Perceptions of School and Custodial Interrogations



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Perceptions of School and Custodial Interrogations

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This work is mine unless otherwise cited.

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Abstract

Juveniles are more susceptible to coercive interrogation techniques than adults. Most of the tactics, procedures, and methods used on adults in interrogations are implemented within schools in various ways. For example, schools use school resource officers and administrators in questioning of juveniles similar to police. Recent developments have found that these techniques lead to school criminalization and the school-to-prison pipeline. The main goal of this study was to examine general perceptions of custodial and school interrogations. This study also examined participants' perceptions regarding parents as an essential safeguard within interrogations. The current study recruited 91 students from Allegheny College a small liberal arts institution, who participated in an online survey. The current study had three hypotheses in total. The first hypothesis was participants are more familiar with custodial interrogations than school interrogations and will view them as more coercive. The second hypothesis was participants will view juvenile protections such as parent's presence as necessary in the custodial condition and not the school condition. The final hypothesis is, that participants generally viewed juveniles as more guilty within a school versus a custodial setting. Overall, there were no significant findings throughout four analyses. The results showed that participants viewed the interrogations as coercive and severe. Participants also answered that the juvenile was mainly guilty and that safeguards are important. Future research could benefit from examining this topic further. The current study aimed to aid in the lack of knowledge of school interrogations and people's perceptions and judgments of these interrogations.

Keywords: juvenile interrogation, constitutional protection, school-to-prison-pipeline

Perceptions of Juvenile School and Custodial Interrogations

In Georgia, a 14-year-old juvenile was accused of bringing a knife to school with harmful intent. That morning as she was getting ready she accidentally switched her bags from her typical school bag. As she got to school she quickly realized her mistake and as she looked inside of the bag, she realized there was a knife (Brandenburg, 2008). The juvenile did not engage in any fights or altercations. The same day, another girl reported seeing the knife. After the report, the young juvenile was sent to the principal's office to discuss the situation.

The school resource officer (SRO) and the principal were both present during the interview, but the principal was the primary questioner. Once the SRO left the room, the principal stated they would not be referred to juvenile court if the student admitted to bringing the knife to school with harmful intent. Therefore, the principal's statement implied that the juvenile would experience leniency if they cooperated. However, the principal lied to the juvenile because he was required to report the knife to juvenile court regardless of the implied leniency. Since the child was nervous about the consequences, they signed the confession statement not knowing the principal lied and referred them to court. With other underlying issues of the case, the child admitted to the charges and took a plea deal to remove time in a detention facility. Overall, the juvenile was not read their *Miranda* rights, had no witnesses to the confession, and were lied to. The juvenile, unfortunately, provided an involuntary admission due to the coercive nature of the questioning (Brandenburg, 2008).

Many juveniles inside schools are subjected to coercive strategies such as custodial or police interrogations. Many school interrogations, like the case described by Brandenburg (2008), are not uncommon. Certain companies in charge of providing interrogation trainings endorse and teach psychological training tactics which are used by police forces worldwide. It

has been shown that many of these tactics include lying about evidence, plea bargains, and false leniency (Brandenburg, 2008; Crane, 2020). Many of these coercive strategies were adapted and replicated in recent years within school settings.

Advocates and criminal justice actors fear the current developments and thus emphasize that juveniles should receive constitutional protections against coercive questioning (Brandenburg, 2008; Crane, 2020). The recent developments include a lack of constitutional protections for custodial interrogations. More specifically, juveniles are not Mirandized during school questioning, parents are rarely present, no witnesses, and the interrogation is not recorded. Most protections are only adopted in custodial interrogations in some states. However, without video records of school interrogations confessions are more difficult to verify. Many cases end up with the justice system believing the principal's word over the juvenile's (Brandenburg, 2008; Crane, 2020). Nevertheless, constitutional protections in custodial police interrogations are rarely enforced and do not account for the vulnerability youth face in coercive questioning (Brandenburg, 2008; Crane, 2020). Despite the lack of protections in police interrogations, there is a lack of research and protection of juveniles in school interrogations. The current study aims to fill the research gaps and advocate for juveniles by examining perceptions of school and custodial interrogations.

Juvenile Development and Interrogations

Juveniles are fundamentally different from adults psychologically and biologically, posing unique challenges within juvenile interrogations (Cleary, 2017). Some of the unique challenges are apparent in adolescence. During the developmental period juveniles are more likely to engage in risky behaviors without worrying about future consequences (Cleary, 2017). Juvenile's risky behaviors lead to consequences in the justice system include a delinquent record,

juvenile detention time, or even being charged as an adult. The risky behaviors are due to the "asynchronous development of the brain's socioemotional and cognitive control system" (Bettens & Normile, 2023). Currently, adults rely primarily on their cognitive control system to control their emotions, thoughts, and appropriate behavior. When adults rely primarily on their cognitive control system they are more likely to make better and well thought out decisions that are less impulsive. On the other hand juveniles rely on their socioemotional control system which is heightened during adolescence. The socioemotional control system is why juveniles experience intense emotions and are more susceptible to peer pressure. Because of the differences in systems, adolescents value rewards more than adults. For example, in an interrogation a juvenile would feel the intense pressure and complex emotions associated with interrogations and be more likely to agree with authority because of their suggestibility.

Another important aspect in juveniles is the underdevelopment of the prefrontal cortex that controls the self-regulation of impulses, inhibition, and emotions. Research has found that juveniles cannot appreciate the risks associated with their current development, making them more susceptible to riskier decision-making (Urošević et al., 2014). Another challenge juveniles face is reward sensitivity. Reward sensitivity is amplified in juveniles and results in a hypersensitivity to immediate rewards (Cleary, 2017; Urošević et al., 2014). For example, if a juvenile is subjected to a police interrogation, they may feel uncomfortable and do anything to leave the stress-inducing environment. They may "falsely confess" to leave which would be the immediate reward. Research shows the immediate reward of getting to go home is the most common reason why a juvenile falsely confesses (Cleary, 2017; Urošević et al., 2014).

