Culture and Diversity Issues in Forensic Interviews of Children

A Bibliography

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Scope

This bibliography lists citations and abstracts to English language articles, chapters, and books covering a wide variety of cultural issues that forensic interviewers may deal with among alleged victims of child sexual abuse. This bibliography is not comprehensive.

Organization

Publications are listed in date-descending order. Links to full text are provided when possible.

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Culture and Diversity Issues in Forensic Interviews of Children

A Bibliography

Danby, M. C., Guadagno, B., & Sharman, S. J. (2021). Interviewers' perceptions of interviewing aboriginal Australian children. *Police Practice and Research*, 1-20. https://doi.org/10.1080/15614263.2020.1865957

Children from Indigenous cultures experience higher rates of abuse than non-Indigenous children, and their cases face extra challenges progressing through the legal system. When abuse is reported, an investigative interview is conducted with the child. The current study aimed to examine interviewers' perceptions of interviewing Aboriginal Australian children. Sixteen experienced interviewers participated in semi-structured interviews about their experiences interviewing Aboriginal children. Thematic analysis revealed three perceived challenges: engaging the children, communication differences, and obtaining evidential details. Creating strong rapport with the child, simplifying language, and adapting questioning approaches were reported as key strategies to help overcome these challenges, but the interviewers voiced a need for more support and targeted resources to assist them in their roles. This study highlights the need for highly specialist interviewers versed in Aboriginal culture, and the need for future research into the appropriateness of contemporary protocols for children from minority cultural groups.

Klebanov, B., & Katz, C. (2021). Children's peritraumatic responses during sexual abuse incidents: Exploring the narratives of children from different ethnoreligious groups in Israel. *Journal of Interpersonal Violence*. https://doi.org/10.1177/08862605211016351

The peritraumatic response of children during incidents of child sexual abuse (CSA) is a neglected construct in the literature. Despite the widespread use of the fight-flight-freeze model, recent studies have shown that in the unique context of child abuse, additional peritraumatic responses could be relevant. The current mixed-methods study examined children's peritraumatic responses to CSA. The sample consisted of 249 forensic interviews with children aged from 4 to 13 years. An initial qualitative analysis resulted in identifying various ways in which the children responded to the abuse, the children's decision-making around these responses, as well their perceptions of their response. This analysis was followed by quantitative analyses, which explored the frequency of these peritraumatic responses and their correlation with the characteristics of the children and

abuse. Six peritraumatic response categories were identified, the most common being fight, flight, and fear. Only ethnoreligious identity was significantly correlated with the fight-or-flight response, with a significantly lower frequency among Muslim and ultra-Orthodox Jewish children. Frequency of abuse and perpetrator familiarity were correlated with the frequency of the fight-or-flight response, indicating that the latter was less relevant in reoccurring incidents of abuse and with perpetrators who were family members. The findings promote the conceptualization of children's peritraumatic responses during incidents of abuse and the realization of the crucial role of children's ecological systems in their peritraumatic responses to incidents of abuse.

Katz, C., Tener, D., Marmor, A., Lusky-Weisrose, E., & Mordi, H. (2020). "Yes, My Uncle, I'll do whatever you say": Experiences of Israeli Muslim Arab children during forensic interviews following child sexual abuse. *Journal of Interpersonal Violence,* https://doi.org/10.1177/0886260520943732

Children from Arab society in Israel have been overlooked in previous studies and efforts in the area of forensic interviews. The current study provides an in-depth thematic analysis of 30 forensic interviews with Israeli Muslim Arab children following child sexual abuse (CSA), all conducted by Arab forensic interviewers. In multicultural Israeli society, Muslim Arabs make up 18% of the population. In addition to the religious and cultural difference, this minority is involved in an ongoing conflict with the majority Jewish society in Israel and tends to have low trust of government authorities. This background necessarily affects the area of forensic interviews with children. The research explores the unique encounter between maltreated children from Israeli Muslim Arab society and forensic interviewers, highlighting its particular characteristics and challenges. Data analysis revealed a central theme of a clash of worlds. The forensic interviewers, although hailing from a similar background as the children, followed best practices developed in western societies. The children, on the other hand, faced enormous conflict in addressing CSA terminology and complying with the requirements of the forensic world in ways that are forbidden to them in their own. Moreover, having been educated to accept the authority of adults unquestioningly, the children were torn between the difficulty of disclosing the abuse to someone outside the family, and the obligation to communicate candidly with the adult interviewer as required in the forensic context. The findings highlight the urgent need to reform the services these

children receive and to dedicate future efforts to further assessment of cultural context and its impact on maltreated children, particularly in the forensic context.

