Dolls, Diagrams and Drawings: Interviewers' Perspectives on Visual Aids in Child Witness
Interviews

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Abstract

In cases of child maltreatment child witnesses are often the sole sources of information about the suspected events, meaning their contribution to an investigation is critical. However, children may find recounting their experiences in sufficient detail challenging (Poole & Bruck, 2012). Visual aids are the tools (e.g. diagrams, drawings, and dolls) forensic interviewers often use in interviews to help children remember or describe their experiences and overcome children's social and cognitive limitations. Research evaluating these aids indicates that any gains in information, reported by children, are typically accompanied by significant increases in false details, thus compromising the accuracy of accounts (Brown, 2011). The purpose of this study was to establish the extent to which interviewers in New Zealand use visual aids with children, and their knowledge of relevant research and the national interviewing protocol. Thirty-one New Zealand Specialist Child Witness Interviewers completed a questionnaire that assessed how and why they use aids, and their knowledge of, and adherence to, the literature and protocols guiding interviewer practice with visual aids. Interviewers' responses indicated they used a range of aids, with both younger and older children, for a range of reasons, many of which have not been extensively researched. Generally, interviewers had poor knowledge of the existing research and protocol guidelines, and knowledge did not predict adherence to the recommendations. The findings identify the need to educate interviewers about the evidence-base surrounding various aids, as well as conducting research that more closely reflects how aids are used with children.

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Ehara taku toa i te toa takitahi, engari he toa takitini kē

Mine is not the strength of one, but the strength of many

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Introduction

Six-year-old Molly is about to be interviewed by a specialist child witness interviewer about possible abuse. Her teacher alerted authorities after Molly disclosed her stepfather had been doing “bad stuff” to her when her mother was at work. The interviewer assigned to the case knows they need a detailed account from Molly about what has been happening, without compromising the accuracy of Molly’s report. This is vital for decisions related to both the criminal investigation, and care and protection. In the interview, however, Molly is shy and quiet; she doesn’t want to talk about where her step-father has been touching her. The interviewer needs to elicit information that will determine if and what charges should be laid, and what the risk of future maltreatment may be for Molly. To try and overcome Molly’s unresponsiveness the interviewer brings out a body diagram and asks Molly to point rather than verbalise her story. What impact will using this aid have on the interview? Why did the interviewer use a body diagram, specifically? Will the interviewer use the body diagram based on guidance from research and official protocols? These questions, and more, will be addressed in this study.

Child Maltreatment is a Problem for New Zealand.

There are many children with experiences like Molly in New Zealand. Over the 2016 financial year, New Zealand documented 16,394 findings of substantiated abuse (Child Youth and Family [CYF], 2016). This is likely an underestimate as we know many cases of child abuse are never reported (Peterson, Joseph & Feit, 2014). The immediate effects of maltreatment can severely compromise children's health and functioning. Maltreatment can also result in a range of long-term consequences for children that may persist into adulthood (McLeod, Fergusson & Horwood, 2014). Possible consequences can include problems with general personal and social adjustment, physical health, mental health, educational

achievement and relationships (Boden, Horwood & Fergusson, 2007; Fergusson, Mcleod & Horwood, 2013; McLeod et al., 2014). Child abuse is clearly a frequent problem, which has costly and far reaching consequences, and so poses a significant social and economic issue for New Zealand.

A key component of responding effectively to child maltreatment is ensuring that the social workers and police officers that talk to children when there are concerns about abuse, use effective and evidence-based methods in their interviews. Children in these cases are often the sole source of information and evidence about the suspected events, meaning their contribution to an investigation is critical (Salmon, 2001; Salmon, Pipe, Malloy, & Mackay, 2012). Accurate and complete testimonies are essential in fulfilling the dual goals of an interview; where the information provided can ensure the child's care and protection, whilst also avoiding wrongful convictions (Lamb & Brown, 2006; Poole, Bruck & Pipe, 2011)

Why are Good Interviews a Challenge?

Obtaining complete and accurate testimonies from children can be difficult (Poole & Bruck, 2012; Salmon, et al., 2012; Thierry, Lamb, Orbach & Pipe, 2005; Wesson & Salmon, 2001). Challenges result from several possible sources: the characteristics of the child, the nature of the child-adult interaction, and the forensic interview environment.

Child characteristics. Children are often reluctant to disclose information because of motivational barriers. These barriers may include a relationship with, or sense of loyalty to the perpetrator, a fear of the consequences to themselves or others, feeling ashamed or embarrassed about the events in question, and a fear of not being believed (Collin-Vezina, De La Sablonniere-Griffin, Palmer, & Milne, 2015). The interview also requires a range of linguistic capabilities. This includes the child understanding what the interviewer wants to know and recognising whether their narration is coherent and the interviewer has understood them (Lamb & Brown, 2006). Additionally, for investigations and court decisions, elaborate

and detailed accounts from these children are important to establish what has occurred and to allow a defendant to mount their defence. However, children's language and cognitive development may make providing such detail (e.g., frequency, duration or timing of alleged abuse) difficult (Salmon et al., 2012). Young children often only provide very limited details in their responses (Brown & Lamb, 2015). Additionally, key memory phenomena, such as the ability to cue and retrieve important memories, may not be fully developed (Poole et al., 2011).

Child-adult interaction. A further challenge is children's underlying eagerness to please (Lamb & Brown, 2006). This not only means children may respond in a way they believe the interviewer will like, rather than being factual, but makes children very vulnerable to acquiescing to interviewers' suggestions (Volpini, Melis, Petralia & Rosenberg, 2016). Furthermore, all conversations are guided by implicit sets of rules, and children are dependent upon adults for cues and prompts to guide conversations (Lamb & Brown, 2006). Thus children are still learning how to communicate effectively with adults, making it challenging for children to convey their narrative freely. Children also attribute superior knowledge to adults, so may refrain from reporting all they know, believing the interviewer already has this information (Lamb, Hershkowitz, Orbach & Esplin, 2008).

The forensic interview context. A forensic interview is unique in many ways, relative to typical adult-child interactions. For example, in a forensic interview children are the experts in the conversation and are often the sole source of information (Lamb et al., 2008). This role is entirely new for children, who largely depend on adults for their expertise and guidance in everyday tasks (Lamb & Brown, 2006). Additionally, an unfamiliar setting with unfamiliar adults may evoke shyness in a lot of children, and when coupled with the potentially distressing nature of the information they must convey, children may be withdrawn and anxious about engaging (Lamb & Brown, 2006). The interview also requires

the child to discuss past events in a detailed and elaborative style. Children who are accustomed to discussing the past in an elaborative way (with their caregivers) have shown to have stronger autobiographical memory skills, allowing the child to report their own memories in a more structured, emotive and detailed way (Salmon & Reese, 2016). However, many children are not exposed to this elaborative reminiscing style, such as those with maltreating or economically-disadvantaged parents (Salmon & Reese, 2016), and therefore may find engaging in this type of narration very difficult.

Researchers and professional bodies recommend using open-ended or invitational questions (such as “Tell me all about what happened”) throughout an interview in order to promote reliable and accurate testimony from a child (Lamb, LaRooy, Malloy, & Katz, 2011). In contrast, research has found interviewers consistently rely on focused questioning (such as “Where were you in the room?” or “Did she tell you that?”) (Powell & Hughes-Scholes, 2009). This may be because focused questioning may be less likely to result in non-responding from children than broader questioning, and these questions can obtain necessary specific details about a case (Wolfman, Brown & Jose, 2016c). However, at the same time, these narrower questions often limit and decrease the accuracy of a child’s response (Brown et al., 2013).

How do interviewers overcome these challenges? Visual aids are tools or images interviewers often use to help children remember or recall information about an event. The emergence of visual aid use in interviews was practitioner-driven; there was no foundational evidence base that led to aids becoming incorporated into routine practice (National Children's Advocacy Centre, 2015). Researchers have since begun to evaluate the impact of aid use on the reliability of children’s testimonies, and largely took the perspective of examining aid use as a way to overcome children’s social and cognitive challenges (Lamb & Brown, 2006; Salmon, 2001). Whether these motivations actually underlie interviewer’s use

of aids is in fact unclear, as interviewers' motivations for using aids and perceptions about them have never been examined.

Children are often believed to be concrete thinkers and therefore using visual aids may allow the child to visually and physically represent the previous event in the here and now; allowing them to understand points of conversation and improve the completeness of their reports (Poole et al., 2011). Visual aids may also provide a way for children to communicate non-verbally (such as pointing to a body part on a body diagram) which may provide opportunities to overcome linguistic deficits through demonstrating rather than verbalising, and not having to voice embarrassing or shameful information (Brown, 2011; Poole et al., 2011). Research also highlights aids may help provide a supportive interview context, encouraging rapport and allowing the child to clearly communicate their experiences (Brown, et al., 2008). Visual aids are thought to increase similarity between the event and the interview context by providing reminders of the event that can help the child cue and retrieve memories (Tulving, & Thomson, 1973). Thus there are many possible reasons for specialist child witness interviewers (SCWI) to use aids with children. Primarily, however, the research has examined whether aids lead to children elaborating on their verbal reports or making new disclosures (Poole et al., 2011).

What does the Research Suggest? The Gap between Research and Practice

The literature over the past few decades has focused on determining whether aids are effective in overcoming some of the challenges children face when recounting a past experience. Table 1, adapted from Brown (2011), shows a summary of the research findings assessing different types of aids. This summary highlights the variation in empirical support for visual aids as an effective way of supporting children's recall. The studies offer different conclusions. However, there is a general consensus that aids may increase errors, increase reports of false information, and decrease the overall accuracy of a child's account. This is

especially observed when eliciting new information, rather than clarifying a child's previous statement (National Children's Advocacy Centre, 2015; Salmon et al., 2012). Therefore researchers have concluded aids are too risky to utilise in a forensic setting.

To date the research examining visual aids has focused largely on dolls, drawings and body diagrams. However, a recent evaluation by Wolfman, Brown and Jose (2016d) identified that New Zealand interviewers most frequently used a sketch-plan (66%), followed by a body diagram (21%), non-anatomically detailed doll (10%) and time-line (3%). Thus far, however, the evidence base for the use of sketchplans in a child interview context is limited to two studies (Jack, Martyn & Zajac, 2015; O'Connor, Brown & Wolfman, 2016), and just one study has examined timelines (Gosse & Roberts, 2014). Clearly many different aids are employed by interviewers but researchers have not evaluated them all in equal measure. The evidence base is also limited in other ways. As seen in Table 1, current literature focuses on investigating the impact visual aids have on the accuracy and amount of information produced by a child witness (Brown, 2011; Poole et al., 2011; Pipe & Salmon, 2009). Yet eliciting or clarifying information from a child may not be the sole purpose interviewers use aids for.

There are also issues with how varied the methods are when researching visual aids. This includes differences in the ages of the children studied, the types of interview protocols used in conjunction with them, the kinds of events children are interviewed about, and how and when particular aids are used in the interview (Brown & Zajac, 2017). It is therefore important to establish the range of visual aids interviewers use, the factors guiding interviewers' decisions to employ them, and the function they serve in an interview, to ensure research methodology reflects practice. Our research hopes to identify the reasons New Zealand interviewers utilise visual aids and how they incorporate these aids into their

Table 1

Summary of Current Literature on Visual Aids (as adapted from Brown, 2011)

Visual Aid	Empirical Support	Age Groups studied	Positive Benefits	Risks	Functions (as assessed)	Recommendations on use
Dolls	Laboratory and field studies	Preschool and school age	May increase information reported	May invite play/exploration	Elicit, clarify and elaborate on reports of abuse/touch	Eliciting child's vocabulary for body parts
	Contradictory evidence – results range from positive, negative, and no effects			May increase errors and decrease overall accuracy	Non-verbal communication tool	Clarify verbal accounts
Body Diagrams	Laboratory and field studies	School age	May increase information reported	May increase errors especially regarding genital touch	Elicit, clarify and elaborate on reports of abuse/touch	Elicit child's vocabulary for body parts
	Field study showed increased detail			Decreases accuracy	Non-verbal communication tool	Clarify verbal accounts
	Laboratory studies show increase errors			Omission of details common		Use open ended questions to elicit elaborative details of any touch indicated Avoid yes /no questions Best support is for clarifying location of touch rather than actions associated with it

(Continued)

Table 1 (continued)

Visual Aid	Empirical Support	Age Groups studied	Positive Benefits	Risks	Functions (as assessed)	Recommendations on use
Drawings	Laboratory and field studies	Preschool and school age	Increase in information reported Longer interviews	Increase in false reports if suggestive questions used Accuracy may decrease over long delays	Put child at ease Non-verbal communication tool Recount and draw simultaneously – changes in quantity of reported accurate information	Introduce alongside verbal interview Content of drawings not analysed Less useful with preschool children
Sketchplans	Laboratory studies	School and secondary school age	May increase information reported May increase location-based information May help maintain accuracy	Only two studies to date. Differing results and methodology Limited evidence base for generalised use	Changes in quantity of reported information Changes in quantity of correct new details Differences between self-constructed vs. pre constructed	May not increase report completeness or accuracy if used with exhaustive verbal interview
Timelines	Laboratory study	Preschool and school age.	May help provide accurate temporal information May help remove direct questions around temporal information	One study to date. Limited evidence on different time intervals, timeline forms Limited evidence base for generalised use	Indication of time-of-day events Changes in quantity of accurate temporal information	Use pictorial measure alongside verbal interview. Less useful with preschool children

interviews. This in turn should help guide future research in developing an evidence base around visual aids that is relevant to practitioners.

What do Interviewing Protocols and Guidelines Recommend?

New Zealand child witness interviewers are either social workers or police officers, and therefore have different professional training. However, each interviewer attends a dedicated interview training course, and interviews are expected to adhere to the Specialist Child Witness Interview (SCWI) model (New Zealand [NZ] Police & Child Youth and Family [CYF], 2015; Westera, Zajac, & Brown, 2016). The SCWI model describes how an interview should be conducted, covering the four main stages of an interview; 1) planning and preparing for the interview, 2) engaging and explaining the interview process to the child and caregiver, 3) gaining the account from the child and, 4) closing the interview.

Within the SCWI Model, during the account section of the interview, specific guidance is given about the use of aids to assist children in reporting and expanding upon topics in detail. This states interviewers are to (a) use sketch plans, body diagrams and timelines if appropriate, (b) introduce aids in the interview as late as possible, and (c) be aware of the questions used in conjunction with the aids, and adopt the same principles as verbal interviewing (i.e. using broad open-ended questions) (NZ Police & CYF, 2015).

Alongside the SCWI Model, many international interview manuals also provide guidelines for the use of aids in interviews with children (American Professional Society on the Abuse of Children, 2002; Anderson et al., 2012; Home Office Communication Directorate, 2000; NZ Police & CYF, 2015). This would imply, then, that aids are an acceptable interviewing strategy, so long as they are used in accordance with the protocol guidelines. We will assess interviewers' knowledge of these guidelines, and their (self-reported) adherence to them.

What do we know about how Visual Aids are used in Interviews?

There is little current empirical data that describes the actual frequency of aid use, with most available literature over a decade old (e.g., Bow, Quinnell, Zaroff & Assemany, 2002). However, a recent evaluation of New Zealand interviewers' techniques showed a high volume of interviewers incorporating visual aids into their interviews; with 63% of interviews including at least one aid (Wolfman et al., 2016d). However, this study only focused on the use of aids to complement verbal questioning about the alleged events. So the use of aids for other purposes, such as rapport building, was not examined. Broadening the scope of enquiry, about whether and when aids are used in interviews with children, is important for gaining a clearer understanding about how and why they are used. This will help identify whether there is an adequate evidence base to inform the use of aids in a variety of ways within an interview, and highlight gaps in this evidence base for future research to address.

There are currently no studies that address why interviewers are not adhering to the visual aid research. However, research evaluating nurses' and general practitioners' implementation of best empirical evidence has found many do not adhere to research-based guidelines due to a range of barriers and practitioners' personal experiences (Freeman & Sweeney, 2001; Pravikoff, Tanner, & Pierce, 2005). Some of the barriers the studies identified included a lack of knowledge about research, an inability to access the research, a lack of skills to understand or critique the literature, and institutional difficulties in recruiting or retraining staff (Pravikoff et al., 2005). Practitioners' personal experiences also affected their adherence to evidence-based practice; these included their belief that research had limited value in practice and when clinical evidence conflicted with the results of their own professional experiences (Freeman & Sweeney, 2001). Another reason why professionals may not adhere to best practice guidelines is their levels of experience in the field. Research has demonstrated that interviewers with more field experience typically revert to their pre-

training behaviour after they have been trained in best-practice techniques, compared to professionals with less field experience (Powell, Hughes-Scholes, Smith & Sharman, 2014). Therefore a further question, which will be addressed in this study, is whether interviewers are aware of the conclusions from research about the impact of visual aids on children's reliability, and how relevant they believe the research to be for their practice.

Moving Away From a Dichotomous Position

Although visual aids seem to be frequently used and accepted in interview practice, now that an evidence base is available, for at least some aids, we see there is a mismatch between what research suggests and what we see in practice. Just as children's ability to talk about past events reflects an interaction between characteristics of the child, the event in question and how their accounts are elicited, so too is the efficacy of using aids likely to reflect a complex interaction of factors. For example, whether aids are helpful or not may be influenced by the child's age (Brown, 2011), the type of information elicited; i.e. temporal information from a timeline, or location information from a sketchplan (Gosse & Roberts, 2014; O'Connor et al., 2016), or what the intended function of the aid is, such as clarifying information vs. putting the child at ease. As such, gaining a better understanding of how interviewers use aids, why, and with whom may contribute to better identification of the contexts in which aids are more or less likely to be helpful, or harmful, when children are questioned about maltreatment.

The Current Study

This study expands upon the existing literature by examining: 1) What visual aids interviewers are using, how often and with whom; 2) Why interviewers are using visual aids and when they are using them in the interview; 3) What strategies and steps the interviewer takes when using a visual aid, including the types of questions they ask; 4) Interviewers' knowledge of the existing research evaluating the effectiveness of visual aids in interviews

with children, and it's relevance to, and whether it reflects, their own experiences and practice; and 5) Interviewer's knowledge of the New Zealand Specialist Child Witness Interview Model's guidelines about using aids and their adherence to these recommendations. To explore these areas we recruited current Specialist Child Witness Interviewers in New Zealand, who completed a confidential online questionnaire specifically designed for the study.

Hypotheses. This direction of research into visual aid use is novel; therefore we cannot draw upon previous research for predictions of results. Instead the following hypotheses are tentative possibilities. We expected to see a variety of aids frequently used, for a variety of purposes beyond supporting an increase of information. We also predicted interviewers may have a lack of knowledge of the existing research and we expect interviewers may identify that the research has limited relevance for their practice. We predict interviewers will have good knowledge of the SCWI Model guidelines. However, we expect interviewers will have poor adherence to the guidelines and recommendations of research and the SCWI model, such as use of question types alongside aids, the age of the child the aid is used with and when the aid is introduced in the interview.

Method

Participants

All New Zealand Specialist Child Witness Interviewers ($n = 72$), who are currently practicing, were invited to complete the survey. Forty-nine consented, and thirty-one submitted a completed survey (43%). Table 2 presents the interviewer characteristics, and shows a fairly even distribution of CYF and NZ Police employees, and those on full and part-time contracts. Interviewers were typically fairly new to interviewing (less than 5 years' experience) and conducted less than 15 interviews a month.

Materials

Survey. The survey was accessible online on a secure domain, within the public website Qualtrics.

Table 2

Demographic Information of Interviewers who Submitted a Complete Survey

Characteristic	Interviewers (n)	Percentage
Professional Discipline		
CYF Employee	15	48.4
Police Employee	16	51.6
Contract as SCWI		
Full Time	15	48.4
Part Time	16	51.6
Experience as an SCWI		
Less than 5 years	21	67.8
5 years +	10	32.2
Interviews Per Month		
0 - 15	22	71.0
15+	9	29.0

Development of questionnaire. There are no published measures assessing interviewers' perspectives about, and use of, aids. We therefore constructed our own survey. The survey was developed with reference to the literature, and feedback was obtained from the New Zealand National Coordinator of Specialist Child Witness Interviewing. A draft version was also administered to members of the research laboratory in order to gain feedback on experiencing the survey, the ease of completion and the general coherence and comprehension of the survey items.

