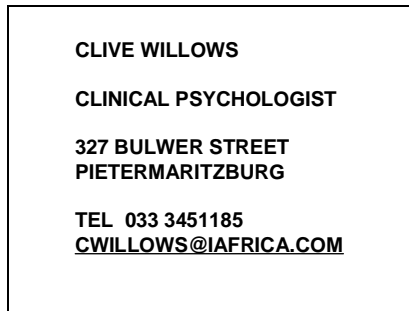


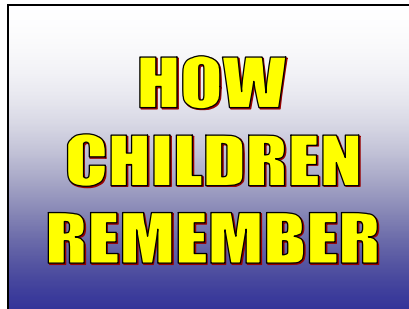
Slide 1



Slide 2



Slide 3



Slide 4

MEMORY

1. SENSE
2. ENCODE
3. STORE
4. RETRIEVE
5. NARRATE

Slide 5

SENSE

- SENSORY MEMORY
- THE CAPACITY TO ABSORB EVENTS
- USING 5 SENSES
- FROM AN EARLY AGE
- USUALLY LASTS FOR A FEW SECONDS

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ENCODE

- TO MAKE SENSE OF
- TRANSLATE INFORMATION INTO CODES, FROM LONG TERM MEMORY
- PERCEPTION AND KNOWLEDGE INFLUENCE THIS PROCESS
- IMPACT OF : EMOTIONS, INTEREST, NOVELTY, INTENSITY etc

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STORE

- THE CAPACITY TO KEEP THE INFORMATION
- TO ORDER AND CATEGORISE
- THE INFLUENCE OF OTHER EVENTS, MORE INFORMATION, CONTRADICTIONARY INFORMATION

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RETRIEVE

- THE CAPACITY TO ACCESS THE STORED INFORMATION
- LEARN STRATEGIES TO RETRIEVE
- USE KNOWLEDGE TO ACCESS INFORMATION - ASSOCIATION

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NARRATE

- THE CAPACITY TO COMMUNICATE
- USUALLY IN WORDS, BUT ALSO SYMBOLS, PLAY, DRAW, ACT
- THE ROLE OF LANGUAGE – IT HELPS IF LANGUAGE IS USED IN THE ENCODING PROCESS

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GENERALISED RESEARCH

THE CAPACITY IN EACH AREA OF THE MEMORY PROCESS (SENSE – ENCODE – STORE – RETRIEVE - NARRATE) DEVELOPS WITH BRAIN MATURATION AND AGE

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CHILDREN'S EVIDENCE

- IS IT TRUSTWORTHY ?

JUDGE DIEMONT (1981) – CONSIDER

1. THE POWER OF OBSERVATION
2. THE POWER OF RECOLLECTION
3. THE POWER OF NARRATION

DOES THE CHILD HAVE THE CAPACITY IN EACH AREA ?

DO THEY APPEAR HONEST ?

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MEMORY

- NOT A VIDEO RECORDING
- NOT A "FLASHBULB" EXPERIENCE
- MEMORY IS A CONSTRUCTION INFLUENCED BY KNOWLEDGE AND BELIEFS – AN **ACTIVE** PROCESS
- A SUBJECTIVE PROCESS
- MEMORY CONFORMS TO KNOWLEDGE

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TYPES OF MEMORY

1. WORKING MEMORY (SHORT TERM)
2. SEMANTIC MEMORY
3. EPISODIC MEMORY
4. IMPLICIT MEMORY
5. PROCEDUAL MEMORY

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1 WORKING MEMORY

- USED FOR COMPREHENSION, REASONING
- COMBINES NEW INFORMATION WITH LONG TERM MEMORY
- INVOLVES ATTENTION, LANGUAGE AND PRIOR KNOWLEDGE

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2 SEMANTIC MEMORY

- OUR "INTERNAL REFERENCE"
- NECESSARY FOR LANGUAGE USE
- ORGANISES KNOWLEDGE
- CONSCIOUSLY RECOLLECT FROM THE PAST

EG IN WHICH CITY IS uSHAKA ?