With reward sensitivity, juveniles also struggle with self-regulation of behavior. Self-regulation means controlling impulses, processing emotions and thoughts, and resisting peer

pressure. Interrogation-related regulatory decline is the decline in self-regulatory behaviors in an interrogation. It is necessary in order to resist certain factors within interrogation that affect adolescents and adults (Davis & Leo, 2012). Some factors within an interrogation are the length of questioning, tactics used, and mental/physical factors that increase stress, fatigue, and drug or alcohol influences. Understanding these factors, it has been found that using prior self-control and self-regulation resources then depletes their self-control energy. Constantly using their resources there is a failure of self-regulation with the following task (Davis & Leo, 2012). The pressure of lengthy interrogation, stress, or fatigue may limit juvenile self-regulation behaviors. They would then be quicker to confess or act on these immediate rewards of going home (Cleary, 2017). With constant factors attacking a juvenile's self-regulation resources, long periods of stress and fatigue interfere the juvenile's cognitive functioning. As juveniles deal with not-as-matured self-regulatory systems, they also have more difficulty imagining their future (Steinberg, 2009).

In general, juveniles are "shortsighted," focused on the immediate present. They have difficulty understanding future consequences (Steinberg, 2009). Shortsighted youth only concentrate on the present which also limits their self-regulation of risky behaviors. Short-sightedness is synonymous with no-smoking or no-drug campaigns because juveniles cannot understand the long-term consequences of these risky behaviors. For example, juveniles or adolescents would participate in these behaviors not recognizing cigarettes can lead to life long lung issues. Studies have shown that juveniles younger than 16 have a more challenging time imagining their future, are less likely to be concerned about the future, and are less likely to anticipate the consequences of their decisions (Steinberg, 2009).

A juvenile's future orientation does increase with age. As an adolescent, future orientation plays a role in interrogations (Cleary, 2017). For example, juveniles with a poor sense of time and a lack of future orientation may think a shorter routine of about 30 minutes of questioning is longer than it is and feel more stressed. Some studies have also found that future orientation is lower within incarcerated juveniles when compared to non incarcerated juveniles. The lack of future orientation may mean that those incarcerated may have been quicker to confess to the crime compared to if they were an adult, as they may not have recognized the future consequences of confessing. Quick confessions are attributed to a desire to alleviate police pressures as time may seem slower. In one study, it was found that 20% of adolescents had true confessions, and 33% of juveniles had false confessions due to an increase in stress. These findings suggest juveniles will do anything like falsely confess to quickly alleviate police pressure (Cleary, 2017). Juveniles are disadvantaged regarding their values and judgments, especially when it comes to judgments surrounding their future.

Considering all of the dispositional factors juveniles face, they also have to face the presence of authority (Bettens & Normile, 2023). There is an innate power imbalance between adolescents and adults. The power imbalance leads to adolescents fulfilling the requests of adults such as teachers or administrators to avoid undesirable consequences such as detention or suspension. For example, in interrogations youth comply more with authority figures by confessing or waiving their rights since it is seen as compliance. Confessing occurs within a custodial interrogation but is also a possibility in schools. Adolescents are socialized from to comply with adults and if questioned. At a young age with their parents, they are more likely to answer most questions due to fear of disobedience of family. As much as police officers are authority figures, so are school administrators. School administrators and SROs question

adolescents within schools. It is also possible that juveniles would comply with school administrators more than police officers due to behavior conditioning and familiarity with that authority figure. Behavior conditioning happens in schools where the primary authority figure they contact is an administrator. Another form of authority juveniles encounter in schools is SROs who follow these accusatory styles of questioning that place juveniles at risk (Bettens & Normile, 2023). In order to further examine these differences we must now look into how SROs and school administrators use their power imbalance in questioning juveniles.

School Resource Officers and School Administrators

In schools, encountering an SRO who is a rule enforcer has increased in recent decades. More specifically, an SRO is typically part of a local police department and is assigned to work in a particular school or school district. It is also estimated that approximately 42% of U.S. public schools have their own SRO (Davis et al., 2023). SRO's overall responsibilities in schools are to be teachers of the law, counsel students concerning the law and community, and have the power to arrest students (May et al., 2018). Their main objectives of being present in a school are to connect the gaps between police officers and students, encourage their students to cooperate with the law, and decrease crime within schools (May et al., 2018).

However, many studies described by May et al. (2018) argue that incorporating these officers is more harmful than beneficial. The biggest concern is that SROs increase harsher punishments for minor offenses and involve law enforcement when unnecessary. Authors argue that the presence of these officers directly tie them to punishable crimes within a criminal court. Additionally, it has been found that many SROs are not always previously trained police officers and sometimes are just school administrators in charge of promoting safety. School administrators may act as pseudo-investigators who do not have to Mirandize students and can

interrogate students without parents or anyone present. If they question the students and receive a confession to a crime they can then hand over “confessions” to the police that may lead to legal consequences (Davis et al., 2023). For example, in a case in Navajo County, the Arizona court ruled that the student who supposedly set fire to a locker was a suspect in a school infraction. As it was deemed a school infraction there was no need to involve legal officers or place the student in custodial custody. Thus, no Miranda warnings were needed at the beginning and once the student confessed then they were referred to the criminal jusitce system (Davis et al., 2023).

On the contrary, May et al. (2018) found that police in schools did not significantly contribute to referrals to the justice system. Instead, the authors suggest other possible actors refer juveniles for minor offenses. These minor offenses are disorderly conduct and other misdemeanors such as vandalism. As this finding contradicts what they anticipated, a possible explanation is that it is not just SROs contributing to the referrals. Other actors, such as the school principals and other administrators, may have a direct link to the criminal justice system (May et al., 2018). Malpractice of school administrators and police officers can have severe consequences, as found in *N.C. V. Commonwealth*. In this case, a student was questioned by their principal first while their SRO was observing from afar (Gardner, 2020). Once the student confessed, the officer stepped in and enforced legal consequences (Gardner, 2020). It was then found that the principal and officer were working together to avoid providing the students their *Miranda* rights by doing a "loose routine" (Gardner, 2020). For example, research has mentioned that multiple incidents resulted in confessions from youth due to the SRO waiting outside the office while the administrator interrogated the student. School administrators may even force students to write out their apology, then turn around and use the written apology as legal

evidence to convict them (Davis et al., 2023). Loose routines have severe implications and are ways around providing juvenile rights because the officer was not the one questioning.