Structure. The survey was comprised of free text and numerical questions. The response formats included multi-choice, likert scales and rank order questions (see Table 3 for content examples and response formats for each survey section). The first section of this survey addressed the interviewers' own practice with aids (in general across all aids), six specific aids (non-anatomically detailed dolls, body diagrams, drawings, sketch plans, timelines and maps), and any other aids the interviewers used. The six specific aids were chosen after reviewing the literature and feedback from the National Coordinator regarding the popularity of particular aids with New Zealand interviewers. This section on interviewers' practice with aids examined how and why interviewers utilised visual aids and how frequently they incorporated them into their practice. The second section of the survey examined interviewers' contact with others, in terms of feedback they had received about how they used visual aids, and other's use of aids. The section also assessed whether the interviewers had been explicitly directed to use an aid in an interview and why. The third section of the survey assessed interviewer's knowledge of the New Zealand SCWI Model and the research evaluating the impact of visual aids on children's testimony. The final section of the survey asked several demographic questions (see Appendix A for the full survey).

Procedure

The study was granted ethical approval from three institutions: the School of Psychology Human Ethics Committee under delegated authority to the Victoria University Human Ethics Committee, and the New Zealand Police and the Ministry of Social Development Research Access Committees. Email invitations for the survey were sent using addresses of all SCWI provided by the National Coordinator of Specialist Child Witness Interviewing. This email provided a link to the online survey and an information letter. This letter outlined the nature of the research, what would happen with the information

Table 3

Content Examples and Response Formats used within each Survey Section.

Survey Section	Content Examples	Response Formats used
1. Interviewers' own practice with aids	"What types of questions do you ask when using non-anatomical dolls?"	Free text
	Please give examples"	Multi-choice
	"How often do you use this aid in interviews?"	Likert Scale
		Rank Order Scale
2. Interviewers' contact with others	"Do others in your work place use aids?"	Free text
	"Sometimes choosing to use an aid may be influenced by others. Have you ever been explicitly directed to use a visual aid in an interview?"	Multi- choice
3. Interviewers' knowledge of the SCWI Model and research	"What guidance does the SCWI model give about using visual aids during the Account phase?"	Free text
		Multi-choice
	"Do the research findings reflect what your experience has been?"	
4. Demographic questions	"How long have you worked as an SCWI interviewer?"	Free text
	"Have you since received a refresher course on interviewing since your original training?"	Multi-choice

respondents provided, and that the survey was voluntary and responses were anonymous (see Appendix B). Interviewers were again provided with this information letter online at the beginning of the survey, and then indicated their consent by both checking a box at the beginning of the survey, and submitting their survey upon completion. Consent options were split into three types, where interviewers could choose to mark their consent for any or all of the options. This included consent for (a) only participating in the study, (b) participating and consent for the use of excerpts, from their responses, in presentations of the results of the study, and (c) participating and consent for the use of their responses in future studies.

Interviewers had the option of completing the survey across several sessions. After each block of questions participants' responses could be saved and they could complete the survey up to one month from their last session. As each question was completed, it was saved and submitted to Qualtrics. This design meant interviewers could not go back and change their answers to something more 'accurate' or socially desirable (e.g., altering their answer about what types of questions they use with aids, after being prompted about the guidance on questions contained within the SCWI Model). Completed surveys were submitted to Qualtrics, and the researcher could export them into a data file. Data was collected for three months (September to November 2016), with five reminder emails sent to all interviewers over this time period.

Coding

Coding of numerical responses. All numerical questions and answers were coded and scored using the Qualtrics website. These scores were exported directly into SPSS for analysis.

Coding of free text responses. We conducted a qualitative content analysis of all free text answers within the survey. The qualitative data was coded using manuals constructed specifically for the survey. To create the coding manuals, a sample of the surveys were

assessed to create a template of possible answers to each question, which were grouped into themes. Sections of the survey were divided into three different coding schemes according to the survey layout and/or topic area. Specific coding schemes were created for visual aids that interviewers identified using, that were either one of the specified six, or others that they indicated (see Appendix C, D and E for the coding manual and marking sheets). Another coding scheme was also created for aids that were used concurrently in an interview and for interviewers' contact with others (see Appendix F and G for the coding manual and marking sheet). A final coding scheme was constructed to assess interviewers' knowledge and perceptions of the research on visual aids and the SCWI model (see Appendix H and I for the coding manual and marking sheet). Within these specific coding schemes, themes were also grouped by topic which will be discussed further (see Table 4 for elaboration on the coding options within each manual).

Coding manual for each aid used. The coding categories for each specific visual aid the interviewer used included what aid was being used, how often the aid was used, the aid's purpose in the interview, the types of information that interviewers were trying to obtain using the aid, interviewers opinion of the aid, the type of questions used alongside the aid, the age of the child the aid was used with, what strategies and steps the interviewer took when using the aid, how they gained access to the aid, the types of allegations the aid was used for and when the aid was introduced into the interview.

Coding manual for aids used together and contact with others. Coding categories for concurrent use of aids included which aids the interviewers had used together and why. In the section that addressed respondents' contact with others and their use of aids, the categories included who the interviewers had received feedback from, what feedback they had been given, who had directed them to use an aid, what aid had they been directed to use and why.

Coding manual for knowledge of SCWI Model and literature on visual aids. The coding categories that reflected interviewers' knowledge of the SCWI model were divided into what guidance the SCWI Model gives about using visual aids; including which aids, question type and purposes of aids are acceptable, what strategies or steps interviewers take when using aids, and when aids should be used and what characteristics of a child indicate an aid may be helpful to use. The coding categories for interviewers' knowledge about research included what research suggests about aids, whether the research is relevant to the interviewer and whether the research reflects what the interviewers' experiences with aids have been.

Quotations in the results section illustrate particular points and themes made by the interviewers in relation to their use of visual aids. Quotes do not contain any source citations to preserve the anonymity of the interviewers.

Reliability coding of qualitative data. All of the free text responses from the surveys were coded by the author. A trained reliability coder independently coded 12 surveys (40%). Inter-rater reliability was then calculated for each specific coding scheme. Cohen's kappa indicated very high agreement between the author and the reliability coder across the three schemes; 1) each visual aid interviewers identified using ($\kappa = .905, p < .001$), for aids that were used concurrently in an interview and interviewers' contact with others ($\kappa = .877, p < .001$), and interviewers' knowledge and perceptions of visual aid research and the SCWI model ($\kappa = .906, p < .001$).

Data Analysis

In total 49 survey responses were recorded and submitted in Qualtrics. Researchers cleaned the survey data using the IBM SPSS Statistics programme. This process resulted in the exclusion of 18 surveys which had insufficient information. This was due to respondents not completing the questionnaire before it was closed, and so consequentially, their responses

Table 4

Coding Options for Each Topic within the Different Coding Manuals

Coding Manual/s	Topic	Coding Options	Coding Options Description
For each aid used	How often is the aid used	For "Other" response <ul style="list-style-type: none"> • Not available • Do not use • My use has changed <ul style="list-style-type: none"> Due to research findings Due to feedback Due to court process matters Due to experiencing problems with the aid 	
For each aid used	Purpose of the aid	Clarification	Where the aid is used after child has made a statement and interviewer needs clarification as they are still confused/verbal questioning is exhausted/child is having trouble verbalising an answer
Using aids together and contact with others		Rapport	Where the aid is used to relax the child or specifically build rapport between the interviewer and the child
Knowledge of SCWI model and research		Play	Where the aid is used as part of a break or leisure time
		Child factors <ul style="list-style-type: none"> • Lack of verbal ability • Shy 	Where the interviewer indicates they have used the aid because of specific emotional or behavioural factors the child is exhibiting

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Purpose of the aid (<i>continued</i>)	Child factors (cont.) <ul style="list-style-type: none"> Embarrassed Nervous 	
		Memory tool for interviewer	Where the aid is used to help the interviewer remember or retain knowledge about the events
		Provide coherence/organisation	Where the aid is used to help organise/create a comprehensive and coherent account from the child
		Aid in ongoing investigation	Where the respondent has explicitly mentioned the aid was used to help Police in their ongoing investigation (i.e. finding a weapon) or for the court process
		Elicit Information	Asking the child for information about an event/object etc. that the child has not mentioned yet
For each aid used	Purpose of the aid		
Using aids together and contact with others	- Types of information gathered	Where <ul style="list-style-type: none"> Place Person 	Any reference to the layout or design of a room/house/park etc., or a route taken by the child Where the interviewer is asking the child to indicate where they were touched/hit/or show where a specific person was or body part is
		When <ul style="list-style-type: none"> Event 	Where the interviewer is requesting information on when specific events have occurred

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Purpose of the aid	When	
	- Types of information gathered (continued)	<ul style="list-style-type: none"> • Age of child 	Where the interviewer is trying to determine how old the child was at specific times/for specific offences or events
		What	
		<ul style="list-style-type: none"> • What happened 	
		<ul style="list-style-type: none"> • Sensory information 	Getting the child to describe what they saw, smelt, tasted, heard, and/or touched
		<ul style="list-style-type: none"> • Object descriptions 	Where the child is asked to describe an object (potentially used within the event/incident)
		How	
		<ul style="list-style-type: none"> • Body Positioning 	Any reference to where bodies were or how bodies were, and explicit mention of body positioning
		Who	
		<ul style="list-style-type: none"> • People 	Where the child is asked about describing or identifying specific people in their lives or at the event
For each aid used	Explicit opinion on aid	Aid is helpful/effective	When the respondent states the aid is effective or helpful for a specific reason
		Aid is unhelpful/ineffective/has challenges	When the respondent states the aid ineffective for a specific reason or where the respondent states their opinion on the difficulties of using the aid

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Explicit opinion on aid (<i>continued</i>)	Aid opinion is mixed	When the respondent states the aid was both helpful and unhelpful for different reasons
For each aid used Knowledge of SCWI model and research	Types of questions asked when using an aid	Invitation/ Cued-Invitation questions	Questions or statements that prompted free-recall responses (invitation) or that utilized specific words disclosed by the child as cues (cued).
		Direct questions	Anything where the interviewer is narrowing the child's focus to a particular detail of the alleged incident. Mostly wh- questions (who, what, when, where, how).
		Closed questions	Where the interviewer explicitly says they used closed questions or their examples are providing option posing prompts
For each aid used Knowledge of SCWI model and research	What strategies/steps interviewers take when using an aid	Consider child's age	Where the interviewer dictates that their aid use/method of using the aid is influenced by the child's age, or the child's age is considered
		Consider child's ability	This is where the interviewer states they are considering the child's abilities in whether they will be able to understand and/or competently use the aid they are giving to them
		Consider questioning type	Where the interviewer notes their concern or their realisation that the aid changes their questioning type or that they need to be aware of the questions they are using with the aid

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	What strategies/steps interviewers take when using an aid (continued)	Aid removed after use Aid is explained first Aid is constructed with general tools The child narrated alongside the aid Aid is given to the child in a certain manner Child understand rules/process of the interview	Interviewer uses pen, paper crayons etc. rather than specialized tools created for the aid Where they are instructed to narrate or describe what they are doing with the aid In a non-leading way whether the child knows why they are there etc., that they understand ground rules
For each aid used	How aids are accessed	For "Other" response category <ul style="list-style-type: none"> • Take own aids with them • Aids are not currently available • Aids are retrieved during the interview 	
For each aid used	Types of allegations the aid is used for	For "Other" response category <ul style="list-style-type: none"> • Abduction • Murder • Vehicle Crash • Multiple locations • Multiple offenders 	

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Types of allegations the aid is used for (<i>continued</i>)	For "Other" response category (cont.) <ul style="list-style-type: none"> • Multiple offences • When a stranger is the offender • When the location is novel to the child 	
For each aid used Knowledge of SCWI model and research	When should aids should be used	For "Other" response category <ul style="list-style-type: none"> • Prior to monitors break • After verbal questioning has been exhausted • Whenever the interviewer identifies a need for it • They are used as a last resort • Interviewer is requested to use the aid by someone else • Aid is used after the interview • Child asks for the aid 	
Using aids together and contact with others	What aids the interviewer has used together	For "Other" response category <ul style="list-style-type: none"> • Drawing 	
		Material relevant to the event	Child asked to draw a picture relating to event/s
		Material irrelevant to the event	Child asked to draw a picture unrelated to interview topics

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	What aids the interviewer has used together (<i>continued</i>)	For "Other" response category (cont.) <ul style="list-style-type: none"> Drawing Given drawing of event evidence Photos General Scene Offender 	
Using aids together and contact with others	Type of feedback received by interviewers	Positive <ul style="list-style-type: none"> General Aid increased child's concentration Helped court case/process Aid increased clarity Aid was introduced/handled well Negative <ul style="list-style-type: none"> Aid was unnecessary Aid was distracting Aid information could not be used in court case Aid affected question type General <ul style="list-style-type: none"> General discussion Whether to implement an aid When to implement an aid 	

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Type of feedback received by interviewers <i>(continued)</i>	General <ul style="list-style-type: none"> • Discussion about the question type used • Discussion on the effectiveness of the aid 	
Knowledge on SCWI Model and research	Guidance given by the SCWI Model	<p>Ten points from the model</p> <ol style="list-style-type: none"> 1. Use sketchplans 2. Use body diagrams 3. Use timelines 4. (Use these aids) if appropriate 5. Use before the monitors break 6. Introduce aids as late as possible 7. Be aware of questions you use 8. Use invitations/open questions 9. Spiral questioning following any direct or leading questions <p>Other responses</p> <ul style="list-style-type: none"> • There is no guidance • Do not use aids • Don't know • States opinion on model <ul style="list-style-type: none"> Model is unhelpful/bad Model is helpful/good 	i.e. may lead you to use direct questions

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Guidance given by the SCWI Model (continued)	<ul style="list-style-type: none"> States opinion on aids <ul style="list-style-type: none"> Aid is unhelpful/bad Aid is helpful/good Gives information on method of use <ul style="list-style-type: none"> Get child to narrate Sign and date the aid Use aid sparingly Present the aid in a non-leading way 	
Knowledge of SCWI model and research	Research conclusions about aids	Decreases accuracy of report Not recommended Aids are risky There are mixed messages Can lead to direct/closed questions Increases errors May increase information reported (on an event/action previously stated by the child) May elicit new information Don't use with young children	

Table 4 (continued)

Coding Manual/s	Topic	Coding Options	Coding Options Description
	Research conclusions about aids (continued)	<p>Do not increase significant amount of information/substance to interview</p> <p>Use verbal questioning (till exhausted) before using an aid</p> <p>Don't know</p> <p>Use aids as a last resort</p> <p>Aids are generally helpful</p>	
Knowledge of SCWI Model and research	Research relevancy for interviewer practice	<p>Yes</p> <ul style="list-style-type: none"> • It has impacted on how I use aids • It improves interviewer practice • It is necessary to keep practice/models updated <p>No</p> <ul style="list-style-type: none"> • Aids are helpful <p>Don't know</p>	
Knowledge of SCWI Model and research	Whether research findings reflect interviewer experience	<p>Limitations in identifying aids real-world effectiveness</p> <p>Aids help verbal report of the child</p> <p>Research reflects practice</p> <p>Aids help with the interview process</p>	<p>In real life, cannot conclude whether aids are effective or have elicited inaccurate information etc. unlike in research</p> <p>Research conclusions are evident in what interviewers have seen in practice</p> <p>Improve interview flow/ease etc.</p>

were recorded and submitted to Qualtrics as incomplete. Thus the remaining 31 surveys were included in the final analysis.

To make the data more manageable prior to analysis, we collapsed several variables. To help analyse the purposes of visual aids, the variables 'provide coherence/organisation of event/s' and 'help a child's limited verbal ability' were collapsed to form 'support the child's ability to communicate'. The variables 'gain rapport with the child', 'focus the child on the interview topic', 'minimise shyness', 'minimise embarrassment' and 'put the child at ease', were collapsed to form 'support the child's participation in the interview'. The variables 'aid is used as a memory tool for the interviewer' and 'gain information for ongoing investigation/court process', were collapsed to form 'support investigation needs'.

Interviewers' responses about what feedback they had received on their aid use were originally coded for the topic of the feedback and whether the feedback was positive, negative or general. To create three overarching categories, all the different topics were collapsed to form positive, negative and general feedback variables.

Other variables were also summed. To identify the frequency of interviewers who were currently using each aid, the responses [I use this aid] 'occasionally' and 'most of the time' were summed to form 'I currently use [this aid]' for each of the six aids. To assess the ages of the children interviewers used aids with we formed two categories; younger and older children. We summed interviewers responses, for each aid, that identified they used the aid with children from ages zero to ten to create the 'younger children category', and summed responses eleven years old and above to create the 'older children' category.

Results

All New Zealand Specialist Child Witness Interviewers were invited to complete our questionnaire. This survey addressed five different aspects of interviewer practice with visual aids. Each of these aspects will be discussed in turn. For each section we examined the

quantitative and qualitative data; looking at the frequencies of different components of visual aid practice that interviewers endorsed and themes that we extracted from their free text responses. To analyse the data we used a combination of chi square and Fishers exact tests (when expected cell frequencies were too low) and other non-parametric tests, to determine differences in frequencies and the predominance of various responses.

What Visual Aids do Interviewers Use, How Often and With Whom?

We asked interviewers how often and with whom they were using the six visual aids that we suspected were commonly used in practice; non-anatomically detailed (non-AD) dolls, body diagrams, drawings, sketchplans, timelines and maps. We also asked them to describe any other visual aids they used in practice.

Table 5 shows how frequently interviewers reported using each visual aid from 'I have never used this aid', 'I use the aid currently (occasionally or most of the time)', and 'I used to use this aid'. The majority of interviewers reported using sketchplans (93.6%) in their practice at the time of assessment, with over half using timelines (64.5%) and drawings (61.3%), around half using body diagrams (51.6%), and a smaller, yet still substantial, number of interviewers were using non-AD dolls (36%) and maps (22.6%).

We examined whether there were differences in the ages of children that interviewers used visual aids with, based on answers provided in free text responses. A Wilcoxon signed-rank test was conducted to determine if the six visual aids, considered together, were more likely to be used with younger (ten years old or less) ($Mdn = 13.00$) or older children (above ten years of age) ($Mdn = 12.50$). No significant difference was found, $T = 10$, $p = .917$, $r = -.03$. Table 5 shows that each individual aid was used with both younger and older children. Interviewers reported using some of the aids more frequently with younger children (non-AD dolls, body diagrams, drawings), whereas other aids were reportedly used more often with older children (sketchplans, timelines, maps).

Table 5

Interviewers' Use of Visual Aids with Younger and Older Children

Visual Aid	Interviewers' use of the aid (%)			Age of child	
	Never	Currently use	Used to	Younger	Older
Non-AD Doll	61.3	36.0	0	100.0	66.7
Body Diagram	38.7	51.6	9.7	73.7	26.3
Drawing	35.5	61.3	3.2	95.0	85.0
Sketchplan	0	93.6	6.5	80.6	100.0
Timeline	35.5	64.5	0	50.0	85.0
Map	77.4	22.6	0	71.4	85.7

Why are Interviewers Using Visual Aids and When are they using them in the Interview?

We asked interviewers why they used aids when talking to children. We combined the scores from those purposes that interviewers' endorsed in the survey questions, for each aid, and themes identified in their free text responses. Six overarching functions of using visual aids were identified (see Table 6): prompting a child to elicit new information; clarifying something the child had already said; supporting the child's ability to communicate (to provide coherence or organisation of event/s, or to mitigate a child's limited verbal ability); supporting the child's participation in the interview (gain rapport with the child, focus the child on the interview topic, minimise shyness, embarrassment, or to put the child at ease); support investigation needs (as a memory tool for the interviewer, gaining specific information to help police search for evidence or to help in future court hearings), and for play.

Functions of aids. Wilcoxon signed-rank tests were conducted to identify the key functions across all of the visual aids (see Table 7). Visual aids were significantly more likely to be used to clarify a child's previous statement than for all other functions. Supporting a child's communication was the second most endorsed function for all visual aids, and eliciting information was the third.

When we looked at the individual aids separately we did not conduct formal statistics due to an uneven distribution and low cell frequencies. However, looking at the frequencies in Table 6 we found that the majority of the aids followed the same pattern of endorsing certain functions as when we collapsed across all aids. Interviewers that reported using non-AD dolls, body diagrams, sketchplans, timelines and/or maps most frequently endorsed using these aids to clarify information, followed by supporting a child's ability to communicate in

Table 6

Purposes for Using each Visual Aid as Reported by Interviewers (in percentages)

Purposes	Non-AD Dolls (n =12)	Body Diagrams (n = 19)	Drawings (n = 20)	Sketchplans (n = 31)	Timelines (n = 20)	Maps (n = 7)
Elicit	33.4	21.1	55	80.6	55	28.6
Clarify	83.3	94.7	90	96.8	100	100
Communication	83.3	57.9	65	83.9	95	28.6
Participation	—	10.5	60	45.2	40	—
Investigation Needs	8.3	—	5	19.4	20	14.3
Play	—	—	10	—	—	—

Note. Cells with a dash indicate that the purpose was not reported by interviewers for that aid.