Navarro, C., Knight, T., Sharman, S. J., & Powell, M. B. (2019). Challenges in translating interview protocols for alleged child victims of sexual abuse to different languages: A case study. *Child Abuse & Neglect, 94*. https://doi.org/10.1016/j.chiabu.2019.104033

Adequate interviewing of alleged victims of child sexual abuse is critical for the investigation and for preserving the welfare of the child. Investigative interview protocols for children (IIPCs) have been developed to meet this twofold purpose. This article focuses on one previously unexplored issue related to applicability of IIPCs: how well they translate into other languages. This case study provides an in-depth analysis of an example of the translation of an IIPC to a new language and its adaptation to a particular cultural setting. Using an interpretive description approach and a mixed-method, stages and outputs of the adaptation process are described, as well as the amount, type and nature of difficulties in translation that were identified and corrected across the process. The main threats to translation equivalence arose from differences among languages, but also from cultural and contextual differences. Prompts to children and interviewers within the protocol presented different translation challenges. Consultation with experts and the protocol's advisors, along with team discussions, were beneficial in identifying and solving translation issues. Typical translation issues and practical recommendations on how to translate and culturally adapt IIPCs effectively are discussed.

Barber Rioja, V., & Rosenfeld, B. (2018). Addressing linguistic and cultural differences in the forensic interview. *International Journal of Forensic Mental Health, 17*(4), 377-386. https://doi.org/10.1080/14999013.2018.1495280

Given the increased cultural, linguistic and socioeconomic diversity of individuals undergoing legal proceedings, forensic mental health professionals around the world are often tasked with evaluating defendants who are drastically different from themselves. There appears to be a clear consensus that cultural competency should be a key component of both the training and practice of forensic mental health. However, despite the growing literature on multicultural assessment in clinical settings, there is little guidance on how to apply cultural competency principles to the area of forensic mental health assessment. This article reviews some of the challenges that arise during

the forensic mental health interview with culturally diverse individuals. In addition, practice recommendations to mitigate some of these challenges are provided. Identified challenges and recommendations are organized around three stages: preparation for the interview (e.g., what type of knowledge about the defendant's culture is needed beforehand, how to attain that knowledge, or whether and how to use translators), the initiation of the forensic interview (e.g., the effect of culture in the informed consent process), and the interviewing process itself (e.g., cultural challenges to developing rapport, and identification of mental status assessment domains that may be vulnerable to cultural influences).

Cunial, K. J., & Kebbell, M. R. (2017). Police perceptions of ADHD in youth interviewees. *Psychology, Crime & Law*, *23*(5), 509-526.

Attention-deficit hyperactivity disorder (ADHD) in witness-victim/suspect interviews holds strong relevance for policing. Four purpose-written vignettes were used to test the extent to which ADHD interviewee behaviour impacts on the work of 46 experienced Australian detectives and their ability to identify ADHD as a likely diagnosis. Detectives reported frequently encountering ADHD-type interviewees in their work; perceiving such interviewees to be at a very significant risk of future contact with the criminal justice system; and perceiving ADHD-type behaviour to exert a highly significant impact on interviewing time efficiency as well as quality. Detectives gave highly significant ratings of ADHD as a likely explanation of vignettes describing ADHD-type behaviour for witness-victims as well as suspects. However, they could not identify ADHD as the most likely explanation over and above other possibilities. Implications are discussed in terms of a rationale for future research targeting police awareness and training needs in ADHD.

Powell, M. B., Manger, B., Dion, J., & Sharman, S. J. (2017). Professionals' perspectives about the challenges of using interpreters in child sexual abuse interviews. *Psychiatry, Psychology and Law*, *24*(1), 90-101. https://doi.org/10.1080/13218719.2016.1197815

Interpreters play a crucial role in many investigative interviews with child complainants of sexual abuse; however, little has been written about the interpreting process from the perspective of the interviewers. This study elicited interviewers' perspectives about the challenges of using interpreters with the aim of understanding how investigative interviews could be improved. The participants consisted of 21 investigative interviewers an prosecutors of child abuse cases (from a

range of jurisdictions) who use interpreters on a regular basis. Thematic analysis of semi-structured interviews with the professionals about the interpreting process revealed two main challenge particular to child abuse interviews, namely the interpreters' lack of preparedness to deal with the traumatic and sensitive nature of children's abuse histories, and an insufficient understanding of 'best-practice' child interview process. The recommendations focus on the need for more specialised training for, and screening of, interpreters, and more extensive use of pre-conferencing to familiarize children with the interpreter-mediated interview process.