Many courts resolve cases involving loose routines based on who they believe the interrogator to be (Short, 2016). If the interrogator was not an SRO, there would be no custodial custody or legal presence; thus, there would be no need to Mirandize youth (Gardner, 2020). SROs are commonly seen as school officials with different responsibilities denying the coercive presence an SRO may have on a juvenile (Davis et al., 2023). These routines and avoidance of legal procedures are challenging to regulate within schools, making them more dangerous than custodial interrogations (Short, 2016). It is rare for courts to rule in favor of the juvenile since they are not seen in custody. Since 2015-2016, more than 290,000 students have been referred to the legal system or arrested (Davis et al., 2023). With that many arrests or referrals, it is also important to note that laws protecting juveniles in custodial interrogations do not overlap with schools. Some states may have laws in general protecting juveniles such as recording of interrogations but that does not mean it is enforced in schools. Overall, in schools juveniles are not Mirandized, and questioning is not recorded leaving us to question if these arrests or confessions were coerced (Davis et al., 2023).

School Criminalization to School to Prison Pipeline

Since the 1990s, schools have increasingly employed a strategy of crime control that theoretically explains recent shifts in juvenile crimes (Hirschfield, 2008). For example, criminalization manifests in school, such as being treated like actual criminals. Some procedures include increased suspensions, armed police, dogs, and metal detectors that place students in a crime-controlled environment. Students are subjected to heavy criminal consequences rather than a learning environment. Author Hirschfield (2008) emphasizes the need for more empirical

research. School criminalizations integrate a complex web of theoretical models with intersectional approaches. One of the main focuses is that criminalization is more likely to be found in schools that are a majority marginalized communities. The increase of criminalization in schools also extends to moral panic. In the late 1980s, politicians used moral panic of school violence to unite the public to fight the marginalized ‘folk devil’ (Hirschfield, 2008).

‘Folk devils’ are children of color disproportionately affected by the band-aid solutions that arose from these moral panics. Some band-aid solutions are zero tolerance and metal detectors. Zero tolerance policies are rules that if broken such as drug use, result in harsh punishments of immediate suspensions or explusions. Moral panic and criminalization increased through the 1990s despite a decrease in school violence. Many teachers' or authority figures' responses regarding criminalization rely solely on social reality interpretations. More specifically, criminalization practices reflect increased perceptions of these ‘folk devils’ or students who create trouble as criminals (Hirschfield, 2008).

The criminals that many schools, teachers, and authority figures have in mind are Black youth, specifically young Black males (Hierchfield, 2008). Stereotypes of young Black males are internalized in school staff. The stertoypes and discrimination is reflected in harsh punishments such as “punishing rooms” and “jailhouses.” The rooms and houses include in school suspension away from other children and more extreme measures such as juvenile detention centers. Teachers also view young Black males as ‘bound for jail ’ or ‘unsalvageable,’ which can lead to an issue of a self-fulfilling prophecy. Self-fulfilling prophecy means an expectation or belief of someone that influences their behavior, which may prove the expectation to be true. For teachers in schools they create expectations about the student’s future and treat the students differently based on those expectations. Then if the student’s performance is based on the teacher’s

treatment, it then confirms the teacher's expectations (Jussim, 1986). For students of color they may see how teachers treat them differently with harsh punishments and assume that their teachers do not support them. The treatment of the teachers is because of the biases and stereotypes they have that target vulnerable students. As students are criminalized and specific groups of students are targeted, it increases the rate of incarceration and weeds out students who they believe are destined for jail (Hirschfield, 2008).

The main consequences of school criminalization, moral panic, and self-fulfilling prophecies lead to the school-to-prison pipeline. Like school criminalization, these factors extend to zero-tolerance policies such as mandated expulsion concerning gun offenses, drugs, threats, and swearing (Price, 2009). These policies increase police presence in schools, which can influence the rates of expulsions and criminal offenses. As a result, in 2004, over three million students were suspended because of these zero-tolerance policies. Over a hundred thousand expulsions occurred in the same year, almost twice as many in the 1970's (Price, 2009). The immediate expulsion policies and direct presence of the law affect how students continue their education. For example, when children are being punished for minor offenses, it is found they are more likely to drop out of school and continue criminal behavior into adulthood (May et al., 2018). In the 1990s, almost 68% of those in state prison did not finish high school, suggesting dropping out or not finishing leads to deviance. Future criminal deviance is because of harsher expulsion policies. These harsher punishments lead to a priority of incarceration instead of education (May et al., 2018).

As mentioned, not all students are equally at risk of being targeted (May et al., 2018). The at-risk students are from marginalized communities, those with mental health issues, and other dispositional factors (Price, 2009). Research has shown that most suspension rates

increased from 6% to 15% between 1973 and 2006. The majority of these suspensions involved African Americans compared to their White peers. African American students are at a higher risk of being funneled into the school-to-prison- pipeline (May et al., 2018). Harsher discipline policies lead to juveniles interacting with police presence, such as SROs. As we know SROs can directly refer them to the criminal justice system. Immediate referrals from SROs is similar to regular custodial interrogations of juveniles (McCardle et al., 2021). Within questioning, both custodial and schools, there are issues with malpractice and lack of constitutional protections, such as a lack of parents or guardians (Crane, 2020).

Other school administrators help contribute to the school-to-prison pipeline that many juveniles are subjected to within a school setting. Additionally, many SROs are not always police members and sometimes school administrators (Gardner, 2020). School administrators or principals often take on questioning to avoid needing legal procedures when questioning a juvenile. In another court case, *D.Z. v. State* (Gardner, 2020), a student was interrogated by their principal. After the student confessed to the principal, the SRO took legal action. The court ruled that Miranda warnings were not required since the student was unaware of the agency's relationship with the principal. The court's decision indicated that the student was not under any stress a custodial interrogation would impose if it were an SRO or police officer (Gardner, 2020). The use of SROs and or principals within school interrogations poses additional consequences. Since these SROs and principals target specific subsets of students, these juveniles are in direct contact with the justice system at all times. Students not in direct contact are less likely to be in contact with SROs. Confessions are elicited similarly to coercive custodial techniques that are unfair and unjust (Price, 2009).

Juvenile Interrogations

In the U.S., coercive techniques are used on adults and juveniles to elicit a confession. Coercive techniques has been taught to police officers for years and uses psychological tactics and strategies (Feld, 2006). Coercive strategies increase anxiety and unnecessary stress not only in adults but also in juvenile suspects. Some include using misrepresented facts, false evidence, lying, and deception to elicit confessions. It is also important to note that many courts view juveniles or youths as equal to adults in the interrogation room (Feld, 2006).

