Timely disclosures mean timely interventions for young offenders and victims.

Final Report to the Nuffield and Jacobs Foundations who funded this research between 2013 and 2019.

Michael E Lamb
Grantee
University of Cambridge

Most child abuse occurs in private and so its occurrence is usually known only to the participants. When suspicions trigger forensic investigations, perpetrators typically deny what they have done and many suspected victims fail to disclose as well. Our previous research, conducted over roughly two decades, succesfully focused on identifying evidence-based practices that help children to describe of their experiences, including experiences of abuse, convincingly. Specifically, our research team drew on findings obtained in both experimental and real-world contexts to identify ways in which forensic interviewers could enhance the abilities of children, including young children, to provide detailed and accurate accounts of their experiences. These techniques were incorporated into a structured interview guide that became known as the National Institute of Child Health and Human Development (NICHD, the Institute that funded and hosted the initial research) Investigative Interview Protocol. Four separate quasi-experimental field studies, conducted in Israel, the UK, the USA, and Canada (using Hebrew, English, and French versions of the Protocol) showed that interviewers using the Protocol used more developmentally appropriate questions and elicited more information likely to be accurate than peers conducting interviews not guided by the Protocol. These findings resulted in use of the Protocol being mandated throughout Israel in 1998 and to its being embraced by social service agencies and the police training college in Quebec. Over time, the Protocol also came to be described as the 'gold standard' against which social service and police interviews are judged in the USA and the Protocol is heavily represented in the guidelines taught by the US National Children's Advocacy Centers. Unfortunately, however, although the principles incorporated into the Protocol are nearly universally embraced by experts, it has not been possible to assess how widely they are actually respected in police and social service interviews in the UK. An Appendix lists all publications by our research team derived from the funded project to date; inclusive summaries of research over the last 25 years assessing the use, validity, and effectiveness of the NICHD Protocol were provided in an open-access article (Lamb, Orbach, Hershkowitz, Esplin, & Horowitz, 2007) and in two books authored by the researchers (Lamb, Hershkowitz, Orbach, & Esplin, 2008; Lamb, Brown, Hershkowitz, Orbach, & Esplin, 2018).

The original Protocol emphasized cognitive techniques known to facilitate and enhance the retrieval and reporting of information by children but failed to address adequately the motivational factors that prevent many children from disclosing abuse, especially abuse at the hands of family members. Multiple studies showed that many children failed to report abuse, even when given the opportunity, because they were scared, embarassed, or feared that no-one

would believe them. Research showed that children were especially loath to describe abuse by family members or those on whom they were emotionally, psychologically, and financially dependent. Accordingly, the multi-year research project funded jointly by the Nuffield and Jacobs Foundations focused on the development and implementation of interview techniques that reduce barriers to disclosure by victims of within-family abuse. The research was conducted in cooperation with the Israeli agency responsible for conducting all forensic interviews with children nationwide; they enabled the implementation of the new Investigative Interview Protocol—dubbed the Revised NICHD Protocol--in the context of an intensive training program that included extended evaluation and support. Over the course of training, as detailed below, we showed that interviewers became more supportive and that interviewees became more cooperative. An updated review of research on both the original or 'Standard' and newer or 'Revised' Protocols was published in a recent book (Lamb, Brown, Hershkowitz, Orbach, & Esplin, 2018) and the Appendix lists all publications to date in which the research team has reported findings obtained during this funding period.

1: Are children more cooperative in supportive interviews?

The research project began with a preliminary study of recently conducted forensic interviews, with focus on the ways in which supportive interview practices can alter children's reluctance in the course of investigative interviews. Half of the interviews had been conducted by Israeli investigators trained to use a Revised version of the Protocol (RP) which asked them to pay close attention to signs of reluctance on the part of the children and taught them how to respond to such signs. The other interviews were conducted by experienced interviewers following the standard Protocol (SP) guidance. Hershkowitz, Lamb, Katz, and Malloy (2015) examined the levels of support and reluctance in both kinds of interviews while also classifying the types of utterances interviewers used as recall prompts (including open-ended invitations and directive prompts) or recognition prompts (including option-posing or suggestive prompts). In addition, raters identified all supportive verbal expressions (i.e., expressions of interest in the children's experiences, using the children's names, echoing, acknowledging and/or exploring the children's feelings, positively reinforcing the children's efforts but not what they said, and expressions of empathy with the children's expressed feelings regarding the interview but not experiences) as well as Unsupportive comments, including comments on or criticisms of the children's behavior, ignoring their requests or expressions of emotion, and confrontations with them. With respect to the children's behavior, the raters identified responsive replies—those in which the children provided relevant information in response to the interviewers. Reluctant responses were identified and classified as Omissions (including no answer, don't remember, not sure, unfinished, unclear, nothing else to tell you); Resistance (including negative responses to the interviewers) or Denials. The raters also tabulated the number of forensically relevant details conveyed in the children's descriptions of the investigated events during the substantive part of the interview. Details were counted only when they were new and added to understanding of the target events.

