

Fantastic Elements in Children's Disclosures

A Bibliography



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Scope

This bibliography lists citations and abstracts to English language publications related to forensic interviewing, and credibility of child witnesses when fantastic or bizarre elements are included in the child's statements.

Organization

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

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Fantastic Elements in Children's Disclosures

A Bibliography

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.

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.

Woolley, J. D., & E Ghossainy, M. (2013). [Revisiting the fantasy–reality distinction: Children as naïve skeptics](#). *Child Development*, 84(5), 1496-1510.

Far from being the uncritical believers, young children have been portrayed as, children often exhibit skepticism toward the reality status of novel entities and events. This paper reviews research on children's reality status judgments, testimony use, understanding of possibility, and religious cognition. When viewed from this new perspective it becomes apparent that, when assessing reality status, children are as likely to doubt as they are to believe. It is suggested that immature metacognitive abilities are at the root of children's skepticism, specifically that an insufficient ability to evaluate the scope and relevance of one's knowledge leads to an over-reliance on it in evaluating reality status. With development comes increasing ability to utilize a wider range of sources to inform reality status judgments.

Carrick, N., & Ramirez, M. (2012). [Preschoolers' fantasy–reality distinctions of emotional events.](#) *Journal of Experimental Child Psychology*, 112(4), 467-483.

Research suggests that emotions influence children's ability to discern fantasy from reality; however, reasons for this association remain unknown. The current research sought to better understand the mechanisms underlying children's distinctions by examining the roles discrete emotions and context have in 3- to 5-year-olds' evaluations of fantasy and reality. In Study 1, children's fantasy–reality distinctions of images depicting happy, frightening, or sad events were obtained under two conditions: Children responded freely or were motivated to respond accurately. When responding freely, older children reported that happy and sad fantastic and real events could occur but frightening events could not. When motivated to respond accurately, children's accuracy improved for fantasy but not for reality. Study 2 examined real events exclusively and found that children may lack the knowledge that frightening, but not happy or sad, real events can occur. The findings provide new insight into how emotions affect children's fantasy–reality distinctions. !
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Xia Yan, B. A. (2010). The effects of narrative quality on adults' beliefs about the credibility of children's recall. Texas Tech University, Lubbock, TX.

The present studies focus on adults' beliefs about the accuracy and credibility of preschoolers' recall of a non-forensic event. The main goals are to examine (a) whether adults can discriminate more accurate recall from less accurate recall provided by children; (b) whether the narrative quality of children's memory reports affects adults' perception of the accuracy of children's recall; and (c) whether adults' interpretation of bizarre and improbable elements in children's recall influences their judgment of the accuracy of children's memory. Participants were recruited from undergraduate students in Texas Tech University and from Texas communities. Participants were asked to read transcripts of interviews between children and an investigator and then rated the credibility of children's recall. There are several central messages that can be extracted from the results of current studies. Firstly, as there are various factors affecting children's suggestibility and memory distortion, there are also individual differences among adults on their views about children's memory. The current studies indicate that adults' age, parental status, experience and time spent with young children can strongly influence their perception of children's recall. Secondly, when young children's reports involve a number of bizarre and improbable elements, average adults have difficulty in identifying

accurate recall from inaccurate recall. In addition, regardless of whether children's reports are accurate or not, adults tend to associate high quality narratives with honesty. Thirdly, bizarre and improbable elements provoke adults' suspicions of the accuracy of children's memory. However, as long as children provide high quality narratives, adults stop to suspect those bizarre and improbable details in children's reports.

Otgaar, H., Candel, I., Merckelbach, H., & Wade, K. A. (2009). [Abducted by a UFO: Prevalence information affects young children's false memories for an implausible event.](#) *Applied Cognitive Psychology*, 23(1), 115-125.

This study examined whether prevalence information promotes children's false memories for an implausible event. Forty-four 7–8 and forty-seven 11–12 year old children heard a true narrative about their first school day and a false narrative about either an implausible event (abducted by a UFO) or a plausible event (almost choking on a candy). Moreover, half of the children in each condition received prevalence information in the form of a false newspaper article while listening to the narratives. Across two interviews, children were asked to report everything they remembered about the events. In both age groups, plausible and implausible events were equally likely to give rise to false memories. Prevalence information increased the number of false memories in 7–8 year olds, but not in 11–12 year olds at Interview 1. Our findings demonstrate that young children can easily develop false memories of a highly implausible event. Copyright # 2008 John Wiley & Sons, Ltd.

