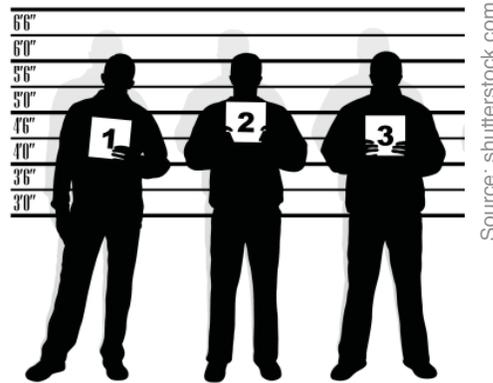


LINEUP LESSONS



Psychologists who study eyewitness memory have identified many factors that influence identification accuracy, including:

* **Viewing time**

The longer you see the criminal, the better you are at identifying that person.

* **Retention interval**

The longer it has been since you saw the criminal, the worse you do.

* **Stress level**

The more stressful the event you witness, the more likely you are to make an identification error.

* **Lineup instructions**

The witness should be told that the criminal might not be in the lineup.

* **Lineup composition**

The police suspect should not stand out in the lineup. For example, if the witness said the criminal was tall and had dark hair, all of the people in the lineup should be tall and have dark hair.

* **Lineup administration**

The person administering the lineup should not know who the police suspect is. This prevents that person from giving hints about what is the "correct answer" (remember, the police suspect may not be the person who committed the crime).

Additional Reading:

Wells, G. L., Memon, A., & Penrod, S. D. (2006). Eyewitness evidence: Improving its probative value. *Psychological Science in the Public Interest*, 7(2), 45-75.

<http://eyewitness.utep.edu> – The Eyewitness Identification Research Laboratory At the University of Texas at El Paso

Print enough copies of the attached data sheet.

Use the data sheet to randomly assign students to test conditions:

The two factors are:

target absent or present

Confirming feedback, or no feedback

1. Student watches video, to test their ability as an eyewitness to a crime

2. After at least a 10 minutes break

3. ... return to look at lineup -- **test each student alone, individually**

4. Read the lineup directions:

Please take your time and study all of the photos in the lineup that you are about to see. Then tell me whether or not you can identify one of these pictures as the person that you saw in the video.

5. Show either the TA or TP lineup

6. Record the student's choice on the data sheet.

7. Depending on condition, give or do not give confirming feedback:

"Yes, that's the one that most people are choosing ..."

8. Get confidence ratings: 0 to 100% sure of choice (record it)

9. Use the sign to get the main points across:

* (For the TA lineup) The thief wasn't pictured in the lineup.

* Many people feel pressure to pick someone.

* Police should make sure to say the person may not be in the lineup.

* Reinforcing feedback can cause confidence to increase for no good reason.

		Choice (1-8)	Conf. (0-100)
TP	confirm		
TA	confirm		
TA	confirm		
TP	none		
TP	none		
TP	confirm		
TA	confirm		
TA	none		
TA	none		
TA	confirm		
TP	confirm		
TA	none		
TP	none		
TP	none		
TA	none		
TP	confirm		
TA	none		
TA	confirm		
TP	none		
TP	confirm		
TA	none		
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TP	confirm		
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TP	confirm		
TA	confirm		
TP	none		
TP	confirm		
TP	none		
TA	confirm		
TA	none		