Table 7

Comparisons between the Functions of Visual aids

Purpose	Test Statistic	<i>Mdn</i>
Clarify vs.		18.00
Elicit	$T = 21, p = .027, r = .64$	7.50
Communication	$T = 15, p = 0.042, r = .59$	12.00
Participation	$T = 21, p = .027, r = .59$	5.00
Investigation Needs	$T = 21, p = .028, r = 0.64$	1.00
Play	$T = 21, p = 0.028, r = 0.64$	.00
Elicit vs.		
Communication	$T = 15, p = .043, r = .58^a$	
Participation	$T = 20, p = .046, r = 0.58$	
Investigation Needs	$T = 21, p = .028, r = .64$	
Play	$T = 21, p = .027, r = .64$	
Communication vs.		
Participation	$T = 21, p = .028, r = .64$	
Investigation Needs	$T = 21, p = .028, r = .64$	
Play	$T = 21, p = .027, r = .64$	
Participation vs.		
Investigation	$T = 3, p = .114, r = -.46$	
Play	$T = .00, p = .068, r = -.527$	

Note. Test statistics highlighted in bold are significant

^aThis test statistic has a negative significant difference; interviewers endorsed using aids for communication significantly more than for eliciting information

the interview, and eliciting new information. Interviewers who reported using drawings with children also most frequently endorsed using the aid for clarification followed by supporting a child's communication. Slightly more interviewers endorsed using drawing to support a child's participation than to elicit information, however.

Types of information obtained from each aid. We also examined the types of information the interviewers were trying to obtain from child witnesses with the different visual aids, by analysing free text responses across the survey. As depicted in Table 8, the types of information were coded into nine themes; where the events took place (including the layout of a room, home or route), identifying the location/s of contact on the child's body or where a certain body part or person was, event sequencing (when events took place), age of the child (what age the child was when certain events occurred), what happened during the event, sensory information (what could the child see, hear, smell, touch or taste), object descriptions (what items, involved in the event/s, looked like), how people's bodies were positioned in the event/s, and identifying who was involved in the event/s.

The majority of interviewers, who identified using an aid, also stated the types of information they tried to obtain when using the aid. We examined how frequently interviewers endorsed using each visual aid to elicit the nine themes of information (see Table 8). The majority of those interviewers who reported using dolls stated they wanted to gain information about body positioning, with less interviewers using the aid to gain information about what happened in the event and the location/s of contact, body part or person. Interviewers using body diagrams reported using the aid frequently for location information regarding contact, body parts or person, but no other type of information was reported. For drawings a number of interviewers used the aid to elicit several types of information including where the event/s took place, location information about the body or other person/s, what happened during the event, descriptions about objects used, body

Table 8

Types of Information Gathered from each Visual Aid (in percentages)

Aid Type (N)	Where Place	Location on Person	Event Sequencing	Age of child	What happened	Sensory	Object Description	Body Positioning	Who
Non-AD Dolls (12)	–	8.3	–	–	25.0	–	–	66.6	–
Body Diagrams (19)	–	89.5	–	–	–	–	–	–	–
Drawings (20)	25	15	–	–	15	–	35	10	5
Sketchplans (31)	74.2	3.2	6.5	–	22.6	3.2	–	–	3.2
Timelines (20)	20	–	75	10	25	–	–	–	5
Maps (7)	71.4	–	–	–	14.3	14.3	–	–	–

Note. Cells with a dash indicate that the type of information was not reported by interviewers for that aid.

positions and who was involved in the event (range 5 – 35%). Sketchplans were frequently used to gather information about where the event/s took place, with less interviewers endorsing using the aid to find out what had happened, the sequence of events, location of bodily contact, body parts or person/s, sensory information and who was involved in the event, respectively. The majority of interviewers using timelines reported they also used this aid to identify the sequence of events, with smaller numbers of interviewers endorsing using the aid to understand what happened, where the event/s occurred, the age of the child at the time of the event/s and who was involved. Maps were frequently used to gather information about where the event/s occurred, with less interviewers reporting using the aid to understand what happened and gather sensory information.

When are aids being used in an interview? Using a chi square goodness-of-fit test we compared when interviewers believed they should introduce any visual aid at particular time points in the interview. Looking across all visual aids, a significant difference was found, $X^2(4, N = 31) = 51.4, p < .001$. Interviewers reported that they were more likely to introduce an aid as late as possible in an interview (71%), than after a break (3.2%), at any stage in the interview (9.7%), or that they should never be used (3.2%). Some interviewers also indicated an 'other' response for when aids should be used (12.9%).

Content analysis of free text responses from this 'other' category and responses across the survey indicated interviewers' decisions about when to introduce an aid were influenced by involvement from other individuals and the verbal report of the child. Some examples of the kinds of explanations interviewers offered for when they would use an aid are presented below.

- An aid is introduced after verbal questioning about a subject had been exhausted:

“Would exhaust verbal cues first [before using a non-AD doll].”

- At any time in the interview that the interviewer identified a need for the aid:

“I am reluctant to use the dolls and only use them when ... [I] think it will be useful.”

(Non-AD Dolls)

“When interviewee is gesturing with hands where actions have occurred in a scene, I get them to draw it.” (Sketchplan)

- When the child asked for the aid:

“It is rare that I ask children to draw; more often than not, they say to me "shall I draw it?"; and most times I will say yes.” (Drawing)

- When the interviewer is asked to use an aid by someone else:

“The Police monitor will have a map they have printed out prior to the interview to be used during the interview - discussed prior to interview and introduced following a monitors break if required.”

“Police officers would ask for one during most interviews.” (Sketchplans)

- And that the aid is used after the interview:

“Our Supervisor has spoken with [Child Protection Team] CPT Police about if the monitor wants a sketchplan that they do this following the interview off camera.”

“Police will have a map because they are unsure of the area the child is talking about ... if I feel the child may not have an understanding of it, or if I feel it is not relevant during the interview, I will ask police to talk with [the child] further about it after the interview, and to use the map then.”

What Strategies does the Interviewer use when using a Visual Aid?

We examined interviewers' free text responses across the survey and identified that many reported taking certain steps when choosing to use a visual aid and/or in how they used an aid in an interview. Table 9 depicts the different strategies and steps interviewers take when using each visual aid. Responses illustrating each of the steps are described below.

Considering the age of the child. The majority of interviewers using each of the visual aids reported taking the child's age into account when deciding to use an aid in the interview.

"Works much better with other children 12 - 13 and over. I have previously tried it with younger children (7) but it is not helpful for them." (Maps)

"Does not work with very young children so [the age range I would typically use this aid with] would be possibly between the ages of 6-8." (Non-AD Dolls)

Considering the child's cognitive ability. All of those interviewers using maps and a majority of those using dolls and body diagrams, reported considering the child's cognitive capabilities when choosing to introduce an aid. This was less frequently reported when interviewers opted to use drawings, sketchplans or timelines.

"I wouldn't use it with a child who is too young as they may not understand the concept of a time line and this weakens their account." (Timeline)

"[Who they use Non AD Dolls with] Sometimes older children who have learning difficulties."

The aid is removed immediately after use. A minority of interviewers who used dolls, body diagrams, drawings and timelines identified they would remove the aid after it was used.

"[Non-AD Dolls] are taken away as soon as they have fulfilled or not fulfilled their purpose."

The aid is explained to the child first. Around half of those who used dolls and maps, and smaller frequencies for the remaining aids, reported explaining the aid.

"I introduce the concept of a timeline. Use phrases like "At the top of this line is the very first time anything happened with Dad and at the bottom is the last time"."

“Think about the house, and imagine that the roof has been taken off and you are looking down (birds eye view), draw me a picture of the house...” (Sketchplan)

The child is instructed to narrate what they are doing with the aid. Around half of the interviewers who used sketchplans and around a third of interviewers using dolls and maps asked the child to narrate as they use the aid.

“[Directed at child] You will need to explain what you are drawing as you go because the monitor cannot see what you are drawing.” (Sketchplan)

“While they are drawing, I will usually say, while you are drawing, it would be helpful for you to explain everything you are drawing, so I understand.” (Drawing)

The aid is presented to the child in a non-leading manner. Nearly half of those who used dolls and 16% of those using body diagrams identified presenting the aid to the child in a non-leading way, to prevent the child from choosing or using the aid in a certain way.

“This boy has a front side and a back side (show each side of the paper)... I make sure to hand the paper to the child side-ways so neither the front or back is facing them.”
(Body Diagram)

“pick a doll that is you and one that is [the offender].” (Non-AD Dolls)

The interviewer has checked the child understands, or has reminded the child of the rules and/or process of the interview. A minority of interviewers using maps, body diagrams and sketchplans also reminded the child of the rules of the interview.

“Tell me if i get anything wrong.” (Timelines)

“May reiterate ground rules of don't know / can remember.” (Maps)

Does considering the child's age or ability affect who the interviewer uses a visual aid with? Using chi square or Fisher exact tests (depending on the expected cell counts) we examined whether interviewers choosing to consider the child's age or cognitive

Table 9

Strategies Used by Interviewers When Using a Visual Aid (in percentages)

Strategies	Non-AD Dolls (n = 12)	Body Diagrams (n = 19)	Drawings (n = 20)	Sketchplans (n = 31)	Timelines (n = 20)	Maps (n = 7)
Consider Age	92	89	90	87	85	100
Consider ability	59	63	25	23	10	100
Aid is removed	8	5	5	–	10	–
Aid is explained	50	21	15	19	5	43
Child narrates	–	–	35	52	10	29
Non-leading presentation	41	16	–	–	–	–
Understands rules	–	5	–	–	5	14
Question Type						
Invitation	42	21	60	81	55	57
Direct	67	95	35	52	70	86
Closed	–	–	–	3	10	14

Note. Cells with a dash indicate that the step was not reported by interviewers for that aid.

Table 10

Impact of Considering the Child's Age or Cognitive Ability on Who Interviewers Used Visual Aids With

Visual Aid	Consider Age	Consider Ability
Non-AD Dolls		
Younger Children	$p < .001$	$p < .001$
Older Children	$p = .001$	$p = .053$
Body Diagram		
Younger Children	$X^2 = 23.450, p < .001$	$X^2 = 10.722, p = .002$
Older Children	$p = .048$	$p = .350$
Drawings		
Younger Children	$X^2 = 19.886, p < .001$	$p = .128$
Older Children	$X^2 = 14.072, p < .001$	$p = .344$
Sketchplans		
Younger Children	$p = .561$	$p = .596$
Older Children	NC	NC
Timelines		
Younger Children	$p < .001$	$p = 1.00$
Older Children	$X^2 = 31, p < .001$	$p = .488$
Maps		
Younger Children	$p < .001$	$p = 1.00$
Older Children	$p < .001$	$p = .194$

Note. NC = Not Computed. Tests were not computed for these variables as interviewers who used

sketchplans with older children were constant; all interviewers used the aid with older children. Chi Square and Fisher Exact Tests in bold are significant

ability when using an aid, had any impact on whether they used the aid with younger or older children. As depicted in Table 10, we found that the majority of interviewers who reported considering the child's age when using a visual aid were significantly more likely to use the aid with both younger and older children than those who did not consider age (seen for non-AD dolls, body diagrams, drawings, timelines and maps). Interviewers who used sketchplans, however, were the exception to this trend. No significant associations were found between who the interviewer used sketchplans with, and whether or not they considered the child's age.

In contrast, for most aids we found no significant differences between interviewers who considered the cognitive ability of the child and the age of the child they used the visual aid with (seen for drawings, sketchplans, timelines and maps). However, for interviewers that considered the child's ability when using non-AD dolls and body diagrams; they were more likely to use the aid with younger children. No significant differences were seen for older children.

Questioning strategies used with aids. We asked the interviewers to describe the types of questions they used with the different aids. Interviewers either described examples of questions they used or identified the different question types that could arise in the interview, as described below:

- Invitational and cued invitation questions (these questions prompt recall-based responses and do not dictate the type of information the child should focus on. Cued invitations ask children to elaborate on a previously reported detail) (Brown, et al., 2013);

“Tell me all about your picture?” (Drawing)

"Is there anything else you can remember about the touching?" (Dolls)

“Help me understand where everything happened [point to a part] tell me about this bit.” (Sketchplan)

- Direct questions (open ended prompts that narrow a child’s focus on particular types of details) (Brown, et al., 2013);

“Which is the first time you can remember and when was that?” (Timelines)

- Closed questions (option-posing or yes/no prompts) (Brown, et al., 2013);

“Can create use of more closed questions when initially drawing the timeline.”

“I rarely use [sketchplans] now unless initiated by the child due to the amount of closed questions that arise.”

Wilcoxon signed-rank tests were conducted to analyse whether significantly more interviewers used one question type over the other. No significant differences were found between the number of interviewers reporting that they typically used invitational ($Mdn = 8.00$) and direct questions ($Mdn = 11.00$), $T = 12$, $p = .752$, $r = .09$. However, the use of invitation questions, $T = 21$, $p = .028$, $r = .64$, and direct questions, $T = 21$, $p = .028$, $r = .64$, was significantly higher than their use of closed questions ($Mdn = .50$).

Other Visual Aids Used by Interviewers.

Few interviewers reported using aids other than the six specified in the survey. Ten interviewers reported six further types of aids which included photos, comfort tools, a laptop, pictures, charts and lists, and concrete objects.

Photographs. Four interviewers described using photographs of the scene of the offence/s and/or the possible perpetrator/s of the crimes. Photographs of a scene were used to elicit new information and clarify information regarding the scene. Two interviewers reported using photos of possible perpetrators to elicit new information to identify who was involved in the event in question. Photos were used with children both younger and older than ten, and interviewers were often asked to use the photographs by someone else.

Comfort tools. Three interviewers described using comfort tools within the interview including play dough/clay or a kushball. These tools were used as a means of supporting the child's participation; to put the child at ease and gain rapport. One interviewer identified that it also helped relax themselves in the interview as well. The comfort tools were used with all ages of child witnesses.

Laptop. One interviewer reported that they used a laptop within interviews as a way to support the child's communication. The laptop was used when a child presented with limited verbal communication skills and instead of verbalising their accounts, would type their responses.

Pictures. Two interviewers reported using pictures. One used pictures for children to colour in to support the children's participation by establishing rapport and putting the children at ease. This was used with children younger than ten years. One reported using a picture of a specific object, to elicit information and support the child's participation. Specifically the interviewer identified using a picture of a house as part of an exploratory interview, and as a way to focus the child on the interview topic. This aid was specifically used with children younger than ten.

Charts and lists. One interviewer identified using charts and lists within their interviews. This involved either listing or charting offenders, their offences and victims, to clarify what the child had said and as a memory tool for the interviewer. The charts and lists were identified as being used with both younger and older children.

Concrete objects. One interviewer identified using concrete objects within their interviews that related to the context of the crime. These objects included a life-sized baby doll and toy cars. The interviewer identified using the doll to support a child's recall as a witness to a perpetrator shaking a baby. The doll was used to elicit new information, clarify something the child had already said and to support the child's communication. The

interviewer reported getting the child to use the doll as a prop to imitate what the child had witnessed in the event. The interviewer reported using the toy cars in a similar matter, to clarify and elicit information from a child who was a witness to a fatal car crash. Again, the aid was used as a prop to imitate the event in question. Both concrete objects were used with children younger and older than ten years of age.

Interviewers' Knowledge of Research Evaluating Visual Aids, and its Relevance to Interviewers' own Experiences and Practice.

We examined the descriptive statistics and frequencies of coded themes to identify how many research conclusions, about visual aids, the interviewers could remember. The mean number of conclusions recalled was 1.26 (SD = 1.48), with 41.9% of interviewers (n = 13) stating they did not know what research suggested about using visual aids. As seen in Table 11, the most common conclusions from literature that interviewers did report were that using aids could lead to direct or closed questions, using visual aids may not lead to a significant increase of information, visual aids should not be used with younger children and aids are generally not recommended or useful.

Differences in knowledge of the research across interviewers' characteristics.

Using chi square and Fisher exact tests, we examined whether interviewers' knowledge of the visual aid literature differed across different demographic and interviewer characteristics. Significant differences were found across professional disciplines, with those employed by Child Youth and Family significantly more likely to recall at least one conclusion from research than those employed by New Zealand Police ($X^2 = 5.743, p = .029$).

No significant differences were found for any other characteristics analysed. This included when the interviewer was initially trained ($X^2 = 1.304, p = .294$), when they had received their latest refresher training ($p = 1.00$), whether they received individual supervision ($X^2 = .523, p = .470$), and how often this supervision was ($p = .665$), how long

Table 11

Frequency of Interviewers Recalling Conclusions from Literature on Visual Aids

Conclusion about aids	Frequency %	N
Leads to direct or closed questions	25.8	8
No increase in information	22.6	7
Do not use with young children	12.9	4
Not recommended/useful	12.9	4
Too risky to use	9.7	3
They are last resort	9.7	3
Decreases report accuracy	6.5	2
Research gives mixed messages	6.5	2
Exhaust verbal cues first	6.5	2
Increases information on disclosed event	6.5	2
Elicits new information	6.5	2

they had been working as a SCWI ($p = .667$), how long they had been using aids for ($p = 1.00$), whether they received any feedback about their use of aids ($p = 1.00$) and whether this feedback was positive ($X^2 = .267, p = .722$), negative ($p = .228$) or general ($p = .667$), how often they conducted interviews per month ($p = 1.00$), and whether they worked full-time or part time ($X^2 = .267, p = .722$).

Does knowledge of research predict adherence to its recommendations? Chi square and Fisher exact tests were conducted to identify whether interviewers that were aware of conclusions from the literature were adhering to these recommendations. We examined whether interviewers who remembered at least one negative conclusion about visual aids, would use less aids than those who did not recall a negative conclusion. These negative conclusions included that aids can decrease the accuracy of a report, they are not recommended or useful, and that aids do not increase the amount of information children report. No significant differences were found, $X^2 = .313, p = .722$. No significant associations were found for interviewers who identified that research had mixed conclusions about aids ($p = 1.00$), that you should exhaust verbal questioning before using aids ($p = 1.00$), or use aids as a last resort ($p = .226$), and the number of aids they used relative to those who did not recall those details.

We also examined whether there were differences between those interviewers who did recall that using visual aids can lead to direct or closed questions, and the question types they reported using across aids. No significant differences were found for their use of invitation questions ($p = .335$), direct questions ($p = .456$) or closed questions ($p = 1.00$). We looked at whether those who could recall this conclusion, would report using direct or closed questions with a lower number of aids (less than four aids), or would use invitation questions with a greater number of aids (four aids or more). No significant associations were found (direct questions, $p = .268$; invitation questions, $p = 1.00$; statistics regarding closed

questions could not be computed as these questions were only reported for less than four aids by interviewers.)

Similarly, across all aids, no significant associations were found between interviewers who recalled that research advised not to use aids with young children, and whether or not they reported using an aid with younger children ($p = 1.00$). No statistics could be computed in regards to older children, as all interviewers reported using at least one aid with this age group. We also looked at whether the interviewers who recalled this point would use less aids with young children, than those interviewers who did not remember the age recommendation. However no significant associations were found ($p = 1.00$).

Interviewers who recalled that some research states using aids can increase information about an event that the child has previously disclosed, were not significantly more likely to use a greater number of aids for clarifying information than those interviewers who did not recall that detail ($p = 1.00$). Interviewers who recalled that some research stated visual aids could elicit new information from a child, were also not significantly more likely to use a greater number of aids for eliciting information, than those who did not recall that detail ($p = 1.00$).

Is the existing literature considered relevant to interviewers' practice? A modest majority of interviewers 61.3% (n=19) stated that the existing research was relevant for their practice:

“...have minimised my use [of aids due to research studies]”

“It is useful to have an understanding of [research] and particularly to understand the benefits and also what is not helpful as a guide to using them or not during interviews.”

“As research is showing that introducing tools / aids generates a lot of closed questions interviewers are choosing to use them less and less.”

A substantial minority, however, were either unsure (29%, $n = 9$) of how relevant the research is for their practice, or believed it was not relevant at all (9.7%, $n = 3$). We examined whether differences in interviewers' beliefs about the relevancy of the research was associated with knowledge of it. Interviewers who could recall at least one conclusion from research were significantly more likely to also view research as being relevant to their practice $X^2 = 13.78, p < .001$.

Are the conclusions from research consistent with interviewers' own experiences with visual aids? Interviewers most commonly indicated that they were not sure if the research findings were consistent with their own experiences of using visual aids (45.2%, $n = 14$). Around 40% of the interviewers reported that the research conclusions reflected (22.6%) or partially reflected (19.4%) their practice. The remaining 12.9% of interviewers indicated that the research conclusions did not reflect their own experience with visual aids.