Lukas Miller, A. (2008). Bizarre & fantastic elements: a forensic interviewer's response.
III. *Update*, 21(2-4). [Part I.](#) [Part II.](#) [Part III.](#)

Olafson, E., & Lederman, C. S. (2006). The state of the debate about children's disclosure: Patterns in child sexual abuse cases. *Juvenile and Family Court Journal*, Winter, 27-40.

In current research studies about the disclosure patterns of sexually abused children, experts agree that most victims delay disclosure for years, often until adulthood. Researchers disagree about disclosure rates and recantation rates among children during formal interviews. Studies of children who had not previously disclosed but are known through corroborative evidence to have been

sexually abused show lower rates of disclosure than do studies of children who had disclosed prior to the formal interview. Gradual disclosures among children are common, and more than a single interview may be necessary in some cases. Prior disclosure, level of support by non-offending parents, developmental level, and relationship to perpetrator affect children's rates of disclosure and their disclosure patterns. More research is necessary to clarify children's post-disclosure recantation rates and predictors.

Dalenberg, C. J., Hyland, K. Z., & Cuevas, C. A. (2002). Sources of fantastic elements in allegations of abuse by adults and children. In M. Eisen, J. Quas, & G. Goodman (Eds.), *Memory and suggestibility in the forensic interview*. Mahwah, NJ: Lawrence Erlbaum.

Garven, S., Wood, J. M., & Malpass, R. S. (2000). [Allegations of wrongdoing: The effects of reinforcement on children's mundane and fantastic claims.](#) *Journal of Applied Psychology*, 8(1), 38–49.

S. Garven, J. M. Wood, R. S. Malpass, and J. S. Shaw (1998) found that the interviewing techniques used in the McMartin Preschool case can induce preschool children to make false allegations of wrongdoing against a classroom visitor. In this study, 2 specific components of the McMartin interviews, reinforcement and cowitness information, were examined more closely in interviews of 120 children, ages 5 to 7 years. Children who received reinforcement made 35% false allegations against a classroom visitor, compared with 12% made by controls. When questioned about "fantastic" events (e.g., being taken from school in a helicopter), children receiving reinforcement made 52% false allegations, compared with 5% made by controls. In a second interview, children repeated the allegations even when reinforcement had been discontinued. The findings indicate that reinforcement can swiftly induce children to make persistent false allegations of wrongdoing.

Everson, M. (1997). [Understanding bizarre, improbable and fantastic elements in children's accounts of abuse.](#) *Child Maltreatment*, 2(2), 134-149.

Children's accounts of abuse sometimes contain descriptions of events that seem bizarre, improbable, or even impossible. This article contributes to an objective analysis of child allegations of abuse by offering 24 possible explanations (with illustrative case examples) for such statements. The central thesis of this discussion is that the existence of improbable or fantastic elements in a child's account should not result in an automatic dismissal of the child's report without consideration of the possible mechanisms underlying the fantastic material.

Dalenberg, C. (1996). Fantastic elements in child disclosure of abuse. *APSAC Advisor*, 9(2), 1, 5-9.

Lamb, M. E., Sternberg, K. J., & Esplin, P. W. (1994). [Factors influencing the reliability and validity of statements made by young victims of sexual maltreatment.](#) *Journal of Applied Developmental Psychology*, 15(2), 255-280.

Reports of maltreatment involving young children have increased in recent years. In many cases, alleged victims and perpetrators are the only sources of information about the incidents concerned. This has prompted many efforts to evaluate the reliability and validity of information provided by young children, who are widely believed to be handicapped by a lack of linguistic facility, poor memories, susceptibility to suggestion, and a tendency to confuse fantasy and reality. The relevant literature on these issues is summarized in this article, in which we then suggest ways of interviewing children so as to obtain the most reliable and informative accounts of events they have experienced. Considerable emphasis is placed on the needs to: (a) elicit accounts from free recall, (b) use directive or leading questions sparingly and only in specific circumstances, and (c) develop systematic procedures for evaluating children's testimony.

Goodman, G. S., Bottoms, B. L., Herscovici, B. B., & Shaver, P. (1989). Determinants of the child victim's perceived credibility. In S. J. Ceci, D. F. Ross, & M. P. Toglia (Eds.), *Perspectives on children's testimony* (pp. 1–22). New York: Springer-Verlag.