Courts also treat cases equally when determining if a juvenile knowingly, intelligently, and voluntarily understood or waived their rights (Feld, 2006). *Miranda* rights are a way to protect people from self-incrimination (Goldstein et al., 2003). These include informing suspects they can remain silent, anything said can be used in court, the right to a lawyer if they cannot afford one, they will be appointed one, and they can stop answering questions at any point and ask for a lawyer. For a juvenile to knowingly, intelligently, and voluntarily understand or waive their rights, they must first understand what *Miranda* rights mean. Juveniles also have to appreciate the consequences of waiving them and not feel coerced. Through research, there is cause for concern regarding whether juveniles recognize their rights in a custodial interrogation (Goldstein et al., 2003). There is also a concern about the lack of *Miranda* rights and if they influence involuntary confessions. Many courts have trouble determining if a confession is involuntary due to a confession (Green, 2013). For example, a suspect confesses to a crime, and despite their psychological disadvantages, the court ruled it was voluntary. The court's decision ruled that way because even if the suspect may have psychological disadvantages the court mentioned why would it matter if they were unaware (Green, 2013). If juveniles do not understand the terminology and language police officers use with *Miranda* rights, they will unlikely be able to acknowledge their rights within a school setting (Feld, 2006). Courts overall

are inconsistent with the requirements of *Miranda* rights and the comprehensions of these rights leaving juvneiles even more vulnerable.

On the other hand, a study done with Canadian Police Practices (May et al., 2018) examined 31 recorded police interrogations. The study found that nearly 75% of the juvenile's *Miranda* rights were not communicated effectively in their questioning. Additionally, interrogators failed to aid them in understanding, repeating their rights, and improving their understanding overall (May et al., 2018). The research indicates that juveniles need their rights read to them correctly and they need more help understanding them. Thus, it is essential to recognize how important it is for juveniles to receive their rights knowingly and intelligently and voluntarily waive them so unnecessary harm is not done (Feld, 2006).

One study examined how police are trained in interrogation methods and how they adopt those procedures with adults compared to juveniles (Cleary & Warner, 2016). Overall, the authors found that 304 students of an FBI National Academy were trained in a common interrogation method or that is commonly know as the most coercive model. The type technique is the most commonly used form of questioning, incorporating nine steps taught worldwide. Some of the steps taught are evaluating an individual’s verbal and nonverbal behaviors to determine a reasonable certainty that they are guilty. After questioners develop a certainty of guilt, they then employ persuasive accusatory tactics to elicit a confession (Cleary & Warner, 2016). It is hard to see exactly how often these methods are formally taught as only two studies have examined the prevalence of formal training with inconsistent estimates.

However, 91% of participants at a police station received informal training from other officers that may not be explicitly from the coercive method but may encompass similar tactics. Influenced by coercive techniques or similar tactics, police employ these procedures the same

way they do with juveniles as adults (Cleary & Warner, 2016). In reality, the potential consequences of having coercive questioning similar to these techniques in school interrogations are very likely. Lying to a juvenile and other coercive strategies are increasingly being taught in schools (Brandenburg, 2008), emphasizing that these methods are prevalent (Crane, 2020).

Another study done by Cleary and Warner (2017) examined two hundred and ninety-four parents and their overall knowledge of juvenile interrogations. Participants were asked various questions about their comprehensive knowledge, and it was found they could only answer about half of the questions correctly. The incorrect answers highlight a deficit in knowledge of police procedures and how much police are involved in the interrogation. An important takeaway is that the parents within the study done by Cleary and Warner (2017) generally believed that a parent or guardian should be present during the interrogation and for extra support. As most parents would want to be there for their children, parents are unaware of the basic protections needed for youth to keep them safe. Parents are also generally unaware of what happens within an interrogation room (Cleary and Warner, 2017). The unawarness of what happens in a interrogation room can lead to detrimental consequences. I argue that since parents are unaware of what happens within a custodial interrogation they would then be unaware of what happens in school interrogations. These findings are essential when recognizing that juveniles are being treated the same way by police officers in the eyes of the law. For example, the law does not take into full consideration how juveniles are affected and focus primarily on enforcing the law. It is a fair to assume that school administrators and resource officers within a school setting would interrogate juveniles in the same ways (Gardner, 2020).

Perceptions of Juvenile Susceptibility

With the overwhelming research on juveniles in custodial interrogations, research has found conflicting results regarding perceptions of juveniles' susceptibility to coercive techniques (Grove & Kukucka, 2021). A study done by Grove and Kukucka (2021) examined whether or not lay people recognize youth as a risk factor for false confessions and incorporated essential elements in terms of an actual transcript. The transcript was of an interrogation of Michael Crowe, a fourteen-year-old boy who confessed to killing his sister due to a long, coercive, and manipulative interrogation. The transcript was vital because it incorporated crucial elements that emphasized what a juvenile experiences during interrogations. The transcrip included explicit remarks saying there will be leniency if they confess, presenting false evidence, and even threatening the juvenile in close comparison to what adults endure. However, many juveniles are much more susceptible and preyed upon by coercive techniques. For instance, Grove and Kukuka (2021) found that potential jurors or laypeople misjudged the juvenile as guilty, emphasizing that people are inaccurate when judging if they are guilty. Research shows that laypeople generally understand juveniles are more susceptible to interrogations than adults. However, most people are unaware of the risk factors and tactics that make them more susceptible than adults (Grove & Kukucka, 2021). Studies regarding juveniles and adults emphasize that lay people recognize adults and juveniles are inherently different, but some issues pertain to juveniles.

Other studies have looked at specifically people's perceptions of punishing a juvenile for the type of crime dependent on the outcome of the crime and if their age influenced sentencing decisions (Ghetti & Redlich, 2001). One study found that the condition where a juvenile fired a gun that killed someone received harsher sanctions from participants than if the victim was injured. However, across all age conditions, a juvenile's age did not significantly impact

sentencing decisions. The participants in this study recognized that younger juveniles are less blameworthy than older juveniles. Despite recongnizing differences it did not influence their decisions with sentencing. The authors argue that varying decisions and results is because some individuals believe that the criminal actions one may do reflect internal criminal dispositions such as mental health. Research shows examples of criminal dispostions and mental health and school shootings. The focus is primarily on the offender's mental health and internal criminal dispositions rather than situational factors such as the availability of guns. As these perceptions are the case for adults, it is increasingly troublesome that juveniles are subjected to rigorous punishments because of the lack of knowledge surrounding juvenile interrogations (Ghetti & Redlich, 2001).