Fisher exact tests were conducted to compare the frequencies between interviewers' beliefs about whether research reflected their experience with visual aids and those who could recall at least one conclusion from research. Significant interactions were found where those interviewers who could recall at least one research conclusion were more likely to identify that research did reflect their experience ($p = .013$.) or that research partially reflected their experiences ($p = .028$).

Interviewers' comments about the consistency between research conclusions and their own experiences reflected several themes, as outlined below:

- ***Real-world limitations of identifying aids' effectiveness.*** One interviewer commented that, unlike in research, interviewers can never truly know if the aid is effective and non-harmful:

"It is hard to know, as we are only part of the process, we interview the child and do not find out any further information about how useful or factual the information was."

- ***Visual aids help elicit information.*** Interviewers also indicated that unlike many research conclusions, they believed visual aids were helpful in gaining the verbal account from the child.

“I do find them helpful in clarifying any points of confusion. They (esp. body diagrams) can also assist with a child/young person who is too embarrassed to talk about genitals etc - especially in sexual assault cases.”

“Some kids respond well to sketchplans and can easily talk through the incident in a logical and clear manner when using a sketch.”

“I think aids need to be used ... only to assist verbal communication.”

- ***Convergence between research and practice experience.*** Other interviewers indicated that they agreed with the research findings and that the conclusions regarding visual aids were evident in their own experience.

“I try not to use visual aids as my questioning style becomes more direct.”

“Yes. I agree that use should be very limited and only in certain circumstances and generally with the older children. Verbals need to be exhausted before the tool is introduced to clarify any particular point.”

Interviewers' knowledge of the New Zealand Specialist Child Witness Interview

Model's guidelines about using aids.

The SCWI model, as the protocol New Zealand SCWI are expected to adhere to, outlines specific guidance relating to the use of visual aids. The model gives three examples of visual aids that can be used in the interview, if appropriate; sketchplans, body diagrams and timelines. It also states that aids should be introduced as late in the interview as possible, that interviewers must be aware of the questions used alongside aids, and for interviewers to “adopt the same principals as verbal interviewing (using invitations where possible and a spiral questioning approach to immediately follow any direct or option posing questions)”

(NZ Police & CYF, 2015, p .5). Interviewers were asked to recall what guidance the SCWI model provides about using visual aids. The author and reliability coder identified ten points of guidance that could be recalled by the interviewers. We found the maximum number of correct details interviewers remembered was seven, with 48.4% of interviewers recalling between four and seven details, 45.2% recalling one to three details, and the remaining 6.5% of interviewers not recalling any details.

Differences in knowledge of the model across interviewers' characteristics. We examined whether interviewers' knowledge of the SCWI Model differed across different demographic and interviewer characteristics. No significant differences were found for any characteristics analysed. This included the interviewers' professional discipline ($p = 1.00$), when the interviewer was initially trained ($p = 1.00$), when they had received their latest refresher training ($p = .503$), whether they received individual supervision ($p = 1.00$) and how often this supervision occurred every six months ($p = 1.00$), how long they had been working as a SCWI ($p = 1.00$), how long they had been using aids for ($p = .527$), whether they received any feedback about their use of aids ($p = 1.00$) and whether this feedback was positive ($p = .484$), negative ($p = 1.00$) or general ($p = 1.00$), how often they conduct interviews per month ($p = .245$), and whether they worked full-time or part time ($p = .484$).

Does knowledge of the model predict adherence to its guidelines? Chi square and Fisher exact tests were conducted to identify whether interviewers that were aware of the SCWI model guidelines were adhering to these recommendations. We examined whether interviewers who recalled that the model gives examples of the visual aids that can be used (sketchplans, body diagrams and timelines), were more or less likely to use these aids or other aids (non-AD dolls, drawings or maps). No significant associations were found between the use of these three aids and recalling each of them individually (sketchplans, $p = 1.00$; timelines, $p = .262$; body diagrams, $X^2 = .784$, $p = .479$). Additionally, no significant

associations were found between interviewers who recalled all three of the aids and either reported using all three of them ($p = .105$), or reported using the other aids (Non-AD dolls, $p = 1.00$; Drawings, $p = .240$; Maps, $p = 1.00$).

When asked to identify when visual aids should be introduced in an interview, those interviewers who recalled that the model advises using aids as late in the interview as possible were more likely to state that aids should be used as late as possible, $p = .030$, than at any other time.

Interviewers who identified that they should be aware of the questions they use alongside visual aids were less likely to use invitation questions with visual aids than those who did not recall that guideline, $p = .005$. No significant differences were found for any other question types (direct questions; $p = 1.00$, or closed questions; $p = 1.00$).

No significant associations were found between whether interviewers could remember that invitational questions were recommended by the model, and their use of invitation ($p = .562$), direct ($p = .301$) or closed questions ($p = 1.00$), across all six aid types.

Within the survey, we asked questions about whether interviewers had used more than one visual aid at the same time, and, if indicated, why colleagues in their workplace did not use aids in the same way as the interviewer respondent did. Very small numbers of interviewers endorsed these questions and therefore they will not be discussed further.

Discussion

The purpose of the current study was to examine how and why interviewers use visual aids, with child witnesses, in forensic interviews. This study was also designed to identify interviewers' knowledge and perspectives about the conclusions and guidelines given by existing literature and local protocols. Below, our findings will be discussed, with particular focus on those with direct implications for practice and future research.

What Visual Aids do Interviewers use, how often and with whom?

We found a range of aids were reportedly being used by the interviewers; some were more frequently used with older children, and some used more frequently with younger children. When considering the use of all of these aids together, however, interviewers were equally as likely to use an aid with younger or older children.

Our results support our hypothesis that a variety of aids are frequently used by interviewers. Interviewers reported most frequently using sketchplans, followed by timelines, drawings and body diagrams, consistent with what Wolfman et al. (2016d) found when evaluating interviewing practice directly. Interviewers in their study were most frequently using sketchplans, followed by body diagrams, non-AD dolls and timelines. Our results did differ slightly in terms of the exact frequencies of aid use, and our participants' greater use of timelines and drawings. Taken together, these findings highlight a gap between what aids have been evaluated with research, and those that are being used in practice. Few studies have examined sketchplans and timelines (Jack et al., 2015; Gosse & Roberts, 2014; O'Connor et al., 2016). With such a limited evidence base there is little to inform interviewers about the effective practice with these aids. We also know sketchplans and timelines are frequently used with adult witnesses (Dando, Wilcock & Milne, 2009) and anecdotally we know many of the interviewers in our study interview both adults and children. Perhaps when interviewers have dual roles, they may generalise behaviour across the different interviewing contexts. We examined whether SCWI interviewers, who identified as also being adult interviewers, were more likely to use sketchplans and timelines, than those who were only child witness interviewers. However, we found no significant associations (sketchplans; $p = .456$, timelines; $p = 0.95$). As such the dual role theory is unlikely to account for the popularity of these aids. Instead, perhaps interviewers are frequently using these aids as they allow multiple pieces of information to be integrated and represented visually. Sketchplans and timelines are used to incorporate a lot of information together

compared to many of the other visual aids. For example, a sketchplan can detail the layout of an entire house and the people and objects that are within each room, whilst body diagrams are frequently used to identify the name of a singular body part. Encoding multiple pieces of information verbally, that make up an integrated whole, would be a significant memory load on interviewers. Research has found that gesturing, as a visual representational action, alongside a verbal description can help a listener encode spatial information (So, Shum & Wong, 2015). We also know, from our data, that sketchplans and timelines were used to help interviewers remember information in an interview and to increase the coherence or organisation of a child's account. Perhaps interviewers are frequently using these aids for two reasons; like gesture, the aids visually represent multiple pieces of information, making it (a) easier for the interviewer to understand, and remember, important forensic details, and (b) they help the child form their narrative into a coherent and organised account.

When we considered all aids together, interviewers were equally as likely to use an aid with a younger or older child. However, when we looked at each aid separately we found that interviewers were more likely to use different aids with different age groups. This finding supported our hypothesis that interviewers would have poor adherence to research recommendations. Non-AD dolls, body diagrams and drawings were reportedly used more with younger children, which is at odds with the recommendations from researchers to avoid their use with this group. In contrast, sketchplans, timelines and maps were reportedly used more often with older children, which does not represent evidence-based practice in two ways: (1) these types of aids have limited available evidence to support their use at all, and (2) there is scant research examining the use of (any) aids with older children. Future research needs to bridge the gap between literature and practice by evaluating the impact of a broader variety of aids on a child's account, when used with different age groups. At least in part, it appears that interviewers are tailoring their use of aids to the child's developmental level.

Why certain aids are used with younger children can be partially explained by considering what interviewers are thinking when they decide to use an aid. This will be discussed later in this section.

Why are Interviewers using Visual Aids and when are they using them in the Interview?

We hypothesised interviewers would show poor adherence to research and protocol guidelines, however, we found that interviewers inconsistently followed recommendations in terms of why and when aids are used.

As hypothesised, visual aids were used for a variety of purposes. However, there was a general trend for aids to be primarily used to clarify a child's statement, followed by supporting the child's ability to communicate their narrative and to elicit new information. Predominantly, research has focused on how visual aids impact a child's recall when using an aid to elicit new information, or to clarify a child's previous statement (Brown, 2011). It is generally recommended aids should not be used to elicit information, instead, it is tentatively suggested they should only be used for clarification. However, little research directly tests whether aids are effective at clarifying a child's previous statement. Studies have found using aids for clarification may not increase the amount of errors made, however they do not substantially improve the child's recall compared to a verbal interview (Brown, 2011; Salmon et al., 2012). Until further research is carried out, we cannot conclusively say, across all settings, that clarifying a child's previous statement will not compromise the accuracy of the child's account.

Correspondingly, there is little research to support the second most common function we found; helping the child communicate either by trying to improve the child's coherence or organisation of their narrative, or when the child was presenting with a limited verbal capacity. A coherent and organised account is key to ensure a listener can effectively

comprehend the event/s details (Powell, Feltis & Hughes-Scholes, 2011), and it can also affect the perceived credibility of the account (Klettke, Graesser & Powell, 2010). However, there are so far no studies that have addressed whether aids can effectively improve the coherence or organisation of a child's account.

Our study also identified that aids are frequently used to elicit information, which is not consistent with research recommendations. A large body of literature has found using an aid for elicitation can increase information reported by the child, however, the accuracy of this information is often compromised (Salmon et al., 2012). Therefore, using aids to elicit information poses a real risk. Any information a child provides can impact on the decisions made around their care and protection, or the prosecution of the suspected perpetrator. Inaccurate information could therefore seriously impact on the future circumstances of those involved; from a child remaining in an unsafe environment, to an individual being wrongly convicted.

Interviewers use aids for many reasons. It is important we study these purposes and their effects on the child's account. On one hand this means we identify whether aids are effective at improving, say, the coherence or organisation of the child's narrative. On the other hand, we also need to be certain an improvement in one aspect does not come at the cost of another. For example, research may find that aids are effective at improving coherence, yet when using aids for this reason the accuracy of a child's account decreases. To determine whether, when and how aids might support children to give a reliable testimony, research needs to identify the impact aids have on a broader range of dimensions of a child's account, than has been examined to date.

The majority of interviewers adhered to the guideline around the timing of visual aids, and they identified in a survey question that they should introduce an aid as late as possible in the interview. However, their free text answers across the survey contradicted this response,

as we found interviewers were introducing aids at different times during the interview because of factors relating to the child's verbal report, or direct input from other individuals (including the child, interview monitors and police officers). Perhaps what we are seeing here is a mismatch between knowledge and practice. Interviewing based studies have shown training can increase interviewers' knowledge, but does not necessarily improve their practice (Powell, 2002; Sternberg, Lamb, Davies & Westcott, 2001). When prompted with the survey question on when they 'should' introduce an aid, the majority of interviewers demonstrated that they knew what they ought to do. However, their free text responses indicate they are doing something different in practice. In the medical practitioner literature, some practitioners do not adhere to evidence based practice because their own professional experiences conflict with the results of the evidence base. Interviewers, therefore, may be introducing aids at other stages of the interview because they believe it is more beneficial than introducing the aid as late as possible. Future research should aim to assess how introducing an aid, at different time points of an interview, can impact different aspects of a child's testimony. For example, allowing the child to use an aid when they request one may improve rapport and maintain a supportive interviewing context. Secondly, if an interviewer uses an aid when directed to by the monitor or officer in charge, this may help maintain professional relationships and help support the Police's ongoing investigation process. However, corresponding to our argument put forward around assessing the impact of using aids for a range of purposes, it is also necessary research identifies whether an improvement in one aspect of the testimony, or interview process, does not come at the cost of another.

Our findings show that a range of aids are being utilised by interviewers in our sample, with a range of children, at different times, for a range of reasons. Different aids are also being used to gather different types of information; which has been previously identified in some research (Brown, 2011; Gosse & Roberts, 2014; Jack et al., 2015). Future research

needs to create an evidence base that matches how and why aids are being used in practice. This would effectively mean systematically examining each aid, for each function, introduced at different times of an interview, with children at each developmental stage.

What factors do Interviewers consider when deciding whether to use a Visual Aid?

We found interviewers consider different factors when deciding to use different visual aids. However, it was common for interviewers to consider the child's age and cognitive ability when choosing to use any aid. We found interviewers who considered the child's age were more likely to use any of the aids (except for sketchplans) with younger and/or older children than those who did not consider age effects. For the majority of the aids, there were no significant associations found between interviewers who considered the child's cognitive ability and who they used aids with. However, a different pattern emerged for non-AD dolls and body diagrams; interviewers were more likely to use these aids with younger children if they considered a child's cognitive capacity.

Interviewers are sensitive to how age may affect cognitive ability. Interviewers may believe using aids, like non-AD dolls and body diagrams, will mitigate developmental challenges for young children and what this means for their cognitive capacity in an interview room. Though these young children may be the most in need of help, paradoxically their limited cognitive abilities may mean they lack the skills to effectively use the aids. For example, using a non-AD doll requires the child to understand representational relationships - that the doll is both an object and a symbolic representation of the child. A timeline also requires the child to be able to chronologically sequence events from memory. However, both symbolic representation and sequential processing develop in later childhood (DeLoache & Marzolf, 1995; Gosse & Roberts, 2013), meaning young children are unlikely to be able to derive any benefit from using dolls or timelines.

When analysing question types used alongside aids, we found there was no significant difference between interviewers' reported use of invitation and direct questions. However, they were significantly more likely to use invitation and direct questions than closed ones. Contrary to our hypothesis, interviewers' reports suggest they are adhering to what is recommended in research and the SCWI Model. This may, in part, reflect the recent changes in training and monitoring of New Zealand SCWI practice. New initiatives were implemented in 2013 that aimed to increase the number of refresher trainings SCWI receive, improve the communication of research findings in training and review sessions, and a new accreditation process was developed (Westera, Zajac & Brown, 2016). This accreditation process requires interviewers to provide a minimum of two recorded interviews, for feedback, each year. Interviewers must be deemed competent to continue practicing. Thus there is an incentive for interviewers to show good practice, like appropriate questioning techniques, in order to continue interviewing.

However, interviewers' self-reports may also not accurately reflect their practice. We know individuals' memory and recollection of many past behaviours can be poor. For example, research has found memory bias and inaccuracies when individuals try to report past sexual behaviour (Garry, Sharman, Feldman, Marlatt & Loftus, 2002), or even previous decisions regarding life-sustaining treatment if they were to fall seriously ill (Sharman, Garry, Jacobson, Loftus & Ditto, 2008). Therefore we suggest caution when viewing these results given the probability interviewers' self-report may be inaccurate, and the likelihood they may be overestimating their use of open questions and underestimating their use of closed (Wolfman, Brown & Jose, 2015; Wolfman, Brown & Jose, 2016a). These results therefore may be the result of two factors; interviewers subjectively overestimating their use of good questioning, or the positive impact of recent initiatives. In future, combining self-report data

and observing interviewer practice would be useful for understanding the questioning strategies interviewers use in conjunction with visual aids.

Other Aids

There was infrequent mention of other aids, beyond the six we specified. The other aids reported also seemed to be mainly ad hoc to particular cases or a particular child, and so responses regarding these aids could not be generalised.

Interviewers' Knowledge of Research Evaluating Visual Aids, and its Relevance to Interviewers' own Experiences and Practice.

Our hypothesis that interviewers would lack knowledge of the existing research was supported by our results. This points to a clear and troubling question; if interviewers are unaware or have little knowledge about evidence based practice regarding visual aids, then how are they expected to adhere to these guidelines? Interviewers lack of knowledge points to not only an individual level weakness but to a multi-systemic one. One of these systemic issues is that we, as academics, need to improve how our research is translated into the real world. Especially when applied research, such as this study, is carried out to improve real-world practice. Similarly, in the mental health field, a critical issue is the gap between what we know about effective treatment from research and what is provided to those in need within the community. It is estimated it takes around 15 to 20 years before new interventions, developed in the literature, are incorporated into daily care (Proctor et al., 2009). A database search revealed that research into the efficacy of visual aids in a forensic setting began during the mid to late 1990s. If the translation of visual aid research into practice follows the same 15 to 20 year pattern as mental health literature, then perhaps we are only at the beginning stages of seeing recommendations incorporated into aid practice.

Several factors within clinical research itself have been found to hinder the translation of research into practice. These factors include intervention characteristics (e.g. high cost or

inability to be customised) and faults in the research design (e.g. a failure to evaluate how the intervention will be sustained) (Glasgow & Emmons, 2007). Bridging this gap seen in both the mental health and forensic interviewing disciplines is an important goal. We need to challenge both the academic field to create translatable findings, and researchers and consumers to create collaborative partnerships. These partnerships will ensure that the best available research is developed for, and adopted by, the practitioners who need it.

As research in other health fields has suggested, other systemic issues may be individual and institutional factors that are acting as barriers to interviewers implementing evidence based practice (Freeman & Sweeney, 2001; Pravikoff, Tanner, & Pierce, 2005). At an individual level this may be the access to a computer (Wolfman et al., 2016a) or a lack of skills to understand and critique the literature (Freeman & Sweeney, 2001). Institutionally, constant training and professional development activities may over-burden a limited pool of resources; in terms of the organisations' budgets and workload (Freeman & Sweeney, 2001). Professional affiliation was the only factor predicting interviewers' knowledge of research conclusions. One explanation for this may be that CYFs interviewers face fewer barriers to engage with research, than Police. For example, more CYFs interviewers may have university degrees, which are required for registration as a social worker, and therefore may be more familiar with reading research and considering its implications for their practice.

In 2013 New Zealand Police overhauled SCWI training by revising the delivery and evidence-based content of their curriculum. When interviewers were initially trained or attended a refresher training did not, however, predict whether interviewers could remember research recommendations. This is consistent with another New Zealand study that found no significant difference in knowledge between interviewers who received training in the old versus the new curriculum (Wolfman, Brown, Hill & Jose, 2017). Ensuring interviewers are initially trained in evidence-based practice is key, but interviewers may also need post-

training opportunities to consolidate and apply what they have learned, to improve retention of their knowledge. Repeated studying and testing have been shown to improve adults' ability to retain and recall information over long intervals (Butler, 2010). In future, examining whether increasing the frequency of refresher trainings and time given to interviewers to review and get feedback, about what they have learnt, may identify whether a lack of repeated study contributes to decay of learning. Regular supervision and subsequent feedback could help test whether interviewers' knowledge is being transferred into practice.

Regular supervision and feedback focused on interviewing practice has been shown to significantly contribute to the adherence of best practice interviewing (Cyr, Dion, McDuff & Trotier-Sylvain, 2012; Wolfman, Brown & Jose, 2016a). No significant differences were found between the frequency of supervision and the amount of interviewers' knowledge of research. However, we did not ask what type of supervision interviewers were receiving. Supervision targeting the interviewers' wellbeing, for example, is key to ensure the welfare of these individuals. Yet supervision targeted at interviewer practice will ensure interviewers are improving or maintaining evidence based practice (Wolfman, Brown & Jose, 2015).

Our finding that knowing at least one research conclusion increased the likelihood that interviewers' found the research relevant, and it reflected their experiences with visual aids, potentially points to a cyclical thought-behaviour pattern occurring. Interviewers may be in a cycle where if they do not see research as relevant or reflecting their experience, they are not motivated to enlist time in reading and implementing research into their practice. If interviewers are not engaging with research then perhaps they are less likely to find evidence that is relevant to their practice, thus continuing the cycle. In order for interviewers to be motivated to engage with research they need to recognise it is a personal responsibility and key component of effective practice. At the same time, systemic practices that promote and reinforce evidence-based practice are also important. Integrating evidence-based practice into

interviewing requires a multi-level approach, whereby researchers, organisations, managers, educators and interviewers all need to work collectively to achieve any sort of change.

