Archives of Scientific Psychology **Reporting Questionnaire for Manuscripts Describing Primary Data Collections**

JARS: ALL: These questions should be answered for _all_ submitted manuscripts

MANUSCRIPT SECTION	Description
TITLE *A Moral Developmental Perspective on Children's Eyewitness Identification: Does Intent Matter?*	Does the Title identify the variables and theoretical issues under investigation, as well as the relationship between them? Yes X No ☐ If no, please explain:

AUTHOR NOTE
 	
  For a review of what should be included in the Author Note, see the *Publication Manual of the American Psychological Association*: http://www.apastyle.org/manual/
 	
The research was supported by a PSC-CUNY research grant to the second author. The paper was written jointly by the first and second authors. A paper was presented at the American Psychology and Law Society, Conference, March 2013.
	Does the Author Note contain acknowledgment of special circumstances, for example:
	
	• use of data also appearing in previous publications, dissertations, conference papers?
	
	Yes X No ☐
	
	  If yes, please explain:

	American Psychology and Law Conference, March 2013

- sources of funding or other support?

  Yes X   No☐

  If yes, please explain:

  PSC-CUNY internal grant to the second author.

- relationships that may be perceived as conflicts of interest?

  Yes☐   No x

  If yes, please explain:

SCIENTIFIC ABSTRACT

Eyewitness identification of the perpetrator of a 'crime' (fire), framed as either intended or unintended, was studied in 138 children, ages 7 to 18. Analysis using Signal Detection reveals an interaction of age and condition on decisional bias. Condition of the act had no significant effect for the 7-9 year olds, but did have an effect on bias for the other age groups. Decisional bias was more lax (indicating more *false alarms*) in the intended condition for 10-12 and 14-15 year olds but more stringent (fewer *false alarms*) for the 16-18 year olds. This pattern of age and condition differs from the pattern of more explicit judgments (how bad the act was, how much punishment it deserved, and how bad it is to commit a *false alarm* or a *miss*). Thus, decisional bias in eyewitness identification may be considered an implicit moral judgment.

Does the Scientific Abstract describe:

- the problem under investigation?

  Yes x   No ☐

  If no, please explain:

- participants or subjects, specifying pertinent characteristics; in animal research, including genus and species?

  Yes x   No ☐

  If no, please explain:

- study method, including:
  - sample size?
    Yes   x   No ☐
  - any apparatus used?
    Yes   x   No ☐
  - measures?
    Yes   x   No ☐
  - data-gathering procedures?
    Yes   x   No ☐
  - research design (e.g., experiment, observational study)?
    Yes   x   No ☐

If answered "no" for any of the study methods above, please explain:

- findings, including effect sizes and confidence intervals and/or statistical significance levels?

  Yes x   No ☐

If no, please explain:

- conclusions and the implications or applications?
  Yes x   No ☐

  If no, please explain:

INTRODUCTION	Does the Introduction:
For the Introduction please indicate whether the requested information can be found in this section of the manuscript, in a supplemental file, or whether the information is not relevant to the study. If the information is not relevant, please provide a brief explanation.	• describe the importance of the problem? In manuscript x In supplemental files ☐ Not relevant ☐ If not relevant, please explain: • describe theoretical or practical implications of the problem? In manuscript x In supplemental files ☐ Not relevant ☐ If not relevant, please explain:

- review relevant scholarship in relation to previous work?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

- review if other aspects of this study have been reported upon previously and how the current report differs from these earlier reports?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

- describe the specific hypotheses or objectives, such as

  o theories or other means to derive hypotheses, if hypotheses were offered?

In manuscript x   In supplemental files ☐   Not relevant ☐

If not relevant, please explain:

  o primary hypotheses?

In manuscript x   In supplemental files ☐   Not relevant ☐

If not relevant, please explain:

o   secondary hypotheses?

In manuscript x   In supplemental files ☐   Not relevant ☐

If not relevant, please explain:

o   planned exploratory analyses?

In manuscript x   In supplemental files ☐   Not relevant ☐

If not relevant, please explain:

- describe how hypotheses and research design relate to one another?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

| METHOD

Participant or subject characteristics: | ***For the Method section, please provide the information requested below, regardless of whether it also appears in the rest of the manuscript or in supplemental files.***

• What were the eligibility and exclusion criteria for participants or subjects, including any restrictions based on demographic characteristics?