Another study that highlighted perceptions of child suspects examined people's perceptions of child victims versus child suspects. It is essential to recognize that when children are brought to the attention of authorities, they are usually intimidated by authority (Redlich et al., 2008). More specifically, research has correctly identified young preschoolers and older adolescents as susceptible to questioning from authorities; however, older adolescents are not always perceived the same way by jurors and police officers. A study by Redlich et al. (2008) aimed to answer some of these questions and found that people viewed suspects as less credible and less suggestible than child victims of the same age. The previous results concerning because police officers question victims or eyewitnesses similar to victims. With similar questioning tactics, child victims may be just as susceptible to coercive questioning and may provide false information due to anxiety, stress, and more (Redlich et al., 2008). One interesting finding is that those who believed police to be fair when questioning juveniles saw child victims and suspects as likely to be involved in the crime. It is essential to highlight that juveniles are susceptible to

coercive interrogations, regardless of whether they are suspects, victims, or eyewitnesses. Future research should ensure that all juveniles are treated fairly and appropriately during questioning (Redlich et al., 2008), regardless of where it is done.

Current Study

Overall, examining perceptions of custodial interrogations and school interrogation will allow future researchers to combat potential biases and misperceptions of what happens in both scenarios. It is also essential for people to recognize the importance of a parent's presence and if they think parents or guardians should be there during an interrogation. As we know protections in custodial interrogations have increased over time but in schools juveniles are not protected (Gardner, 2020). School administrators, SROs, and other actors within a school increase strict punishments similar to actual police officers placing juveniles in the direct presence of the law. The direct presence of the law is a contributing factor of the school-to-prison pipeline (Crane, 2020). Comparable to recent research, the effects of custodial interrogations are well known, whereas aer less widely understood (Scott-Hayward, 2007).

My online survey study aimed to extend previous research on empirical observations within law reviews and other studies. The study incorporated laypeople's perceptions of the circumstances of juvenile interrogations in schools and custodial settings. The current study included coercive strategies used on juveniles, the use of school administrators as interrogators, and the implication of interrogations based on the juvenile's setting. The study did not specifically look at *Miranda* rights and the apparent differences between adults and juveniles. Instead, it is essential to know that these factors play in most scenarios, whether specified or not. Participants were introduced to basic coercive strategies used on juveniles from a manipulated and abridged version of the interrogation of Michael Crowe (Grove and Kukucka, 2021).

Due to the lack of research on school interrogations, the first hypothesis predicts that participants will have higher scores of coercive and severity judgments for juvenile interrogations within a custodial setting with the parent absent compared to school interrogations with a parent present. These results were anticipated since research has improved significantly regarding the harmful effects of custodial interrogations done by police officers, such as it is more coercive and manipulative (Grove & Kukucka, 2021; Short, 2016). However, people may not recognize school administrators and SROs play a crucial part in school interrogations and can be coercive due to a lack of knowledge of these tactics being adopted in schools (Short, 2016).

The second hypothesis within this study was that participants would overall answer in favor of safeguards in an interrogation when a parent is absent. Recent research showed that parents deemed their presence necessary (Cleary & Warner 2017). In the current study I did not look at a parent sample, but students may also recognize the importance of safeguards such as parent presence.

The last hypothesis within my study is that participants would be more likely to view the juvenile as guilty within the school versus custodial setting regardless of parent presence. The results were anticipated due to the previously mentioned lack of research on juveniles in school (Short, 2016). People may view the consequences associated with school interrogations as less costly and be more likely to think the juvenile is guilty of a school offense (Short, 2016). Research is extremely limited on wether or not if a parent is present if it is an effective safeguard. Some research may suggest that a parent present during questioning does the opposite and encourages the juvenile to cooperate (Grove & Kukucka, 2021). As most literature has focused on custodial interrogations, juvenile versus adult interrogations, and similar ideas, this research

aims to expand the recent developments and bring new discussions to change people's perceptions.

Method

Participants

In this study, there were originally 105 participants; however, 14 total participants were removed from the final analysis. There were 7 participants removed because they did not complete the study, and the other 7 were removed due to failing the attention and manipulation checks. The study concluded with a final sample of 91 participants. The majority of the sample were female (n = 54; 59.3%), and White (n = 69; 75%). Other participants identified as Black or African American (n = 9; 9.89%), Asian or Pacific Islander (n = 4; 4.4%), Multiracial (n = 6; 6, 59%), or preferred not to say (n = 1; 1.1%) or did not answer at all (n = 1; 1.1%). Participants were all native English speakers from a small liberal arts college in Pennsylvania. Participants were recruited through an online system called SONA. Participants signed up for an approximately 35-minute online survey. After completing the survey, the participants received 2 SONA credits as compensation.

Design

Participants were randomly assigned to one of 4 groups created by a 2 (Interrogation Setting: school vs. custodial) x 2 (Safeguard: parent present vs. no parent present) between-subjects design. All participants were randomly assigned to one of four brief instructions and interrogation transcripts. These transcripts were abridged and manipulated to four pages from a previously abridged trial transcript by Grove and Kukucka (2021). The transcripts were manipulated based on the combination of independent variables. The first independent variable is the Interrogation Setting. Participants either read that the juvenile was

interrogated at school or the police station. The second independent variable is juvenile safeguard with two levels. Participants either read that the juvenile's parent was present or the parent not present. Across all conditions, the juvenile within the transcript is accused of vandalism.

The current study has three dependent variables. The first dependent variable is the severity of the interrogation based on how coercive participants perceive the interrogation to be. The variable is operationalized by a series of 11 questions asking them to rate on a 1-5 scale (1 = *strongly disagree*, 5 = *strongly agree*). The second dependent variable is safeguard importance, which is operationalized with a series of 11 questions on a 1-5 scale. Another scale (1 = *strongly disagree*, 5 = *strongly agree*) asking participants if they believe if juvenile protections such as parents and *Miranda* rights are important. The third dependent variable is guilt status, which measures whether participants believe the juvenile is guilty. The variable is operationalized by one question asking participants how likely they believe the juvenile committed the crime on a 1-100 scale.

Materials

Instruction Sheet

Through random assignment, participants read one of four brief instruction sheets, that were approximately 140 words *(see Appendix A).* The instructions described the interrogation setting as either a custodial or school setting and if the interrogator was a police officer or a school principal. The instruction specified if a parent was present or not during the duration of questioning. Participants then read a brief description of Mike Johns, a White 15-year-old juvenile suspected of vandalizing the boy's locker room. The vandalism was spray paint, trash thrown around, and destruction of locker doors. The instructions stated that the crime occurred

on May 6, 2017, and was reported on May 7, 2017. A White student accused of vandalism was chosen because an offense like vandalism of property could easily be handled in a school setting or with the police. Depending on the condition, either a police officer or school principal questioned the juvenile.

