Data Resources Program of the
National Institute of Justice

Data Set JU.3839

THE USE AND EFFECTIVENESS OF HYPNOSIS AND THE COGNITIVE INTERVIEW FOR ENHANCING EYEWITNESS RECALL

Martin T. Orne
Wayne G. Whitehouse

A User's Guide
To the Machine-Readable Files and Documentation

July 1990

Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

CONTENTS OF THE DATA SET

Machine-Readable

    (1)   Baseline and Treatment Data File (1 data file; 72 records; 72 cases; 20 variables)

    (2)   Post-Experimental Data File (1 data file; 72 records; 72 cases: 5 variables)

    (3)   Baseline and Treatment SPSS-X Export Data File (1 text file; 56 records)

    (4)   Post-Experimental SPSS-X Export Data File (1 text file; 29 records)

Paper

    User's Guide to the Machine-Readable Files and Documentation (this document; 13 pages)

    Original Codebook (49 pages)

    Post-Experimental Original Instrument (11 pages)

Suggested Bibliographic Citation for the Data Set
(All Machine-Readable Files and Paper Documentation)

Orne, M. T., & Whitehouse, W. G. (1990). *The use and effectiveness of hypnosis and the cognitive interview for enhancing eyewitness recall* (Data Set JU.3839, Colella, U. A., & Peterson, J. L., Archivists) [machine-readable data file and documentation]. Institute for Experimental Psychiatry (Producer). Los Altos, CA: Sociometrics Corporation, Data Resources Program of the National Institute of Justice (Distributor).

Suggested Bibliographic Citation for the User's Guide Alone

Colella, U. A., & Peterson, J. L. (1990). *The use and effectiveness of hypnosis and the cognitive interview for enhancing eyewitness recall: A user's guide to the machine-readable files and documentation* (Data Set JU.3839). Los Altos, CA: Sociometrics Corporation, Data Resources Program of the National Institute of Justice.

Data Set JU.3839

The Use and Effectiveness of Hypnosis and the Cognitive
Interview for Enhancing Eyewitness Recall

Award No. 87-IJ-CX-0052

Original Investigators:

Martin T. Orne
Wayne G. Whitehouse

Institute for Experimental Psychiatry
290 Sycamore Avenue
Merion Station, PA 19066

Documentation Produced by

Ugo A. Colella
James L. Peterson

Sociometrics Corporation

1st ed., 1990

Distributed by

Data Resources Program of the
National Institute of Justice

Sociometrics Corporation
170 State Street, Suite 260
Los Altos, California 94022-2812
(415) 949-3282

ACKNOWLEDGMENTS

TABLE OF CONTENTS

SUMMARY

This study investigated the effectiveness of hypnosis and the cognitive interview on the recall of events in a criminal incident. A total of 72 subjects were randomly assigned to receive the hypnosis, cognitive interview, or control treatment. The experiment comprised two sessions. Stage 1 involved filling out unrelated questionnaires and viewing a short film containing an emotionally upsetting criminal event. Stage 2 was conducted 3 to 13 days later (The average was 6.5 days) and involved application of the assigned treatment and written recall of the events in the film.

Data were collected from the written narratives provided by subjects and from an oral forced recall of events in a post-experimental interview. The written narratives were quantified by research assistants who were unaware of the research design. Data in File 1 comprise 72 cases and 20 variables; data in File 2 comprise 72 cases and 5 variables.

Source: Orne, M. T., & Whitehouse, W. G. (1990). *The use and effectiveness of hypnosis and the cognitive interview for enhancing eyewitness recall* (Final report submitted to the National Institute of Justice). Merion Station, PA: Institute for Experimental Psychiatry.

Study Identification

The Use and Effectiveness of Hypnosis and the Cognitive Interview for Enhancing Eyewitness Recall

Martin T. Orne and Wayne G. Whitehouse

Institute for Experimental Psychiatry

Award No. 87-IJ-CX-0052

Key Words

Hypnosis, cognitive interview, eyewitness recall, memory, enhancement, forced recall, repeated recall.

Purpose of the Study

Researchers have found that hypnosis does not enhance memory of past events, and in some cases, elicits more *erroneous* information and inflated confidence in recall accuracy. Consistent with the scientific evidence, courts across the country significantly restrict the admissibility of testimony acquired through hypnosis. Recently, however, some researchers have introduced the *cognitive interview* as a novel memory retrieval technique for use with eyewitnesses. The cognitive interview combines retrieval mechanisms that seek to (a) mirror the context within which characteristics of the incident were experienced, and (b) encourage individuals to use a wide variety of memory search strategies.

This study evaluates the effectiveness of hypnosis and the cognitive interview on the recall of a criminal event. A total of 72 subjects were randomly assigned to one of three experimental groups: *hypnosis, cognitive interview*, or *control*. The data address the following questions:

1. Does hypnosis or the cognitive interview mitigate recall deficits that result from emotionally upsetting events?

2. Does hypnosis or the cognitive interview improve recall when individuals recall events in narrative fashion?

3. Does hypnosis or the cognitive interview improve recall when individuals are *required* to respond to each item in a set of focused questions?

4. Does the cognitive interview improve recall better than motivated control recall procedures?

Methods

Sources of Information

Data were collected from volunteer subjects through the use of two written narrative recollections of a criminal event portrayed on film as well as from an oral forced recall of the events in a post-experimental interview.

Sample

An initial pool of 168 volunteers was recruited from posters and newspaper advertisements for inclusion in the experiment. Participants were university students ranging in age from 19 to 31 (mean = 21.3 years, s.d. = 2.7). Pretesting consisted of several steps performed in 17 small groups formed from the pool of subjects. The groups ranged in size from 4 to 14. A total of 72 individuals (36 females, 36 males) were selected from the pretest sample based on questionnaire responses. These 72 subjects participated in the experimental treatment and follow-up data collection steps.

Response Rates

A report on response rates is not applicable because the initial pool of subjects did not constitute a sample from a defined population. All of the 72 subjects completed the experiment.

Dates of Data Collection

January 16, 1988 through June 30, 1989.

Summary of Contents

Special Characteristics of the Study

The investigators employed an experimental design with the following stages: (1) a pretest that included data collection, the presentation of an experimental stimulus, and the selection of a final set of subjects; and (2) a follow-up that included the application of two treatment conditions, a control condition, and the collection of additional data.

Stage 1

The pretest stage consisted of the following seven steps: (1) Each session began with a questionnaire administered by one experimenter. (2) A second experimenter and two trained observers then administered the tape-recorded Harvard Group Scale of Hypnotic Susceptibility, Form A (HGSHS:A).[1] (3) Following the administration of the HGSHS:A, subjects completed self-report booklets. For scoring and screening purposes, a third experimenter and two research assistants collected the self-report booklets, and based on booklet scores, determined which subjects would be asked to return for a second session. (4) After a brief intermission, a fourth experimenter and assistant showed subjects the film "3:57 Friday Afternoon."[2]

---

[1] The HGSHS:A was developed by Shor, R. E. & Orne, E. C. (1962). *The Harvard Group Scale of Hypnotic Susceptibility: Form A*. Palo Alto, CA: Consulting Psychologists Press.
[2] The investigators used different members of the staff at each stage of the group session to maintain blindness. The film was obtained from Idaho First National Bank -- Training Department #5035, P.O. Box 8247, 101 South Capitol Boulevard, Boise, Idaho 83733.

(5) Immediately after the film, subjects completed a 13-item Film Evaluation Questionnaire, which elicited subjects' reactions to the film. (6) Each subject was then given (a) a stamped, self-addressed envelope, (b) an abbreviated version of the Film Evaluation Questionnaire, and (c) an Incidental Memory Questionnaire (concerning details of subjects' participation in the group session). Subjects were told that the two questionnaires should be completed four days later and mailed back to the laboratory. (7) All subjects were thanked, paid, and appointments were made for those who qualified for the second session.

Description of Stimulus

The investigators selected the film "3:57 Friday Afternoon" as a stimulus following extensive pilot testing. The film depicts an armed bank robbery, followed by a chase through a parking lot in which a young boy is unexpectedly shot in the face. The film ends with the robber's escape in a car driven by an accomplice. In previous research,[3] researchers demonstrated that witnessing the shooting resulted in an amnesia for certain details of the film. Subjects who viewed the film without the shooting segment did not exhibit a recall deficit for the same details.

The "3:57 Friday Afternoon" film is a powerful stimulus. The investigators' preliminary research confirmed that memory was poorer for events immediately surrounding the shooting incident. In addition, the film was rated significantly more emotionally upsetting than other films screened.[4]

Subjects were selected for participation in Stage 2 based on data collected in Stage 1. Selected subjects had a mean HGSHS:A score of 8 (range 4-12). To increase the sensitivity of the research paradigm to the impact of an emotionally upsetting event on memory, the investigator sought to include individuals who use repression as a coping mechanism and defense against anxiety. Consistent with other research that identifies "repressors," the investigator administered personality measures that assessed *trait anxiety*[5] and *psychological defensiveness*.[6] Results from these two personality measures were used to identify a subsample of subjects who fit the repressor profile (i.e., low anxiety coupled with high defensiveness). A total of 37 subjects qualified as *repressors* (defined as a score of 7 or less on the Manifest Anxiety Scale and a score of 15 or higher on the Social Desirability scale).[7] The remaining 35 subjects were classified as *nonrepressors* because their scores on the Manifest Anxiety Scale and the Social Desirability Scale did not meet these criteria.

Stage 2

Subjects who returned for Stage 2 were randomly assigned to one of the three experimental conditions. Subjects were worked with individually in Session 2, which occurred between 3 and 13 days (with a mean of 6.5 days) after the initial group session. The only constraint on random assignment was that the groups were equivalent with respect to hypnotizability, gender, and repressor status.