One hundred and thirty-eight participants recruited from a private elementary (Jewish after school) and a private (Roman Catholic) high school in New York State.
Everyone within in age range required was included as long as parental permission and child assent were obtained.

• What were the major demographic characteristics of participants or subjects as well as important topic-specific characteristics, or, in the case of animal research, the genus and species?

Children and adolescents within the age range specified. |
| -------------------------------------
Sampling procedures: | ---
• What procedures were used for selecting participants, including

    o the sampling method

We selected all children and adolescents within the grade levels specified in each school, whose parent gave permission and where the participant (child or adolescent) gave assent. |

o   the percentage of sample approached that participated

 50   %

o   any self-selection, either by individuals or by nomination from others?

no

- What were the settings and locations where data were collected?

Classroom in schools

- Were any agreements and payments made to participants?

None

- Were IRB agreements obtained, ethical standards met, and safety monitored?
Yes x   No ☐

If no, please explain:

-- 	
Sample size, power and precision:
	• What was the intended sample size?
	n = 140 _____
	
	• What was the actual sample size?
	n= 138 _____
	
	• How was sample size determined:
	
	    o power analysis?
	    Yes x No ☐
	
	    o other methods used to determine accuracy of parameter estimates?
	    Yes ☐ No x
	
	   If yes, describe:
	
	    o stopping rules or interim analyses?
	    Yes ☐ No x
	
	   If yes, describe:
	
	-- 	

------------------------------------- ***Measures and covariates:***	• Please provide the definitions of all primary and secondary measures and covariates taken in the study, including measures collected but not included in this report

Measure name:	Definition:
Signal detection theory measures: d' or general accuracy C or decisional bias	d' or general accuracy C or decisional bias

• What methods were used to collect data?

> Standard serial presentation of photographs after which the individual participant
> Chose as: very sure it is not the person, a little sure it is not the person, a little sure it is the person, and very sure it is the person.

• Were methods used to enhance the quality of measurements?

    o training and reliability of data collectors?
    Yes x   No ☐

    o use of multiple observations?
    Yes x   No ☐

• What are the known psychometric and biometric properties of instruments used in the study?

Measure Name:	Property:	Result:

---------------------------------- ***Research design:***	--- • Were conditions manipulated xor naturalistic □? If manipulated, please complete **JARS:EXP** *(see below)* If manipulated, were subjects randomly assigned to conditions? Yes x No □ If randomly assigned, please complete **JARS: RCT** *(see below)* If not randomly assigned, please complete **JARS:QED** *(see below)* ---
---------------------------------- ***Miscellaneous:***	• Are there any other aspects of the study's methods that are important for the interpretation or replication of its findings?

RESULTS Pages 10-12 -------------------------------------- *Participant flow:*	**For the Results section, please provide the information requested in the questionnaire or provide the page number, table, or supplemental file in which the information can be found.** **If your manuscript is accepted for publication, you will need to deposit your data set in an approved data repository. Please see Instructions to Authors for more information: www.apa.org/pubs/journals/arc** • How did participants move through each stage of the study and how many were lost at each stage, if any (use flow chart, if appropriate—*see Figure 1 below for an example*)?

<table>
<tr><td colspan="3">None were lost.</td></tr>
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-------------------------------------- *Recruitment:*	--- • Please provide the dates defining the periods of recruitment and repeated measures or follow-up.

Period Recruitment:	Start Date:	End Date:
Fall and Spring 2011-12		
	9/07/11	9/06/12

-------------------------------------- *Missing data:*	--- • Did you experience problems concerning statistical assumptions and/or data distributions that could affect the validity of findings? Yes ☐ No x If yes, please describe:

- Missing data

    - Is missing data a cause of concern in this data set?
      Yes☐   No x

    - If missing data *was* a cause of concern, is there empirical evidence and/or theoretical arguments for the causes of data that are missing (e.g., missing completely at random (MCAR), missing at random (MAR), or missing not at random (MNAR))?

    - If missing data *was* a cause of concern, is there empirical evidence and/or theoretical arguments for the causes of data that are missing (for example, missing completely at random (MCAR), missing at random (MAR), or missing not at random (MNAR))?

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- If missing data *was* a cause of concern, what methods, if any, were used for addressing missing data?