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3 EPISODIC MEMORY

- PERSONAL EXPERIENCES
- AUTOBIOGRAPHICAL MEMORY
- WHAT – WHERE – WHEN – WHY ?

EG REMEMBER YOUR VISIT TO
uSHAKA

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MEMORY IN ACTION

WORKING MEMORY SENSES AND
ENCODS INFORMATION

SEMANTIC AND EPISODIC MEMORY
INTERACT TO STORE INFORMATION
ACCORDING TO LANGUAGE
SYMBOLS

WHICH CAN THEN BE RETRIEVED AND
COMMUNICATED

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WORKING MEMORY

NEWLY CODED INFORMATION
MATCHES SIMILAR PREVIOUSLY
CODED MATERIAL FROM LONG TERM
MEMORY

I.E. THERE IS UNDERSTANDING
THEREFORE PRIOR KNOWLEDGE
ASSISTS THE ENCODING PROCESS

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DISTORTION OF ENCODING

- DOUBTING ITS LOGIC
- MAKING IT MORE ELABORATE
- SIMPLIFYING TO "FIT" A PATTERN
- IMPACT OF EMOTIONS
- SELECTIVE REINFORCEMENT BY OTHERS

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INFLUENCES ON MEMORY

1. NOT EVERYTHING GETS INTO MEMORY
2. WHAT GETS IN CAN VARY IN STRENGTH
3. ACCURACY OF INFORMATION CHANGES WITH TIME
4. RETRIEVAL IS NOT PERFECT

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1 NOT EVERYTHING ENTERS

ENCODING DEPENDS ON :

1. PRIOR KNOWLEDGE
2. NOVEL EXPERIENCE
3. INTEREST VALUE
4. DEGREE OF STRESS – SOME STRESS ENHANCES BUT VERY HIGH LEVELS DISRUPT ENCODING

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2 STRENGTH VARIES

- AMOUNT OF EXPOSURE – DURATION, FREQUENCY – INCREASES STRENGTH
- WEAKER MEMORY INCREASES CHANCE OF SUGGESTIBILITY
- AGE – OLDER CHILDREN PROCESS MORE, BETTER ABLE TO RETRIEVE, MORE KNOWLEDGE

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3 ACCURACY CHANGES

- INFORMATION IS LOST WITH THE PASSAGE OF TIME
- LIFE EVENTS INTERFERE – OTHER EXPERIENCES SUGGESTIBILITY BELIEFS AND EXPECTATIONS

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4 RETRIEVAL IS NOT PERFECT

- EMOTIONAL FACTORS – EG EMBARRASSMENT
- RETRIEVAL CUES ARE MOST EFFECTIVE WHEN THEY WERE PRESENT AT ENCODING – INTERNAL AND EXTERNAL ENVIRONMENT IS RECREATED

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THE CHILD AS WITNESS

- THERE IS AN INSTINCTIVE BELIEF THAT THE TESTIMONY OF CHILDREN IS SUSPECT AND NOT TO BE TRUSTED
- 0-7 NO TRUST
- 7-14 SUSPICIOUS
- 14 - SOME TRUST

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CONSISTENT FINDING :

1. CHILDREN GENERALLY RECALL LESS DETAIL
2. LESS LIKELY TO MAKE ERRORS

THE KEY :
HOW THE INFORMATION IS ACCESSED

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GOODMAN (1986)

- 3 YEAR OLDS NOT ACCURATE
- 6 YEAR OLDS GIVE CORRECT ANSWERS SIMILAR TO ADULTS BUT LESS DETAIL
- CHILDREN UNDER 6 MORE SUGGESTIBLE TO LEADING QUESTIONS

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DUNNING (1989)

CHILDREN OVER 8 CAN MORE EASILY
DISTINGUISH BETWEEN FANTASY AND
REALITY THAN THOSE UNDER 8

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WELLS (1989)

YOUNGER CHILDREN ARE MORE
INFLUENCED BY MISLEADING
QUESTIONS.