There were two phases in Session 2: a *baseline* and *treatment* phase. For the *baseline phase*, subjects were escorted by an experimenter to a room and equipped with a clip-on microphone. Subjects were informed that

---

[3] See Loftus & Burns (1982). Mental shock can produce retrograde amnesia. *Memory and Cognition, 10*, 318-323.

[4] The investigators' pilot studies found that young adults rated this film as more emotionally upsetting than a Los Angeles Police Department training film that has been used in previous research on the cognitive interview.

[5] The investigators used a short form of the Taylor Manifest Anxiety Scale developed by Bendig, A. W. (1956). The development of a short form of the Manifest Anxiety Scale. *Journal of Consulting Psychology, 20*, 384.

[6] Information about psychological defensiveness was based on from the Social Desirability Scale of Crowne & Marlowe (1964). *The approval motive: Studies in evaluative dependence.* New York: Wiley.

[7] The criteria used to distinguish repressors from nonrepressors was borrowed from Davis (1987). Repression and the inaccessibility of affective memories. *Journal of Personality and Social Psychology, 53*, 585-593; and Davis & Schwartz (1987). Repression and the inaccessibility of affective memories, *Journal of Personality and Social Psychology, 52*, 155-162.

the purpose of the session was to learn everything they could remember about the film they viewed during the first group session. Subjects were encouraged to report *everything* they could recall about the details of the film. Upon completion of their oral report, subjects were asked to write a detailed account of everything they could recall about the film. Once subjects had completed their written narratives, they were asked to complete a few questionnaires. After completing the questionnaires, subjects were introduced to a second experimenter.

The *treatment phase* consisted of the second experimenter escorting the subject to a room and equipping him or her with a clip-on microphone. At this point, the subject was administered his or her assigned treatment.

Description of Treatments

In the *hypnosis treatment* subjects were told that hypnosis would help them relax and enable them to "tap subconscious levels" of their minds. Subjects were administered a hypnotic induction followed by "deepening" instructions, and were then told that they were to watch "in their minds" a replay of the film as if it were on a television screen. It was suggested that during the replay, they would remain calm and comfortable and that they would be able to control the replay. That is, they could slow the film down, speed it up, freeze the frame, and zoom in on details.[8] Subjects were then asked to describe everything they were seeing and hearing. At the end of their oral recall subjects were asked a number of questions about details of the film (e.g., How tall was the robber? Did anyone follow the robber out of the bank?). Subjects were then brought out of hypnosis, asked to rate the extent to which they were hypnotized (using a 10-point scale), and required to complete a mood scale. Following this, subjects were again asked to write everything they could recall about the film.

The *cognitive interview treatment* drew on the work of other researchers.[9] Subjects were told initially that they would be able to remember additional details about the film if they tried different memory search techniques. They were then presented with a card containing four memory enhancement techniques. The techniques were (1) reconstructing the circumstances surrounding the incident, (2) reporting everything regardless of apparent unimportance, (3) recalling events in a different order, and (4) taking the perspective of another person in the film. Once subjects indicated that they understood the techniques, they were asked to think back to the time they viewed the film. During their oral recalls, subjects were supposed to use the four techniques. Following this, subjects were asked questions about details in the film, completed a mood scale, and provided a written version of everything they remembered in the film.

The *control treatment* did not involve hypnosis or key elements of the cognitive interview (such as reconstructing the circumstances surrounding the incident, changing perspectives, and recalling in a different order). Instead, subjects assigned to the control treatment were presented with a credible rationale ensuring that they were well motivated and that memory effects associated with the treatments were not an artifact of a control group poorly motivated to recall and report information. The rationale was based on three considerations: (1) subjects' presence within the laboratory (although in a different room from the one in which the film was originally viewed) would facilitate recall; (2) searching memory repeatedly would produce new information; and (3) engaging in distraction-type tasks would decrease the incidence of mental blocks, thereby allowing the retrieval of additional information.

The distractor tasks were selected to be interesting and challenging. Subjects completed five 1-minute trials of a two-handed pursuit-rotor tracking task. After completing the task, subjects reported everything they could remember about the film. Following their oral recall, subjects were administered the Stroop Color-Word Interference Test, and were then asked questions concerning details of the film. Subjects also completed a

[8] This "TV technique" and the metaphors used in hypnosis draw upon procedures described by Reiser (1980). *Handbook of investigative hypnosis.* Los Angeles, CA: LEHI Publishing Co. The "TV technique" has been used in investigative situations.

[9] See Geiselman, et. al. (1985). Eyewitness memory enhancement in the police interview: Cognitive retrieval mnemonics versus hypnosis. *Journal of Applied Psychology, 70,* 401-412.

brief mood scale and then engaged in additional trials of the pursuit-rotor task. After this second round of completing the distractor task, subjects provided a written account of everything they could recall about the film.

To maximize motivation in all three experimental groups, subjects were encouraged repeatedly to write *everything* they could remember. They were assured that they would not be asked to write at any other point in the study. Upon completion of the second written recall, subjects were administered a post-experimental interview. A fourth experimenter who had not been involved in baseline or treatment asked subjects to review individually their general perceptions of and experiences with the experiment.

During the post-experimental forced recall interview, subjects were asked questions about the film that required detailed responses. They were instructed to provide an oral answer to every question, even if they had to guess. Subjects then provided a confidence rating (0 = Just guessing through 3 = Certain).

The table below summarizes the details of the research design.

	Step	Data Collection	Stimulus
Stage 1			
	1	Questionnaire	None
	2	HGSHS:A	None
	3	Self-report booklets	None
	4	None	Film
	5	Film evaluation q'aire	None
	6	Incidental memory q'aire	None
	7	None	None
Stage 2			
	1	Oral report on film	None
	2	Written report on film	None
	3	Questionnaires	None
	4	None	Hypnosis, Cognitive Interview, Control
	5	Oral recall	None
		Focused Question Recall	
		Mood scale	
		Written recall	
	6	Post-exp. interview	None
		(including oral forced recall)	

Description of Variables

In order to construct variables that measured recall, the investigator had to quantify the written narratives provided by subjects. First, two assistants transcribed the 144 narratives to typewritten form. The typewritten form was constructed in a manner that facilitated the derivation of scorable information units (IUs). Second, two additional research assistants proofread the typewritten transcriptions against the subjects' handwritten originals. Third, two scorers, unfamiliar with treatment and classification variables (i.e., repressor status, hypnotizability, gender), parsed the typewritten protocols into IUs and assigned them to three categories for each recall attempt: *Description of Persons*, *Actions*, and *Description of Objects*. Finally, a catalogue of correct information about the film was developed by collating the detailed reports provided independently by three trained assistants each of whom viewed the film seven times.

Scoring of the recall protocols was accomplished by comparing the IUs against the catalogue of correct information. Variables in Files 1 were derived from written recalls completed at baseline and post-treatment. These variables include total information, correct, incorrect, confabulations (i.e., filling in the gaps with information not contained in the film), and attributions (e.g., "the teller was upset"). File 1 also contains *new* information given in the post-treatment written narrative, consisting of total new information, new correct, new correct/noninformative (i.e., stating something already given during baseline in a different way that produced additional IUs without additional information), new incorrect, new confabulations, and new attributions. The remaining variables in File 1 include the HGSHS:A score, repressor status, and the number of days between viewing the film and completing the baseline and post-treatment interviews. Variables in File 2 were derived from the post-experimental oral forced recall interview and include total correct, total incorrect, and confidence ratings for correct and incorrect responses.

Sex is the only demographic variable contained in the data and is in File 1.

Presence of Common Scales

Four scales used in previous research are included: the Harvard Group Scale of Hypnotic Susceptibility, Form A (HGSHS:A); the Manifest Anxiety Scale; the Social Desirability Scale; and the Stroop Color-Word Interference Test. Along with common scales, the investigator also used other common research items. They include the film "3:57 Friday Afternoon," the "TV technique" used in the hypnosis treatment, and the adoption of the cognitive interview technique from Geiselman, et. al. (1985).

Unit of Observation

The individual.

Geographic Coverage

Philadelphia, Pennsylvania.

Evaluation

Data Quality

Checks for out-of-range values, missing data, and internal consistency all indicate that the data are free of detectable coding errors.

Data Limitations

The investigators have employed a strong experimental design with two treatment groups and one control group. The size of the samples used can result in moderate sampling errors. The use of a homogenous sample of young adult volunteers provides a powerful test for differences between treatment techniques, but makes it difficult to assess the generalizability of the findings to demographically dissimilar populations. Finally, despite the administration of several questionnaires and scales, the information contained in the data files is limited to the grouping variables (i.e., experimental treatment, repressor status), hypnotizability scores, retention interval, gender of subjects, and various measures derived from the baseline and post-treatment narratives and the post-experimental forced recall interview.

Relationship to Other Studies in the Archive

None.

File Structure

Data Files (2):	(1)	Baseline and treatment data file.
	(2)	Post-experimental data file.
Portable Files (2):	(1)	Baseline and treatment export file.
	(2)	Post-experimental export file.
Unit:		The individual.
Variables (2):	(1)	20
	(2)	5
Cases:		72

Reports and Publications

Orne, M. T., & Whitehouse, W. G. (1990). *The use and effectiveness of hypnosis and the cognitive interview for enhancing eyewitness recall* (Final report submitted to the National Institute of Justice). Merion Station, PA: Institute for Experimental Psychiatry.