Interviewers' knowledge of the New Zealand Specialist Child Witness Interview

Model's guidelines about using aids.

When asked to recall what guidance the SCWI Model gave about using visual aids, interviewers could recall a maximum of seven details out of ten, with around half recalling between four and seven details. There were no significant differences between any interviewer characteristic and the amount of details they could remember from the model. Knowledge of the model did not generally predict adherence to its guidelines.

Although interviewers generally recalled more details about the SCWI model than research, it is concerning they are not able to remember all the details outlined in the model. Much of the argument that has been put forward around interviewers' knowledge of the research, applies here for their knowledge of the model. To ensure protocol guidelines around visual aids are adhered to, as suggested for research recommendations, it is important we are seeing a multifaceted change. This includes ensuring interviewers are valuing the knowledge from the protocol, are given the time to revise it, and are supervised on their practice, with many opportunities for specific feedback targeting their adherence to the model in their interviews. Limited knowledge of the model's guidance does highlight the question as to whether sufficient weight is being given in training about using visual aids.

Limitations

One of the main limitations of the study is the attrition rate of participating interviewers. Many interviewers started the survey only not to finish it in time. This may have been due to work pressure, access to computers or potentially a reluctance for their practice to be analysed. Despite this attrition rate, we had a similar rate of participation to other studies (Wolfman et al., 2016a; Wright & Powell, 2006), but a challenge remains for

researchers as to how to increase engagement and participation with studies involving forensic interviewers.

Our data relies on interviewers' self-report and therefore may not accurately reflect what occurs in practice. We know interviewers can have trouble accurately monitoring other areas of their practice, such as questioning style (Wolfman et al., 2016b, Wright & Powell, 2006). Wolfman, Brown and Jose's (2015) study found interviewers' subjective ratings of their use of question types in interviews did not align with their actual use of prompts. Possibly, such a dissociation may also be apparent with visual aid use. Additionally, interviewers' self-reported perceptions of their aid use may reflect a social desirability bias. This is a common barrier within studies employing survey methodology (Dodou & De Winter, 2014). In future it would be beneficial to combine video footage and transcripts of interviews with interviewers' self-report data, to gain a complete and accurate picture of their use of visual aids. Understanding how well interviewers' self-report and practice align may also shed light on why there are issues in adherence. For example, interviewers have reported high use of open questions alongside aids, however observing their practice may show they use a high number of closed questions. This might indicate that problems in adhering to guidelines about questioning reflect poor recall, or perhaps understanding of question types (Yii, Powell & Guadagno, 2014), each of which would lead to a different approach to intervention (e.g. improve memory for training, vs improve understanding of material).

Looking to the Future

When we compare what we have found about how interviewers use visual aids and the research that has addressed the effectiveness of aids for supporting children's testimony, there are clear shortfalls in the existing literature. There are multiple avenues to explore in order to develop research that also aligns with how aids are used in practice. This includes

assessing the effectiveness of the variety of aids that interviewers are using, and how effective aids are when used with older children.

Although ensuring we develop the current literature on visual aids is key, it is also critical we improve interviewers' knowledge and adherence to the current and future evidence base. Ideally the motivation to continually adapt, in order to achieve best practice, would be developed during interviewer training, and reinforced post-training within workgroups, and at an organisational level.

Conclusion

Overall, the findings of this study have provided some important insights into New Zealand interviewing practice and the predominant use of visual aids. Two key messages emerge: 1) the use of visual aids is prevalent in interviews with children in New Zealand, and 2) the evidence-base supporting their use is inadequate or poorly matched to how the aids are used in the field. We have also identified opportunities to improve both the evidence base and interviewers conduct with visual aids. Future research that conducts studies that more comprehensively reflect how practitioners are using visual aids, will ensure an evidence base is developed that is relevant to our interviewers. Changes to initial and refresher training, supervision and feedback should focus on evidence-based practice with aids. Concurrently, there needs to be a systemic change in how we value and implement this evidence; from researchers developing their studies to making research more transferable to practice, to interviewers setting time aside to review the literature, and everything in between. Improving the scope of the evidence base, and the practice of forensic interviewers, will ultimately improve the quality of information elicited from child witnesses and the proper investigation of child abuse cases.

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Appendices

Appendix A Full Survey

Q155 Exploring specialist child interviewers' experiences, use and knowledge of visual aids in forensic interviews with children.

Statement of Consent

I have read the information about the study and have asked any questions I have, which have been answered satisfactorily.

Q156 Please tick the statement(s) that applies:

- ☐ I consent to participate in this questionnaire study
- ☐ I consent to participate in this questionnaire study and I consent to the use of excerpts from the questionnaire (that do not identify me in any way) to be used in publications (e.g., journal articles or conference presentations)
- ☐ I consent to participate in this study and I consent for the information I provide in this questionnaire study (that does not identify me in any way) to be used in future studies.
- ☐ I do not consent to participate in this questionnaire study

Q175 Please note you are able to begin this survey today, but if need be, you can exit the survey and come back to it at a later date by pressing the "Save and Continue button". Your responses will stay saved for 1 week. Each time you come back to the survey the one week time frame will reset, so you are able to complete this survey in stages. Please note this "Save and Continue" feature only works as long as you return to the survey on the same computer and web browser and you have not cleared your browser cookies. However if you do not come back within a week, your survey response will close as is. Additionally, please note that each time you finish a question page your responses are automatically saved and you are unable to return and change them.

Q1 For these first questions please have a think about your own interviewing practice with children and your use of visual aids during interviews.

Q2 Do you use aids in any of your interviews with children?

☐ Never (If selected, please indicate below, why you have never used aids) _____

☐ Occasionally

☐ Most of the time

☐ Always

☐ I used to (If selected, please indicate below, why you no longer use aids) _____

Q4 How long have you been using aids?

Q5 Why might you use visual aids? (Tick as many as apply)

☐ i. Prompt child to give new information

☐ ii. Clarify something child has already said

☐ iii. Putting child at ease

☐ iv. Gain rapport

☐ v. Help them communicate (Show rather than tell)

☐ vi. Focus the child on the interview topic

Q6 Please indicate how successful you have found aids are at achieving each purpose you selected in the previous question

	Aids achieve the opposite effect	Aids make no difference	Aids make some difference	Aids are highly useful
Prompt child to give new information	☐	☐	☐	☐
Clarify something the child has already said	☐	☐	☐	☐
Putting child at ease	☐	☐	☐	☐
Gain rapport	☐	☐	☐	☐
Help them communicate (show rather than tell)	☐	☐	☐	☐
Focus the child on the interview topic	☐	☐	☐	☐

Q161 Do you use visual aids for any other purposes not listed in the previous questions?

☐ Yes

☐ No

Q117 Please describe below any other ways that you use aids not listed in the previous question. Please state each use separately in the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please

leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
- Other Use 2
- Other Use 3
- Other Use 4
- Other Use 5

Q118 This question asks you to rate how effective aids are at achieving the purposes you described in the question above

	Aids achieve the opposite effect	Aids make no difference	Aids make some difference	Aids are highly useful
\${q://QID117/ChoiceTextEntryValue/1}	☐	☐	☐	☐
\${q://QID117/ChoiceTextEntryValue/2}	☐	☐	☐	☐
\${q://QID117/ChoiceTextEntryValue/3}	☐	☐	☐	☐
\${q://QID117/ChoiceTextEntryValue/4}	☐	☐	☐	☐
\${q://QID117/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q176 The following questions will ask you about specific aids you have, or currently use in your practice. Please note, for these questions we are wanting to understand how you use each aid individually (e.g. when using just a map to elicit setting information)- rather than at times where you may use two or more aids simultaneously (e.g. positioning dolls on top of a map to elicit setting information).

Q13 Non-Anatomical Dolls

Q10 How often do you use this aid in interviews?

- ☐ Never
- ☐ Occasionally
- ☐ Most of the time
- ☐ Always
- ☐ I used to (Please explain why you no longer use this aid) _____
- ☐ Other (Please explain below) _____

Q123 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
- ☐ ii. Clarify something child has already said
- ☐ iii. Putting child at ease
- ☐ iv. Gain rapport
- ☐ v. Help them communicate (Show rather than tell)
- ☐ vi. Focus the child on the interview topic

Q126 Please indicate how successful you have found the dolls are at achieving each purpose you selected in the previous question

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q164 Do you use non-anatomical dolls for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q124 Please describe any other ways you might use Non-anatomical dolls not listed previously in the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for dolls, please select your top 5 uses.

- Other Use 1
Other Use 2
Other Use 3
Other Use 4
Other Use 5

Q11 Please indicate how successful you have found the dolls are at achieving each the purposes you described in the previous question

	Never	Sometimes	Most of the time	Always
\${q://QID124/ChoiceTextEntryValue/1}	☐	☐	☐	☐
\${q://QID124/ChoiceTextEntryValue/2}	☐	☐	☐	☐
\${q://QID124/ChoiceTextEntryValue/3}	☐	☐	☐	☐
\${q://QID124/ChoiceTextEntryValue/4}	☐	☐	☐	☐
\${q://QID124/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q12 What types of questions do you ask when using non-anatomical dolls? Please give examples.

Q14 What kinds of allegations, involving the child, do you typically use non-anatomical dolls with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q15 Describe the age(s) of a child (ren) that you would typically use this aid with? If you use aids with all children, please indicate the age range of the children you work with

Q119 How do you gain access to dolls when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off-site organisation
- ☐ v. Other (Please explain below) _____

Q120 The previous question asked about your access to non-anatomical dolls. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, the dolls are...

- ☐ In sight
- ☐ Out of sight

Q186 Please add any further details into the textbox below that may help us understand your use of this aid.

Q27 Body Diagrams (or human figure drawings, anatomical diagrams or body maps)

Q141 How often do you use this aid in interviews?

- ☐ Never
- ☐ Occasionally
- ☐ Most of the time
- ☐ Always
- ☐ I used to (Please explain why you no longer use this aid) _____
- ☐ Other (Please explain below) _____

Q127 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
- ☐ ii. Clarify something child has already said
- ☐ iii. Putting child at ease
- ☐ iv. Gain rapport
- ☐ v. Help them communicate (Show rather than tell)
- ☐ vi. Focus the child on the interview topic

Q130 The following question shows the purpose/s you indicated you may use body diagrams for. Please indicate how successful you have found the diagrams are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q165 Do you use body diagrams for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

128 You indicated that you might use body diagrams for other uses not listed in the previous question. Please state separately the other uses you might use body diagrams for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
Other Use 2
Other Use 3
Other Use 4
Other Use 5

Q129 The following question shows the other purposes, you indicated, you may use body diagrams for. Please indicate how successful you have found the diagrams are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
{q://QID128/ChoiceTextEntryValue/1}	☐	☐	☐	☐
{q://QID128/ChoiceTextEntryValue/2}	☐	☐	☐	☐
{q://QID128/ChoiceTextEntryValue/3}	☐	☐	☐	☐
{q://QID128/ChoiceTextEntryValue/4}	☐	☐	☐	☐
{q://QID128/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q19 What types of questions do you ask when using body diagrams? Please give examples.

Q20 What kinds of allegations, involving the child, do you typically use body diagrams with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q21 Describe the age(s) of a child (ren) that you would typically use this aid with? If you use this aid with all children, please indicate the age range of the children you work with

Q24 How do you gain access to body diagrams when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off-site organisation
- ☐ v. Other [Please comment below] _____

Q131 The previous question asked about your access to body diagrams. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, the diagrams are...

- ☐ In sight
- ☐ Out of sight

Q187 Please add any further details into the textbox below that may help us understand your use of this aid.

Q28 Drawings (done by the child - excluding a sketch plan)

Q29 How often do you use this aid in interviews?

- ☐ Never
- ☐ Occasionally
- ☐ Most of the time
- ☐ Always
- ☐ I used to (Please explain why you no longer use aids) _____
- ☐ Other (Please explain below) _____

Q132 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
- ☐ ii. Clarify something child has already said
- ☐ iii. Putting child at ease
- ☐ iv. Gain rapport
- ☐ v. Help them communicate (Show rather than tell)
- ☐ vi. Focus the child on the interview topic

Q135 The following question shows the purpose/s you indicated you may use drawings for. Please indicate how successful you have found drawings are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q166 Do you use drawings for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q133 You indicated that you might use drawings for other uses not listed in the previous question. Please state separately the other uses you might use drawings for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
Other Use 2
Other Use 3
Other Use 4
Other Use 5

Q134 The following question shows the other purposes, you indicated, you may use drawings for. Please indicate how successful you have found drawings are at achieving each purpose (from 'Never' to 'Always').

	Never	Sometimes	Most of the time	Always
☐ {q://QID133/ChoiceTextEntryValue/1}	☐	☐	☐	☐
☐ {q://QID133/ChoiceTextEntryValue/2}	☐	☐	☐	☐
☐ {q://QID133/ChoiceTextEntryValue/3}	☐	☐	☐	☐
☐ {q://QID133/ChoiceTextEntryValue/4}	☐	☐	☐	☐
☐ {q://QID133/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q185 How do you introduce drawing into an interview?

- ☐ Allow the child to draw whatever they wish
- ☐ Direct the child to draw something of relevance (e.g. Please draw your family)
- ☐ Both
- ☐ Other (please comment below) _____

Q31 What types of questions do you ask when using drawings? Please give examples.

Q32 What kinds of allegations, involving the child, do you typically use drawings with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please comment below) _____

Q33 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use aids with all children, please indicate the age range of the children you work with

Q34 How do you gain access to tools for drawings when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please comment below) _____

Q136 The previous question asked about your access to tools for drawings. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, the tools are...

- ☐ In sight
- ☐ Out of sight

Q189 Please add any further details into the textbox below that may help us understand your use of this aid.

Q35 Sketch plans (a drawing of the location or layout of the event in question)

Q36 How often do you use this aid in interviews?

- ☐ Never
☐ Occasionally
☐ Most of the time
☐ Always
☐ I used to (Please explain why you no longer use this aid) _____
☐ Other (Please explain below) _____

Q137 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
☐ ii. Clarify something child has already said
☐ iii. Putting child at ease
☐ iv. Gain rapport
☐ v. Help them communicate (Show rather than tell)
☐ vi. Focus the child on the interview topic

Q140 The following question shows the purpose/s you indicated you may use sketch plans for. Please indicate how successful you have found the sketch plans are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q168 Do you use sketch plans for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q138 You indicated that you might use sketch plans for other uses not listed in the previous question. Please state separately the other uses you might use sketch plans for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you

have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
- Other Use 2
- Other Use 3
- Other Use 4
- Other Use 5

Q139 The following question shows the other purposes, you indicated, you may use sketch plans for. Please indicate how successful you have found the sketch plans are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
☐ {q://QID138/ChoiceTextEntryValue/1}	☐	☐	☐	☐
☐ {q://QID138/ChoiceTextEntryValue/2}	☐	☐	☐	☐
☐ {q://QID138/ChoiceTextEntryValue/3}	☐	☐	☐	☐
☐ {q://QID138/ChoiceTextEntryValue/4}	☐	☐	☐	☐
☐ {q://QID138/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q167 Generally, who draws the sketch plan in the interview?

- ☐ Child
- ☐ Interviewer
- ☐ It is constructed prior to the interview

Q38 What types of questions do you ask when using sketch plans? Please give examples.

Q39 What kinds of allegations, involving the child, do you typically use sketch plans with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q40 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use this aid with all children, please indicate the age range of the children you work with

Q41 How do you gain access to tools for sketch plans when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please explain below) _____

Q142 The previous question asked about your access to tools for sketch plans. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, the tools are...

- ☐ In sight
- ☐ Out of sight

Q190 Please add any further details into the textbox below that may help us understand your use of this aid.

Q43 Timelines

Q44 How often do you use this aid in interviews?

- ☐ Never
- ☐ Occasionally
- ☐ Most of the time
- ☐ Always
- ☐ I used to (Please explain why you no longer use this aid) _____
- ☐ Other (Please explain below) _____

Q147 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
- ☐ ii. Clarify something child has already said
- ☐ iii. Putting child at ease
- ☐ iv. Gain rapport
- ☐ v. Help them communicate (Show rather than tell)
- ☐ vi. Focus the child on the interview topic

Q146 The following question shows the purpose/s you indicated you may use timelines for. Please indicate how successful you have found the timelines are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q169 Do you use timelines for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q144 You indicated that you might use timelines for other uses not listed in the previous question. Please state separately the other uses you might use timelines for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
Other Use 2
Other Use 3
Other Use 4
Other Use 5

Q145 The following question shows the other purposes, you indicated, you may use timelines for. Please indicate how successful you have found the timelines are at achieving each purpose (from 'Never' to 'Always').

	Never	Sometimes	Most of the time	Always
\${q://QID144/ChoiceTextEntryValue/1}	☐	☐	☐	☐
\${q://QID144/ChoiceTextEntryValue/2}	☐	☐	☐	☐
\${q://QID144/ChoiceTextEntryValue/3}	☐	☐	☐	☐
\${q://QID144/ChoiceTextEntryValue/4}	☐	☐	☐	☐
\${q://QID144/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q50 Who usually draws the time line?

- ☐ Child
- ☐ Interviewer
- ☐ It is constructed prior to the interview

Q46 What types of questions do you ask when using timelines? Please give examples.

Q48 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use this aid with all children, please indicate the age range of the children you work with

Q47 What kinds of allegations involving the child do you typically use timelines with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q49 How do you gain access to tools for timelines when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please explain below) _____

Q143 The previous question asked about your access to tools for timelines. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, the tools are...

- ☐ In sight
- ☐ Out of sight

Q191 Please add any further details into the textbox below that may help us understand your use of this aid.

Q62 Maps

Q63 How often do you use this aid in interviews?

- ☐ Never
☐ Occasionally
☐ Most of the time
☐ Always
☐ I used to (Please explain below why you no longer use this aid) _____
☐ Other (Please explain below) _____

Q153 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
☐ ii. Clarify something child has already said
☐ iii. Putting child at ease
☐ iv. Gain rapport
☐ v. Help them communicate (Show rather than tell)
☐ vi. Focus the child on the interview topic

Q156 The following question shows the purpose/s you indicated you may use maps for. Please indicate how successful you have found the maps are at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q171 Do you use maps for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q154 You indicated that you might use maps for other uses not listed in the previous question. Please state separately the other uses you might use maps for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5

other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
- Other Use 2
- Other Use 3
- Other Use 4
- Other Use 5

Q155 The following question shows the other purposes, you indicated, you may use maps for. Please indicate how successful you have found the maps are at achieving each purpose (from 'Never' to 'Always').

	Never	Sometimes	Most of the time	Always
{q://QID154/ChoiceTextEntryValue/1}	☐	☐	☐	☐
{q://QID154/ChoiceTextEntryValue/2}	☐	☐	☐	☐
{q://QID154/ChoiceTextEntryValue/3}	☐	☐	☐	☐
{q://QID154/ChoiceTextEntryValue/4}	☐	☐	☐	☐
{q://QID154/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q65 What types of questions do you ask when using maps? Please give examples.

Q66 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use maps with all children, please indicate the age range of the children you work with

Q67 What kinds of allegations, involving the child, do you typically use maps with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q68 How do you gain access to tools for maps when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please explain below) _____

Q157 The previous question asked about your access to maps. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, the maps are...

- ☐ In sight
- ☐ Out of sight

Q192 Please add any further details into the textbox below that may help us understand your use of this aid.

Q69 Your use of any other aids

Q76 Are there any other aid/s that you use, or have previously used, in Specialist Child Witness Interviewing that have not been listed already?

- ☐ Yes
- ☐ No

Q77 Please identify what these other aids are. You have the opportunity to list three aids that have not already been included in the survey. If you use more than three other aids, please list your top three preferred aids. If you use less than three other aids, please leave the corresponding text box blank.

Other Aid 1
Other Aid 2
Other Aid 3

Q136 These questions relate to your use of `#{q://QID77/ChoiceTextEntryValue/1}`

Q70 How often do you use this aid in interviews?