Tishelman, A. C., & Fontes, L. A. (2017). Religion in child sexual abuse forensic interviews. *Child Abuse & Neglect*, *63*, 120-130.

Religion is an under-studied factor affecting children's sexual victimization and their willingness to discuss such experiences. In this qualitative study, 39 child forensic interviewers and child advocacy center (CAC) directors in the United States discussed religious influences on children's sexual abuse experiences, their relationships to CACs, and their disclosures in the forensic setting. Participants reported both harmonious and dissonant interactions between religiously observant children and families on one hand and child advocacy centers on the other. Themes emerged related to abuse in religious contexts and religious justifications for abuse; clergy and religious supports for disclosures as well as suppression of disclosures; and the ways CACS accommodate religious diversity and forge collaborations with clergy. Participants discussed a wide range of religions. Recommendations for practice and research are included. © 2016 Elsevier Ltd. All rights reserved.

Fisher, A. K., Mackey, T. D., Langendoen, C., & Barnard, M. (2016). Child and interviewer race in forensic interviewing. *Journal of Child Sexual Abuse*, *25*(7), 777-792.

The purpose of this study was to examine the potential effect of child race and interviewer race on forensic interviewing outcomes. The results of the regression analysis indicated that child race and interviewer race had a significant effect on interview outcome category (no findings, inconclusive, or findings consistent with sexual abuse). Furthermore, the results indicate that the interaction of child and interviewer race had predictive value for rates of findings consistent with sexual abuse but not in the direction predicted. Cross-race dyads had significantly higher rates of interview

outcomes consistent with sexual abuse. These findings suggest that more research into the effect of race on disclosure of child sexual abuse is needed.

Fontes, L. A., & Tishelman, A. C. (2016). Language competence in forensic interviews for suspected child sexual abuse. *Child Abuse & Neglect*, *58*, 51-62.

Forensic interviews with children for suspected child sexual abuse require meeting children "where they are" in terms of their developmental level, readiness to disclose, culture, and language. The field lacks research indicating how to accommodate children's diverse cultural and linguistic backgrounds. This article focuses on language competence, defined here as the ability of an organization and its personnel (in this case, Child Advocacy Centers and forensic interviewers) to communicate effectively with clients regardless of their preferred language(s). In this qualitative study, 39 U.S. child forensic interviewers and child advocacy center directors discussed their experiences, practices, and opinions regarding interviews with children and families who are not native speakers of English. Topics include the importance of interviewing children in their preferred language, problems in interpreted interviews, bilingual interviews, and current and recommended procedures. Recommendations for practice and further research are included. © 2016 Elsevier Ltd. All rights reserved.

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.

Canaff, R. A., & Wambach, M. E. (2015). Unlocking the uniquely complex mind: Practical Tips and insight for multi-disciplinary teams (mdt's) with children with Autism Spectrum Disorder (ASD). *Update, 25*(1), 1-4.

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.

Center for Innovation and Resources, Inc. (2011). Guide for Forensic Interviewing of Spanish-Speaking Children 2nd edition. Rohnert Park, CA: Author.

The purpose of this guide is to provide helpful insights and strategies for persons interviewing Spanish-speaking monolingual and bilingual children. It also includes useful information for interpreters and suggestions for how multi-disciplinary interview teams can work together to obtain the best results.

Joe, J. R., & Malach, R. S. (2011). Families with American Indian roots. In E. W. Lynch & M. J. Hanson (Eds.), *Developing Cross-Cultural Competence: A Guide for Working with Children and Their Families* 4th ed. (pp. 110-139). Baltimore, MD: Paul H. Brookes Publishing.

The primary purpose of this chapter is to describe the historical background of American Indians and some of the more common experiences, cultural practices, and beliefs that may influence American Indians' communication and interaction with interventionists. The last section of the chapter discusses some of the communication protocols that nonnative interventionists should be aware of when working with American Indian families.