DESCRIPTION OF MACHINE-READABLE FILES
AND SUPPLEMENTARY DOCUMENTATION

Contents of Machine-Readable Files

Machine-readable Archive files are available in both mainframe and microcomputer formats. Unless otherwise requested, files formatted for a mainframe computer are provided on a 9-track tape at a density of 6250 bpi, in EBCDIC recording mode with IBM Standard Labels. Files formatted for a microcomputer are provided in ASCII format on low- or high-density, 5¼" or 3½" diskettes, at the user's request. A description of the contents of each file is given below.

> File 1 (Baseline and Treatment Data File): Data collected in the first and second phases of Session 2.

> File 2 (Post-Experimental Data File): Data collected after initial written narratives were provided.

> File 3 (Baseline and Treatment SPSS-X Export Data File): Data and variable labels from baseline and treatment narratives.

> File 4 (Post-Experimental SPSS-X Export Data File): Data and variable labels from post-experimental narratives.

Paper Documentation

Paper versions of the codebook and data collection instruments are included.

Ordering Information

Machine-readable files and paper documentation can be ordered from the Data Resources Program of the National Institute of Justice, Sociometrics Corporation, 170 State Street, Suite 260, Los Altos, California 94022-2812.

SPECIFICATIONS FOR MACHINE-READABLE FILES

Mainframe Orders

	Contents	LRECL	BLKSIZE	Feet of tape at 6250 bpi
File 1	Baseline/Treatment data	80	32720	1.0
File 2	Post-Experimental data	80	32720	1.0
File 3	Baseline/Treatment export	80	32720	1.0
File 4	Post-Experimental export	80	32720	1.0

Microcomputer Orders

All Media (Low- or High-Density 5¼" Diskette, Low- or High-Density 3½" Diskette)

	Contents	Diskette	File Name	Bytes
File 1	Baseline/Treatment data	1	JU38W.DAT	2,952
File 2	Post-Experimental data	1	JU39W.DAT	1,440
File 3	Baseline/Treatment export	1	JU38W.EXP	4,428
File 4	Post-Experimental export	1	JU39W.EXP	2,214

DATA COMPLETENESS AND CONSISTENCY REPORT

This section presents information regarding the quality of the data in this Data Set. Tables 1 and 2 indicate the extent and location of out-of-range values, and Tables 3 and 4 summarize the incidence of missing data. Table 5 provides information regarding the adherence to the skip pattern of the questionnaire and consistency of the data as reflected in the logical relations between particular items. The checks in Table 5 are meant to be illustrative, and are not necessarily exhaustive.

Number of Cases: 72
Number of Variables: 20

Table 1. Distribution of Variables by Percentage of Out-of-Range Values

None.

Table 2. List of Variables With Out-of-Range Values

None.

Table 3. Distribution of Variables by Percentage of Missing Values

None.

Table 4. List of Variables With Over 5% Missing Values (4 Missing Values or More)

None.

Table 5. Report on Consistency Checks

None.

APPENDIX A
BYTE POSITIONS OF VARIABLES IN JU38W.DAT
AND JU39W.DAT

BYTE POSITIONS OF VARIABLES IN THE BASELINE
AND TREATMENT RAW DATA FILE (JU38W.DAT)

Variable	Columns	Format
ID	1-4	Numeric
REP	5	Numeric
COND	6	Numeric
HGSHSA	7-8	Numeric
TOTCORR2	9-11	Numeric
TOTCORR5	12-14	Numeric
TOTINC2	15-16	Numeric
TOTINC5	17-18	Numeric
ATT2	19-20	Numeric
ATTT5	21-22	Numeric
CFB2	23	Numeric
CFBT5	24	Numeric
NEWTOT5	`-27	Numeric
NEWMTOT5	28-29	Numeric
NEWJTOT5	30-31	Numeric
NEWITOT5	32-33	Numeric
ATTN5	34-35	Numeric
CFBN5	36	Numeric
DAYS	37-38	Numeric
SEX	39	Numeric

BYTE POSITIONS OF VARIABLES IN THE POST-EXPERIMENTAL RAW DATA FILE (JU39W.DAT)

Variable	Columns	Format
ID	1-4	Numeric
TOTALTC	5-6	Numeric
TOTALTI	7-8	Numeric
TOTALCC	9-13	Numeric
TOTALCI	14-18	Numeric

146226
Pt. 2

THE USE AND EFFECTIVENESS OF HYPNOSIS AND THE COGNITIVE INTERVIEW FOR ENHANCING EYEWITNESS RECALL

Martin T. Orne
Wayne G. Whitehouse

Original Codebook

July 1990

PROJECT TITLE: THE USE AND EFFECTIVENESS OF HYPNOSIS AND THE COGNITIVE
INTERVIEW FOR ENHANCING EYEWITNESS RECALL
GRANT NUMBER: 87-IJ-CX-0052

VARIABLE LIST

Data Filename: SHRAM.DAT (Includes variables identified in Data Sets 1 & 2 on
page 8 of the Project Final Report)

Variable Name	Description
ID	Subject identification number
REP	Grouping variable: Repressor = 1, Nonrepressor = 0
COND	Grouping variable: Hypnosis = 1, Cognitive Interview = 2, Control Interview = 3
HGSHSA	Score on Harvard Group Scale of Hypnotic Susceptibility, Form A
TOTCORR2	Total correct info reported during baseline recall
TOTCORR5	Total correct info reported during posttreatment recall
TOTINC2	Total incorrect info reported during baseline recall
TOTINC5	Total incorrect info reported during posttreatment recall
ATT2	Attributional (subjective) info reported during baseline recall
ATTT5	Attributional info reported during posttreatment recall
CFB2	Confabulations reported during baseline recall
CFBT5	Confabulations reported during posttreatment recall
NEWTOT5	Total new info reported during posttreatment recall
NEWMTOT5	New correct info reported during posttreatment recall
NEWJTOT5	New correct (but noninformative) info reported during posttreatment recall
NEWITOT5	New incorrect info reported during posttreatment recall
ATTN5	New attributional info reported during posttreatment recall
CFBN5	New confabulations reported during posttreatment recall
DAYS	Number of days between viewing film and interview
SEX	Gender of subject: Male = 1, Female = 2

GRANT NUMBER: 87-IJ-CX-0052

Data Filename: FORCDRCL.DAT (Variables from Forced Interrogatory Recall. See page 9 of the Project Final Report)

Variable Name	Description
ID	Subject identification number
TOTALTC	Total correct responses
TOTALTI	Total incorrect responses
TOTALCC	Mean confidence rating (from 0 to 3) for correct responses
TOTALCI	Mean confidence rating (from 0 to 3) for incorrect responses

INSTRUCTIONS FOR SCORING POST (Forced Recall)

****
SECTION A
****

Using Section A of this booklet as a reference and Section A of the "POST -- SCORING PROTOCOL" to record the answers, each Post question should be scored as either Correct (1), Incorrect (0), or Not Asked (NA).

Note that the items listed in the INCORRECT column of this booklet do not represent an exhaustive list of all possible incorrect answers. Instead, certain responses have been specifically identified as incorrect because they are frequently given by subjects, or because they may appear to resemble other answers which are scored as correct. When a subject provides an answer which does not meet the criteria listed in the CORRECT column, that answer should be scored incorrect, even if it does not appear in the INCORRECT column.

There are a few general principles that need to be followed when scoring Post questions according to the criteria of Section A.

1. If a question elicits more than one answer and some answers are correct while others are incorrect, ignore_the_incorrect_answers and score only the best correct answer.

2. If a question elicits more than one correct answer, score only the most relevant answer (as determined by the CORRECT INFO cell in this booklet); if two or more correct answers are equally relevant, score only the most general and/or confident answer (if generality and confidence suggest different answers, the generality principle should be given preference).

3. Use the Global Confidence Rating unless the scored answer has its own Confidence Rating, in which case this more specific value is used.

4. For two-part questions (e.g., 10a & 10b), if a separate Confidence Rating is not obtained for part "b" then assign it the Confidence Rating associated with part "a".

****
SECTION B
****

A few of the Post questions must also be scored using a continuous scoring system; these questions are identified in Section A of the "POST -- SCORING PROTOCOL" by placing them in parentheses [e.g., (13)]. When one of these items is encountered, it should first be scored in Section A. Then turn to Section B of the "SCORING PROTOCOL," and in the appropriate section record verbatim all information provided by the subject. Also, record the Global Confidence rating given by the subject and any confidence ratings that may have been obtained for separate pieces of information.

Next, decompose the information into scorable units according to the rules associated with the continuous scoring system (refer to instructions for the continuous scoring system if necessary). Using Section B of this booklet as a reference, score the decomposed units as either CORRECT, INCORRECT, or ATTRIBUTIONAL. Finally, for each question, sum the total number of CORRECT, INCORRECT, and ATTRIBUTIONAL units of information, as well as the corresponding confidence ratings, and record these sums in the designated locations. In calculating the latter quantity, assign the Global Confidence rating to any unit of information which does not have its own separate confidence rating.