- ☐ Occasionally
- ☐ Most of the time
- ☐ Always
- ☐ I used to (Please explain below why you no longer use this aid) _____
- ☐ Other (Please explain below) _____

Q137 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
- ☐ ii. Clarify something child has already said
- ☐ iii. Putting child at ease
- ☐ iv. Gain rapport
- ☐ v. Help them communicate (Show rather than tell)
- ☐ vi. Focus the child on the interview topic

Q140 The following question shows the purpose/s you indicated you may use $\{q://QID77/ChoiceTextEntryValue/1\}$ for. Please indicate how successful you have found this aid is at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q172 Do you use $\{q://QID77/ChoiceTextEntryValue/1\}$ for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q138 You indicated that you might use this aid for other uses not listed in the previous question. Please state separately the other uses you might use this aid for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
Other Use 2
Other Use 3
Other Use 4
Other Use 5

Q139 The following question shows the other purposes, you indicated, you may use this aid for. Please indicate how successful you have found this aid at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
$\{q://QID160/ChoiceTextEntryValue/1\}$	☐	☐	☐	☐
$\{q://QID160/ChoiceTextEntryValue/2\}$	☐	☐	☐	☐
$\{q://QID160/ChoiceTextEntryValue/3\}$	☐	☐	☐	☐
$\{q://QID160/ChoiceTextEntryValue/4\}$	☐	☐	☐	☐
$\{q://QID160/ChoiceTextEntryValue/5\}$	☐	☐	☐	☐

Q72 What types of questions do you ask when using this aid? Please give examples.

Q73 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use this aid with all children, please indicate the age range of the children you work with

Q74 What kinds of allegations, involving the child, do you typically use this aid with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q75 How do you gain access to \${q://QID77/ChoiceTextEntryValue/1}, or tools for this aid when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please explain below) _____

Q141 The previous question asked about your access to \${q://QID77/ChoiceTextEntryValue/1}. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, this aid is or the tools for this aid...

- ☐ In sight
- ☐ Out of sight

Q193 Please add any further details into the textbox below that may help us understand your use of this aid.

Q175 These questions relate to your use of \${q://QID77/ChoiceTextEntryValue/2}

Q176 How often do you use this aid in interviews?

- ☐ Occasionally
- ☐ Most of the time
- ☐ Always
- ☐ I used to (Please explain below why you no longer use this aid) _____
- ☐ Other (Please explain below) _____

Q177 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
- ☐ ii. Clarify something child has already said
- ☐ iii. Putting child at ease
- ☐ iv. Gain rapport
- ☐ v. Help them communicate (Show rather than tell)
- ☐ vi. Focus the child on the interview topic

Q180 The following question shows the purpose/s you indicated you may use $\{q://QID77/ChoiceTextEntryValue/2\}$ for. Please indicate how successful you have found this aid is at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q173 Do you use $\{q://QID77/ChoiceTextEntryValue/2\}$ for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q178 You indicated that you might use this aid for other uses not listed in the previous question. Please state separately the other uses you might use this aid for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
Other Use 2
Other Use 3
Other Use 4
Other Use 5

Q179 The following question shows the other purposes, you indicated, you may use this aid for. Please indicate how successful you have found this aid at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
\${q://QID178/ChoiceTextEntryValue/1}	☐	☐	☐	☐
\${q://QID178/ChoiceTextEntryValue/2}	☐	☐	☐	☐
\${q://QID178/ChoiceTextEntryValue/3}	☐	☐	☐	☐
\${q://QID178/ChoiceTextEntryValue/4}	☐	☐	☐	☐
\${q://QID178/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q181 What types of questions do you ask when using this aid? Please give examples.

Q182 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use this aid with all children, please indicate the age range of the children you work with

Q183 What kinds of allegations, involving the child, do you typically use this aid with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q184 How do you gain access to \${q://QID77/ChoiceTextEntryValue/2}, or tools for this aid when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please explain below) _____

Q185 The previous question asked about your access to \${q://QID77/ChoiceTextEntryValue/2}. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, this aid is or the tools for this aid...

- ☐ In sight
- ☐ Out of sight

Q194 Please add any further details into the textbox below that may help us understand your use of this aid.

Q165 These questions relate to your use of \${q://QID77/ChoiceTextEntryValue/3}

Q166 How often do you use this aid in interviews?

- ☐ Occasionally
☐ Most of the time
☐ Always
☐ I used to (Please explain below why you no longer use this aid) _____
☐ Other (Please explain below) _____

Q167 Why might you use this aid in an interview? (Please select all that apply)

- ☐ i. Prompt child to give new information
☐ ii. Clarify something child has already said
☐ iii. Putting child at ease
☐ iv. Gain rapport
☐ v. Help them communicate (Show rather than tell)
☐ vi. Focus the child on the interview topic

Q170 The following question shows the purpose/s you indicated you may use $\{q://QID77/ChoiceTextEntryValue/3\}$ for. Please indicate how successful you have found this aid is at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
i. Prompt child to give new information	☐	☐	☐	☐
ii. Clarify something child has already said	☐	☐	☐	☐
iii. Putting child at ease	☐	☐	☐	☐
iv. Gain rapport	☐	☐	☐	☐
v. Help them communicate (Show rather than tell)	☐	☐	☐	☐
vi. Focus the child on the interview topic	☐	☐	☐	☐

Q174 Do you use $\{q://QID77/ChoiceTextEntryValue/3\}$ for any other purposes not listed in the previous questions?

- ☐ Yes
☐ No

Q168 You indicated that you might use this aid for other uses not listed in the previous question. Please state separately the other uses you might use this aid for into the individual text boxes below. There are 5 boxes available for you to write 5 other uses. If you have less

than 5 other purposes please leave the extra text boxes blank. If you have more than 5 other purposes for aids, please select your top 5 uses.

- Other Use 1
- Other Use 2
- Other Use 3
- Other Use 4
- Other Use 5

Q169 The following question shows the other purposes, you indicated, you may use this aid for. Please indicate how successful you have found this aid at achieving each purpose (from 'Never' to 'Always'.)

	Never	Sometimes	Most of the time	Always
\${q://QID190/ChoiceTextEntryValue/1}	☐	☐	☐	☐
\${q://QID190/ChoiceTextEntryValue/2}	☐	☐	☐	☐
\${q://QID190/ChoiceTextEntryValue/3}	☐	☐	☐	☐
\${q://QID190/ChoiceTextEntryValue/4}	☐	☐	☐	☐
\${q://QID190/ChoiceTextEntryValue/5}	☐	☐	☐	☐

Q171 What types of questions do you ask when using this aid? Please give examples.

Q172 Describe the age(s) of a child(ren) that you would typically use this aid with? If you use this aid with all children, please indicate the age range of the children you work with

Q173 What kinds of allegations, involving the child, do you typically use this aid with?

- ☐ Physical abuse
- ☐ Sexual Abuse
- ☐ Both physical and sexual abuse
- ☐ Other (Please explain below) _____

Q174 How do you gain access to \${q://QID77/ChoiceTextEntryValue/3}, or tools for this aid when you are using them in an interview?

- ☐ i. I have to book them
- ☐ ii. I have to make them
- ☐ iii. They are in the interview room already in case they are required
- ☐ iv. I have to request them from an off site organisation
- ☐ v. Other (Please explain below) _____

Q175 The previous question asked about your access to \${q://QID77/ChoiceTextEntryValue/3}. You answered that they are in the interview room already in case they are required. Please indicate whether, within the interview room, this aid is or the tools for this aid...

- ☐ In sight
- ☐ Out of sight

Q195 Please add any further details into the textbox below that may help us understand your use of this aid.

Q8 Some interviewers prefer some visual aids over others. Please rank your preference of aids by labelling them from 1 (most preferred) and onwards to your least preferred. Some interviewers also rank multiple aids as equally preferable. You can indicate this by using the same ranking number for the equally preferred aids. For example; if you prefer dolls and diagrams equally you would label them both 1. If your next preference was a sketch plan you would label sketch plan with a 2, and so on.

_____ Non-anatomical Dolls

_____ Body Diagrams

_____ Drawings

_____ Sketch plans

_____ Timelines

_____ Pictures

_____ Maps

_____ \${q://QID77/ChoiceTextEntryValue/1}

_____ \${q://QID77/ChoiceTextEntryValue/2}

_____ \${q://QID77/ChoiceTextEntryValue/3}

Q177 The previous questions have asked you on your use of aids individually. We know sometimes interviewers use aids in combination simultaneously. Do you use two or more aids together at one time in your interviews? (Please note this does not refer to when you use more than one aid in an interview at separate times e.g. using a body diagram for a period of time, removing it, and then introducing a doll)

☐ Yes

☐ No

☐ I used to

Q178 Which aids have you used together? Please write each combination in a separate text box. If you use more than three combinations, please list your top three combinations. If you use less than three other combinations, please leave the corresponding text box(es) blank.

Combination 1

Combination 2

Combination 3

Q179 How frequently do you use these combinations?

	Very Rarely	Sometimes	Most of the time	Always
\${q://QID223/ChoiceTextEntryValue/1}	☐	☐	☐	☐
\${q://QID223/ChoiceTextEntryValue/2}	☐	☐	☐	☐
\${q://QID223/ChoiceTextEntryValue/3}	☐	☐	☐	☐

Q180 What was the purpose of using these aids together?

\${q://QID223/ChoiceTextEntryValue/1}

\${q://QID223/ChoiceTextEntryValue/2}

\${q://QID223/ChoiceTextEntryValue/3}

Q87 The next set of questions asks about contact with others and their use of aids.

Q88 Do others in your workplace use aids?

- ☐ Yes
- ☐ No
- ☐ I don't know

Q89 Is their use of aids similar to your own?

- ☐ Yes
- ☐ No (Please explain below) _____
- ☐ I don't know

Q90 Who do you currently, or have previously, received feedback from on your use of visual aids? (Select all that apply)

- ☐ Judges
- ☐ Prosecutors
- ☐ Other colleagues
- ☐ Supervisors
- ☐ Accreditation assessors
- ☐ Other (Please comment below. Please note: do not refer to these individuals by name, instead, refer to them by role) _____
- ☐ None (Please comment below) _____

Q153 You ticked in the previous question that other colleagues have, or currently, give you feedback on your use of aids. Please state who these other colleagues are. Please note: do not refer to these individuals by name, instead, refer to them by role (e.g. manager, other interviewer etc.)

Q91 Please describe the feedback you have been given (in general terms)

Q181 Sometimes choosing to use an aid may be influenced by others. Have you ever been explicitly directed to use a visual aid in an interview?

- ☐ Yes
- ☐ No

Q182 Who has directed you to use a visual aid? Please tick all that apply.

- ☐ Senior Colleague
- ☐ Officer in charge of the case
- ☐ Individual appointed by the court (e.g. a communications assistant or psychologist)
- ☐ Other (Please comment below. Please note: do not refer to these individuals by name, instead, refer to them by role) _____

Q183 Which aid(s) did they direct you to use? Please tick all that apply

- ☐ Dolls
- ☐ Body Diagrams
- ☐ Drawings
- ☐ Sketchplans
- ☐ Timelines
- ☐ Pictures
- ☐ Maps
- ☐ Other (please comment below) _____

Q184 What was the intended purpose for using these aids?

- Dolls
- Body Diagrams
- Drawings
- Sketchplans
- Timelines
- Pictures
- Maps
- Other

Q92 These questions are focused on your understanding of the SCWI model's guidance for the use of visual aids, in interviews with children, during the Account phase (i.e., when children are talking about the alleged events) and of research that has evaluated visual aids. When we use the term visual aids we are referring to the objects, images or other tools which interviewers present to a child and encourage the child to interact with, to help them give more detail about the allegation.

Q93 What guidance does the SCWI model give about using visual aids during the Account phase?

Q94 What question types are you taught to use alongside visual aids?

Q95 What aids are acceptable to use in a child witness interview during the Account phase?

Q96 What purpose should aids be used for during the Account phase?

Q97 When should aids be used during the Account phase of an interview? (Please select one option)

- ☐ At the beginning
- ☐ Sometime in the middle
- ☐ After a break
- ☐ As late as possible
- ☐ At any stage in the interview
- ☐ Should never be used
- ☐ Other (please explain below) _____

Q98 What characteristics of a child do you think signal that an aid may be helpful in an interview? (Select as many as apply)

- ☐ Gender
- ☐ Disability/ Special needs
- ☐ Age
- ☐ Shyness/withdrawn behaviour
- ☐ Language barrier
- ☐ Limited rapport between interviewer and child
- ☐ Other (please explain below) _____

Q99 There are a number of research studies that have evaluated the effects of visual aids. What does research suggest about using aids during the Account phase of interviews?

Q100 Is this research relevant for how you use aids?

Q101 Do the research findings reflect what your experience has been?

Q102 Thank you for your answers! We now want to gather some information about your role, to understand whether there are differences in the way various interviewers use visual aids across New Zealand. We will report any findings as a summary so that no individual interviewer can be identified.

Q103 Do you work for:

- ☐ Child Youth and Family
- ☐ New Zealand Police

Q104 How long have you worked for this organisation?

- ☐ Less than 12 months
- ☐ 1-2 years
- ☐ 2-5 years
- ☐ 5-10 years
- ☐ More than 10 years

Q106 How long have you worked as an SCWI interviewer?

- ☐ Less than 12 months
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 5-10 years
- ☐ More than 10 years

Q105 What year were you initially trained as an Specialist Child Witness interviewer?

Q122 Have you since received a refresher course on interviewing since your original training?

- ☐ Yes
- ☐ No

Q107 What year did you receive this refresher training?

Q162 Do you receive any individual supervision focused on your interview practice?

- ☐ Yes
- ☐ No

Q163 How often do you receive this supervision? (Please state average number per every 6 months)

Q108 How frequently do you interview child witnesses (please state average number per month)?

Q109 Have you ever attended a peer review meeting?

- ☐ Yes
- ☐ No

Q110 When was the last time you attended a peer review meeting?

Q112 Do you work as an Specialist Child Witness Interviewer...

- ☐ Full time (around 30+ hours a week)
- ☐ Part time (less than 30+ hours a week)

Q113 Are you currently an interviewer in any other area beyond SCWI?

- ☐ Yes (Please explain below) _____
- ☐ No

Q114 Thank you for completing this survey! By submitting this survey you agree that your data can be included in our research. We will provide feedback to all Specialist Child Witness Interviewers, regardless of whether they have completed the survey. This feedback will be provided through the National Coordinator when the study is completed. The feedback will be presented as an overview of all responses rather than individual answers so that no interviewer can be identified. Additionally, any factors that, in combination, may identify an individual, will be removed from this feedback prior to its release to the National Coordinator. Thank you for your participation. If you have any questions please feel free to contact us.

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Masters Student: Alex Hill Alex.Hill@vuw.ac.nz

Appendix B Information Letter

Exploring specialist child interviewers' experiences with, use and knowledge of visual aids in forensic interviews with children. (RM 22673)

Dear Specialist Child Witness Interviewers,

We are interested in examining the use of visual aids (e.g., drawings, diagrams, dolls, timelines, etc.) in interviews with children. We would like to explore the range of visual aids that are currently used, interviewers' experiences (good and bad) with them, and the purposes they are used for. The study has been approved by the School of Psychology Human Ethics Committee under delegated authority of Victoria University of Wellington's Human Ethics Committee. This study has also been approved by the New Zealand Police and Child Youth and Family.

What is the purpose of this research?

- Our study will explore specialist child witness interviewers' use of visual aids in their interviewing practice, and their beliefs and knowledge about visual aids as part of best practice investigative interviewing with children.

Who is conducting the research?

- This study is being conducted by Alex Hill, who is studying for a Master of Science in Forensic Psychology at the School of Psychology at Victoria University with Dr. Deirdre Brown as her academic supervisor.

What is involved if you decide to participate in this study?

- We will ask you to complete an online questionnaire that will include
 - multi-choice
 - e.g., What do you use aids for?
 - likert scale ratings
 - e.g., How effective were the aids at achieving these uses?
 - and open ended responses
 - e.g., On average how many interviews would you conduct in a month?

This questionnaire will explore various aspects of visual aid use in interviews. It is anticipated that the questionnaire would not take more than 40 minutes to complete. You can complete this in stages if required.

- You will not be asked to identify yourself in the survey.
- If you would like to participate in this study please go to this link [vuw.qualtrics.SCWISurvey](https://vuw.qualtrics.com/Survey/?tid=SCWISurvey) to complete the consent form and questionnaire.

Privacy and confidentiality

- You will never be individually identified in any way in the results.
- The main goal is to provide an overview of current visual aid practice across regions and professional organizations (CYF and Police). As such we will not provide feedback about individual responses to NZ Police or CYF to protect your privacy.

- There is no consequence if you decide not to participate in our study. Your participation or non-participation in this research will not influence your current role as a child specialist interviewer.
- The data will be kept securely in Dr. Brown's laboratory at Victoria University of Wellington.
- Before we share any information regarding the survey, any data that could identify participants (e.g. location of service or years of service) will be removed.

What happens to the information that you provide?

- The primary use of the data will be to assess use and knowledge of visual aids to assess the role of visual aids in interviewing practice. We will also give feedback to NZ Police and CYF (without identifying any particular interviewer) to inform the development of supervision, ongoing professional development and resources for developing and maintaining interviewers' skills when interviewing children.
- We may publish the results of the study in scientific journals or present them at international research conferences. Data will be used in Alex Hill's Masters Research thesis.
- You may wish to give your permission for quotes from your questionnaire (without identifying information) to be included in Alex's Master's thesis, journal papers and conference presentations. If you do not wish to give consent for this you may still consent to your questionnaire being included in the study to provide feedback to NZ Police and CYF.
- In the future, the information you provide may be requested by other researchers and used in other studies. Any information provided to other researchers will not individually identify you in any way.

Your participation will help to strengthen the evidence base that guides practice with interviewing children in New Zealand and overseas, as well as being a professional development opportunity for you to reflect on your own practice. If you wish to participate you may choose to also include your participation as a professional development activity on your curriculum vitae.

If you have any further questions about the study, you are welcome to contact Dr. Deirdre Brown, ph (04) 4635233 ext 8059, email: Deirdre.Brown@vuw.ac.nz or Alex Hill email: alex.hill@myvuw.ac.nz.

If you have any ethical concerns about this research please contact Dr Susan Corbett (susan.corbett@vuw.ac.nz), ph: 04 463 5480, Chair of the Human Ethics Committee, Victoria University of Wellington.

Thank you for your time in considering participating in this study.

Yours sincerely,

Alex Hill
Masters Student
School of Psychology
Victoria University of Wellington

And,

Deirdre Brown, PhD, PgDipCIPs, MNZCCP
Lecturer in Clinical and Forensic Psychology
School of Psychology
Victoria University of Wellington

Appendix C Coding Manual for All Aids

Coding Manual All Aids and Other Aids

For each visual aid the respondent has identified that they use, please fill out a separate Tally chart and use the corresponding Manual example sheet to identify which codes and tally marks each respondent should get.

How often do you use this aid?

Survey Options	Code	Other		Tally Yes	Tally No
1. Never		Not available			
2. Occasionally		Do not use			
3. Most of the time		I used to	Have stopped due to research findings		
4. Always			Have stopped due to feedback		
5. I used to			Have stopped due to court process matters		

Some respondents will have made an answer in free text spaces that should have been ticked marked as one of the survey options given to them. As seen above, when a respondent makes an answer that matches a survey option, write the code number in the “Code” column.

For most of the respondent’s answers, we need to theme their answers using Tallies (as seen above).

“Tally yes” indicates their answer agrees with that response. “Tally No” indicates their answer does not agree with that response/is the direct opposite.

If the respondent realises they have been writing responses for the wrong aid, please just write in their answers for the correct aid e.g. In Body Diagrams this individual wrote

- I have just realised I mean drawing of bodies and where they are in a room etc., not actual pictures of bodies to indicate where parts are or things have happened, I have not used those.

Instead of body diagrams this respondent’s answer should be moved to the “Drawing” aid. This error is mainly made in drawing and sketchplans

Possible examples to help you code response are given in the corresponding table columns or in italics.

How often do you use this aid?

Survey Options	Example
1. Never	
2. Occasionally	Rarely, Very occasionally
3. Most of the time	
4. Always	
5. I used to	<ul style="list-style-type: none"> • I used to regularly use this aid in 1996 – 1998 • Haven't used them for many years. • Very rarely used and not recently.

Other	Example
Not available	<ul style="list-style-type: none"> • I would like to have them available, but we haven't sourced some yet.
Do not use	
	Due to research findings <ul style="list-style-type: none"> • Research is not clear that these are useful

My use has changed	Due to feedback	<ul style="list-style-type: none"> Since re-starting interviewing in 2013 I was instructed that these were no longer appropriate
	Due to court process matters	<ul style="list-style-type: none"> These are easy to misuse and gives the defence lawyer too many ways to put doubt in the minds of the jury.
	Due to experiencing problems with the aid	Where the respondent notes their use has changed/decreased or increased due to certain factors they have encountered whilst using the aid. i.e. they're causing too many direct questions, they're confusing for the child etc.

For what purpose do you use this aid?

