“Westcott, Davies, and Bull bring us a book that fully illustrates the complexities and richness of contemporary research on children’s eyewitness testimony. Unusually broad in scope, the book provides in-depth coverage of psychological research on all major topics currently under consideration in the field, with a global perspective that international readers will appreciate. The book focuses on the application of psychological theory to the applied problem of children’s testimony, but also includes sociological and feminist perspectives. This book will be an invaluable resource for students and researchers, but also for practitioners, because the editors have included special reviews of key points in non-technical language, making the research accessible to professionals in all disciplines.”

Bette L. Bottoms, PhD
Associate Professor of Psychology, University of Illinois at Chicago,
and Associate Dean, College of Liberal Arts and Sciences,
University of Illinois at Chicago

“The complex issue of how to obtain accurate evidence from children in a manner which is non-abusive and satisfies the demands of the legal system has been thoroughly addressed in this volume, which provides a state-of-the-art guide for students, academics and forensic practitioners. The editors and contributors comprise some of the most eminent researchers in this field.”

Helen Dent
Consultant Clinical Psychologist and Chartered Forensic Psychologist, Family Support Resource Unit, Stoke-on-Trent

“This is a really useful book and one which will not gather dust, either on the shelves of practitioners or researchers. The editors and all the contributors yoke their discussions of research findings firmly to implications for busy practitioners. Many complex ideas of psychology are rendered accessible and of real utility for those working with children who may need to convey their traumatic experiences to the adult world. The four main sections comprehensively cover the areas of knowledge needed by practitioners and researchers alike—the underpinnings of understanding children’s testimony, work on their memory and methods of interviewing, how this translates into Court experiences and lastly, alternative perspectives and challenges to conventional wisdom and the status quo. Altogether an excellent text.”

Dr David P.H. Jones
Consultant Child and Family Psychiatrist, and Hon. Senior Lecturer, University of Oxford
Children’s Testimony
The Wiley series on the Psychology of Crime, Policing and the Law publishes concise and integrative reviews on important emerging areas of contemporary research. The purpose of the series is not merely to present research findings in a clear and readable form, but also to bring out their implications for both practice and policy. In this way, it is hoped the series will not only be useful to psychologists but also to all those concerned with crime detection and prevention, policing, and the judicial process.

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Children's Testimony: A Handbook of Psychological Research and Forensic Practice  
Edited by Helen L. Westcott, Graham M. Davies and Ray H.C. Bull
Children's Testimony
A Handbook of Psychological Research and Forensic Practice

Edited by

Helen L. Westcott
Faculty of Social Sciences, The Open University, Milton Keynes, UK

Graham M. Davies
Department of Psychology, University of Leicester, UK

and

Ray H.C. Bull
Department of Psychology, University of Portsmouth, UK

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About the Editors

Helen Westcott is a Lecturer in Psychology at The Open University, Milton Keynes, England, UK and is a Chartered Forensic Psychologist. She was formerly Research Officer with the National Society for the Prevention of Cruelty to Children (NSPCC) in London, and has researched children’s eyewitness testimony, and the investigative interviewing of children, for many years. Her other research interests include the abuse of disabled children, the abuse of children and young people in institutional care, and children’s perceptions of social work intervention. Helen trains and presents regularly on these topics, and to date has published over 30 articles and two books, Perspectives on the Memorandum: Policy, Practice and Research in Investigative Interviewing (1997, edited with Jocelyn Jones) and This Far and No Further: Towards Ending the Abuse of Disabled Children (1996, authored with Merry Cross). She is part of the consortium working with the British Government’s Home Office to revise the Memorandum of Good Practice on Video Recorded Interviews with Child Witnesses for Criminal Proceedings (1992).

Graham Davies is a Professor of Psychology at Leicester University, England, UK. He is a Fellow of the British Psychological Society and a Chartered Forensic Psychologist. His major research interests lie in the eyewitness testimony of children and adults, on which he has published some 100 papers and five books. Graham is regularly asked to provide training and advice to professionals working with child witnesses. He is currently chairing the consortium working with the British Government’s Home Office to revise the Memorandum of Good Practice on Video Recorded Interviews with Child Witnesses for Criminal Proceedings (1992). His recent research has included evaluations for the Home Office of the Live Link (1991), videotape facilities for child witnesses (1995), and training procedures for police officers involved in investigative interviewing of children (1997). Graham is the immediate past Chair of the Society of Applied Research in Memory and Cognition.
(SARMAC), and President-elect of the European Association of Psychology and Law.

Ray Bull is Professor of Psychology at the University of Portsmouth, England, UK. He has conducted research on witnessing since the late 1970s and on child witnesses since 1987. He regularly acts as an expert in legal cases involving child witness evidence. He has authored/co-authored over 100 papers in refereed research journals and chapters in edited books, co-authored five books, and co-edited three books. In 1991, Ray was asked by the British Government's Home Office (together with Professor Di Birch) to write the first draft of the Memorandum of Good Practice on Video Recorded Interviews with Child Witnesses for Criminal Proceedings (published in 1992). He is now part of the consortium working with the Home Office to revise the document. Ray is regularly asked by police forces and other organizations around the world to present on the investigative interviewing of children. In 1995, he was awarded a Higher Doctorate (Doctor of Science) in recognition of the quality and extent of his research.
About the Contributors

Kristen Weede Alexander, Department of Psychology, University of California, Young Hall, 1 Shields Avenue, Davis, CA 95616-8686, USA

Kristen Weede Alexander is a Doctoral Student in Human Development at the University of California, Davis. She received her Bachelor's Degree in Human Development from the University of California, Riverside, in 1995. Her research concerns children's cognitive and memory development generally and individual differences in children's eyewitness memory and suggestibility specifically. She is currently involved in several research projects related to children in the legal system.