Analyses of the interviewers' supportiveness showed that interviewers, as predicted, made more supportive than unsupportive interventions overall. In addition, during the initial phases of the interviews, RP interviews contained more positive but fewer negative interventions than SP interviews whereas children interviewed using the RP showed less reluctance than children

interviewed using the SP. Use of the RP was associated with enhanced support in the rapport-building and transitional phases, alongside decreased reluctance in the rapport-building and substantive phases but not in the transitional phase.

Proportionally more recall than recognition prompts were directed to the children, regardless of procedure. This finding was important: It showed that attempting to be more sensitive to the children's emotions had not made the interviewers more suggestive or leading in the ways they questioned them. Indeed, during the transitional phase of the interviews (the phase during which the possibility of abuse was first broached) children interviewed using the RP were asked proportionally more recall and non-substantive prompts and proportionally fewer recognition prompts than children interviewed with the SP. Although there were no Protocol differences in the numbers of details produced, decreased reluctance in the substantive phases was associated with the production of more forensic details.

Whereas Hershkowitz et al. (2015) had focused on the overall amounts of support and reluctance of various kinds, a later study employed sequential analyses to elucidate the immediate effects of supportive utterances on children's behavior. Ahern, Hershkowitz, Lamb, Blasbalg, and Winstanley (2014) first identified instances of child reluctance and interviewer support in each utterance in 200 investigative interviews with suspected victims of abuse who all made credible allegations of abuse during the interviews that were studied. Reluctant responses again included omissions, resistance, and denials. The variable "reluctance" was the sum of all the types of reluctance displayed during each conversational turn. Examples of support included addressing children by name, acknowledging children's feelings, reinforcing children's efforts during the interview, and/or empathizing about the interview experience. The variable "support" was the sum of all the types of support displayed during each conversational turn. Child reluctance was also coded for each conversational turn in the pre-substantive phase of forensic interviews (that is, in the portion of the interview before the possibility of abuse was addressed). Turns containing at least one instance of support were coded as supportive and turns without support were coded as non-supportive. Turns containing at least one instance of reluctance were coded as reluctant and turns without reluctance were coded as non-reluctant.

Initial analyses showed that, when using the RP, the interviewers provided proportionally more support than when using the SP, regardless of whether the interviewer was responding to reluctant or non-reluctant child utterances. However, interviewers did not respond selectively to reluctant as opposed to non-reluctant utterances but children provided proportionally more non-reluctant utterances in response to support than to no support, though only when the Revised Protocol was being used. These somewhat mixed findings underlined the need for both more intensive training designed to increase the interviewers' sensitivity to signs of reluctance and for greater focus on the need to respond promptly, constructively, and non-suggestively to each sign of reluctance.

Fortunately, our collaborators in the Israeli office responsible for all investigative interviews of young suspected victims, witnesses, and offenders were impressed by these initial findings. Accordingly, we further revised the NICHD Protocol and developed an intensive training program for 16 agency supervisors as well as all forensic interviewers which was then delivered over the course of a year to 63 forensic interviewers in the country; they were required to

participate because use of the Revised Protocol became mandatory. Hershkowitz, Ahern, Lamb, Blasbalg, Karni-Visel, and Breitman (2017) then painstakingly described changes in the interviewers' behavior (and in the behavior of the children they were interviewing) during the training program.

In the first phase of the RP training program, the supervisors/trainers participated in five day-long group sessions during which they learned how to conduct supportive interviews and how to employ the coding scheme. During the initial training, each supervisor performed at least five investigative interviews of children, coded those interviews, checked their coding against formal coding by the researchers, and discussed with the researchers the adequacy of their supportive interventions and the accuracy of their coding. The adequacy of supportive interventions was assessed based on the kind of reluctance children exhibited and the immediacy with which it was addressed.