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DISCUSSION

Statistics and data analysis:

</td>
<td>

For the Discussion section, please indicate whether the requested information can be found in this section of the manuscript, in a supplemental file, or whether the information is not relevant to the study. If not relevant, please provide a brief explanation.

- Did you experience problems concerning statistical assumptions and/or data distributions that could affect the validity of findings?

  Yes☐   No x

  If yes, please describe:

- For inferential statistics (NHST), please indicate the a priori Type 1 error rate adopted:

  .05 level, two-tail

</td>
</tr>
</table>

- For each NHST conducted, regardless of whether significant results were obtained and regardless of whether or not reported in the text, please provide a log of the centrality (primary, secondary exploratory) of the analyses to the study's purpose, the analytic technique used, the direction, magnitude, degrees of freedom, and exact p-level associated with each test:

  P value set at .05 level of significance

- For multivariable analytic systems (e.g., multivariate analyses of variance, regression analyses, structural equation modeling analyses, and hierarchical linear modeling)

  - provide the associated variance-covariance (or correlation) matrix or matrices:

  - describe any estimation problems (e.g., failure to converge, bad solution spaces), anomalous data points:

  - identify the statistical software program, if specialized procedures were used:

    SPSS

- Is there a statement of support or nonsupport for all original hypotheses distinguished by primary and secondary hypotheses?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

- Are post hoc explanations proposed?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

- Are the similarities and differences between these results and the work of others discussed?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

- Are results interpreted taking into account

  - sources of potential bias and other threats to internal validity?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

  - imprecision of measures?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

  - the overall number of tests or overlap among tests?

  In manuscript x   In supplemental files ☐   Not relevant ☐

  If not relevant, please explain:

- other limitations or weaknesses of the study?

In manuscript x   In supplemental files ☐   Not relevant ☐

 If not relevant, please explain:

- Is the generalizability (external validity) of the findings taken into account with regard to

  - the target population?

In manuscript x   In supplemental files ☐   Not relevant ☐

 If not relevant, please explain:

  - other contextual issues?

In manuscript x   In supplemental files ☐   Not relevant ☐

<table>
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	If not relevant, please explain:
	• Is there discussion of implications for future research, program, or policy In manuscript x In supplemental files ☐ Not relevant ☐ If not relevant, please explain:

JARS: EXP: These questions should be answered for all studies with an experimental manipulation or intervention (in addition to the JARS: ALL Questionnaire)

METHODS	In the Method section of a study with an experimental manipulation or intervention, please provide the information requested below, regardless of whether it also appears in the manuscript or a supplemental file. If the information requested is irrelevant to the study, briefly explain why.
Experimental manipulations or interventions:	• Please provide the details about the experimental manipulations or interventions intended for each study condition, including control groups and specifically including • the **content of the specific experimental manipulations or interventions**—a summary or paraphrasing of instructions (unless they are unusual or compose the manipulation, in which case they may be presented verbatim): Two contrasting conditions were compared in interaction with age groups. • the **method of manipulation or intervention delivery**—a description of apparatus and materials used and their function in the experiment: Described in the manuscript. A computer program and visual presentation were described. *Identify specialized equipment by model and supplier:* • the **deliverers**, that is, who delivered the manipulations or interventions o level of professional training: Ph.D, in Developmental Psychology (the first author)

o   level of training in specific manipulations or interventions:

> As described in the manuscript. Participants were randomly assigned to condition within each age group. Condition was instantiated by the voice over describing the film, as described in the Methods section.

o   the number of deliverers and, in the case of interventions, the M, SD, and range of number of individuals/units treated by each:

> One deliverer. Participants were randomly assigned to condition within each age group. Condition was instantiated by the voice over describing the film, as described in the Methods section.

- the **setting**, that is, where the manipulations or interventions occurred:

> In an unoccupied classroom in the schools.

- the **exposure quantity and duration**, that is, how many sessions, episodes, or events were intended to be delivered and how long they were intended to last:

> Exposure to one film viewing, after which there were 52 trials of photo identification.

- the **time span**, that is, how long it took to deliver the intervention or manipulation to each unit:

> Approximately 20 minutes.

- activities to increase compliance or adherence (e.g. **incentives**):

> Each participant received a pen at conclusion of the session. This was not announced prior to the session.