Criteria For Scoring the Post Focused Questions

****
SECTION A
****

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO
1	20-29	less than 20, greater than 29	none
2	6'0" - 6'2"	less than 6'0", greater than 6'2"	none
3	150-170	less than 150, greater than 170	none
4	EITHER: caucasian OR white	pinkish, pale	dark complexion, mediterranean, olive, Italian
5	black, dark, dark brown	brown, light brown	none
6	anything that is not extreme: medium, short, long, collar length, over the collar, over the ear, etc...	anything extreme: real short, real long, cropped, crew-cut, shoulder-length	none
7	curly, curly & wavy, bushy, bushy & wavy, thick, thick & wavy coarse, coarse & wavy wiry, wiry & wavy	wavy, stringy, thin, straight, pretty light, shaggy	none
8a	no	yes	none
8b	no correct answer	all answers are wrong	none

****
SECTION A
****

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO
9	brown, dark, black, dark brown, hazel	blue, green, gray light	none
10a	yes	no	none
10b	EITHER: moustache, OR sideburns	beard, 5'oclock shadow	eyebrows, eyelashes
11	EITHER: no, OR yes: sideburns, OR yes: deep set eyes	cleft chin	tough looking, typical criminal, bad complexion, sullen, rugged
12a	no	yes	none
12b	no correct answers	all answers are wrong	none
13	EITHER: suit, OR, jacket & pants that match	jacket or pants alone, OR both but S does not indicate they match	colors, fabrics, styles, clothing other than suit
14a	yes	no	none
14b	he had an accent	used foreign language,	deep, mean, anxious, low, garbled, gruff, bad acting, type of accent

```
**********
SECTION A
**********
```

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO

| 15a | EITHER: left-handed, OR, ambidextrous | right-handed | none |

| 15b | ANY 1 OF THE FOLLOWING: wrote w/ L hand, fired gun w/ L hand, gave bag w/ L hand, took bag w/ L hand, opened door w/ L hand, showed teller gun w/ R hand, gave note w/ R hand | less than 1 CORRECT item | none |

| 16 | MUST STATE THE GIST OF ANY 2 OF THE FOLLOWING: -This is a holdup, -Don't say nothing, -Don't press no alarm, -Give me the money, -Put the money in a bag, -Be fast! | states the gist of less than 2 CORRECT phrases | none |

| 17a | yes | no | none |

| 17b | ANY 1 OF THE FOLLOWING: bad grammar, printed, mispelled word, bad handwriting, no apostrophe in "dont" | less than 1 CORRECT item; backwards letters | pressed down hard, torn, crumpled, color of ink, color of paper |

| 18 | gun, revolver, pistol, handgun | weapon other than gun | none |

| 19 | shiny | dull | none |

****
. SECTION A
****

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO
20a	7" - 10"	less than 7", greater than 10"	none
20b	5" - 7"	less than 5", greater than 7"	none
21	.22	caliber other than .22	none
22	EITHER: "no", OR "yes": nickel-plated, OR "yes": chrome-plated, OR "yes": silver	"yes" w/ description other than silver, nickel-plated, or chrome-plated	anything re: handle, fairly new, not ornamented
23	ANY 1 OF THE FOLLOWING: walking, watching, standing, pointing, any combination walking & pointing watching thief, watching bank men	less than 1 CORRECT item; anything w/ skateboard, anything w/ bike, playing, playing ball	none
24a	yes	no	none
24b	child who was shot points, OR a child points	both kids point, child who was not shot points, walked towards, started to watch, stared at action, facial expression,	none
25	EITHER: jersey OR, shirt w/ number on it	t-shirt alone, shirt w/ stripes	colors, fabrics, clothing other than jersey

```
**********
SECTION A
**********
```

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO
26	head, forehead, face, temple, cheek, hair	below and including the neck	details of location
27	no	yes	none
28	one	less than one, more than one	none
29	EITHER: "Kept it w/ him" (very general), OR, "Film didn't show"	Anything specific: "Put it in his pocket" "Threw it on the back seat" "Put it away"	none
30	car, automobile	vehicle other than car	none
31	blue, blue-green, aqua, turquoise	green, tan, brown, green-blue, white	none
32a	two-toned	one-toned	none
32b	white top *cream top* *off-white top*	EITHER: top color other than white; OR car part other than top	none
33	domestic, American, US	import	none
34	Chevy, Chevrolet	make other than Chevy	none
35	Monte Carlo	model other than Monte Carlo	none

****
SECTION A
****

```
----------------------------------------------------------------------
Q#        CORRECT INFO           INCORRECT INFO         UNSCORED INFO
----------------------------------------------------------------------

36        1969-1975; early '70s,  mid or late '70's     none
          early to mid '70s,
          late '60s to early '70s

----------------------------------------------------------------------

37        two-door                less than 2-door,     none
                                  more than 2-door

----------------------------------------------------------------------

38        sedan, coupe            convertible, van      none
                                  station-wagon,
                                  hatchback

----------------------------------------------------------------------

39        passenger               side other than       none
                                  passenger

----------------------------------------------------------------------

40a       yes                     no                    none

----------------------------------------------------------------------

40b       male                    female, person        details other than
                                                        gender

----------------------------------------------------------------------

41        EXACTLY: BL-741         anything other than   none
                                  exactly BL-741

----------------------------------------------------------------------

42a       EITHER: Texas, OR       EITHER: state other   none
          "The name was there, but   Texas, OR
          I could not read it"    "There was no state
                                   on the plate"

----------------------------------------------------------------------

42b       no                      any slogan is wrong   none

----------------------------------------------------------------------

43a       background: white,      background: tan       none
             cream, offwhite

----------------------------------------------------------------------
```

```
*********
SECTION A
*********
```

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO
43b	letters: black, dark	letters: blue	none
44	both front & rear	front only, rear only, neither front nor rear	none
45	17	number othen than 17	none
46a	yes	no	none
47	NICE -- sunny, fair, warm, pleasant bright, mild, clear, blue skies, no wind	NOT NICE --cloudy, partly cloudy, windy	afternoon, no shadows
48	walking, walking fast, walking briskly	running *walking then running*	none
49a	yes	no	none
49b	2 men (Info from Q #50 may provide gender info)	number other than 2, gender other than male, number or gender alone	none
50	1 white man and 1 black man	any combination other than 1 white man and 1 black man	details other than race
51	0-3, OR ANY 1 OF THE FOLLOWING: 2 boys, accomplice (ignore refs to bank men and robber) *mention of previous...*	more than 3, OR mention of person other than 2 boys or accomplice	none

there 2 boys been men,

****
SECTION A
****

Q#	CORRECT INFO	INCORRECT INFO	UNSCORED INFO
52	no correct answer	all answers are wrong	none
53	behind	in front, beside,	between

```
**********
SECTION B
**********
```

Q#	CORRECT INFO	INCORRECT INFO	ATTRIBUTIONAL INFO

13	suit: blue, denim, leisure, dark	suit: gray, polyester, light, business	suit: nice, new, old
	jacket(blazer): blue, dark, wide lapels, denim	jacket: windbreaker, gray, polyester, light, thin lapels	jacket: nice, new, old
	shirt: brown, dark, wide collar, open at top, buttons up the front *no pattern*	shirt: tan, light, t-shirt, sweater, yellow, striped, thin collar,	shirt: nice, new, old
	pants: slacks, blue, dark, denim, jeans	pants: gray, brown, polyester, light	pants: nice, new, old
	shoes: brown, dark, dress shoes	shoes: black, light, sneakers	shoes: nice, new, old
	general: no tie, no belt	general: wears a tie, wears a belt	general: '70s style, well-dressed,

---

| 15b | wrote w/ L hand, fired gun w/ L hand, gave bag w/ L hand, took bag w/ L hand, opened door w/ L hand, showed teller gun w/ R hand, gave note w/ R hand | EITHER: describes action that is not listed, OR couples a listed action w/ incorrect hand | none |

```
*********
SECTION B
*********
```

```
Q#       CORRECT INFO           INCORRECT INFO          ATTRIBUTIONAL INFO
```
----

16   STEP_ONE: 1 pt for each   STEP_ONE: 1 pt for   none
         clause whose gist is   each stated clause
         stated: whose gist is not in
         -"This is a holdup,"   the note
         -"Don't say nothing,"
            (Don't speak)
            (Don't call for help)
         -"Don't press no alarm,"
         -"Put all the bills in
             the bag,"
            (Give me the $)
            (Put the $ in a bag)
         -"Do it past."
            (Hurry)

         ~~STEP_TWO: 1 pt for each   STEP_TWO: 1 pt for~~
         ~~clause which is   each quoted clause~~
         ~~correctly quoted   which is not in the~~
         ~~   note~~

17b   bad grammar, printed,   backwards letters   pressed down hard
         mispelled word,   square, torn,
         bad handwriting,   cursive,
         no apostrophe in "dont",   size other than 2"x5"
         black ink or lead,
         yellow or white paper,
         rectangular, 2"x5",
         folded or wrinkled,
         clean edges (not torn)

24b   pointed, walked towards,   stopped playing,   facial expression
         started to watch,
         stopped & watched,
         stared at the action

****
SECTION B
****

Q#	CORRECT INFO	INCORRECT INFO	ATTRIBUTIONAL INFO

---

25   shirt: t-shirt, jersey,   shirt: sweatshirt,   shirt: nice, new,
       white, short sleeves,   dress shirt,
       red & blue stripes,   non-white color,
       horizontal stripes,   non-red or non-blue
       blue number,   stripes,
       # on front & back   vertical stripes,
       white patch   non-blue number,
                           # on front or back only

       pants: jeans, cords,   pants: slacks, blue,   pants: nice, new
         brown, light, long   dark, shorts, baggy

       shoes: tennis shoes,   shoes: boots, light,   shoes: nice, new
         sneakers, brown, dark   dress-shoes

       hat(cap):, blue or white,   hat: red, dark, dark   hat: nice, new
         light, baseball cap

       socks: white, light   socks: non-white, dark   socks: nice, new

---

40b   male; white; tie;   female; non-white;   any descriptions
      jacket or vest; glasses;   no tie; no jacket;   not listed here
      white or light shirt;   no vest; no glasses;
      cowboy hat   non-white or dark shirt;
                      no hat or non-cowboy hat;

---

41   STEP_ONE: 1 pt for each   STEP_ONE: sum the   none
     correct alphanumeric   incorrect alphanumeric
     item: items
       -- BL 741

     STEP_TWO: 1 pt for each
     correct letter in the
     correct slot

     STEP_THREE: 1 pt for each
     correct number in the
     correct slot

     STEP_FOUR: 1 pt for a
     perfect identification

****
SECTION B
****

Q#   CORRECT INFO   INCORRECT INFO   ATTRIBUTIONAL INFO
----

50   both_men: clean shaven,   both_men: bearded   both_men: height,
                                                               age, job in bank

        white_man: blonde;   white_man: non-blonde;   white_man: any info
            suit--blue, light,   suit -- non-blue,   more specific than
            business   dark, non-business   that given here

        black_man: dark tie,   black_man: light tie,   black_man: any info
            jacket-- light,   jacket-- dark,   more specific than
            pants--black, brown,   pants--non-black or   that given here
            dark   non-brown, light

Scoring Addendum

●les for Assigning Confidence Values while Scoring the POST

For Answers Scored as CORRECT:

Identify the item(s) which enable the answer to reach criterion;

IF only 1 item is necessary -- record a separate confidence
rating if one is provided, else record the global
confidence rating; in lieu of either a separate or global
confidence rating, record the average of all separate
confidence ratings.

