This bibliography lists publications that discuss the use and implications of children's facilitative and event drawings as aids when conducting forensic interviews of children

Organization

Publications include articles, book chapters, reports, and research briefs and are listed in date descending order. Links are provided to full text publications when possible. However, this collection may not be complete. More information can be obtained in the Child Abuse Library Online.

Disclaimer

This bibliography was prepared by the Digital Information Librarians of the National Children's Advocacy Center (NCAC) for the purpose of research and education, and for the convenience of our readers. The NCAC is not responsible for the availability or content of cited resources. The NCAC does not endorse, warrant or guarantee the information, products, or services described or offered by the authors or organizations whose publications are cited in this bibliography. The NCAC does not warrant or assume any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed in documents cited here. Points of view presented in cited resources are those of the authors, and do not necessarily coincide with those of the NCAC.

Use of Media in the Forensic Interviews of Children: Facilitative/Event Drawing

A Bibliography

APSAC Taskforce. (2023). [*Forensic interviewing of children*](#). The American Professional Society on the Abuse of Children (APSAC).

These Guidelines are an update of the 2012 APSAC Practice Guidelines on “Interviewing in Cases of Suspected Child Abuse.” They reflect current knowledge about best practices related to forensic interviews and should be considered in conjunction with the 2018 APSAC Handbook on Child Maltreatment – 4th Edition.

Macleod, E., Gross, J., & Hayne, H. (2016). Drawing conclusions: The effect of instructions on children's confabulation and fantasy errors. *Memory*, 24(1), 21-31.
DOI:10.1080/09658211.2014.982656

Drawing is commonly used in forensic and clinical interviews with children. In these interviews, children are often allowed to draw without specific instructions about the purpose of the drawing materials. Here, we examined whether this practice influenced the accuracy of children's reports. Seventy-four 5- and 6-year-old children were interviewed one to two days after they took part in an interactive event. Some children were given drawing materials to use during the interview. Of these children, some were instructed to draw about the event, and some were given no additional instructions at all. Children who were instructed to draw about the event, or who were interviewed without drawing, made few errors. In contrast, children who drew without being given specific instructions reported more errors that were associated with both confabulation and fantasy. We conclude that, to maximise accuracy during interviews involving drawing, children should be directed to draw specifically about the interview topic.

Otgaar, H., Ansem, R., Pauw, C., & Horselenberg, R. (2016). [Improving children's interviewing methods? The effects of drawing and practice on children's memories for an event](#). *Journal of Police and Criminal Psychology*, 31, 279–287. DOI:10.1007/s11896-016-9190-0

In the present experiment, we were interested in the effects of drawings and practice on children's memory performance. Younger (6/7-year-olds; n = 37) and older (11/12-year-olds; n = 44) children were presented with two videos that differed in complexity. Half of the children had to practice recalling an experienced event (i.e., last holiday) before remembering the two videos. The other half was not presented with such practice. Then, all children had to tell what they could still recollect about the first video. For the second video, all children were allowed to draw and tell during the recollection of the event. As expected, we found that for the complex video, making a drawing increased the completeness of children's statements, but also reduced the accuracy of their statements. Although we found that including practice reduced the completeness of statements, it did not negatively impact the accuracy of children's memory reports. Taken together, our results imply that interviewers should be cautious in using drawings as an interviewing method as it might elevate the production of incorrect information.

Katz, C., & Hamama, L. (2013). "Draw me everything that happened to you": Exploring children's drawings of sexual abuse. *Children and Youth Services Review*, 35(5), 877–882. DOI:10.1016/j.childyouth.2013.02.007

The aim of the current paper is to explore the ways in which drawings facilitate children's narratives in investigative interviews regarding alleged sexual abuse. Although children often lack appropriate words or the ability to language they can use for emotional expression. The use of three case studies and an analysis of children's narratives before, during and after drawing facilitated an assessment of the way in which drawing aided children's retrieval process. The discussion presents the contribution of using drawings when interviewing children about experiences of trauma.