Collapsed Codes

A. Where

- Place

(Any reference to the layout or design of a room/house/park etc. Or a route taken by the child i.e. their walk home/to school/around the park)

- assist them to identify the exact location of where the offending occurred*
- You talked about walking home, have a think about that time and draw how you got from 'a' to 'b'*
- I'm trying to understand where. Can you draw that place for me*

- Person

(Where the interviewer is asking the child to indicate where they were touched/hit/or show where a specific person was or body part is)

- You said he touched your flower (if there is no other word for that part of the body or job given for it) put a cross on this outline of a person where the flower is.*
- Show me where XX is on your body*

B. When

- Event

(Where the interviewer is requesting information on when specific events (i.e. offences, house moving) has occurred)

- organise and compartmentalise a child's statements when there are multiple incidents they are reporting of and everything is overlapping; i.e.: incidents and times*
- Clarifying questions regarding times/places/etc.*

- Age of child

(Where the interviewer is trying to determine how old the child was at specific times/for specific offences or events)

- The time line is more a guide for the interviewer to clarify ages of offences,*

C. What

- What happened
 - *Show me (using the dolls) everything that happened...*
 - *Tell me everything that happened in that room from the time you entered to the time you left*
- Sensory
(Getting the child to describe **what they** saw, smelt, tasted, heard, and touched)
 - *Now that you have drawn this map, tell me all about what you could see when you were here*
- Object descriptions
(Where the child is asked to describe an object (potentially used within the event/incident) e.g. gun)
 - *Draw the belt/spoon mum used to hit etc.*

D. How

- Body Positioning
(Any reference to where bodies were or how bodies were, and explicit mention of body positioning)
 - *Show me your body when (using child's words).*
 - *. Or.... to help me understand how you were I have this doll, if this was you show me how you were*

E. Who

- People
(Where the child is asked about describing or identifying specific people in their lives or at the event e.g. who is in your family, who in these pictures did X to you (DOES NOT include body positioning or touch related questions))

Other Codes

A. Clarification

Any answer that identifies the word clarification, or indicates that the child has made some statement and either the interviewer is still confused/verbal questioning has been exhausted/the child is having difficulty verbalising and thus used the aid to help this situation.

- *if the child is struggling to describe and the monitor need clarification*
- *clarify body positioning when verbals are exhausted and the information is confused*
- *You said.....and I am not quite sure yet what you mean. If this doll is you and that one is show me what you mean when you say.....*

B. Rapport

(Where the aid is used to relax the child or specifically build rapport between the interviewer and the child)

- *. if the child is just unsettled or hyperactive drawing or colouring can help them focus and makes me a more neutral and less invasive person in the room for them. it can break the ice*

C. Play

(Where the aid is used as part of a break or leisure time, or the child is drawing anything they want- there are no specific questions asked about the content of the drawing in regards to the interview incident)

- *(If using as a rest/break) - We'll take a 5 min break now, would you like to draw a picture while we have a break...?*

D. Child factors

(Where the interviewer indicates they have used the aid because of specific emotional or behavioural factors the child is exhibiting)

- Lack of verbal ability
 - *I don't often use this aid; only if the child is not able to tell me verbally or not able to explain what they mean.*
- Minimize Shyness
- Minimise Embarrassment
- Nervous/Calming

When the interviewer indicates the aid was used because the child was nervous, or to calm them down/make them feel more comfortable.

E. Memory tool for interviewer

(Where the aid is used to help the interviewer remember or retain knowledge about the events)

- *I use it as a tool for me to remember*

F. Providing coherence/organisation

(Where the aid is used to help organise/create a comprehensive and coherent account from the child. This is usually when there are multiple offences or events i.e. timelines and maps mainly)

- *You've talked about different places where stuff has happened so I am going to get you to draw a map of the places you went, to help me understand*
- *To help organise and compartmentalise a child's statements*

G. Aid in ongoing investigation (up until conviction)

(Where the respondent has explicitly mentioned the aid was used to help Police in their ongoing investigation (i.e. finding a weapon) or for the court process)

- *Drawing an item used to assault a child with for instance, helps when applying for a search warrant as a good description is usually obtained*
- *Used very rarely for a crime scene where Police may be looking for corroboration*

H. Elicit information

(When interviewers explicitly talk about eliciting information. I.e. asking the child for information about an event/object etc. that the child has not mentioned yet)

Explicit opinion on Aid

This is not us inferring their opinion, rather when they explicitly state that they believe aids are helpful or unhelpful etc. E.g. "I have found aids are helpful at"

Answer	Example
Aid is helpful/effective	When the respondent states the aid is effective or helpful for X. Mark this box to show that they are of this opinion and also mark in the appropriate place what the aid was helpful for. Egg. "I believe diagrams are very effective in clarifying body positions" - This would be a mark for 'Aid is helpful' and a mark for 'clarification' and 'How – Body positions'
Aids is unhelpful/ineffective/has challenges	When the respondent states the aid ineffective for X. Mark this box to show that they are of this opinion and also mark in the appropriate place what the aid was unhelpful for, or write in the comments section. Egg. "I believe diagrams are not helpful in clarifying body positions" - This would be a mark for 'Aid is unhelpful' and a Tally mark NO for 'clarification' and 'How – Body positions' Where the respondent states their opinion on the difficulties of using the aid e.g. Timelines are quite time consuming
Aid is mixed (un/helpful)	When the respondent states the aid was helpful and unhelpful for different reasons. If able to easily mark in appropriate places – do so. Or else just write their comment in the comments section.

What types of questions do you ask when using this aid?

There are some answers given that do not have any examples within them and they are more directional.

- *You used your words to describe the baseball stick dad used when he hit you. I want you now to draw that baseball stick in as much detail as you can.*

A lot of these may also fall under the category 'Aid is explained first'

- *You said this happened at Clyde Park to help me understand more about what happened I need to draw a diagram of the park to help show me where the tree and the path are. (tree and path would have already been mentioned verbally)*
 - (IE THIS IS CLARIFICATION, WHERE, WHAT HAPPENED AND EXPLANATION OF AID)

A. Invitational/Cued invitational

These are very open ended questions. Invitational questions that prompt free-recall responses. E.g. "Tell me everything that happened from beginning to end, tell me more about that, then what happened" Cued invitational questions are more likely as the aids will usually be set in a context, and then details from this

will be used in the question. E.g. You said X tell me everything you can about that/tell me everything that happened then.

- *Show me (using the dolls) everything that happened...*
- *always follow by 'tell me more about that'*
- *Talk me through your drawing/sketch/everything that happened*
 - THIS WOULD ALSO BE 'CHILD NARRATES'

B. Direct

(Anything where the interviewer is narrowing the child's focus to a particular detail of the alleged incident. For dolls this is anything like show me how your body was when X happened or show me what part he touched you, it's asking for very specific details. Most of the responses are these questions see below examples)

- *Show me your body when (using child's words).*
- *Show me*
- *Describe / explain specific part*

C. Closed questions

Where the interviewer explicitly says they used closed questions or their examples are providing option posing prompts e.g. "on the doll can you show me if he touched you here or here?"

- *Did this happen before or after this*
- *show me" - whenever you introduce a tool it usually leads to more closed questions*
- *Can create use of more closed questions when initially drawing the timeline*

Age of child you use this aid with

ONLY MARK WHAT AGES THEY STATE THEY USE THE AID WITH

- I.e. I use them with children 8-10 but not with younger children) = only mark 8-10.

Here you will Tally mark what ages they have dictated they use them with (and also mark that they 'CONSIDER CHILD'S AGE' if they say specific ages, or groups of ages vs 'any child etc.')

If they indicate they also choose these ages due to the child's ability – mark this box "i.e. Use them with older children as younger children don't understand X concept"

If they do not indicate specific ages and instead state they use them with younger/older children or teenagers, mark the appropriate tally columns.

How do you use/what steps do you take when using this aid?

A. Consider Child's age

TICK WHENEVER THEY HAVE INDICATED THEY ONLY USE THE AID WITH CERTAIN AGES (VS ANY CHILD)

(Where the interviewer dictates that their aid use/method of using the aid is influenced by the child's age, or the child's age is considered.

B. Consider child's ability

- *Intellect/cognitive abilities*
(This is where the interviewer states they are considering the child's abilities in whether they will be able to understand and/or competently use the aid they are giving to them.
- *they are checking the child knows how to read a map*

- *The child understands the concept of a time line*
- *Understands birds eye view with a sketchplan etc.*

C. Consider questioning type

(Where the interviewer notes their concern or their realisation that the aid changes their questioning type or that they need to be aware of the questions they are using with the aid)

- *I rarely use them now unless initiated by the child due to the amount of closed questions that arise*

D. Aid removed after use

- *They are taken away as soon as they have fulfilled or not fulfilled their purpose.*
- *put out of sight of the child once completed, so it's not a memory jog tool for them per se*

E. Aid is explained first

- *I have a fairly standard script. Goes something like this. "I've got this picture of a boy/girl. This boy has a front side and a back side (show each side of the paper).*
- *When we used to use them many years ago it was first introduce the diagram had a front and a back,*

F. Aid is constructed with general tools

(Pen and paper, crayons, blue pen)

G. The child narrates alongside the aid

(Where they are instructed to narrate or describe what they are doing with the aid i.e. talking about their drawing as they draw for the interviewer)

- *"Talk to me while you are drawing so i can understand*
- *Could you draw theused to hit and talk me through as you do that so that.... (The monitor) can also know what you are drawing.*

H. Aid is given to child in a certain manner (non leading way)

- *I make sure to hand the paper to the child side ways so neither the front or back is facing them*
- *(hand the paper to the child rather than putting it down in front of them as they get to chose the front or the back of the image)*

I. Check child understands rules/process of interview

(Whether the child knows why they are there etc., that they understand ground rules)

How do you gain access to these aids?

Survey options	Example
1. I have to book them	
2. I have to make them	
3. They are in the interview room already	<ul style="list-style-type: none"> • We keep them in a draw, out of site of the children. • I collect them from a closed cupboard in the room

in case they are required	<ul style="list-style-type: none"> When they are sourced, they will be available in the interview room (out of sight)
4. I have to request them from an off site organisation	

Survey Options	Example
1. The aids are insight	
2. The aids are out of sight	<ul style="list-style-type: none"> We keep them in a draw, out of site of the children. I collect them from a closed cupboard in the room

A. Take own aids with them

B. They are not currently available

- Yet to source some.*

C. Aids are retrieved during the interview

(where interviewer indicates the aid is with the monitor or someone else and during some point of the interview, the interviewer will go out and get the aid and bring it into the room to use – either by the interviewers own accord or by being given the aid from someone else (NOTE if given by someone else this also needs a tally for “Interviewer is requested to use an aid by someone else”))

What kinds of allegations do you use this aid for?

Survey option	Example
1. Physical abuse	
2. Sexual abuse	Historically it was for sexual abuse more.
3. Both physical and sexual abuse	

Answer	Example
Abduction	
Murder	
Vehicle Crash	
Multiple locations	When the alleged perpetrator takes the child through different areas.
Multiple offenders	
Multiple offences	
When a stranger is the offender	
When location is novel	When the scene of the crime is somewhere unknown/novel to the child

When should aids be used?

Options in Survey	Example
1. At the beginning	
2. Sometime in the middle	
3. After a break	
4. As late as possible	
5. At any stage in the interview	
6. should never be used	

Other	Example
Prior to monitors break	<ul style="list-style-type: none"> • Tally No example: following the monitors break to assist them to identify the exact location of where the offending occurred and they have specific questions that they want to know
After verbal questioning has been exhausted	<ul style="list-style-type: none"> • when verbals are exhausted • Better to get the child to verbalise as much as they can.
Whenever the interviewer identifies a need for it	<ul style="list-style-type: none"> • I only use them if the child is struggling with words
They are used as a last resort	<ul style="list-style-type: none"> • Dolls are used as a last resort
Interviewer is requested to use an aid by someone else	<ul style="list-style-type: none"> • e.g. requested by the monitor, a police officer, supervisor • Sometimes, with stranger stuff, police will have a map because they are unsure of the area the child is talking about, so I will introduce that to the child during interview
Aid is used after the interview (off camera)	This may be with the interviewer themselves or with another colleague i.e. a Police monitor/employee uses an aid with the child once the interview is finished
Child asks for aid	

Appendix D Coding Marking Sheet for Specified Aids

Coding Marking Sheet: Use of Specified Aids

Survey Ref ID: _____

Aid/Intended Aid: _____

How often do you use this aid?

Survey Options	Code	Other		Tally Yes
6. Never		Not available		
7. Occasionally		Do not use		
8. Most of the time		My use has changed	Due to research findings	
9. Always			Due to feedback	
10. I used to			Due to court process matters	
			Due to experiencing problems with the aid	

For what purpose do you use this aid for?

Collapse d codes		Tally Yes	Tally No	Other		Tally Yes	Tally No
1 Where	1a Place (Layout of room/home/scene /route)			6 Clarification			
	1b Person (touch, hurt, hit, body part, person)			7 Rapport			
2 When	2a Event sequencing			8 Leisure (during break)			
	2b Age of child (sequencing)						
3 What	3a What happened			9 Child factors	9a Lack of verbal ability		
					9b Shy		
	3b Sensory (what could you see, hear, smell)				9c Embarrassment		
					9d Nervous/Calm		
	3c Object descriptions (items involved in event e.g. gun)			10 Memory tool for interviewer			
4 How	4a Person (Body Positioning)			11 Providing coherence/organisation of the event/events			
5 Who	5a People			12 Aid in ongoing investigation			
				13 Elicit information			

				14 As an exploratory interview			
--	--	--	--	--------------------------------	--	--	--

Explicit Opinion of Aid

Answer		Tally Yes
Aid is helpful		
Aids is unhelpful/challenging		
Aid is mixed (un/helpful)		

What types of questions do you ask when using this aid?

Answer	Tally Yes
Invitational/Cued Invitational	
Direct	
Closed	

Age of child you use this aid with

Age	Tally	Age	Tally
1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8		16	

Age	Tally
Younger children	
Older children	
Teenagers	

How do you use/what steps do you take when using this aid?

Answer	Tally Yes
12 Consider child's age	
13 Consider child's ability	
Consider questioning type	
Aid removed after use	
Aid is explained first	
Aid is constructed with general tools	
The child narrates alongside the aid	
Aid is given to the child in a certain manner	

Check child understands rules of the interview	
--	--

How do you gain access to these aids?

Survey options	Code		Code	Answer	Tally
5. I have to book them				Take own aids with them	
6. I have to make them				They are not currently available	
7. They are in the interview room already in case they are required		3. The aids are insight			
		4. The aids are out of sight		Aids are retrieved during interview	
8. I have to request them from an off site organisation					

What kinds of allegations do you use this aid for?

Survey option	Code	Answer	Tally Yes
4. Physical abuse		Abduction	
		Murder	
		Vehicle Crash	
5. Sexual abuse		Multiple locations	
6. Both physical and sexual abuse		Multiple offences	
		Multiple offenders	
		Where a stranger is the offender	
		When location is novel	

When should aids be used during the account phase?

Options in Survey	Code	Other	Tally Yes	Tally No
1. At the beginning		Prior to monitors break		
2. Sometime in the middle		After verbal questioning has been exhausted		
3. After a break		Whenever the interviewer identifies a need for it		
4. As late as possible		They are a last resort		
5. At any stage in the interview		Interviewer is requested to use an aid by someone else		
6. should never be used		Aid is used after the interview (off camera)		
		Child asks for aid		

Any interesting or miscellaneous comments that do not fit into the above codes:

Appendix E Coding Marking Sheet for Other Aids Used

Coding Marking Sheet: Other Aid use

Survey Ref ID: _____

Aid/Intended Aid: _____

Q77 Identify what these other aids are

Type		Tally
Photos	General/a range/montages	
	Scene	
	Offender	
Comfort tools	Play dough/clay	
	Kush Ball	
Modality	Laptop	
Drawing	Colouring in drawings	
	Drawing of something specific (e.g. a house)	
Charts/Lists	Of information (offences, offenders, victims, weapons)	
Concrete props	Car	
	Doll – life sized	

How often do you use this aid?

Survey Options	Code	Other		Tally Yes
11. Never		Not available		
12. Occasionally		Do not use		
13. Most of the time		My use has changed	Due to research findings	
14. Always			Due to feedback	
15. I used to			Due to court process matters	
			Due to experiencing problems with the aid	

For what purpose do you use this aid for?

Collapsed codes		Tally Yes	Other		Tally Yes	Tally No
1 Where	1a Place (Layout of room/home/scene/route)		6 Clarification			
	1b Person (touch, hurt, hit, body part, person)		7 Rapport			
2 When	2a Event sequencing		8 Play			
	2b Age of child (sequencing)					
3 What	3a What happened		9 Child factors	9a Lack of verbal ability		
				9b Shy		
	3b Sensory (what could you see, hear, smell)			9c Embarrassment		
				9d Nervous		

	3c Object descriptions (items involved in event e.g. gun)		10 Memory tool for interviewer			
4 How	4a Person (Body Positioning)		11 Providing coherence/organisation of the event/events			
5 Who	5a People		12 Aid in ongoing investigation			
			13 Elicit information			
			14 As an exploratory interview			

Explicit Opinion of Aid

Answer	Tally Yes
Aid is helpful	
Aids is unhelpful/challenging	
Aid is mixed (un/helpful)	

What types of questions do you ask when using this aid?

Answer	Tally Yes
Invitational/Cued Invitational	
Direct	
Closed	

Age of child you use this aid with

Age	Tally	Age	Tally
1		9	
2		10	
3		11	
4		12	
5		13	
6		14	
7		15	
8		16	

Age	Tally
Younger children	
Older children	
Teenagers	

How do you use/what steps do you take when using this aid?

Answer	Tally Yes
12 Consider child's age	
13 Consider child's ability	
Consider questioning type	
Aid removed after use	
Aid is explained first	
Aid is constructed with general tools	
The child narrates alongside the aid	
Aid is given to the child in a certain manner	
Check child understands rules of aid use/the interview	

How do you gain access to these aids?

Survey options	Code		Code	Answer	Tally
9. I have to book them				Take own aids with them	
10. I have to make them				They are not currently available	
11. They are in the interview room already in case they are required		5. The aids are insight		Aids are retrieved during interview	
		6. The aids are out of sight			
12. I have to request them from an off site organisation					

What kinds of allegations do you use this aid for?

Survey option	Code	Answer	Tally Yes
7. Physical abuse		Abduction	
8. Sexual abuse		Murder	
9. Both physical and sexual abuse		Vehicle Crash	
		Multiple locations	
		Multiple offences	
		Multiple offenders	
		Where a stranger is the offender	

When should aids be used during the account phase?

Options in Survey	Code	Other	Tally Yes	Tally No
1. At the beginning		Prior to monitors break		
2. Sometime in the middle		After verbal questioning has been exhausted		
3. After a break		Whenever the interviewer identifies a need for it		
4. As late as possible		They are a last resort		
5. At any stage in the interview		Interviewer is requested to use an aid by someone else		
6. should never be used		Aid is used after the interview (off camera)		
		Child asks for aid		

Any interesting or miscellaneous comments that do not fit into the above codes:

Appendix F Coding Manual for Using Aids Together and Contact with Others

Coding Manual: Using Aids together & Contact with Others

Q178 Which aids have you used together?

Aid		Example
Dolls		
Body Diagrams		
Timelines		
Sketchplans (Scene diagrams)		
Maps		
Drawing	Child draws material relevant to event	
	Child draws material irrelevant (rapport/comfort)	
	Child is given drawing of event evidence	drawings of forensic evidence
Photos	General/a range	
	Scene	
	Offender	

For what purpose do you use this aid?