IF more than 1 item is necessary -- record the highest
confidence rating associated with one of the items if
separate confidence ratings are provided, else record
the global confidence rating.

For Answers Scored as INCORRECT:

IF a global confidence rating is given, record it;

IF no global confidence rating is given, record the average
of all separate confidence ratings.

- -

When A Confidence Value is Given for Part b but not Part a:

Record the confidence value given for part "b" as the value
for part "a"

6/15/8~

#48. Was the robber running or walking as he left the bank?

The response "<u>Walking, then began to run</u>" should be scored as INCORRECT.

Addendum for Scoring POST

Continuous Scoring of Question #45 -- the number on the child's jersey.

Rules for Determining CORRECT scores:

1. 1 point for each correct number

2. 1 point for ~~each correct number in the correct slot~~ correct ID
   ~~(if S gives a single-digit answer, this note is interpreted~~
   ~~as meaning that no slots are available -- thus, no points~~
   ~~can be awarded for correct slot for single-digit answers)~~

3. multiply the number of correct points by the confidence
   rating to obtain the sum confidence score for correct information.

Rules for Determining INCORRECT scores:

1. 1 point for each incorrect number

2. 1 point for each single-digit answer

2. multiply the number of incorrect points by the confidence
   rating to obtain the sum confidence for incorrect information.

Examples:

"17" -- 4 points CORRECT, 0 points INCORRECT

"23" -- 0 points CORRECT, 2 points INCORRECT

"13" -- 2 points CORRECT, 1 point INCORRECT

"7" -- 1 point CORRECT, 0 points INCOREECT

"6" -- 0 points INCORRECT, 1 point INCORRECT

POST -- SCORING PROTOCOL

```
*********                                    ***************
SECTION A                                    1 = Correct
*********                                    0 = Incorrect
                                             NA = Not Asked
                                             ***************
```

	PTS	CONF		PTS	CONF		PTS	CONF		PTS	CONF
1	___	[___]	14b	___	[___]	26	___	[___]	(41)	___	[___]
2	___	[___]	15a	___	[___]	27	___	[___]	42a	___	[___]
3	___	[___]	(15b)	___	[___]	28	___	[___]	42b	___	[___]
4	___	[___]	(16)	___	[___]	29	___	[___]	43a	___	[___]
5	___	[___]	17a	___	[___]	30	___	[___]	43b	___	[___]
6	___	[___]	(17b)	___	[___]	31	___	[___]	44	___	[___]
7	___	[___]	18	___	[___]	32a	___	[___]	45	___	[___]
8a	___	[___]	19	___	[___]	32b	___	[___]	46a	___	[___]
8b	___	[___]	20a	___	[___]	33	___	[___]	47	___	[___]
9	___	[___]	20b	___	[___]	34	___	[___]	48	___	[___]
10a	___	[___]	21	___	[___]	35	___	[___]	49a	___	[___]
10b	___	[___]	22	___	[___]	36	___	[___]	49b	___	[___]
11	___	[___]	23	___	[___]	37	___	[___]	(50)	___	[___]
12a	___	[___]	24a	___	[___]	38	___	[___]	51	___	[___]
12b	___	[___]	(24b)	___	[___]	39	___	[___]	52	___	[___]
(13)	___	[___]	(25)	___	[___]	40a	___	[___]	53	___	[___]
14a	___	[___]				(40b)	___	[___]			

```
   # CORRECT = ___      Σ CONF for CORRECT = ___      X̄ CONF for CORRECT = ___

   # INCORRECT = ___    Σ CONF for INCORRECT = ___    X̄ CONF for INCORRECT = ___

   # NOT ASKED = ___

TOTAL SHOULD = _66_
```

POST -- SCORING PROTOCOL

****
SECTION B
****

Q #13. What was the robber wearing? [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

Q #15b. Why do you think right/left handed? [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

Q #16. What was written on the note? [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

POST -- SCORING PROTOCOL

****
SECTION B
****

Q_#17b.__What_was_unusual_about_the_note? [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

Q_#24b.__Why_do_you_say_children_noticed_something? [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

Q_#25.__What_was_the_child_who_was_shot_wearing. [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

POST -- SCORING PROTOCOL

****
ECTION B
****

Q_#40b.__Describe_the_accomplice. [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

Q_#41.__What_was_the_license_plate_of_the_car? [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

Q_#50.__Describe_persons_who_followed_the_robber_out. [Global Confidence ____]

CORRECT ___(CONF ___)   INCORRECT ___(CONF ___)   ATTRIBUTIONAL ___(CONF ___)

INSTRUCTIONS_FOR_SCORING_FREE_NARRATIVES_(R1-R5)

I. DECOMPOSING SENTENCES INTO IU's USING THE TYPED NARRATIVE

A.__The_General_Procedure

   Using the typed narrative, each numbered sentence which includes relevant information must be decomposed into information units (IU's). Relevancy is defined by the categories included in the NARRATIVE scoring protocol: information that does not fit into any of these designated categories is considered irrelevant. Entire sentences which are deemed irrelevant should be identified by drawing two slashed lines (e.g., //) through them. Drawings are considered irrelevant regardless of their content. The identified IU's are either written on the typed narrative itself, just below the corresponding sentence, or delineated within the sentence itself by the use of brackets. Later each IU will be transfered to the NARRATIVE scoring protocol and scored. The following procedures should be followed during the decomposition process.

1. The person or object which is the referent of the IU should be written to the left of the corresponding IUs. For example:

   ROBBER: [6' tall]

2. Information units (IUs) are designated by brackets []; contextual information not meant to be scored is designated by parentheses () inside the brackets.

3. Qualified information is designated either by writing out the qualifier(s) [e.g., "I think ..."] or by underlining the qualifed IU ~~in colored pencil~~, or .both. Information can be qualified in one of two ways:

   (a) By the use of a Qualifier. Examples of Qualifiers are presented below.

      "I think..."; "As I remember..."; "I believe..."; "About...";
      "Or something like..."; "Approximately..."; "Around ..." "Possibly... "

   ** A qualifier is assumed to refer only to the most immediate IU.
      For example:

      "The man was about 6'1" of medium build"
      ROBBER: [6'1"_tall] [medium build]

   (b) By the use of Ranges when estimating height, weight, year, age, etc...

      "The robber was between 25 and 30 years old."
      ROBBER: [25-30_years_old]

4. Some information implies additional information, and so must be decomposed into multiple IUs. To maintain a high degree of reliability, the instances in which this rule should be envoked will be limited to the following cases.

    (a) The word "suit" implies both "jacket" and "pants." For example,

       "Suit" = [jacket] [pants]
       "Blue suit" = [jacket] [blue]
                  [pants] [blue]
       "Blue, polyester suit" = [jacket] [blue] [polyester]
                          [pants] [blue] [polyester]

    (b) References to the two bank men or the two children will often imply both of them.

       "Two men rose and left the bank"
       BANK_MAN_1: [rose (from desk)] [left the bank]
       BANK_MAN_2: [rose (from desk)] [left the bank]

       "There are two boys nearby."
       CHILD_1: [male] [nearby (the getaway)]
       CHILD_2: [male] [nearby (the getaway)]

5. Confabulations -- defined as "descriptions which make reference to people, objects, or events which never actually appear in the film but which are ~~directly related~~ to the crime" -- are recorded in one of three categories: (a) confabulated persons, (b) confabulated objects, or (c) confabulated events. Confabulated information should be decomposed into IU's.

    (a) The following examples are intended to facilitate distinguishing true confabulations from nonconfabulations:

       Persons -- Confabulations: Extra tellers at the bank counter; extra robbers; extra employees who chase the robber; extra people in the parking lot; extra people in the getaway car. Nonconfabulations: extra people in the bank who are not involved in the crime or chase.

       Objects -- Confabulations: extra weapons branded by anyone; toys and so on related to children; extra cars related to the getaway car (e.g., parked next to getaway car); extra vehicles related to the getaway (e.g., involved in a chase). Nonconfabulations: mistaken descriptions of people (e.g., beards, moles, scars) or of clothing (e.g., glasses, hats); bank furniture; vehicles in the parking lot not related to the getaway car or getaway.

       Events -- Confabulations: physical fights; shooting inside the bank; photos being taken; games played by children; shooting by bank men; car chases; crowds gathering outside the bank; ambulances arriving; Nonconfabulations: teller pushing the alarm; robber shooting with wrong hand; actions which did not actually occur but which are relatively mundane in nature (e.g. "the robber walked left" when he actually walked right; "the teller reached for $ with both hands" when she actually used only one hand).

(b) If more than two children are described, but the exact number is unclear (e.g., "a bunch), then one extra child is considered to have been confabulated. This same rule applies to the number of bank men who are said to chase the robber.

B.___Descriptions_of_Persons_and_Objects

Descriptions of these two types are relatively easy to decompose into IU's. In both cases, simply indicate the person or object which is the referent of the description (e.g., Robber, Gun) to the left of the IU's, and then list in brackets each corresponding IU.

1. Occasionally, it is not clear where certain IUs will ultimately be recorded on the NARRATIVE scoring protocol. The following list should clarify most instances in which this confusion may arise.

   (a) References to where on the body the child was shot will ultimately be recorded under "Description of the Child Who Gets Shot."

   (b) References to the child's death will also be recorded under "Description of the Child Who Gets Shot."

C.__Descriptions_of_Actions

Descriptions of actions are occasionally troublesome to decompose into IU's.

1. There are two general principles behind scoring actions.

   (a) For each action word, there can be only one action IU.

      "He handed the teller a hold-up note."
      ROBBER: [handed the teller a hold-up note]

      Notice that this phrase is not decomposed into [handed a note] [to the teller]. Why? Because there is only one action word, namely "handed," and as such there can be only one action IU.

   (b) An action word has no truth value until a context is provided.

      For example, the sentence above is not decomposed into [handed] [a note] [to the teller]. Why? In addition to violating principle #1, the action word "handed" has no truth value until provided a context, in this case "the teller a hold-up note." It makes litte sense to try and score as correct or incorrect the phrase "The robber handed."

. The steps involved in decomposing actions are outlined below.

(a) Identify the action word.

(b) Identify the relevant context. Occasionally a context must be provided by the scorer; when this is the case, use parentheses to delimit the scorer's contribution.

> "The two boys watched."
> CHILD_1: [watched (the getaway)]
> CHILD_2: [watched (the getaway)]

(c) If certain contextual information will ultimately be recorded in a Description category (e.g., Description of the Gun) rather than an Action category, that information should be decomposed into a separate IU.

> "The two bank men rushed to the fallen boy."
> BANK_MAN_1: [rushed to the boy]
> BANK_MAN_2: [rushed to the boy]
> CHILD_1: [fell (after being shot)]
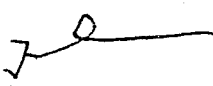
3. To aid with the decomposition process, and in an attempt to bolster scorer reliability, the following rules should be followed when decomposing descriptions of actions.

(a) Actions can also include locations, since when describing the actions of a person subjects may indicate where the person began and ended the actions. For example:

> "The robber had the gun in his pocket and pulled it out".
> ROBBER: [pulled out the gun] [the gun was in his pocket]
>
> "The teller takes her money from her drawer, which is on her left"
> TELLER: [takes $ from drawer] [(is located) to right of drawer]
>
> "He hurried from the bank out into the sidewalk and ran left"
> ROBBER: [hurried from the bank] [(located) on the sidewalk] [ran left]
>
> "He ran from the sidewalk across the lot and to a car"
> ROBBER: [(located) at the sidewalk] [ran across the lot]
>   [ran to a car]

But notice:

> "He then walks swiftly through the glass doors on the right"
> ROBBER: [walks swiftly thru the glass doors]
>
> In this instance, because the location of the robber in relation to the doors is not clear (e.g., his right? screen's right?), location is not included as a separate IU.

(b) Actions include thoughts. For example:

> "She thinks of pressing the alarm"
> TELLER: [thinks of pressing the alarm]

(c) Actions include intentions. For example:

"The bank men left quickly through the doors after the assailant"
BANK_MAN_#1: [left quickly thru the doors] [pursued robber]
BANK_MAN_#2: ["   ] ["   ]

"The two men stop to hover over the boy"
BANK_MAN_#1: [stops (chasing robber)] [hovers over the boy]
BANK_MAN_#2: ["   ] ["   ]

But notice:

"The thief fired a shot in the direction of the two men"
ROBBER: [fired a shot in the direction of the two bank men]

In this instance, no clear intention was provided. As such, "in the direction..." is not included as a separate IU.

(d) Sequence should generally be ignored, except when it must be used as context in an already identified action IU.

"She began taking money out of the drawer, then she wavered on deciding whether to pull the alarm."
TELLER: [took money out of the drawer] [wavered on deciding whether to pull the alarm]

(e) References to directions (e.g., "he turned left") are not decomposed unless there is some way to determine from the description whether the direction is meant from the frame of reference of the person in the film ("he turned to his_left) or the viewer's frame of reference (e.g., "he turned to the left of_the_screen").

4. Descriptions of vocalizations of persons in the film (e.g., the teller, the robber, the bank men) are not decomposed into separate IU's, but rather are simply recorded. During the scoring process these vocalizations will be scored according to gist.

"At this point the man said, "Hurry up! You're slower than etc..."
ROBBER: [Hurry up! You're slower than etc...]

5. IUs referring to the robber holding or shooting the gun should whenever possible include location information (e.g., inside or outside the bank) -- even if E must infer location.

"The thief pulls out the gun with his right hand and aims at the bank men"
ROBBER: [pulls out the gun with right hand (outside the bank)]
        [aims (gun) at bank men]

6. Occasionally, it is not clear where certain action IUs will ultimately be recorded on the NARRATIVE scoring protocol. The following list should clarify most instances in which this confusion may arise.

(a) References to actions of the car should be recorded under "Actions of the Robber," unless an accomplice is mentioned, in which case they should be recorded under "Actions of the Accomplice."

(b) References to actions of the gun should be recorded under "Actions of the Robber."

FREE NARRATIVE SCORING PROTOCOL

THE ROBBER

(a) Descriptions

(b) Actions Inside The Bank

(c) Actions Outside The Bank

THE TELLER

(a) Descriptions

(b) Actions

THE_BANK_EMPLOYEES

(a)_Descriptions_of_Employee_#1

(b)_Actions_of_Employee_#1

(c)_Description_of_Employee_#2

(d)_Actions_of_Employee_#2

THE NOTE

THE WEAPON

THE ACCOMPLICE

(a) Descriptions

(b) Actions

THE VEHICLE

THE LICENSE PLATE

CONFABULATIONS

(a) Involving Persons

(b) Involving Objects

(c) Involving Events

CATALOGUE OF CORRECT INFORMATION
Table of Contents

DESCRIPTION OF BANK ROBBER

(a) Age, Height, Weight, Gender

Age: 20-29

Height: 6' - 6'2"

Weight: 150-170 lbs.

Gender: Male

(b) Skin, Eyes, Hair

Skin: White, Caucasian
        [not any other race]

Eyes: Black, Dark, Brown,

Hair:
    Length: Over, but can see, his ears; collar-length in back (maybe a bit
        over collar)
        [not crewcut, hippie-like, shoulder-length, does not cover entire ear]
        Att--long, short, medium length

    Color: Black, Dark, Brown

    Texture: Curly, Bushy, Thick, Coarse, Wiry
        [not Wavy, Stringy, Thin, Straight, Light]

Hand: curly, black hair on back, including the knuckles

(c) Facial Hair, Facial Features

Mustache:
    Color: Dark, Black, Brown
    Shape, Size, etc.:   Follows contour of upper lip, extends a bit past sides
        of upper lip
        [not handle-bar or A. Hitler-type]
Sideburns: same color as hair, extends about 1/2 inch below ear lobe
Eyebrows: same color as hair
        Att--anything else
Facial Structure: deep-set eyes, high cheek bones, thin face

(d) Marks, Scars, Tatoos

None

(e) Handedness

General: Left-handed or ambidextrous

Specific:
    Left Hand: Wrote note; Fired gun; Handed bag; Took bag; Opened door
    Right Hand: Showed teller gun; Gave note

(f) Clothing

Jacket (blazer, coat, leisure): Blue, medium or dark, denim, wide lapels,
        [not windbreaker, gray, polyester, light]
        Att--nice, new, old, 70's style

Pants: ·Blue, medium or dark, denim, bell bottoms (flair-legged)
        [not jeans, gray, polyester, light]

Shirt: Brown, dark, dress (shirt), wide collar, open at top, buttons up
         the front, extends beyond jacket sleeves
        [not pull-over, teeshirt, sweater, tan, medium or light]

Shoes (Boots): Brown, Medium or Dark, Dress
        [not sneakers, black, light]

Misc: No tie, no belt

ACTIONS OF THE THIEF

(a) Inside the bank only:

Standing at deposit-slip counter, facing the camera, writing something with
        his left hand

Turns to his right and walks around counter

Approaches teller's window and transfers note from left to right hand

Places note on counter with right hand and pushes it toward the teller

Lays both hands with palms down on counter and drums fingers of right hand
        briefly

Pulls gun with right hand from his waistband and aims gun at teller, while
        simultaneously pushing a brown, ripped paper bag with serrated edges
        across the counter with his left hand toward the teller

Nods to teller

Shields gun by holding it close to his body

Watches teller's movements

Leans toward teller and tells her to (a) "hurry up"; (b) something
        unintelligible about a hog; (c) "give me the bag" (d) "don't make a
        move until I'm out of here" (e) "or I'll shoot you" (g) "You
        understand?"; (h) has a Southern (or Western, uneducated, country)
        accent

Lifts his eyebrows as he speaks and licks his lips; takes bag w/ left hand

Turns to left, leaves counter, walks across bank shifting bag from left hand
        to right arm, opens glass door with left hand, leaves bank
----

(b) Outside the bank only:

Walks towards a car that is parked next to another car at the far end of the
        lot

Looks back over his left shoulder twice after the men tell him to stop and
        then runs to the car

Turns, points the gun with left hand, and shoots, lowers left arm

Gets into the passenger seat of the car & closes the car door as car backs out

Leaves the parking lot in the car; looks back over right shoulder, holds gun up
----

DESCRIPTION OF TELLER

(a) Age, Height, Weight, Gender

Age: 25-35

Height: 5'4" - 5'7"

Weight: 120-140 lbs.