- the **use of languages** other than English and the translation method:

> English only.

Masking:

- Were participants, those administering the interventions, and those assessing the outcomes unaware of condition assignments?
Yes x   No ☐

If no, why not?

- If masking took place, how was it accomplished, and how was its success evaluated?

> NA

----------------------------------- ***Units of delivery and analysis:***	**---** • Unit of delivery: How were participants grouped during delivery? individually ○ What was the smallest unit that was analyzed (and, in the case of experiments, that was randomly assigned to conditions) to assess manipulation or intervention effects (e.g., individuals, work groups, classes)? By age group and condition. • If the unit of analysis differed from the unit of delivery, please describe the analytical method used to account for this (e.g., adjusting the standard error estimates by the design effect or using multilevel analysis): NA

RESULTS ------------------------------------- ***Participant flow:***	***For the Results section, please indicate below the page number, table, or supplemental file in which the information can be found.*** • What was the total number of groups (if the experimental manipulation or intervention was administered at the group level), and what was the number of participants assigned to each group? 4 age groups X 2 conditions = 8 cells
------------------------------------- ***Treatment fidelity:***	-- • What evidence is there that the deliverers of treatment adhered to the respective intervention manuals/guidelines? IRB approved • What evidence is there that the treatments were delivered competently? Post-session discussions with each participant and the orderly nature of the data.

--------------------------------- ***Statistics and data analysis:***	-- • Were the analyses intent-to-treat☐, complier average causal effect☐, or other or multiple ways☐? Please explain: A general linear model was used as the mail tool for analysis.
--------------------------------- ***Adverse events and side effects:***	-- • Please describe all important adverse events or side effects in each experimental or intervention: NONE.

DISCUSSION	*For the Discussion section, please indicate below the page number, table, or supplemental file in which the information can be found.*
	• Do results discussed take into account the mechanism by which the manipulation or intervention was intended to work (causal pathways) or alternative mechanisms?
	Yes x No☐
	If no, please explain:
	• If an intervention is involved, is there discussion of the success of and barriers to implementing the intervention, and the fidelity of implementation? •
	Yes x No☐
	If no, please explain:
	• Is there a discussion of the generalizability (external validity) of the findings taking into account
	o the characteristics of the intervention?
	o
	Yes x No☐

If no, please explain:

○ how and what outcomes were measured?

Yesx No☐

If no, please explain:

As per usual Signal Detection Analysis

○ length of follow-up?

Yes☐ No x

If no, please explain:

There was no follow-up of the study.

○ incentives?

Yes☐ No X

If no, please explain:

o   compliance rates?

Yes X   No☐

If no, please explain:

•   Is there discussion of the **clinical or practical significance** of outcomes and the basis for these interpretations?

Yes x   No☐

If no, please explain:

JARS: RCT: These questions should be answered for all studies with an experimental manipulation or intervention that employed random assignment to experimental conditions (in addition to JAR:ALL and JARS: EXP)

METHOD	In the Method section of a study that employed random assignment to experimental conditions, please provide the information requested below, regardless of whether it also appears in the manuscript or a supplemental file. If the information requested is irrelevant to the study, briefly explain why.
------------------------------------ *Random assignment – method:*	• What procedures were used to generate the random assignment sequence (including details of any restrictions—e.g., blocking, stratification)? Random assignment within each grade.
---------------------------------- *Random assignment – concealment:*	--- • Was the sequence concealed until experimental or intervention sequence was assigned? Yes x No☐ If no, why not? ---