During the second phase, the supervisors conducted a series of individual and group sessions with the child interviewers they regularly supervised to ensure that the training built on well-established teamwork. In this phase, supervisors participated in an additional series of day-long group sessions with the researchers just before delivering the training to their teams. Trainer sessions modeled the training session that the supervisors were about to conduct. Accordingly, trainer sessions included teaching the theory and research behind interventions, practicing the interventions to be taught, learning the corresponding coding instructions, reviewing analyses of recently conducted interviews, and learning exercises to provide during and after each training session. The subsequent day-long group sessions conducted by the supervisors were followed by individual 2-hour-long sessions involving the supervisor and each of his/her interviewers. Every session focused on the delivery of specific supportive interventions emphasized in the RP. The first session discussed the rationale for the recommended supportive interventions, modeled supportive statements, and taught the coding scheme; the second training session focused on creating, enhancing, and maintaining rapport during the pre-substantive interview phase; the third on the principles of providing support in the transitional phase; and the fourth on providing support in the substantive phase. The fifth and sixth sessions were dedicated to the principles of planning and conducting repeated interviews when children were unwilling to disclose possible abuse despite strong suspicions that abuse had occurred (fifth session) or when children required another interview in order to elicit further details about their alleged victimization (sixth session). Session 7 focused on identifying and analyzing non-verbal indicators of reluctance, and session 8 ended the main training program, providing guidance on how to conduct an integrative analysis of a completed investigation.

Progress was tracked for each trainee, and changes in the quality of their supportive interventions tabulated from each individual session to the next. The numbers of adequate and inadequate interventions as well as of instances where they failed to provide support when it was called for were tabulated across training sessions and presented by the researchers to the trainers and trainees in comparative tables and figures before every individual session. The same coding scheme was used for both training and research purposes.

Six categories of Support were distinguished: (i) Personally addressing the child by name; (ii) Positively reinforcing the child's cooperation by praising/thanking him/her for listening to

questions or for providing many details; (iii) Initiating rapport by expressing interest in knowing the child or by being hospitable; (iv) Emphasizing rapport by expressing care or concern for the child or by presenting him/herself as someone to whom children could disclose because it was their duty to ensure children's welfare; (v); Empathically relating to the child's expressed feelings by accepting, echoing, or inquiring about them; and (vi) Encouraging the child to disclose by emphasizing the importance of reporting and the fact that the child was a unique source of knowledge, expressing confidence in his or her abilities, legitimizing his/her reports or offering assistance.

Five types of inadequate interviewer responses were also distinguished: (i) suggestive support provided by offering supportive statements that involved presumptions about the child's situation or selectively reinforcing the child for reporting certain contents; (ii) confrontations that involved challenging the child's report; (iii) causing discomfort by interrupting, criticizing, coercing, or using the wrong name; (iv) providing unfounded reassurance and making promises that could not be kept; and (v) failing to respond supportively when the child signals discomfort.

To track the effectiveness of the training, Hershkowitz et al. (2017) focused on interviews conducted before the training and after the first, second, and third sessions. As anticipated and intended, interviewer behavior changed over time. Significant decreases relative to baseline were evident in insensitivity and inadequate support after the second and third training sessions whereas increases in support were evident each time point. Stated differently, interviewers became less insensitive to children's reluctance over time, underscoring the success of the intensive training relative to the training conducted when implementing the initial revisions of the Protocol.

Interestingly, interviewers offered more support as well as more inadequate responses to younger than to older children. Perhaps, interviewers' differential sensitivity to signs of reluctance was attributable to differences in the ways in which younger and older children verbalized their reluctance. Alternatively, interviewers may have been more empathic toward younger children because they appeared more immature and vulnerable.

Importantly, the interviewers' increasingly skillful use of supportive interventions was not accompanied by any change in their use of the most cognitively appropriate utterance types (i.e., invitations), perhaps because all of the interviewers had had extensive experience using the NICHD Protocol and knew that they were expected to continue employing the interviewing techniques that had been mandated nationally for nearly 20 years.

Part 2: Does enhanced support drive changes in children's cooperativeness?