Fontes, L. A. (2010). Interviewing immigrant children for suspected child maltreatment. *The Journal of Psychiatry & Law, 38*(3), 283-305.

This article examines challenges posed in forensic interviews of immigrant children when there is a suspicion that these children may be victims of child abuse or neglect. Suggestions are made for interviewers regarding the interview setting, preparations, building rapport, conveying respect, narrative training, pacing the interview, and trauma symptoms that may stem from issues that are unrelated to the abuse.

Fontes, L. A., & Plummer, C. (2010). Cultural issues in disclosures of child sexual abuse. *Journal of Child Sexual Abuse, 19*(5), 491-518.

Cultural norms affect the likelihood that child sexual abuse will be discovered by an adult or disclosed by a child. Cultural norms also affect whether abused children's families will report child sexual abuse to authorities. This article explores the ways ethnic and religious culture affect child sexual abuse disclosure and reporting, both in the United States and internationally. Guidelines for culturally sensitive child abuse interviewing are provided to facilitate disclosures of abuse from culturally diverse children in formal settings.

Maddux, J. (2010). Recommendations for forensic evaluators conducting interpreter-mediated interviews. *International Journal of Forensic Mental Health*, *9*(1), 55-62.

Courts and forensic psychologists are more frequently working with interpreters as a result of the increasing linguistic diversity in the United States. This article reviews the published literature on how interpreter-mediated communication impacts the reliability and validity of forensic evaluation. Until there are sufficient numbers of multilingual forensic psychologists, the use of interpreters in forensic practice is unavoidable. Therefore, this article provides forensic psychologists with empirically-based recommendations to improve the reliability and validity of interpreter-mediated evaluations.

Tishelman, A. C., & Geffner, R. (2010). Forensic, cultural, and systems issues in child sexual abuse cases—Part 1: An introduction. *Journal of Child Sexual Abuse*, *19*(5), 485-490.

This article introduces the first in a two-part special issue focusing on forensic, cultural, and systems issues in child sexual abuse cases. The five articles contained in this issue include a diversity of perspectives on approaches to extended interviews and evaluations of child sexual abuse suspicions, an exploration of the ways culture affects child sexual abuse disclosure and reporting, considerations relevant to the management of a child's mental health needs while forensic process are ongoing, and the use of anatomical dolls in forensic interviews. We call for attention to several practice areas, including (a) prioritizing a child's mental health needs while minimizing disruption of forensic processes, (b) developing best practices and models of child sexual abuse assessment and evaluation when a one-session forensic interview is insufficient, (c) appropriately evaluating child sexual abuse concerns when they occur without a disclosure and/or

in children with communication limitations, and (d) the integration of cultural sensitivity into interviews and evaluations.

Tishelman, A. C., & Geffner, R. (2010). Forensic, cultural, and systems issues in child sexual abuse cases—Part 2: Research and practitioner issues. *Journal of Child Sexual Abuse, 19*(6), 609-617.

This article introduces the second issue of the special double issue focusing on forensic, cultural, and systems issues in child sexual abuse cases. We briefly review the articles, which include a discussion of child sexual abuse myths, an empirical analysis of extended child sexual abuse evaluations, an article on the role of the medical provider in child sexual abuse evaluations, a study of satisfaction levels with multidisciplinary teams in child advocacy centers, and a commentary advocating for the credentialing of forensic interviewers. We call for further empirical examination of media related to child sexual abuse risk, research on appropriate models for extended sexual abuse interviews and evaluations, and optimal practices relevant to each member of multidisciplinary teams in a child advocacy center.

Truter, E. (2010). *Language interpreting during the forensic interview: A social work investigation* (Doctoral dissertation, North-West University).

The high incidence of sexual abuse of children requires the professional intervention of forensic social workers. However, the language barrier between the alleged victim of sexual abuse and the forensic social worker often hinders effective service delivery. The role of and need for language interpreters is therefore crucial, yet the use of language interpreters during forensic interviews frequently leads to problems that undermine effective service delivery and may be to the disadvantage of the alleged victim of sexual abuse. These problems need to be addressed and overcome so that the best interests of the child can be met, and justice served.

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.

Fontes, L. A. (2008). The interpreted interview. In *Interviewing clients across cultures: A practitioner's guide* (pp. 140-166). New York: Guilford Press.

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.