Transcripts

Participants were randomly assigned to one of four transcripts *(see Appendix B)* of a 15-year-old boy named Mike Johns, suspected of vandalism. These transcripts were adapted and abbreviated from authors Grove and Kukucka (2021), based on a real interrogation of Michael Crowe, a 14 year old boy accused of murdering his 12 year old sister. Adaptations and abbreviations were made to maximize the time needed to read the transcript. The current transcripts were 4-pages long. In the parent's present condition there was one line of parent dialogue to remind participants the parent is present. The transcripts incorporated the presence of a parent in smaller details to not overemphasize their presence. Research showed that parents do not actually help in interrogations and the transcripts were made to symbolize that (Grove & Kukucka, 2021; Short, 2016). At the top of the transcripts it stated that the parent was present for the duration of the questioning. The final word count was approximately 1,300 words.

Severity of Interrogation

The severity of interrogation was measured through an 11-item questionnaire *(see Appendix C)* that participants completed. Their responses were on a Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). The participants were asked questions regarding the interrogator, such as whether the interrogator was sympathetic, whether the interrogator was manipulative, and did the interrogator consider the juvenile’s age. Specific responses were reversed coded based on the question, meaning lower scores indicate higher coerciveness. Questions 4, 8, and 9

will be reversed coded *(see Appendix C)*. A question reverse-coded from the survey was, *"The interrogator was sympathetic."* Higher scores indicated the interrogator was not coercive and would indicate a lower score added to the overall scale. Higher scores also indicated the participant perceived the interrogation as more coercive and lower scores indicated it was less coercive. All the scores from both subscales were combined to calculate our first dependent variable, the severity of interrogations (Cronbach's $\propto$ = .73, M = 3.59, SD = 0.63). Then, the participants were asked one question asking how coercive the interrogation was on a scale (0-100%) and a follow-up open-ended question asking for the participant's rationale. The rationale question is not scored rather it was used to improve upon future research and the current methodology.

Juvenile Safeguards

Juvenile safeguards were measured through a 10-item questionnaire *(see Appendix D)*. Their responses were recorded on a Likert scale (1 = *strongly disagree*, 5 = *strongly agree*). First, participants answered questions regarding the interrogation itself, including whether or not the interrogation was warranted, if they felt the interrogation was long, and whether a parent should be present during questioning. A composite was then created by averaging the scores of all the times. Higher averages indicated the participant perceived safeguards as important, and lower averages indicated safeguards as not important (Cronbach's $\propto$ = 0.33, M = 3.80, SD = 0.52). Note that the analysis and interpretation of results using the created scale should be made with caution as the current scale is not reliable.

Guilt Status

Guilt status is the third dependent variable and was measured on a scale (*0-100%*). At the end of the questionnaire, a question was asked if they perceive the juvenile to be guilty or not.

The scaled question was recorded. Higher scores indicated how likely the participants believed the juvenile committed the crime, and lower scores indicated less likely. An open-ended question was asked after the fact for the participant's rationale. The rationale question was not scored rather it was used to improve upon future research and future methodology.

Attention and Manipulation Checks

Participants were asked two attention and one manipulation check *(see Appendix E)*. There were two questions throughout both questionnaires to determine if they had read the pre-transcript instructions and the trial transcript and if they understood them. Participants who fail to complete these manipulation and comprehensive checks of their data will be excluded from the final analysis.

Demographics

Participants were asked to fill out a short questionnaire regarding their demographics. Participants who completed the study, provided their age, race, and gender *(see Appendix F)*.

Procedure

The following procedure occurred online and was approved by Allegheny College's Institutional Review Board. After signing up through SONA, participants were emailed a link to Qualtrics, the online survey tool. Participants first completed the informed consent form *(see Appenix G)*. Once they completed the informed consent form, participants were randomly assigned to one of four conditions. Participants were be given pre-trial instructions adapted and abbreviated from Grove and Kukucka (2021), specifying what will be read depending on the condition. The transcripts took approximately 4 minutes to read, and participants were unable to proceed to the questionnaires until 2.5 minutes passed and the button to continue appeared.

After participants read the pre-instructions and transcript, they were guided through two 11-item questionnaires measuring their perceptions of the severity of the interrogation and their perceptions of juvenile protections. Upon completion of the two 11-item questionnaires, the participants completed a demographic questionnaire. After participants completed the questions, they were prompted to the end of the survey thanking them for their participation. Participants were then debriefed and thanked for their participation.

Results

Preliminary Analyses

There were initially 105 participants; however, $n = 14$ total participants were removed from the final analysis. These participants were removed since they failed to answer the attention and manipulation check questions correctly. The study concluded with a final sample of $n = 91$ participants. Moreover, some participants failed to answer some questions on the scales. Rather than using casewise deletion, I used mean imputation to replace any missing values. I decided to use the group mean to calculate the answers for the scores. I decided on this as using group means since it is a less conservative test that reduces within-group variance. I accounted for differences within individual groups. Since several inferential tests were used, I corrected for Type 1 errors using a Bonferroni correction. The new alpha rate was calculated by dividing the number of tests by the original alpha level of .05. This resulted in a significance level of .0125. Our new p-values would need to be less than .0125 to be considered statistically significant.

Main Analyses

Perceptions of Interrogations

A 2 x 2 factorial ANOVA was conducted to determine the influence of interrogation setting, parent presence, and their interaction on the coerciveness rating of the interrogation.

Before running the analysis, I first ran a Levene's test of equal variances to check the assumption of homoscedasticity. Our results for our Levene's test is $p = .569$. Then, a Q-Q plot was used to assess whether or not the assumption of normality was violated. After graphing the Q-Q plot there is a slight curve at the tail ends, however the majority is on the linear line. Because neither of the assumptions were violated, I continued with the parametric factorial ANOVA. During the analysis, I did not violate the assumption of equal variances (homoscedasticity) because p (.569) is greater than 0.5. If $p > .05$ then we do not violate the assumption and there is no difference in variance between our groups.

