Table A. Summary of major training evaluations conducted between 1999 and 2014

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Reference | Training program | N | Experienced interviewers | Measures | | | | | | | Findings |
| Question types | Inclusion of interview protocol stages | Interview length | Forensically relevant details elicited | Number of details provided by child | Knowledge of child forensic interviewing | Interviewer behaviors (e.g., rapport) |
| Price & Roberts (2011) | Two days of face-to-face instructional modules and practice with colleagues, whilst receiving feedback.  Weekly written and verbal (20-30 minutes) feedback on interview transcripts.  Two-day refresher course two months after face-to-face.  Bi-weekly written & verbal feedback for six months. | 12 | ✓ |  | ✓ | ✓ |  | ✓ |  |  | Pre-training:  Open-ended questions- .10  Specific yes/no questions- .74  Post-refresher-  Open-ended questions- .19  Specific yes/no questions- .60 |
| Lamb, Sternberg, Orbach, Esplin & Mitchell (2002a) | Five days of face-to-face training, which included roleplaying with a confederate.  Written feedback provided on interview transcripts.  Individual and group training was conducted every 4-8 weeks on adherence to the protocol, and a review of problematic cases and how to address these. | 8 | ✓ | ✓ |  |  | ✓ |  |  |  | Feedback condition:  Open-ended questions- .34  Specific questions- .59  Leading questions- .07  No feedback condition:  Open-ended questions- .2  Specific questions- .7  Leading questions- .11 |
| Rischke, Roberts & Price (2011) | Two days of face-to-face lectures and practice in using open-ended questions.  Two months of weekly written and verbal (20-30 minutes) feedback on interview transcripts.  Two-day refresher course two months after face-to-face session.  For the following two months, feedback lessened and was given on a by-request basis. Trainees were provided with peer reviews. | 13 | ✓ | ✓ | ✓ |  |  |  |  |  | Pre-training:  Open-ended questions- .2  Specific questions- .58  Refresher training:  Open-ended questions- .37  Specific questions- .46 |
| Lamb, Sternberg, Orbach, Hershkowitz, Horowitz & Esplin (2002b) | Two-days of seminars, simulated interviews & discussions.  Verbal and written feedback received on field interviews.  Individual and group sessions held every four weeks, which discussed adherence to the protocol, and a review of problematic cases and how to address these. | 21 | ✓ | ✓ |  |  | ✓ | ✓ |  |  | Pre-training:  Open-ended questions- .06  Specific questions- .85  Post-training:  Open-ended questions- .32  Specific questions- .61 |
| Cederborg, Alm, de Silva Nises & Lamb (2013) | Three days of training every month for six months, where question types and interview structure were taught.  Participation in simulated interviews (with fellow participants playing the role of the child) and field interviews, whilst receiving extensive supervision and feedback. | 104 | ✓ | ✓ |  |  |  |  |  |  | Pre-training:  Open-ended questions- .05  Specific questions- .83  Leading questions- .12  Post-training:  Open-ended questions- .23  Specific questions- .73  Leading questions- .04 |
| Freeman & Morris (1999) | Three two-hour workshops across three weeks, which consisted of lectures, role-playing, and discussions. | 12 | ✓ | ✓ |  |  |  |  | ✓ | ✓ | Significant increase on knowledge quiz.  Open-ended questions:  Pre-training- .08  Post-training- .13  Follow-up- .15  Specific questions:  Pre-training- .59  Post-training- .57  Follow-up- .60 |
| Aldridge & Cameron (1999) | One-week intensive training course with lectures, role-plays & interviews with children about innocuous events.  Half-day follow-up training session every three months. | 19 | ✓ | ✓ | ✓ | ✓ |  |  |  | ✓ | No significant difference on interviewer performance or question types after training. |
| Warren, Woodall, Thomas, Nunno, Keeney, Larson, et al. (1999) | Ten-day course of lectures and how to self-assess. | 27 | ✓ | ✓ | ✓ |  |  | ✓ | ✓ |  | Pre-training:  .17 open-ended questions  .24 ‘wh’ questions  .74 yes/no questions  Post-training:  .25 open-ended questions  .32 ‘wh’ questions  .66 yes/no questions |
| Powell, Fisher & Hughes-Scholes (2008a) | Two days of training, which involved lectures and simulated practice interviews, with either an actor or a fellow trainee. | 50 | Both | ✓ |  |  |  |  |  |  | Open-ended questions with a trained actor:  Pre - .16  Post - .83  Follow - .66  Open-ended questions with an untrained colleague:  Pre- .16  Post- .73  Follow- .49  . |
| Powell, Fisher & Hughes-Scholes (2008b) | Six hours of training, in one of three conditions.  Post group:  Ten-minute interview with three minutes of feedback post-interview.  Intra group:  Thirteen-minute interview with six 30-second blocks of feedback throughout the interview.  No feedback group:  Thirteen-minute interview with no feedback. | 84 | Both | ✓ |  |  |  |  |  |  | Open-ended questions pre-training:  Post- .35  Intra- .29  No feedback- .36  Open-ended questions post-training:  Post- .73  Intra- .83  No feedback- .64  Open-ended questions at follow-up:  Post- .56  Intra- .52  No feedback- .52 |
| Cyr & Lamb (2009) | One week training session, with lectures and role-playing.  Written feedback on field interviews conducted with children about alleged abuse. | 17 | ✓ | ✓ |  |  |  | ✓ |  |  | Pre-training:  Open-ended questions- .12  Specific questions- .78  Suggestive questions- .10  Post-training:  Open-ended questions- .48  Specific questions- .45  Suggestive questions- .07 |
| Dion & Cyr (2008) | Five-day intensive program with lectures and participation in five increasingly difficult role-plays.  Written feedback on field interviews conducted with children about alleged abuse. | 12 | ✓ | ✓ |  |  |  |  |  |  | Pre-training:  Open-ended questions- .13  Specific questions- .74  Suggestive questions- .13  Post-training:  Open-ended questions- .44  Specific questions- .50  Suggestive questions- .06 |
| Myklebust & Bjφrklund (2006) | Specialist investigative interviewing of children training is offered at two subsequent levels at the Norwegian Police University College:  Level 1- theoretical and practical training, including lectures and role-playing with group feedback.  Level 2- more formal instruction and expert individual feedback. | 100 | Both | ✓ |  |  |  |  |  |  | Level 1 proportion of questions asked:  Open-ended questions- .09  Specific questions- .91  Level 2 proportion of questions asked:  Open-ended questions- .08  Specific questions- .92 |
| Powell, Guadagno & Benson (2014) | Twelve three-hour modules delivered through computer-based learning activities. The modules involved readings, interactive exercises and conducting mock interviews. | 68 | Both | ✓ |  |  |  |  |  |  | Open-ended questions:  Pre-training - .47  Post-training - .79  3 month follow-up - .73 |