Fontes, L. A., & Faller, K. C. (2007). Conducting culturally competent sexual abuse interviews with children from diverse racial, cultural, and socioeconomic backgrounds. In K. C. Faller (Ed.), *Interviewing Children about Sexual Abuse* (pp. 164-174). Oxford: Oxford University Press.

Agnew, S. E., Powell, M. B., & Snow, P. C. (2006). An examination of the questioning styles of police officers and caregivers when interviewing children with intellectual disabilities. *Legal and Criminological Psychology*, *11*(1), 35-53.

This research provided a detailed analysis of the types of questions and verbal strategies used by police officers and caregivers when interviewing children with intellectual disabilities about events. Twenty-eight children aged 9 to 13 years with a mild or moderate intellectual disability participated in a staged event at their school. Each child was then interviewed on separate occasions by the child's primary caregiver and by a police officer who was authorized to conduct investigative interviews with children. While the approach used by the police officers was broadly consistent with best-practice recommendations (i.e. their interviews contained few leading, coercive or negative strategies), they frequently interrupted the child's account and used relatively

few minimal encouragers and other strategies designed to keep the child talking. The caregivers used a high proportion of direct, leading and coercive strategies to elicit information from their children. Even when caregivers used open-ended questions, their children provided less event-related information than they did to the police interviewers. The quality of evidence obtained from children with intellectual disabilities is likely to be dependent (albeit in part) on the degree to which police interviewers adhere to best-practice guidelines, as well as the children's general experience with an open-ended style of communication.

Cassady, C., Kellogg, N., MacDonald, M., Mounty, J., & Northrop, K. (2006). [Guidelines on Children's Advocacy Center Services for Children Who are Deaf/Hard of Hearing.](#) Nancy Chandler (Ed.).

What began as a project of the Aetna Foundation Children's Center to develop a program that addressed the needs of Deaf/Hard of Hearing children has progressed to be guidelines spedific to Children's Advocacy Centers (CACs). The hope is that these guidelines will assist the staff and team at CACs to provide the most appropriate and thorough response possible to children who are Deaf/Hard of hearing and are seeking the unique services offered by a Children's Advocacy Center.

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.

Springman, R. E., Wherry, J. N., & Notaro, P. C. (2006). The effects of interviewer race and child race on sexual abuse disclosures in forensic interviews. *Journal of Child Sexual Abuse*, *15*(3), 99-116.

This study examined the impact of interviewer race and child race on disclosures by alleged child sexual abuse victims during forensic interviews. Despite findings that supportiveness of caretaker, gender of interviewer, gender of child, and age of child affect disclosure, previous studies have failed to examine race as a variable impacting disclosure in a real-world setting. The study examined 220 cases from an archive of reports generated from forensic interviews in an urban setting. The reports were reviewed and coded for degree of disclosure, focusing on African American and Caucasian children and interviewers. The results indicate that child race and the interaction of child race and interviewer race reliably distinguished between no disclosure, tentative disclosure, and disclosure with detailed account of activity, while interviewer race alone failed to serve as a significant predictor. The interaction between child race and interviewer race was not in the predicted direction, with cross-race dyads disclosing more than same-race dyads. Results are discussed in the context of real-world applications versus the previous analogue child sexual abuse literature.

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.

Hiltz, B., & Anderson, J. (2003). Using interpreters in forensic interviews. *Update*, *16*(1), 12.

Although there may come a day when forensic interviewers will have the skills to communicate with children in their native tongues, the present reality is that trained, multilingual interviewers are not readily available in many communities. This is especially true of languages not common in specific regions. It has been our practical experience that the best option in these situations is the use of a qualified interpreter to assist the interview process.

Powell, M. B., & Bartholomew, T. (2003). Interviewing and assessing clients from different cultural backgrounds: Guidelines for all forensic professionals. In D. Carson & R. Bull (Eds.), *Handbook of Psychology in Legal Contexts* (pp. 625-643). New York: John Wiley & Sons, Ltd.

Vieth, V. I. (2002). Cultural sensitivity in the forensic interview process. *NCPCA Update Newsletter*, *15*(1), 1-8.

There are at least two compelling reasons that forensic interviews of child abuse victims need to be culturally sensitive. This article discusses these and provides suggestions and tools for addressing these issues.

Culture and Diversity Issues in Forensic Interviews of Children

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.

Center on Child Abuse and Neglect. (2000). Children's Advocacy Centers in Indian Country. Oklahoma City, OK: The University of Oklahoma Health Sciences Center.

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.