Several studies were then conducted to examine more closely the dynamics of forensic interviews conducted using either the Standard or the new Revised Protocols. In one such study, Ahern, Hershkowitz, Lamb, Blasbalg, and Karni-Visel (2019) examined Standard and Revised Protocol interviews with children whose abuse had been independently verified. They predicted that (1) children's reluctance would peak during the transitional phase and that (2) within the transitional phase, reluctance would be reflected in the number of substantive turns required to elicit allegations of abuse (more turns indicating more reluctance), utterance type (more closed-

ended prompts indicating more reluctance), and transitional prompt content (more specific prompt content indicating more reluctance). We also predicted that (3) more supportive statements and fewer signs of reluctance would be evident in RP than in SP interviews, and (4) younger children would express more reluctance than older children.

As predicted, explicitly reluctant statements occurred more often during the transitional phase than in the pre-substantive and allegation phases. Further, digressions were more common during the transitional phase and both the number of turns and the use of focused prompts increased during the transitional phase. A Hierarchical Linear Model (HLM), with child interviews nested within interviewers, showed that children made allegations in response to fewer transitional prompts in RP than in the SP interviews, with older children required fewer transitional prompts than younger children and the younger children receiving proportionally fewer invitations and more option-posing prompts than the older children. A series of Hierarchical Linear Models (HLMs) with child interviews nested within interviewers, showed that, for each interview phase (pre-substantive, transitional, allegation), the RP interviewers communicated more support than did the SP interviewers after controlling for other factors. Similar HLMs also showed that the older children were less reluctant than the younger ones, regardless of Protocol type.

Taken together, the findings highlighted the superiority of the RP relative to the SP but also illustrated various aspects of child forensic interviews that had to be considered when seeking to understand children's willingness to engage with forensic interviewers.

Blasbalg, Hershkowitz, Lamb, Karni-Visel, and Ahern (2019) too focused on support and reluctance in 88 Standard and 166 Revised Protocol interviews with roughly comparable groups of suspected victims, all of whom made allegations of abuse when interviewed. The analyses focused separately on the numbers of utterances in the transitional and substantive phases of the interviews using multilevel analyses that took into account the overall numbers of questions asked as well as the nesting of cases within interviewers.

As in some of the studies reviewed earlier, Revised Protocol interviewers offered more supportive comments than Standard Protocol interviewers during the transitional phase. Children expressed less reluctance in Revised Protocol interviews than in Standard Protocol interviews. Fewer forensically relevant questions were asked during the transitional phase in Revised than in Standard Protocol interviews, meaning that more of the interviewers' utterances were simply providing support. Importantly, however, the use of open-ended questions in the two protocol conditions did not differ. In the substantive phase, there were higher levels of support in Revised Protocol than in Standard Protocol interviews while children in the Revised Protocol condition were less likely to express reluctance than children in the Standard Protocol condition. There was no difference between protocol conditions with respect to the number of questions asked, but interviewers in the Revised Protocol condition asked more open-ended questions and fewer closed-ended questions than in the Standard Protocol condition while the children were significantly more likely to provide forensically relevant new details in their responses than children in the Standard Protocol condition.

To elucidate the direction of effects better, Blasbalg, Hershkowitz, and Karni-Visel (2018) used sequential analyses to explore, at the utterance level, whether reluctance or informativeness) were more or less likely to be elicited by interviewer support. They expected that, within a given utterance, reluctance would be negatively correlated with informativeness and that decreased reluctance would be positively associated with increased informativeness. In addition, interviewer support in a given utterance was expected to be positively associated with decreased reluctance and increased informativeness in the following utterance with decreased reluctance mediating the effects of support on informativeness.

As expected, decreased reluctance predicted increased informativeness. Similarly, support was positively associated with decreased reluctance. In the critical mediation model, GLMM analyses revealed that providing support and asking a question had positive effects on informativeness. Decreased reluctance also predicted higher informativeness, partially mediating the effect of support on informativeness. These findings thus built upon and added to those obtained earlier in this program of research. We had previously documented the beneficial effects of support on the reluctance of alleged abuse victims, albeit only in the pre-substantive and transitional phases of the interview whereas the new study focused on interviews conducted after intensive training and showed that providing support during the substantive phase had a beneficial effect on children's informativeness about the abuse. Reluctance expressed while forensically relevant information is being elicited may threaten the value of the children's testimony, so the new findings had significant implications for forensic interviewers. Moreover, reluctance expressed when the child is describing specific details about the abuse is presumably more profound than is reluctance expressed while discussing neutral issues and thus it was reassuring that supportive interviewing remained effective during the substantive phase.