Collapsed Codes

F. Where

- Place

(Any reference to the layout or design of a room/house/park etc. Or a route taken by the child i.e. their walk home/to school/around the park)

- assist them to identify the exact location of where the offending occurred*
- You talked about walking home, have a think about that time and draw how you got from 'a' to 'b'*
- I'm trying to understand where. Can you draw that place for me*

- Person

(Where the interviewer is asking the child to indicate where they were touched/hit/or show where a specific person was or body part is)

- You said he touched your flower (if there is no other word for that part of the body or job given for it) put a cross on this outline of a person where the flower is.*
- Show me where XX is on your body*

G. When

- Event

(Where the interviewer is requesting information on when specific events (i.e. offences, house moving) has occurred)

- organise and compartmentalise a child's statements when there are multiple incidents they are reporting of and everything is overlapping; i.e.: incidents and times*

- *Clarifying questions regarding times/places/etc.*

- Age of child
(Where the interviewer is trying to determine how old the child was at specific times/for specific offences or events)

- *The time line is more a guide for the interviewer to clarify ages of offences,*

H. What

- What happened
 - *Show me (using the dolls) everything that happened...*
 - *Tell me everything that happened in that room from the time you entered to the time you left*
- Sensory
(Getting the child to describe **what they** saw, smelt, tasted, heard, and touched)
 - *Now that you have drawn this map, tell me all about what you could see when you were here*
- Object descriptions
(Where the child is asked to describe an object (potentially used within the event/incident) e.g. gun)
 - *Draw the belt/spoon mum used to hit etc.*

I. How

- Body Positioning
(Any reference to where bodies were or how bodies were, and explicit mention of body positioning)
 - *Show me your body when (using child's words).*
 - *. Or.... to help me understand how you were I have this doll, if this was you show me how you were*

J. Who

- People
(Where the child is asked about describing or identifying specific people in their lives or at the event e.g. who is in your family, who in these pictures did X to you (DOES NOT include body positioning or touch related questions))

Other Codes

I. Clarification

Any answer that identifies the word clarification, or indicates that the child has made some statement and either the interviewer is still confused/verbal questioning has been exhausted/the child is having difficulty verbalising and thus used the aid to help this situation.

- *if the child is struggling to describe and the monitor need clarification*
- *clarify body positioning when verbals are exhausted and the information is confused*

- *You said.....and I am not quite sure yet what you mean. If this doll is you and that one is.... show me what you mean when you say.....*

J. Rapport

(Where the aid is used to relax the child or specifically build rapport between the interviewer and the child)

- *. If the child is just unsettled or hyperactive drawing or colouring can help them focus and makes me a more neutral and less invasive person in the room for them. it can break the ice*

K. Play

(Where the aid is used as part of a break or leisure time, or the child is drawing anything they want- there are no specific questions asked about the content of the drawing in regards to the interview incident)

- *(If using as a rest/break) - We'll take a 5 min break now, would you like to draw a picture while we have a break...?*

L. Child factors

(Where the interviewer indicates they have used the aid because of specific emotional or behavioural factors the child is exhibiting)

a. Lack of verbal ability

- *I don't often use this aid; only if the child is not able to tell me verbally or not able to explain what they mean.*

b. Minimize Shyness

c. Minimize Embarrassment

d. Nervous/Calm

When the interviewer indicates the aid was used because the child was nervous, or to calm them down/make them feel more comfortable.

M. Memory tool for interviewer

(Where the aid is used to help the interviewer remember or retain knowledge about the events)

- *I use it as a tool for me to remember*

N. Providing coherence/organisation

(Where the aid is used to help organise/create a comprehensive and coherent account from the child. This is usually when there are multiple offences or events i.e. timelines and maps mainly)

- *You've talked about different places where stuff has happened so I am going to get you to draw a map of the places you went, to help me understand*
- *To help organise and compartmentalise a child's statements*

O. Aid in ongoing investigation (up until conviction)

(Where the respondent has explicitly mentioned the aid was used to help Police in their ongoing investigation (i.e. finding a weapon) or for the court process)

- *Drawing an item used to assault a child with for instance, helps when applying for a search warrant as a good description is usually obtained*
- *Used very rarely for a crime scene where Police may be looking for corroboration*

P. Elicit information

(When interviewers explicitly talk about eliciting information. I.e. asking the child for information about an event/object etc. that the child has not mentioned yet)

Q91 Please describe the feedback you've been given in general terms

Feedback Type		Example
Positive	General	<ul style="list-style-type: none"> • That they were useful. • They requested the use in the monitors break so appreciated it being used • Positive
	Increased child's concentration	<ul style="list-style-type: none"> • Assisted the child greatly with using the aid. the child forgot the DVD was recording and they concentrated on their drawing
	Helped court case/process	<ul style="list-style-type: none"> • I am told It helps down the track if it goes to court ... I would prefer not to use them • Always positive as helps formulate exactly what happened which in turn helps when working out what offence has been committed and assists when preparing for e.g. a Caption Summary or a search warrant • A child's drawing of an object helped clarify what they were talking about and to apply for a warrant
	Increased clarity	<ul style="list-style-type: none"> • A child's drawing of an object helped clarify what they were talking about and to apply for a warrant
	How aid was introduced/handled	<ul style="list-style-type: none"> • Good introduction and handling of non-anatomical dolls in sexual abuse disclosure with 7 year old
Negative	Unnecessary	<ul style="list-style-type: none"> • That the sketch plan detailing the path taken was unnecessary • Feedback around use of sketch plan in an interview i had assessed was that it probably wasn't necessary

	Distracting	<ul style="list-style-type: none"> • they were distracting
	Not used in court case/process	<ul style="list-style-type: none"> • Cannot be used to Court - The kid did not talk through while drawing so details were missed by the monitor. • However, unless the child explains what is happening while they do the drawing it can make it hard for the monitor to work out what is going on and makes no sense.
	Affected question type	<ul style="list-style-type: none"> • That it closes down the questioning style and questions become very direct. I totally agree with this and so for that reason I don't like to use them
General/Constructive	General discussion	<ul style="list-style-type: none"> • As a member of a team of interviewers, we regularly meet for peer review and as such raise issues or have general discussions about interviewing in general, plus other things such as the use of aids. One of our members is an accreditation assessor as well so we keep informed and updated of current issues/ discussion etc., so have had a team discussion about the use of aids. We have also done peer reviews specifically with interviews where aids have been used.
	Whether to implement the aid	<ul style="list-style-type: none"> • whether it was a good use of the aid or if another strategy would have been better to get the required information • Case by case discussion on whether the aid was necessary in that interview.
	When to implement the aid	<ul style="list-style-type: none"> • Feedback on appropriate use of tool / timing and type of questions used during use of tool • Mostly discussions about when is best to use them and when it would have been a good idea to use one and we did not do it.
	Question type used	<ul style="list-style-type: none"> • We usually discuss the types of questions that are used as usually when you introduce an aid there are a lot of direct / closed questions and we

		discuss alternative ways of asking questions – <ul style="list-style-type: none"> • Feedback on appropriate use of tool / timing and type of questions used during use of tool
	Effectiveness of aid	<ul style="list-style-type: none"> • Worked well or didn't. • How successful it was at clarifying or expanding information.

Q183 which aid did they direct you to use and what for?

The type of aid they have been directed to use will already have been scored/coded by Qualtrics. In the purpose section you need to mark the number of the associated purpose they have described – using the table for Question 180 “What was the purpose of using these aids together” – where each purpose is numbered.

E.g. If a monitor has directed the interviewer to use a body diagram for clarification of body parts, you would put go to the ‘Body Diagram’ row and then write in the ‘purpose’ column 6 & 4a.

Appendix G Coding Marking Sheet for Using Aids Together and Contact with Others

Coding Marking Sheet: Using Aids together & Contact with Others

Survey Ref ID: _____

Q178 Which aids have you used together?

Aid		Tally
Dolls		
Body Diagrams		
Timelines		
Sketchplans (Scene diagrams)		
Maps		
Drawing	Child draws material relevant to event	
	Child draws material irrelevant (rapport/comfort)	
	Child is given drawing of event evidence	
Photos	General/a range	
	Scene	
	Offender	

Q180 What was the purpose of using these aids together?

Collapsed codes		Tally Yes	Other		Tally Yes	Tally No
1 Where	1a Place (Layout of room/home/scene/route)		6 Clarification			
	1b Person (touch, hurt, hit, body part)		7 Rapport			
2 When	2a Event sequencing		8 Leisure (during break)			
	2b Age of child (sequencing)					
3 What	3a What happened		9 Child factors	9a Lack of verbal ability		
	3b Sensory (what could you see, hear, smell)			9b Shy		
				9c Embarrassment		
	3c Object descriptions (items involved in event e.g. gun)		10 Memory tool for interviewer	9d Nervous		
4 How	4a Person (Body Positioning)		11 Providing coherence/organisation of the event/events			
5 Who	5a People		12 Aid in ongoing investigation			
			13 Elicit information			
			14 Exploratory interview			

Q89 Stated that colleagues in their workplace do not use aids in the same way as they do

Answer	Tally Yes
Aid use differs depending on the training and experience of interviewers	
Have been given feedback/advice on aid use and other interviewers do not heed that advice	

Q90 Who do you currently, or have previously received feedback from about your use of visual aids?

Role	Tally
O/C (Officer in charge of case)	
Interviewer	
Monitor	
Detective	
Prosecutor/Lawyer	
Supervisor/In Supervision	
Police	
Assessor	
Psychologist	
Manager	

Q91 Please describe the feedback you have been given in general terms

Feedback Type		Tally
Positive	General	
	Increased child's concentration	
	Helped court case/process	
	Increased clarity	
	How aid was introduced/handled	
Negative	Unnecessary	
	Distracting	
	Not used in court case/process	
	Affected question type	
General/Constructive	General discussion	
	Whether to implement the aid	
	When to implement the aid	
	Question type used	
	Effectiveness of aid	

Q182 Sometimes interviewers are directed to use a visual aid, who has directed you to use a visual aid?

Role	Tally
Supervisor	
Interviewer	
Monitor	
Assessor	
Detective	
Lawyer	

Q183 and Q184 Which aid did they direct you to use and what for?

Aid	Purpose
Dolls	
Body Diagrams	
Drawing	
Sketchplans	
Timelines	
Pictures	
Maps	
Photos	

Any interesting or miscellaneous comments that do not fit into the above codes:

Appendix H Coding Manual for Knowledge of SCWI Protocol and Research

Coding Manual for SCWI Protocol and Research

What guidance does the SCWI Model give about using visual aids during the account phase?

Correct	Example
Uses sketch plans	
Uses body diagrams	
Uses timelines	
If appropriate	Not to be used in every interview only when it assists the child To use them if appropriate Use only if you feel you need to.
Maybe before monitors break	
Introduce aids as late in interview as possible	Introduce them late in the interview Always after the child's free narrative has been exhausted
Be aware of questions you use (i.e. may lead you to use direct questions)	be aware of the question types used
Use invitations/open questions where possible	continue with open questions (I.e. remain open).
Spiral questioning to immediately follow any direct or leading questions	

What question types are you taught to use alongside visual aids?

Correct	Example
Try not use direct, closed, option posing questions	TALLY NO Example: <ul style="list-style-type: none"> use direct questions when open inv not working

Other		Example
Don't know		
Described content examples	Cued Invitation/Invitation	<ul style="list-style-type: none"> tell me more about the stuff you have drawn talk me through your drawing
	Direct	
	Closed	<ul style="list-style-type: none"> Option posing questions or where respondent indicates they use 'closed' questions

What aids are acceptable to use?

Other		Example
All aids		
Identified other aids	Dolls	
	Maps	
	Photos	
	Pictures	
	Other	

Don't know		
Don't use them/none		
Whatever aid is needed/appropriate		<ul style="list-style-type: none"> Each interview is different and whatever aids are used need to be carefully planned what you feel is needed

What purpose should you use aids for

Correct	Example
Clarification/Elaborate on verbal reports	<ul style="list-style-type: none"> When the verbal information is unclear

Other		Example
Don't know		
Model does not specify		<ul style="list-style-type: none"> Don't think the model details this??
Elicit information	Encourage/increase narration of information	<ul style="list-style-type: none"> to obtain more information from the child to elicit further information Obtaining as much information as possible
Not evidential tools		
Build Rapport		to help relax person
Child factors	Minimise Shyness	When they are too shy to say the word and this helps break that barrier
	Lack of verbal skills	When the child does not have the verbal skills to explain fully <ul style="list-style-type: none"> When the verbal information is unclear and child is having difficulty explaining something
	Feel like child has more to say	You decide the child will give more information or clarify something previously said.
	Child asks for aid	If the child asks if they can draw to show information
	Consider the age of the child	When interviewer indicates they consider the child's age before choosing to use an aid
	Consider child's ability	This is where the interviewer states they are considering the child's abilities in whether they will be able to

		understand and/or competently use the aid they are giving to them.
--	--	--

How do you use/what steps do you take when using this aid?

Answer		Example
Consider questioning type		
Aid removed after use		
Aid is explained first		
Aid is constructed with general tools		Paper, pen, crayons
Check child understands rules of aid use/the interview		Ground rules Understands why they are there

When should aids be used during the account phase?

Options in Survey	Example
1. At the beginning	
2. Sometime in the middle	
3. After a break	
4. As late as possible	
5. At any stage in the interview	
6. should never be used	

Other	Example
Prior to monitors break	
After verbal questioning has been exhausted	once all attempts to gain the information through normal question means is exhausted
Whenever the interviewer identifies a need for it	At the time the confusion or need arises

What characteristics of a child do you think signal that an aid may be helpful in an interview?

Options in Survey	Example
1. Gender	
2. Disability/special needs (inclusive of mental illness/speech/hearing problems)	Asperger's
3. Age	
4. Shyness/withdrawn behaviour	
5. Language barrier	
6. Limited rapport	

Other		Example
Difficulty for child	Child's ability to verbally communicate	How the child is comfortable communicating <ul style="list-style-type: none"> When the verbal information is unclear and child is having difficulty explaining something Limited vocabulary
	Embarrassment	
	Aid use needs to be tailored for child's needs	<ul style="list-style-type: none"> it is so dependent on the individual and their personal development

What does research suggest about using aids?

Correct	Example
Decreases accuracy of report	
Not recommended	
Aids are risky	They can be suggestible Use cautiously
There are mixed messages	. Some studies also indicate that children may give more information when they are showing a scene by way of a drawing. Others are not so clear about this.
Can lead to direct/closed questions	
Increases errors	
May increase information reported (on an event/action previously stated by the child)	Some studies also indicate that children may give more information when they are showing a scene by way of a drawing
Don't use with young children	That it can be difficult for the younger child in particular to translate/project their thoughts onto paper
Do not increase significant amount of information/substance to interview	Not all that effective with eliciting a narrative - in general. Not a magic wand to gain extra detail - doesn't always work <ul style="list-style-type: none"> Most recently it's been decided that the use of aids does not add anything more substantial to the interview. generally doesn't improve the overall outcome of the interview however they do not necessarily enhance their report
Use verbal questioning (till exhausted)	Always try and elicit the information through recommended best questioning before making the decision to introduce a tool or aid.

Other	Example
Don't know	
Use as last resort	
Aids are generally helpful	sometimes they work well That when appropriately used they can support the child's statements
May increase new information reported	Can be of use in gaining new information with older children as they narrate (sketches)

(NOT on an event/action previously stated by the child)	
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Is the research relevant for how you use aids?

Answer		Example
Yes	It has impacted on my use (They may give examples on ways that it has impacted)	<ul style="list-style-type: none"> As research is showing that introducing tools / aids generates a lot of closed questions interviewers are choosing to use them less and less as previously stated, have minimised my use Yes it is because it means that we need to exhaust verbal methods before going straight to using aids
	It improves interviewer practice	<ul style="list-style-type: none"> It is useful to have an understanding of and particularly to understand the benefits and also what is not helpful as a guide to using them or not during interviews
	It is necessary to keep practice/models updated	<ul style="list-style-type: none"> And interview models should be constantly updates accordingly.
No		
	Aids are helpful	<ul style="list-style-type: none"> Don't agree with this I think they help
Don't know		

Do the research finding reflect what your experience has been?

Answer	Example
Limitations in identifying aids real-world effectiveness	<ul style="list-style-type: none"> It is hard to know, as we are only part of the process, we interview the child and do not find out any further information about how useful or factual the information was.
Aids help verbal report	<ul style="list-style-type: none"> Some kids respond well to sketch plans and can easily talk through the incident in a logical and clear manner when using a sketch. I do find them helpful in clarifying any points of confusion. They (esp. body diagrams) can also assist with a child/young person who is too embarrassed to talk about genitals etc. - especially in sexual assault cases.
Research reflects practice	<ul style="list-style-type: none"> I think aids need to be used with caution and only to assist verbal communication I try not to use visual aids as my questioning style becomes more direct I agree that use should be very limited and only in certain circumstances and generally with the older children. Verbal's need to be exhausted before the tool is introduced to clarify any particular point.
Helps with process issues	<ul style="list-style-type: none"> A little - sometimes I think it would be helpful to do a timeline earlier when there are lots of incidents,

What other area are you an interviewer besides SCWI

Answer	Example
Level 3 Interviewer	
Suspect interviewing	
Specialist Adult Interviewer	
Witness Interviewing	

Appendix I Coding Marking Sheet for Knowledge of SCWI Protocol and Results**Coding Marking Sheet for SCWI Protocol and Research**

Survey Ref ID: _____

ANSWERS TO QUESTIONS 93 TO 97 MUST BE TALLIED ON THE FOLLOWING TABLES ON PAGE 1 AND 2**What guidance does the SCWI Model give about using visual aids during the account phase?**

Correct	Tally Yes	Other		Tally Yes	Tally No
Uses sketch plans/scene diagrams		There is no guidance			
		Don't use them/Not recommended			
Uses body diagrams		Don't know			
Use timelines					
If appropriate					
Maybe before monitors break		States opinion on model	Model is unhelpful/bad		
Introduce aids as late in interview as possible			Model is helpful/good		
Be aware of questions you use (i.e. may lead you to use direct questions)		States opinion on aids	Aids are helpful/good		
			Aids are unhelpful/bad		
Use invitations where possible		Information on Method of use	Explaining aid use out loud/narrate		
Spiral questioning to immediately follow any direct or leading questions			Signed and dated aid		
			Use rarely/sparingly		
			Present the aid in a non-leading way		

What question types are you taught to use alongside visual aids?

Correct	Tally Yes	Tally No	Other		Tally Yes
Try not use direct, closed, option posing questions			Don't know		
			Described content examples	Cued Invitation/Invitation	
				Direct	
				Closed	

What aids are acceptable to use?

Other		Tally Yes
All aids		
Identified other aids	Dolls	
	Maps	
	Photos	
	Drawings	

	Other	
Don't know		
Don't use them		
Whatever aid the interviewer deems as appropriate		

What purpose should you use aids for

Correct	Tally Yes	Tally No	Other		Tally Yes
Clarification/Elaborate on verbal reports			Don't know		
			Model does not specify		
			Elicit information	Encourage/increase narration of information	
			Not evidential tools		
			Build Rapport		
			Child factors	Shy	
				Lack of verbal skills/difficulty explaining	
				Feel like child has more to say	
				Child asks for aid	
				Consider the age of the child	
				Consider child's ability	

How do you use/what steps do you take when using this aid?

Answer	Tally Yes
Consider questioning type	
Aid removed after use	
Aid is explained first	
Aid is constructed with general tools	
Check child understands rules of aid use/the interview	

When should aids be used during the account phase?

Options in Survey	Code	Other	Tally Yes	Tally No
1. At the beginning		Prior to monitors break		
2. Sometime in the middle		After verbal questioning has been exhausted		
3. After a break		Whenever the interviewer identifies a need for it		
4. As late as possible				
5. At any stage in the interview				
6. should never be used				

ONLY ANSWERS TO Q98 What characteristics of a child do you think signal that an aid may be helpful in an interview?

Options in Survey	Code	Other		Tally Yes
1. Gender		Difficulty for child	Childs ability to verbally communicate	
2. Disability/special needs (inclusive of mental illness/speech/hearing problems)			Embarrassment	
3. Age			Aid use needs to be tailored for child's needs	
4. Shyness/withdrawn behaviour				
5. Language barrier				
6. Limited rapport				

ANSWERS FROM EACH QUESTION MUST BE TALLIED IN THEIR CORRESPONDING TABLES

Q99 What does research suggest about using aids?

Correct	Tally Yes	Other	Tally Yes
Decreases accuracy of report		Don't know	
Not recommended/useful		Use as last resort	
Aids are risky		Use for clarification	
There are mixed messages		Aids are generally helpful	
Can lead to direct/closed questions			
Increases errors		May increase new information reported (NOT on an event/action previously stated by the child)	
May increase information reported (on an event/action previously stated by the child)			
Don't use with young children			
Do not increase significant amount of information/substance to interview			
Use verbal questioning (til exhausted)			

Q100 Is the research relevant for how you use aids?

Answer	Tally
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Yes		
	It has impacted on my use	
	It improves interviewer practice	
	It is necessary to keep practice/models updated	
No		
	Aids are helpful	
Don't know		

Q101 Do the research finding reflect what your experience has been?

Answer	Tally	Answer	Tally
Yes		Limitations in identifying aids' real-world effectiveness	
No		Aids help verbal report	
Unsure		Research reflects practice	
Partially		Helps with process issues	

Q113 What other area are you an interviewer besides SCWI

Answer	Tally
Level 3 Interviewer	
Suspect interviewing	
Specialist Adult Interviewer	
Witness Interviewing	

Any interesting/other comments of note: