How to develop evidence based practice to support witnesses on the autistic spectrum (ASD) when they give evidence

Conference or Workshop Item

How to cite:

For guidance on citations see FAQs.

© [not recorded]
Version: Poster

oro.open.ac.uk
How to develop evidence based practice to support witnesses on the autistic spectrum (ASD) when they give evidence

Dionysia Lali, PhD Student
Open University
School of Psychology

Acknowledgements
Professor Graham Pike – School of Psychology
Dr Hayley Ness – School of Psychology

Why is it hard for ASD witnesses to remember unfamiliar faces?

Studies have shown that individuals with High Functioning Autism can act as reliable witnesses but they may be more reliant on **prompts and cues** to help accurate recall and identification.

McCrory et al, 2006; Bowler et al, 2004

**What could work?**

A framework to help in the design and evaluation of an identification process that takes into account the cognitive profile of witnesses with ASD, hence maximising the quality of description provided and the accuracy of their responses during a video line up.

**How?**

At the interview stage

A sketch approach
- Ask them to draw (rather than verbally recall) anything they feel would help them remember what/who they saw

At the identification line-up
- Allow them to access their initial sketch to help retrieval and recollection of the face of the suspect

**Useful resources**

Autism: A Guide for Police Officers and Staff