Salmon, K., Pipe M.-E., Malloy, A., & Mackay, K. (2012). Do non-verbal aids increase the effectiveness of 'Best Practices' verbal interview techniques? An experimental study. *Applied Cognitive Psychology*, 26(3), 370-380. DOI:10.1002/acp.1835

Two experiments examined the effectiveness of non-verbal interview aids as means of increasing the amount of information children report about an event under conditions designed to mimic their use in the field. In the first study, 27 5-7-year-old children took part in an event, and 7-10 days later were interviewed using the National Institute of Child Health and Human Development Protocol interview followed by an opportunity to draw the event or complete puzzles and, in turn, a second verbal interview. New information was reported following both drawing and puzzles and accuracy declined in both conditions, but drawing did not differentially influence recall. In the second experiment, dolls or human figure diagrams were introduced to clarify children's (N = 53) reports of touch as recommended in by some professionals, with a verbal interview serving as a control. Props did not increase the amount of information reported compared with best practice verbal techniques, but nor did they elevate errors. The findings support the use of a second recall attempt, but do not support the use of non-verbal aids, even when these are used following professional recommendations.

Barlow, C. M., Jolley, R. P., & Hallam, J. L. (2011). Drawings as memory aids: Optimising the drawing method to facilitate young children's recall. *Applied Cognitive Psychology*, 25(3), 480-487. DOI:10.1002/acp.1716

There has been supportive evidence of drawing facilitating young children's event recall. The present study investigated whether additional event details are recalled if the interviewer uses interactive questions in response to information children have spontaneously drawn or verbally reported. Eighty 5- to 6-year-olds were shown a video clip of a novel event and were interviewed the following day. The children were randomly allocated to one of four recall conditions: tell-only, draw-and-tell, interactive draw-and-tell and interactive tell-only. The children's verbal reports were transcribed and scored on

four different categories of recall: items (objects and people), actions, colours and sayings. The interactive draw-and-tell group recalled more correct information for items compared to the other three recall groups, without any accompanying increase in errors. We propose that drawing increases the opportunity for the interviewer to ask interactive questions, which in turn facilitates children's accurate recall of item information.

Patterson, T., & Hayne, H. (2011). Does drawing facilitate older children's reports of emotionally laden events? *Applied Cognitive Psychology*, 25(1), 119-126.
DOI:10.1002/acp.1650

Although it is well-established that drawing about an event increases the amount of verbal information that young children provide during an interview, it is unclear whether drawing continues to facilitate children's reports as they get older. In the present experiment, 90 children, ranging from 5- to 12-years old, were asked to draw and tell or to just tell about emotional events they had experienced. Children of all ages reported more information when asked to draw and tell rather than to tell only. Drawing had no negative effect on the accuracy of children's accounts. Drawing also increased the number of open-ended questions and minimal responses that interviewers used. We conclude that drawing may be a useful tool in clinical and forensic settings with children of all ages; it increases the amount of information that children report and the number of appropriate questions that interviewers ask.

Katz, C., & Hershkowitz, I. (2009). The effects of drawing on childrens' accounts of sexual abuse. *Child Maltreatment*, 15(2), 171-179. DOI: 10.1177/1077559509351742

This study was designed to explore the effects of event drawing during investigative interviews on the richness of the accounts made by children. The sample included 125 children aged 4 to 14 years, alleged victims of sexual abuse. The children were first interviewed with open-ended invitations before they were randomly assigned into one of

two interview conditions: with (n = 69) or without (n = 56) event drawing, and then reinterviewed. Children in the drawing group disclosed more free recall information about the abusive events than children in the comparison group, including central details about people, actions, time, and location of the incidents. The effect of drawing was evident regardless of child's age, gender, type of abuse, and time delay. These findings suggest that event drawing, as used in this study, can enhance children's forensic statements in child abuse investigations.

Faller, K.C. (2003). Child interviews when sexual abuse is suspected. In *Understanding and assessing child sexual maltreatment* (2nd ed., pp.105-140). Sage Publications, Inc. DOI:10.4135/9781452229201

Central to assessment of and decision making about sexual abuse is an interview or interviews with the child. This chapter will deal with the "nuts and bolts" of the child interview. In the years intervening since the first edition of this book, quite a lot of change has taken place in the forensic interview field. The following topics will be addressed: (a) flexibility in interview structure and strategies; (b) interview structure; (c) general principles for interviewing children who may have been sexually abused; (d) questioning techniques; (e) the use of media as communication aids; and (f) the scope of the child interview.