Karni-Visel, Hershkowitz, Lamb, and Blasbalg (2019), meanwhile, drew upon the notion that, in forensic interviews, the expression of emotions can powerfully enhance both the quality of children's statements and perceptions that their statements are coherent and credible. The goal of their study was thus to determine whether use of the RP led to increases in children's emotional expressiveness during forensic interviews. It was hypothesized that children interviewed using the RP would express more emotions about the interview and about the abusive events and would be more forensically informative. It was also hypothesized that children interviewed using the RP would report a more diverse array of emotions than would children interviewed using the SP.

Emotional expressions were coded whenever the children used words describing emotions or emotional metaphors (e.g., "I felt like I wanted to bang my head against the wall"). In order to assess the variety of emotions expressed, every emotional expression was coded and counted once whenever children used words describing their emotions.

Overall, children made reference to 143 different emotions; 115 different emotions were referenced during RP interviews, and 80 different emotions were referenced in SP interviews. On average, children expressed 7.29 different emotions in RP interviews but only 4.85 in SP interviews, with older children and girls expressing more varied emotions than younger children

and boys, respectively, even after controlling for variations in the number of utterances. RP interviews included more references to emotions about both the interview situation and the alleged abuse.

Use of the RP was not associated with the production of more details than use of the SP, but the number of emotional expressions related to the abuse was positively correlated with the number of details reported, and the numbers of emotions expressed mediated the association between support and informativeness, suggesting that use of the RP helped children to overcome emotional barriers and to express their emotions in a way that increases their informativeness and perceived credibility. Exploring and facilitating constructive expressions of emotions is a complex interviewing skill that is acquired only after extensive training (see above) and may be emotionally taxing for professionals.

3: Does use of the Revised Protocol increase the number of compelling allegations made by suspected victims?

Studying a sample of 426 cases selected because there was clear independent evidence that the children had actually been abused (most were victims of within family physical abuse), Hershkowitz, Lamb, and Katz (2014) relied on a hierarchical logistic model to assess the association between Protocol version (Revised vs Standard) and allegation rates, after controlling for the effects of other variables and reflecting the fact that children were nested within interviewers. The study was conducted after only the preliminary revision of the Protocol had been completed to provide an early test of whether or not enhanced interviewer sensitivity might have an effect in the aggregate.

Protocol version significantly predicted allegation once the effects of other factors (including interviewer's identity) were taken into account. Using the RP significantly increased the odds that children would make allegations. Although the association between Protocol type and allegation rate varied in strength depending on individual and case characteristics, emerging differences were always in the same direction, with use of the RP always associated with more allegations than use of the SP. By creating more meaningful rapport with children and providing them with emotional support throughout the interview, it thus appeared that forensic interviewers using the RP better helped children overcome their reluctance to communicate. These findings underscored our belief that best practice recommendations clearly need to underscore the importance of supportive yet nonsuggestive practices when investigating possible occurrences of abuse and of using structured protocols for shaping relationships with children effectively.

Because Hershkowitz et al.'s (2014) study focused on an earlier version of the Revised Protocol, however, it remained unknown until recently whether use of the latest version increases the likelihood that children will make allegations of abuse when formally interviewed. Hershkowitz and Lamb (in press) addressed this question by comparing rates of allegations in the years immediately before and after the Israeli government mandated use of the RP, rather than the SP, in official investigative interviews nationwide in April 2015. The study focused on 14,874 Israeli children, 7889 boys and 6985 girls aged 4 to 14 years (M=9.04, SD=2.88) who were referred to the authorities for investigation into suspicions that they had been physically (n=11355, 76.3%) or sexually (n=3519) abused and were interviewed on a single occasion between January 2014

and December 2016,. Most suspected perpetrators were parents, relatives, or caretakers (81.2%), but 2803 were not family members or people responsible for the care of the children. Sixty-four investigative interviewers from all regions of Israel conducted 5837 (39.2%) interviews using the Standard NICHD Investigative Interview Protocol (SP) and thereafter conducted 9037 interviews using the Revised Protocol (RP).