Gender: Female

(b) Skin, Eyes, Hair, Facial Features

Skin: White, Caucasian
    [not any other race]

Eyes: Dark, Brown
       [not hazel, green, blue]

Hair:
    Length: covers ears on sides; reaches base of neck in back
        [not shoulder-length]
        Att--long, short, medium length

    Color: Brown, Dirty Blonde,Reddish Brown, Light or Medium
        [not blonde, black, dark]
    Texture: Straight, thick
        [not Stringy, Light, Wavy, Curly, Bushy, Fine]

    Style: Pageboy, Curled up on sides and front; parted in front; layered
            in back

Facial Features: clear complexion, red lipstick, light makeup
        [not no makeup or lots of makeup]

(c) Clothing

Dress: white, light, cream; sleeveless, pattern or print (colored splashes),
        open in back
        tied in back of neck, "scoop" neckline or low neck

Jewelry: earrings, gold hoop; thin, gold, necklace; watch; ring on left pinky
----

ACTIONS OF THE TELLER

Stands behind the counter, looking around, thinking about plans for the weekend

Reads note and thinks (a) "He has a gun"; (b) "What will I do"; (c)
"I've got to give him the money"; (d) "I'm over the limit" (has too
much money); (e) "Forgot to put money in the vault"; (f) something
about "the bait money"; (g) "I've got to hurry"; (h) "Do I dare press
the alarm (What if he sees me)?"

Opens the bag with both hands; begins stuffing bundles of bills (money) into
the bag with her left hand while steadying the bag with her right hand

Her left hand often goes toward an alarm button in black (or gray) plastic
casing on the inside edge of her counter, but she does not push it

Waits until robber leaves the bank; says (a) "Help"; (b) "I've been robbed";
(c) "The man who just left the bank did it"; (d) "Somebody catch him"

Points toward the door with right hand; places both hands on counter and drums
fingers

DESCRIPTION OF BANK MEN
WHITE MAN

(a) Age, Height, Weight, Gender

Age: 25-35

Height: 5'10" - 6', same height as black bank man

Weight: 160-180 lbs.

Gender: Male

(b) Skin, Eyes, Hair

Skin: White, Caucasian
    [not any other race]

Eyes: can not see

Hair:
    Length: over, but can see, ears; collar-length
        [not long, shoulder-length]
        Att--medium length *short*

    Color: Blonde, light
        [not black, brown, medium, or dark]

    Texture: fine, thin, straight
        [not bushy, thick, wavy, stringy, curly, wiry]
    Style: parted on right

(c) Facial Hair, Facial Features

Facial Hair: None

Facial Features: None

(d) Clothing

Jacket (blazer, coat): blue, light, business, open
        [not windbreaker, dark or medium]
        Att--nice, new, old, 70's style

Vest: blue, light, buttoned

Pants: blue, light
        [not jeans]

Shirt: white, light dress (shirt), buttons up the front
        [not pull-over, teeshirt, sweater]

Shoes: dark, brown, tan, dress
        [not sneakers, light, black]

Misc: dark or black tie
        [not any color other than black, light, medium]

DESCRIPTION OF BANK MEN
BLACK MAN

(a) Age, Height, Weight, Gender

Age: 25-35

Height: 5'10" - 6', same height as white bank man

Weight: 175-195 lbs.

Gender: Male

(b) Skin, Eyes, Hair

Skin: Black
   [not any other race]

Eyes: Black, Dark, Dark Brown
       [not brown]

Hair:
   Length: close-cropped, short-Afro, short
       [not long]
       Att--medium length

   Color: Black, Dark

   Texture: Afro, Curly, Bushy, Thick, Coarse, Wiry
       [not Wavy, Stringy, Thin, Straight, Light]

(c) Facial Hair, Facial Features

Facial Hair: None

Facial Features: None

(d) Clothing

Jacket (blazer, coat, sport): light, cream, tan, beige, or light plus any
       color, open
       [not windbreaker, any color alone except cream, tan, or beige]
       Att--specific color, nice, new, old, 70's style

Pants: Black, brown, dark
       [not jeans, medium or light]

Shirt: white, light -- lighter than jacket, dress (shirt), buttons up front
       [not pull-over, teeshirt, sweater, tan, light]

Shoes: dark, black, brown
       [not sneakers, medium or light]

Misc: dark, brown, dark-blue, or black tie -- diagonal stripe

---

ACTIONS OF THE BANK MEN

(a) White man

Seated at desk in bank next to a window at left side of bank

After teller yells, gets up, runs out of bank ahead of black man in pursuit of
        robber

Turns left and runs alongside the bank and into parking lot

Stops behind car

Continues chase behind black man

Positioned to left of other bank man and children

After the shooting, abandons chase and returns to the victim and nearly kneels
        (stoops); places right hand on boy's hip

Looks toward the getaway car, looks back to child, looks to car, looks to child

----

ACTIONS OF THE BANK MEN

(b) Black man

Seated at desk in bank next to a window at left side of bank

After teller yells, gets up, runs out of bank behind white man in pursuit of
        robber

Runs alongside the bank and into parking lot

Stops behind car, points to robber and tells thief to stop

Continues chase and takes lead

Positioned to right of other bank man and children

After the shooting, abandons chase and returns to the victim and kneels
        on right knee

Pulls handkerchief from right coat pocket with right hand and gently wipes
        blood with handkerchief and/or pushes the hair back from the wounded
        area

DESCRIPTION OF BOY WHO GETS SHOT

(a) Age, Height, Weight, Gender

Age: 9 - 13

Height: same as other kid
     Att--any specific height

Weight: 80 - 100 lbs.

Gender: Male

(b) Skin, Eyes, Hair

Skin: White, Caucasian
   [not any other race]

Eyes: can not see

Hair:
   Length: long, shaggy, over, but can see, ears, shoulder-length in back
       [not short]
       Att--medium length

   Color: Blonde, light
       [not black, brown, medium, or dark]

   Texture: fine, straight, thin
       [not curly, wavy, wiry, bushy, thick]

(c) Facial Hair, Facial Features

Facial Hair: None

Facial Features when shot: Shot in right temple under hair; cannot see bullet
       hole; blood on right temple, center of forehead, and beside nose

----

(d) Clothing

Pants: jeans, cords, brown, tan, light or medium long
       [not slacks, blue, gray, dark, shorts, baggy]

Shirt: jersey, teeshirt, short-sleeves, light, white, red & blue horizontal
       stripes, red number 17 on front & back with blue border; holes in it
       [not sweatshirt, sweater, dark]

Shoes: tennis shoes, sneakers, brown, tan, light, or medium
       [not dress shoes, boots, dark]

Hat (cap): Baseball (cap), visored, adjustable band in back, blue or white,
     light, design with lettering or insignia
     [not red, medium or dark]

Socks: white, light
     [not medium or dark]

Belt: Brown

            Jersey #:
               Step 1: 1 pt for each correct number
               Step 2: 1 pt for each correct number in correct slot
               Step 3: 1 pt INCORRECT for each incorrect number

DESCRIPTION OF BOY WHO DOES NOT GET SHOT

(a) Age, Height, Weight, Gender

Age: 9 - 14 or older than boy who gets shot

Height: same height as boy who gets shot

Weight: 90 - 110 lbs.

Gender: Male

(b) Skin, Eyes, Hair

Skin: White, Caucasian
    [not any other race]

Eyes: can not see

Hair:
    Length: long, shaggy, covers entire ear, shoulder-length in back; longer
             than other boy's
        [not short]
        Att--medium length

    Color: Blonde, light
        [not black, brown, medium or dark]

    Texture: fine, straight, thin
        [not curly, wavy, wiry, bushy, thick]

(c) Facial Hair, Facial Features

Facial Hair: None

Facial Features: None

(d) Clothing

Pants: blue jeans, medium or dark, long
        [not slacks, light, gray, shorts, baggy]

Shirt: long-sleeve shirt with sleeves rolled up to forearms, button-down
        blue, light or medium, bluish white, Western patterned
        [not sweatshirt, teeshirt, pullover, sweater, dark]

Shoes: tennis shoes, sneakers, green with white stripes
        [not dress shoes, boots, any other color]

Belt: brown, silver buckle

ACTIONS OF THE CHILDREN

(a) The Child Who Gets Shot

Appears from the left of the screen, just behind the pursuers

Points in the direction of the fleeing man with right hand; turns head to
left towards friend

Walks in the direction of robber, still pointing; again turns head to left
toward friend

Position to right of friend on left of screen

Positioned between and behind the two bank men just before robber shoots gun;
closer to robber than friend

After robber fires shot, clutches his head with both hands and slowly falls to
the ground and rolls over with back toward robber while holding head

Twists his body a couple of times until he lies in a huddled position with
his back to the camera

ACTIONS OF THE CHILDREN

(b) The Child Who Does Not Get Shot

Appear from the left of the screen, just behind the pursuers, to left of friend

Positioned between the two bank men just before robber shoots gun; farther from
robber than friend

Walks in the direction of robber

Has left hand in left pants pocket, right hand loose at side

After the other boy is shot, pulls left hand from pocket as boy falls; steps
bends over him; looks up at bank men; kneels with right knee; looks at
friend; looks at robber; looks back at friend; watches car leave lot

Does not touch friend

Looks at friend in last scene

DESCRIPTION OF NOTE

<u>(a) What the note said:</u>

This is a holdup.
Don't say nothing.
Don't press no alarm.
Give me the money.
Put the bills in the bag.
Be fast.