Lynne Baker-Ward, Department of Psychology, North Carolina State University, Raleigh, NC 27695-780, USA

Professor Baker-Ward is Professor of Psychology and Alumni Distinguished Undergraduate Professor at North Carolina State University in Raleigh. A graduate of Wake Forest University and Emory University, she received her doctorate in developmental psychology from the University of North Carolina at Chapel Hill. She has long-standing interests in early memory development and in applied developmental psychology, which intersect in her current research on children's testimony. For over a decade, Dr Baker-Ward has collaborated in a series of investigations examining children's memory for a variety of medical experiences. Her ongoing projects continue this work by examining changes over time in children's mental representations of events.

Mark Blades, Department of Psychology, University of Sheffield, Sheffield S10 2TP, UK

Dr Mark Blades is a Developmental Psychologist at the University of Sheffield, UK, and has carried out studies into several aspects of young children's memory, including their recall of places, colour memory, and face recognition. He has also investigated children's source monitoring, and their ability to distinguish real and imagined events. His
books include *Understanding Children's Development* (with Peter Smith and Helen Cowie) and *Children's Source Monitoring* (with Kim Roberts).

**Judy Cashmore**, *Social Policy Research Centre, University of New South Wales, Australia*

Dr Cashmore has a PhD in Developmental Psychology and is currently an Honorary Research Associate at the Social Policy Research Centre, University of New South Wales, Australia, where she has been conducting a longitudinal study of young people leaving care. She has conducted and published research related to children's involvement in legal proceedings, and processes concerned with their care and protection, particularly focusing on children's perceptions of these processes. She has been actively involved in a number of government committees concerning child protection, child-death reviews and the review of child-protection legislation and policy in NSW.

**Stephen J. Ceci**, *Department of Human Development, Cornell University, Ithaca, NY 14853, USA*

Professor Ceci holds a Chair in Developmental Psychology at Cornell University. He studies the accuracy of children's courtroom testimony, and is the author of over 300 articles, books, and chapters. Ceci's honours include a Senior Fulbright-Hayes fellowship and a Research Career Scientist Award. In 1993, Ceci was named a Master Lecturer of the American Psychological Association. His book *Jeopardy in the Courtroom: A Scientific Analysis of Children's Testimony* (1995) (co-written with Maggie Bruck) is an American Psychological Association best-seller. Ceci is a member of the National Academy of Sciences Committee on Behavioral, Cognitive, and Sensory Sciences, and a member of the American Psychological Society's Board of Directors. Ceci has been the recipient of the American Psychological Association's (APA) Lifetime Contribution Award for Science and Society, and the American Academy of Forensic Psychology's Lifetime Distinguished Contribution Award. In addition to being past president of the Society of General Psychology, Ceci has been elected fellow of the American Association for the Advancement of Science (AAAS), the American Psychological Society (APS) and seven divisions of the APA. He currently serves on the Advisory Board of the National Science Foundation and directs the Cornell Institute for Research on Children, an NSF-funded national research center.
Brian R. Clifford, School of Psychology, University of East London, Romford Road, London E15 4LZ, UK

Professor Clifford is Professor of Psychology at the University of East London. He obtained an honours degree in Psychology from London University, an MSc in Artificial Intelligence from Brunel University, and a PhD in Psycholinguistics from Birkbeck College, University of London. His research falls in the field of applied memory research, especially eyewitness and earwitness testimony of both adults and children. He has published over 150 articles and chapters and has authored four books. His current research involves the relationship between witness confidence and accuracy, context reinstatement and the cognitive interview, and recall and recognition procedures. He has been consulted frequently by both police and legal personnel concerning issues of disputed eyewitness testimony.

Ingrid Cordon, Department of Psychology, University of California, Young Hall, 1 Shields Avenue, Davis, CA 95616-8686, USA

Ingrid Cordon is a Doctoral Student at the University of California, Davis. She received her BA in Psychology from the University of California, Los Angeles, in 1995 and her MA in Experimental Psychology from California State University, Northridge in 2000. Her primary interests are children's eyewitness memory, suggestibility, and infantile amnesia. She also has interests in child maltreatment and cultural differences in childrearing and parent-child interactions. Ms Cordon is currently conducting research on the long-term consequences of child sexual abuse and children's involvement in the legal system.

Angela M. Crossman, Institute for the Study of Child Development, UMNDJ – Robert Wood Johnson Medical School, 97 Paterson Street, 3rd Floor, New Brunswick, NJ 08903, USA

Dr Crossman is a Postdoctoral Fellow at the Institute for the Study of Child Development, the University of Medicine and Dentistry of New Jersey-Robert Wood Johnson Medical School. She earned a BA from Dartmouth College in 1994 and an MA in Developmental Psychology from Cornell University in 1998. Dr Crossman has completed her PhD in Developmental Psychology at Cornell University. Her research interests include children's memory and the accuracy and credibility of eyewitness testimony. Presently, she is conducting research on social and cognitive factors as predictors of individual differences in eyewitness suggestibility.