Salmon, K., Roncolato, W., & Gleitzman, M. (2003). Children's reports of emotionally laden events: Adapting the interview to the child. *Applied Cognitive Psychology*, 17(1), 65-79. DOI:10.1002/acp.845

This study examined the influence of expressive vocabulary and temperament on children's verbal reports about emotionally laden events in different interview conditions. In one of three conditions, 58 children aged between 5 and 7 years were interviewed about a time they had felt happy and a time they had felt scared. The interview conditions

were: drawing, in which they were asked to draw and tell; re-enactment, in which they were asked to re-enact and tell; and verbal, in which they were simply asked to tell. The principal finding was that, whereas for children in the verbal interview condition expressive vocabulary was associated with the amount of information reported and for children in the re-enactment condition, temperament had a moderate association with the amount reported, for children in the drawing interview condition, neither temperament nor expressive language was associated with the amount of information reported. Children in the drawing condition reported more information than those in the other two interview conditions. The possible mechanisms underlying these findings and their implications for interviewing children in clinical contexts are discussed.

Pipe, M.-E., Salmon, K., & Priestley, G. K. (2003). Enhancing children's accounts: How useful are non-verbal techniques? In H. L. Westcott, G. M. Davies and R.H. C. Bull (Eds.), *Children's testimony: A handbook of psychological research and forensic practice* (pp. 161-174). Wiley and Sons. DOI:10.1002/9780470713679.ch11

Wesson, M., & Salmon, K. (2001). Drawing and showing: Helping children to report emotionally laden events. *Applied Cognitive Psychology*, 15(3), 301-320. DOI:10.1002/acp.706

This study examined the effectiveness of drawing and re-enactment as means of facilitating children's verbal reports about emotionally laden events. Sixty children, aged 5 and 8 years, were interviewed about times when they had felt happy, sad and scared in one of three interview conditions; drawing, in which they were asked to draw and tell, re-enactment, in which they were asked to re-enact and tell, or verbal, in which they were simply asked to tell. For children of both age groups, drawing and re-enactment enhanced the amount of information reported relative to a verbal interview. Further, drawing and re-enactment elicited a greater number of items of descriptive information

than did the verbal interview. The possible mechanisms underlying these findings and their implications for interviewing children in clinical contexts are discussed.

Bruck, M., Melnyk, L., & Ceci, S. J. (2000). [Draw it again Sam: The effect of drawing on children's suggestibility and source monitoring ability](#). *Journal of Experimental Child Psychology*, 77(3), 169–196. DOI:10.1006/jecp.1999.2560

Examined the effects of drawing true and false reminders about a previously experienced magic show on 3- to 6-year-olds' suggestibility and source monitoring ability. Found that children who had drawn the reminders had better recall of reminders and better source memory than children who had only answered questions about them. Both groups reported equally that false reminders actually happened.

Gross, J., & Hane, H. (1998). Drawing facilitates children's verbal reports of emotionally laden events. *Journal of Experimental Psychology: Applied*, 4(2), 163–179. DOI:10.1037/1076-898X.4.2.163

In 2 experiments, the authors examined the effect of drawing on young children's verbal reports of their emotional experiences. Children were either asked to draw and tell or to just tell about a time when they felt happy, sad, scared, or angry. Children given the opportunity to draw and tell reported more than twice as much information as children asked to tell only. Furthermore, the increase in information reported did not occur at the expense of accuracy. These findings suggest that drawing may facilitate young children's ability to talk about their emotional experiences in both clinical and legal contexts. In addition, developmental changes in drawing skill per se may define the conditions under which drawing will be most effective.

Butler, S., Gross, J., & Hayne, H. (1995). The effect of drawing on memory performance in young children. *Developmental Psychology*, 31(4), 597-608. DOI:10.1037/0012-1649.31.4.597

This study was designed to explore the effects of event drawing during investigative interviews on the richness of the accounts made by children. The sample included 125 children aged 4 to 14 years, alleged victims of sexual abuse. The children were first interviewed with open-ended invitations before they were randomly assigned into one of two interview conditions: with (n = 69) or without (n = 56) event drawing, and then reinterviewed. Children in the drawing group disclosed more free recall information about the abusive events than children in the comparison group, including central details about people, actions, time, and location of the incidents. The effect of drawing was evident regardless of child's age, gender, type of abuse, and time delay. These findings suggest that event drawing, as used in this study, can enhance children's forensic statements in child abuse investigations.

Johnson, L. R., Perlmutter, M., & Trabasso, T. (1979). The leg bone is connected to the knee bone: Children's representation of body parts in memory, drawing and language. *Child Development*, 50(4), 1192-1202.

Reports three experiments which investigated the ability of children aged four to nine years to organize body-location information in recall. Attempted to correct for methodological confounding in previous similar research.