<u>(b) Features of the note:</u>

Paper: 2" x 5" or size within 1 inch of both dimension, rectangular,
     yellow, white or beige, clean edges, unruled, folded, wrinkled or
     crumpled, black ink or lead, 4 lines (3-5), not all caps
          [not torn edges, square]

Handwriting: Printed, handwriting was bad/sloppy/childlike
          [not cursive, backwards letters]

Grammar/Spelling: bad grammar, misspelled word (past), no apostrophe in don't

----

DESCRIPTION OF GUN

Handgun (pistol, gun, Saturday night special), revolver (six shooter, revolving
        chamber), bluish-black metal, nickel plated (chrome plated, silver,
        shiny), .22, 7-10" overall length, 5-7" barrel length
             [not automatic, any other caliber, no cartridge]
                    Att-- decorative features*

DESCRIPTION OF ACCOMPLICE

Gender: Male
Race: White
Clothing: cowboy hat, white shirt, dark vest, glasses

DESCRIPTION OF GETAWAY VEHICLE

Color: blue, blue-green, aqua, turquoise, medium blue; white, cream, light top
         [not green, navy blue, dark, light; beige, tan, dark top]
         Att--vinyl top

Domestic (American); Chevrolet Monte Carlo; 1969-1975; 2-door; sedan (coupe)

Miscellaneous: windows open on both driver's and passenger's side; rear
                 windows closed; no tail fins; no antenna; side-view mirror on
                 driver's side; paint is faded, but not chipped or scratched;
                 no dents; chrome above wheel-wells, chrome lower panel strip;
                 chrome bumper

License Plate: BL-741, Front & Rear; white, cream, off-white background; black
                 or dark letters; Texas; no or indecipherable slogan
                 [not "state could not be seen"; letters blue]

         Plate #:
          Step 1:   1 pt for each correct alphanumeric item
          Step 2:   1 pt for each correct letter in correct slot
          Step 3:   1 pt for each correct number in correct slot
          Step 4:   1 pt for perfect ID
          Step 5:   1 pt INCORRECT for each incorrect alphanumeric
                    item

ACTIONS OF GETAWAY CAR

Parked to the left of a two-toned car (red body/white top) with tailfins; no
     car to its right

Backs out of parking space with rear toward right of screen

Tires squeel as it moves away from bank men and children toward left of screen

Engine roars & tires squeel as car turns left and heads toward and past camera

Data Set JU.3839

THE USE AND EFFECTIVNESS OF HYPNOSIS AND THE COGNITIVE INTERVIEW FOR ENHANCING EYEWITNESS RECALL

Martin T. Orne
Wayne G. Whitehouse

Post-Experimental Original Instrument

July 1990

Sociometrics Corporation
170 State Street, Suite 260
Los Altos, CA 94022-2812
(415) 949-3282

FORCED RECALL QUESTIONS ABOUT BANK ROBBERY FILM

NAME:_____ S No._____ DATE:_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                            2 = Moderately confident; but not certain
                            1 = Slightly confident; much doubt
                            0 = Not confident; just guessing

Confidence
Rating

1. How old would you say the robber was?

    _____ (____)

    _____

2. How tall was he?

    _____feet _____inches _____ (____)

    _____

3. How much would you estimate he weighed?

    _____lbs. _____ (____)

    _____

4. What was his skin color?

    _____ (____)

    _____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
2 = Moderately confident; but not certain
1 = Slightly confident; much doubt
0 = Not confident; just guessing

Confidence
Rating

5. What was his hair color?

_____ (___)

_____

6. What was his hair length?

_____ (___)

_____

7. What was the texture of his hair?

_____ (___)

_____

8. Did he wear eyeglasses?

____YES ____NO If yes, what kind?_____ (___)

_____

9. What color were his eyes?

_____ (___)

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
2 = Moderately confident; but not certain
1 = Slightly confident; much doubt
0 = Not confident; just guessing

Confidence
Rating

10. Did he have any facial hair?

_____YES _____NO If yes, what kind?_____ (___)

_____

11. Any (other) distinguishing facial features?

_____YES _____NO _____ (___)

_____

12. Did he have, anywhere on his body, any visible marks, scars, or tattoos?

_____YES _____NO If yes, what and where was it?_____ (___)

_____

13. What was he wearing?

_____ (___)

_____

14. Was there anything distinctive about his speech?

_____YES _____NO If yes, what was it?_____ (___)

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
2 = Moderately confident; but not certain
1 = Slightly confident; much doubt
0 = Not confident; just guessing

Confidence
Rating

15. Was he right handed or left handed? (circle one)

Why do you think so?_____ (____)

_____

16. If there was any note that the robber presented to the teller, what

was written on it? _____ (____)

_____

_____

_____

17. Was there anything unusual about the note?

_____YES _____NO If yes, what was it?_____ (____)

_____

_____

18. What kind of weapon (if any) did the robber have?

_____ (____)

_____

19. Did the weapon have a shiny or dull finish?

_____Shiny _____Dull _____ (____)

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                                   2 = Moderately confident; but not certain
                                   1 = Slightly confident; much doubt
                                   0 = Not confident; just guessing

Confidence
Rating

20. How long in inches was the weapon? How long was the barrel?

_____" weapon _____" barrel _____ (___)

_____

21. What caliber was the weapon? (Listen to these alternatives.)

_____22 _____38 _____45 _____357 ____other? _____ (___)

_____

22. Were there any markings on the gun, or was there anything distinctive
about the way it looked? _____YES _____NO   If yes, describe (___)

it:_____

_____

23. Somewhere in the film children were present. What were the children

doing when you _first_ saw them?_____ (___)

_____

24. Did either child seem to notice that anything unusual was happening?

_____YES _____NO   If yes, why do you think so?_____ (___)

_____

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                            2 = Moderately confident; but not certain
                            1 = Slightly confident; much doubt
                            0 = Not confident; just guessing

Confidence
Rating

25. Describe what the child who was shot was wearing?

_____ (___)

_____

_____

_____

_____

26. Where on the body was the child hit by the shot?

_____ (___)

_____

_____

27. Was anyone other than the robber firing shots?

_____ (___)

28. How many shots were fired?

_____ (___)

29. What did the robber do with the weapon after the shooting?

_____ (___)

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                           2 = Moderately confident; but not certain
                           1 = Slightly confident; much doubt
                           0 = Not confident; just guessing

Confidence
Rating

30. What kind of vehicle did the robber use to make his getaway?

_____ ·(___)

_____

31. What color was the getaway vehicle?

_____ (___)

_____

32. Was it all one color or was it two-toned?

_____ (___)

_____

33. Was it a domestic car or an import?

_____ (___)

34. What Make of car was it? (e.g., Chevy, Ford, Buick, Toyota, etc.)

_____ (___)

_____

35. What Model of car was it? (e.g., Impala, Mustang, Skylark, etc.)

_____ (___)

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                           2 = Moderately confident; but not certain
                           1 = Slightly confident; much doubt
                           0 = Not confident; just guessing

Confidence
Rating

36. What year was it?

_____ (___)

_____

37. Was it a 2-door or a 4-door car?

_____ (___)

_____

38. Was it a _____sedan, _____station wagon, _____hatchback, or

_____convertible?_____ (___)

39. What side of the getaway car did the robber get in on?

_____Driver's side   _____Passenger side? _____ (___)

_____

40. Was there an accomplice waiting in the car?

_____YES   _____NO If yes, describe the person _____ (___)

_____

_____

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                          2 = Moderately confident; but not certain
                          1 = Slightly confident; much doubt
                          0 = Not confident; just guessing

Confidence
Rating

41. What was the license plate number of the getaway car?

_____ (___)

_____

42. What was the name of the state on the license plate?_____ (___)

Were there any slogans on the license plate?

_____YES   _____NO If yes, what did it say?_____ (___)

_____

43. What was the background color of the plate and what was the color of

the license number?_____ (___)

_____ (___)

44. Where was the license plate on the car? Was it ...

_____on the Front of the car?   _____on the Rear of the car?

_____both on the front and the rear? _____ (___)

CONFIDENCE RATING SCALE: 3 = Very confident; certain
                                         2 = Moderately confident; but not certain
                                       1 = Slightly confident; much doubt
                                       0 = Not confident; just guessing

Confidence
Rating

45. Okay, going back to the child who was shot, what was the number on the child's jersey?

_____ (___)

46. Did you see any blood on the child?

_____YES _____NO   If yes, where was it?_____ (___)

_____

47. What was the weather like outside the bank that day?

_____ (___)

_____

48. Was the robber running or walking away as he left the bank?

_____ (___)

_____

49. Did anyone follow the robber out of the bank?

_____YES _____NO   If yes, who?_____ (___)

_____

CONFIDENCE RATING SCALE: 3 = Very confident; certain
2 = Moderately confident; but not certain
1 = Slightly confident; much doubt
0 = Not confident; just guessing

Confidence
Rating

50. Describe the persons (or person) who followed the robber out?

_____ (___)

_____

_____

_____

51. How many people were in the vicinity outside at the time the robber
left the bank door? _____ (___)

_____

52. In what way did the robber shoot? Listen to these alternatives.

_____Did he stop, turn around, and aim?_____ (___)

_____Did he spin while moving and aim?_____ (___)

_____Did he spin and shoot without aiming?_____ (___)

_____Some other way? Please describe it?_____ (___)

53. When the child was hit, where was the child in relation to the men
(or man) who were pursuing the robber?_____ (___)

_____

_____