12 YEAR OLDS WILL CHALLENGE
INACCURACIES MORE READILY THAN
8 YEAR OLDS

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MEMORY AND DEVELOPMENT

STAGE ONE (1-3YRS)

RECOGNITION FROM A FEW MONTHS
NOVELTY IS IMPORTANT
ATTEND TO SIMPLER FORMS
SINGLE WORD REPRESENTS A SET
MEMORY IS NOT SITUATED IN TIME
BASED ON SENSE AND EMOTION (PHOBIAS)

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MEMORY AND DEVELOPMENT

STAGE TWO (3 – 5 YRS)

DEVELOP HABITS AND PATTERNS
FOCUS ON SELECTED FEATURES
RESPONCES CHANGE AS FOCUS
SHIFTS
LACK CO-ORDINATION BETWEEN CUES

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MEMORY AND DEVELOPMENT

STAGE THREE (7 – 18 YRS)

BETTER COGNITION AND ATTENTION
SELECT IMPORTANT DETAIL
APPLY JUDGEMENTS
CAN GROUP INFORMATION AND
ORGANISE MATERIAL BY
ASSOCIATION

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SUMMARY OF FINDINGS (1)

- CHILDREN CAN ABSORB DETAILS AND CAN REMEMBER – BUT THEY MAKE LESS SENSE OF INFORMATION
- THIS WILL MAKE STORING AND RECALL MORE DIFFICULT – THE MEMORY IS THEREFORE MORE FRAGILE

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SUMMARY OF FINDINGS (2)

- RECALL IS LIMITED WHEN THE DETAILS OF THE EVENT ARE UNFAMILIAR
- MEMORIES ARE INTERNALLY GENERATED – FROM EXTERNAL EVENTS. SMALL CHILDREN MORE RESPONSIVE TO THE LATTER
- THEREFORE IMPORTANT TO RECREATE EXTERNAL CIRCUMSTANCES

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SUMMARY OF FINDINGS (3)

- COGNITIVE AND LANGUAGE SKILLS ASSIST MEMORY – THESE DEVELOP IN LATE CHILDHOOD
- WEAKER MEMORIES CREATE MORE OPPORTUNITY FOR SUGGESTABILITY
- CHILDREN (AND ADULTS) ATTEMPT TO CREATE MEANING – THIS CAN DISTORT “PURE” MEMORY RECALL

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SUMMARY OF FINDINGS (4)

- THE FIRST INTERVIEW IS CRITICAL – MINIMISES CONTAMINATION (TAPE)
- COGNITIVE DEVELOPMENT BY 7 YRS MAY CAUSE GREATER EMBELISHMENT
- BUT GENERALLY MEMORY OMISSIONS MORE COMMON THAN COMMISSION OF FALSEHOOD

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SUMMARY OF FINDINGS (5)

- YOUNGER CHILDREN :
 1. LESS ACCURATE AND COMPLETE BUT DIFFERENCE IS NOT GREAT
 2. MORE SUSCEPTIBLE TO MISLEADING INFORMATION
- OLDER CHILDREN
 1. RESIST CONFIRMING FALSE INFORMATION

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SUMMARY OF FINDINGS (6)

- SUGGESTIBILITY IS INCREASED BY :
 1. LONG TIME DELAY
 2. EXPOSURE TO MORE INFORMATION
 3. REPEATED QUESTIONING
- UNFORTUNATELY PROFESSIONALS CANNOT EASILY DETECT DECEPTION AFTER CHILD IS INFLUENCED (END)