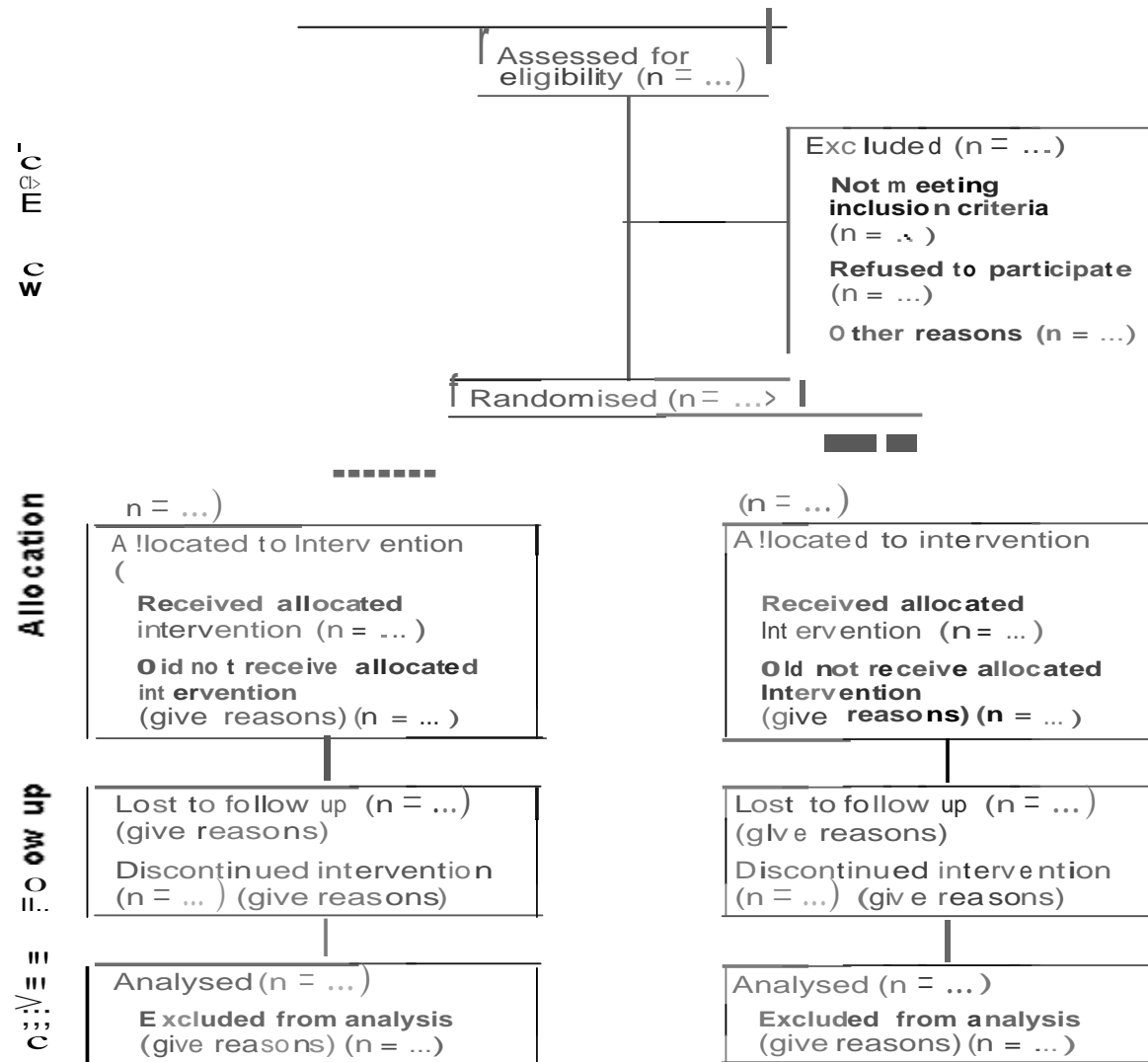| ------------------------------------- ***Random assignment – implementation:***	• Who generated the assignment sequence? The primary investigator. • Who enrolled participants? The individual parent, by giving written permission, and individual child by giving verbal assent. • Who assigned participants to groups? The primary investigator by a table of random numbers.

JARS: QED: These questions should be answered for all studies with an experimental manipulation or intervention that did not employ random assignment to experimental conditions (in addition to JARS: All and JARS: EXP).

METHOD	
Assignment method:	• What was the unit of assignment (the unit being assigned to study conditions—e.g., individual, group, community)?
	• What was the method used to assign units to study conditions, including details of any restriction (e.g., blocking, stratification, minimization)?
	• What procedures were employed to help minimize potential bias due to nonrandomization (e.g., matching, propensity score matching)?

Figure 1.   Diagram shCl!lIlng lhe flow of participants thrrugh each stage of a randomized trial.

JARS: MISC: These questions should be answered for all studies not employing an experimental manipulation or intervention (in addition to JARS: All).

Please provide below as detailed a description as possible of the research design used in the study or studies. This description should be at least as detailed than that expected in all APA journals. There is no restriction on length.