Results from the ANOVA did not indicate a significant main effect of interrogation setting, $F(1, 87) = 0.30$, $p = .863$, Cohen's $d = -0.04$, 95% CI d [-0.46, 0.38]. More specifically, the custodial interrogation setting was not seen as more coercive ($M = 72.06$, $SE = 3.04$) than the school interrogation ($M = 72.83$, $SE = 3.28$). In addition, there was no main effect of parent presence, $F(1, 87) = 1.54$, $p = .217$, Cohen's $d = 0.26$, 95% CI d [-0.16, 0.68]. That is to say, the parent absent ($M = 75.22$, $SE = 3.18$) coerciveness rating was not significantly higher than the parent present ($M = 69.67$, $SE = 3.15$) coerciveness rating. Moreover, there is not a significant interrogation setting x safeguard interaction effect, $F(1, 87) < 1.00$, $p = .986$, $\eta^2 < .001$ (see Figure 1).

A 2 x 2 factorial ANOVA was conducted to determine the influence of interrogation setting, parent paresence, and their interaction on the severity rating of the interrogation. Before running the analysis, I first ran a Levene's test of equal variances to check the assumption of homoscedasticity. Our results for our Levene's test is $p = .028$. Then, a Q-Q plot was used to assess whether or not the assumption of normality was violated. After graphing the Q-Q plot there is a slight curve at the tail ends, however the majority is on the linear line. Because neither

of the assumptions were violated, I continued with the parametric factorial ANOVA. During the analysis, I violated equal variances because p (.025) is less than 0.5. If p >.05 then we do not violate the assumption and there is no difference in variance between our groups.[1]

Results from the ANOVA did not indicate a significant main effect of interrogation setting $F(1, 87) = 0.07$, $p = .793$, Cohen's d = -0.06, 95% CI d [-0.47, 0.36]. More specifically, the custodial interrogation setting was not see as more coercive ($M = 3.72$, $SE = 0.08$) than the school interrogation ($M = 3.58$, $SE = 0.09$). In addition, there was no main effect of parent presence, $F(1, 87) = 2.57$, $p = .113$, Cohen's d = 0.34, 95% CI d [-0.08, 0.76]. That is to say the parent absent ($M = 3.83$, $SE = 0.08$) severity rating was not significantly higher than the parent present ($M = 3.64$, $SE = 0.08$) severity rating. Moreover, there is not a significant setting x parent present effect, $F(1, 87) <.001$, $p = .982$, $\eta^2 <.001$ (see Figure 2).

Perceptions of Safeguards

An independent t-test was originally conducted to determine the differences between groups and perceptions of of safeguards in an interrogation when a parent is absent. Before running the analysis, I first ran a test for normality using Shapiro-wilks test. I violated the assumption of normality because $p < .05$. I then checked for the assumption of equal variances Levene's test and $p = .0719$. I did not violate the assumption of equal variances.

Because of the violations we conducted a Mann-Whitney U test. Results from the Mann-Whitney U test did not indicate significant differences in the safeguard importance ratings. More specifically there were no significant differences between participants in the parent absent groups ($Mdn = 4.14$) and participants in the parent present group ($Mdn = 4$), $U = 1182.00$, $p = .121$, (see Figure 3).

[1] Although Kruskal Wallis is a nonparametric test we decided to continue with the Factorial Anova as the Kurskal Wallis does not test for interactions.

Guilt Judgment

A independent t-test was conducted to determine the guilt perceptions of juveniles compared to the setting conditions. Before running the analysis, I first ran a test for normality using Shapiro-wilks test. I did not violate the assumption of normality because $p > .05$. I then checked for the assumption of equal variances Levene's test and $p = .915$. I did not violate the assumption of equal variances.

Results from the student t-test did not indicate significant differences in the guilt ratings across setting conditions. More specifically there were no differences between participants in the custodial setting condition ($M = 57.76$, $SD = 21.96$) and participants in the school setting condition ($M = 66.06$, $SD = 22.10$), $t(58) = -2.85$, $p = .915$, Cohen's $d = -0.38$, 95% CI d [-0.73, ∞] (see Figure 4).

Discussion

Overall, none of the three main hypotheses were supported and there were no significant findings. Readers should be cautious when interpreting results but there are some slight differences in results that should be noted. The goal of the current study was to examine three separate hypotheses. The first hypothesis was, that participants would perceive the interrogations to be more coercive and severity within a custodial setting and if the parent was absent. The second hypothesis was participants would overall answer in favor of safeguards in an interrogation when a parent is absent. The third hypothesis was participants would be more likely to view the juvenile as guilty within the school versus custodial setting regardless of parent presence. In general, participants had slightly higher scores of coerciveness for custodial interrogations when a parent is absent. As mentioned before higher scores indicated either severity and or safeguards were important depending on the scale. What is interesting is that in a

school interrogation, participants were even more likely to rate the interrogation as coercive compared to all conditions. This is opposite of what was expected as many people are unaware of the coerciveness of questioning of juveniles. Research shows that populations are a lot more aware of custodial interrogations in general (Grove & Kukucka, 2021; Short, 2016). Results also showed that participants believed the interrogation of a juvenile to be slightly more severe in a school setting with the parent absent. There were no statistical differences across conditions in our coerciveness and severity scores but there were small notable differences.

For the second hypothesis, I wanted to see if participants would answer in favor of safeguards in an interrogation when a parent is absent. The second hypothesis upon further analysis was not significant. Looking at the results there is a slight difference, that participants saw safeguards to be more important when the parent was absent then when the parent was present. Future analysis and interpretations should be extremely cautious as the scale was not reliable. As stated before, what this meant is the questions created may not have asked what was intended and may have missed potential differences. The questions may not have accounted for all safeguards such as recording of interrogations which we did not ask. For our final hypothesis; participants would be more likely to view a juvenile as guilty in a school setting than in a custodial setting. The hypohthesis was not supported in statistical analyses. Despite no statistical significance there was a slight difference that participants did see the juvenile to be more guilty in a school setting then a custodial setting.

Even though I did not code for qualitative responses there was a common theme between answers for coerciveness. Some common answers is that participants did think the interrogations were coercive and that it seemed like the principal or police officer was pushing for answers in coercive ways. There were a few answers that also saw the complete opposite that the

interrogation was not coercive and the interrogator did nothing wrong. For answers of guilt perceptions a common theme that at first glance was that the juvenile is more than likely guilty but that they were treated harshly or that their mental health may have affected the questioning.