Most of the children made allegations of abuse when interviewed (72.2%, n=10738); the difference between the RP (73.2%) and the SP (70.6%) was significant. In order to account for the nesting of cases within interviewer identity, a GLMM model was tested to assess the independent effects on disclosure rates of protocol type after accounting for the effects of several fixed effects (child age and gender, type of suspected abuse, relation to suspect) as well as interviewer identity (random effect). Protocol version significantly predicted allegation rates once the effects of other factors (age, relationship, type of abuse, and interviewer identity) were taken into account. Using the RP significantly increased the odds that children would make allegations. A similar GLMM model also showed that using the RP rather than the SP significantly increased the odds that children's statements would be deemed credible, with odds increasing by over 10%.

The under-reporting of child abuse by victims is a serious problem that may undermine societal efforts to identify victims, protect them from further abuse, and facilitate their access to welfare and justice services. Children's disclosures form the basis for the recognition of child abuse, because independent evidence is typically lacking. However, many children are reluctant to disclose, and although gaining their trust and cooperation is challenging for professionals, it is often possible. Professionals need to be provided with the best available scientific evidence to ensure that all potential victims are given the opportunity to report their experiences accurately and completely and our most recent study showed that the RP was an effective tool for motivating suspected victims to disclose abuse. The study also showed that use of the RP allowed more cases to proceed for further investigation, thereby addressing another widespread problem, namely, the failure to substantiate cases and consequently the premature termination of child abuse investigations.

It is important to caution that the mere provision of the RP manual to professionals is not sufficient; many researchers have shown that, in the absence of intensive and prolonged training, changes in interviewing practices tend to be limited and often temporary especially with a tool like the RP which requires the integration of various skills for addressing children's distress effectively. Thus, a responsible and evidence-based policy should recognize the indispensable role of training and ongoing supervision and allocate the necessary resources when attempting to implement the RP.

4: Ongoing research

Although research funding ended in the middle of 2019, the research team has continued to analyze the complex dataset collected in the field over the last 7 years. Some of the current analyses focus on better understanding the processes whereby interviewer sensitivity and support promotes children's trust, emotional expressiveness, cooperation, and informativeness within the course of forensic interviews. Other analyses are exploring the utility of conducting more than

one interview with some especially reluctant suspected victims of abuse. Still others are focused on the cooperativeness and informativeness of young offenders. Here we revised the Young Suspect Investigative Interview Protocol (Hershkowitz et al., 2004), developed and implemented an intensive training program, and are evaluating the interviews conducted using both the Revised and Standard versions of that Protocol. These projects will be completed and published over the next few years.

Whatever these ongoing studies show, we hope this report makes clear how great an impact the funded program of research has had. Impressed by the detailed and painstaking research summarized above, the Revised Protocol has been embraced by investigative agencies and experts in many countries. Some indication of the breadth of application is evident on the website NICHDProtocol.com where versions in English, Finnish, French, Georgian, Japanese, Korean, Norwegian, Portuguese (European), Portuguese (Brazilian), Russian, Spanish, and Swedish, amongst other languages, are available free. The researchers are frequently asked to develop and provide training to meet the growing demand and are currently developing an online course.

Acknowledgments

Appendix

Publications reporting research funded by the Nuffield and Jacobs Foundations

Lamb, M. E., Hershkowitz, I., & Lyon, T. D. Interviewing victims and suspected victims who are reluctant to talk. *APSAC Advisor*, 2013, *25*(4), 17-19.

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Lamb, M. E. How I got started--Drawn into the life of crime: Learning from, by, and for child victims and witnesses. *Applied Cognitive Psychology*, 2014, *28*, 607-611.

Ahern, E. C., Hershkowitz, I., Lamb, M. E., Blasbalg, U., & Winstanley, A. Support and reluctance in the pre-substantive phase of alleged child abuse victim investigative interviews: Revised versus Standard NICHD Protocols. *Behavioral Sciences & Law*, 2014, *32*, 762-774.

Hershkowitz, I., Lamb, M. E., Katz, C., & Malloy, L. C. Does enhanced rapport-building alter the dynamics of investigative interviews with suspected victims of intra-familial abuse? *Journal of Police and Criminal Psychology*, 2015, *30*, 6-14.

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Hershkowitz, I., Ahern, E. C., Lamb, M. E. Blasbalg, U., Karniel-Visel, Y., & Breitman, M. Changes in interviewers' use of supportive techniques during the Revised Protocol Training. *Applied Cognitive Psychology*, 2017, *31*, 340-350.

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Blasbalg, U., Hershkowitz, I., Lamb, M. E., Karniel-Visel, Y., & Ahern, E. C. Is interviewer support associated with the reduced reluctance and enhanced informativeness of alleged child abuse victims? *Law and Human Behavior*, 2019, *43*, 156-165.

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Brown, D. A., & Lamb, M. E. Forks in the road, routes chosen, and journeys that beckon: A selective review of scholarship on children's testimony. *Applied Cognitive Psychology*, 2019, *33*, 480-488.

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Professional Conference Presentations reporting research funded by the Nuffield and Jacobs Foundations

Lamb, M. E., Hershkowitz, I., Malloy, L. C., & Katz, C. Does enhanced focus on rapport-building affect the cooperativeness of reluctant children in forensic interview contexts? Paper presented to the American Psychology-Law Society Conference, Portland, March 2013.

Lamb, M. E. Children and the law: Are our practices coherent? Invited plenary address to the American Psychology-Law Society Conference, Portland, March 2013.

Lamb, M. E. Questioning young alleged victims of maltreatment. European Committee for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment, Strasbourg, 4 July 2013.

Lamb, M. E. Developmentally appropriate forensic interviews of alleged victims of sexual abuse. Invited workshop, 43rd Annual Conference of the Brazilian Psychological Association, Aracaju, 25 October 2013.

Ahern, E. C., Hershkowitz, I., Lamb, M. E., Winstanley, A. V., & Blasbalg, U. Interviewer behavior and its effects on the reluctance of alleged child abuse victims: Comparing the Revised and Standard-NICHD Protocols. Paper presented at the Annual Convention of the American Psychology-Law Society, New Orleans, March 2014.

Ahern, E. C., Hershkowitz, I., Lamb, M. E., & Blasbalg, U. Interviewer behavior and its effects on the reluctance of alleged child abuse victims in the presubstantive phase: Comparing the Revised and Standard-NICHD Protocols. Paper presented to the 15th International Conference of Investigative Psychology, London, April 2014.

Lamb, M. E. Changing practice in the investigation of child abuse: A slow journey. Keynote presentation to the Nebraska Conference on Psychology and Law, Lincoln NE, June 11-13, 2014.

Lamb, M. E. Children and the law: a developmental approach. G. Stanley Hall Award Lecture, American Psychological Association Annual Convention, Washington, August 2014.

Lamb, M. E., Orbach, Y., & La Rooy, D. Developmentally appropriate investigative
interviewing of suspected child abuse victims. Continuing education workshop,
American Psychological Association Annual Convention, Washington, August 2014.

Lamb, M. E. Child sexual abuse: The disclosure wars. Invited address to the Japanese National
Research Institute for Police Science, Chiba, December 2014.

Lamb, M. E. Changing practice in the investigation of child abuse: A slow journey. Invited
address to the Japanese Supreme Prosecutors' Office, Tokyo, December 2014.

Lamb, M. E. Developmentally appropriate forensic interviewing. Keynote address to
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Lamb, M. E. Developmentally appropriate forensic interviewing. Workshops for Chilean
Judges, Prosecutors, and Lawyers, Santiago, August 2015.

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Society Annual Conference, Atlanta, March 2016.

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people who may be victims of crime. Keynote address to the Royal College of
Psychiatrists' Adolescent Forensic Psychiatry Study Day, London, 18 April 2016.

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Other Involved Professions Congress, Porto, May 2016.

Lamb, M. E., & Peixoto, C. E. S. The NICHD Investigative Interview Protocol. Workshop
at the 5th European Association for Forensic Child and Adolescent Psychiatry and
Psychology and Other Involved Professions Congress, Porto, May 2016.

Lamb, M. E. Witness testimony and memory. Advocacy and the vulnerable training course for
the England and Wales Independent Inquiry into Child Sexual Abuse. London, June 23
2016.

Lamb, M. E. Developmentally appropriate interviews of alleged child abuse victims, Invited
address, Empowering Children Foundation Conference, Warsaw, October 24, 2016.

Lamb, M. E. Child sexual abuse: Discovery and disclosure. Keynote address, Empowering
Children Foundation Conference, Warsaw, October 24, 2016.

Lamb, M. E. How much can abused children tell investigators about their experiences? Keynote
address, Department of Psychology Annual Science Day, University of Montreal, April
2017.

Lamb, M. E. The strengths and weaknesses of memory. Courses on 'The challenges and complexities in historical abuse cases.' Judicial Institute of Scotland, Edinburgh, April 2017 and November 2017.

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