Theoretical Implications

Previous research looking at juvenile interrogations and school resource officers has primarily looked at either comprehensive law reviews or custodial interrogations. The current study was one of the first experimental studies to investigate the topic of people's general perceptions of school interrogations and custodial interrogations. As stated before the responses to the survey indicated that both interrogations are coercive and safeguards are generally important. Because college students are more left-leaning (Twenge et al., 2016), the current sample may then in turn be more likely to promote and vote for policy changes. The current sample may also recognize the dangers due to a more left-leaning college education. With a similar sample it may be more difficult for us to see substantial differences.

Another possible explanation as to why my results were not significant across conditions was because the sample may be too familiar with the topics. I did not record specific ages of participants. It is still possible that since they are in college it is more likely that they have experienced the influence of SROs in schools (Price, 2009). Since the 1990s there has been an increase in the number of SROs in schools up until 2004-2006. We know research has documented varying consequences because of the presence of SROs in schools. Another key point is the sample was primarily white students. The participants may not have perceived the school interrogations and or custodial interrogations as more coercive because they are not disproportionately affected. For example, students of color or with disabilities are more likely to be suspended or expelled because of their identities and because of zero tolerance policies. As

stated before zero tolerance policies are harsh suspensions and expulsions because of serious offenses (Hirschfield, 2008). The consequences in turn lead to higher criminal activity rates in juveniles due to the presence of legal enforcement in schools (May et al., 2018). Research has also shown in general that juveniles are more likely to have unfavorable support for police officers (Hurst & Frank, 2000). Since many college-aged students were in school during the time of SROs, participants are likely used to the presence of SROs so it is normal to be in contact with them. If the sample were primarily students of color there could be differences of higher coercviness and severity as they affected more by the school-to-prison pipeline. With no differences in interrogation settings and conditions, the current sample may always be in contact with SROs and see nothing wrong with them (Gardner, 2020; Vidal et al., 2016). It is difficult to pinpoint why there were no changes because participants may have been used to interrogations or interacting with the criminal jusitce system. On the other hand participants may not have any experience because of their identities and see nothing wrong with SROs and even police officers.

When looking at perceptions of guilt status there were no differences in scores between school interrogations and custodial interrogations. Some reasons may be because of the transcript's nature and the juvenile's descriptive language. Despite Mike Johns mentioning multiple times that he does not remember what he did, it is likely that participants could have attributed it to the mental status of the juvenile (Urošević et al., 2014). Research has shown potential jurors are able to recognize the dispositional factors in juveniles while also not changing their sentencing of juveniles (Ghetti & Redlich, 2001). Some of the dispositional factors include, their vulnerability, mental health, and suggestibility. For example, in general participants saw the juvenile to be guilty but the qualitative why responses sometimes mentioned mental health. The lack of results may also be because of the lack of severity of the crime and

not having to consider a more serious offense. The type of crime, vandalism, is believable in both conditions of custodial and school interrogations. Even though the crime could happen in both instances, it is possible it was not severe enough to truly consider the type of interrogation. For example, if the crimes were associated with a weapon such as bringing a gun, participants may think the juvenile is even more guilty (Ghetti & Redlich, 2001). If you compared crimes of vandalism and with crimes of weapons where someone was harmed there could be varying responses.

Along with the believability of the crime taking place in those settings there could be potential biases along the lines of mental health in juveniles. Research has noted that juveniles in contact with the criminal justice system have more mental health problems and without early intervention are at risk of reoffending (Hoeve et al., 2013). In the transcript there were clear signs of mental health history and unfair conditions because of the interrogation. Despite, perhaps acknowledging the mental health of the juvenile, participants may not have fully considered whether or not the juvenile was competent to be questioned and thought that the interrogation was fair (May et al., 2018). With no clear differences, it is hard to determine the driving forces and theories behind my results.

Applied Implications

Even though there were no significant results there is still facts the criminal justice system should take away in policy reforms. It is important that the criminal justice system and their actors should eliminate the disparities juveniles face in the legal system like the school-to-prison pipeline. More specifically, throughout research the consistency of legal protections for juveniles is scarce (Cleary, 2017; Cleary & Warner, 2017; Gardner, 2020). As depicted in the transcripts, the juvenile was not issued their *Miranda* rights, and, depending on

the condition, a parent was not present. Since safeguards like *Miranda* rights were not explicit in the conditions, participants may not have considered safeguards to be that important since it was not stated. These types of safeguards were not represented in the transcript depicts what truly happens in schools and many custodial interrogations. The transcript was manipulated to fit within the current study but is built off a real case of Michael Crowe, a juvenile who falsely confessed due to the coercive nature of questioning (Grove & Kukucka, 2021). Cautious of the results participants did recognize and report that the interrogations were coercive, severe, and safeguards are important. Policy makers, criminal justice actors, and even potential jurors should also recognize that school interrogations are coercive and that false confessions and wrongful convictions do happen (Grove & Kukucka, 2021). It is important to note that the current study is underpowered and is not representative or generalizable to general populations with future work that needs done. However, the work is not done and criminal justice actors need to consider that the truth does not equal guilty confessions and not every juvenile is trying to deceive others to avoid jail time.

I strongly encourage the criminal justice system and legal psychologists to look further at research surrouding school interrogations. As the current state of research is very scarce we do know certain students are threatened, more specifically students of color and or students with disabilities. The criminal justice system and legal psychologists should prioritize looking at current rates of expulsions and referrals to the criminal justice system. More specifically, research should look at if SROs actually improve the safety of students. The current use of SROs or even school administrators do not outweigh the detrimental costs of the school-to-prison pipeline. If the primary objective is to keep them safe, we first need to start with ways to remove the responsibility of questioning done by school resource officers and other administrators from

schools. Juveniles during adolescence are at a disadvantage and are very susceptible to suggestibility, rewards, and the power imbalance of authorities (Bettens & Normile, 2023; Cleary, 2017). Coercive interrogations showcase a clear lack of empathy for kids who may need it the most (May et al., 2018). Juveniles in schools are questioned for offenses that could lead to criminal charges in an atmosphere that is even less standardized than custodial interrogations.

Limitations and Future Directions

Some of the current limitations of the study are the smaller sample size and the availability of participants at a smaller institution. Future research should look to increase the sample size and extend past a college-represented sample. The current sample size and college sample is not generalizable to the entire general population and does not account for all possible differences in scores. It is also possible that results may be different when you examine across different generations. Future research could look to compare results among generations since as we know their political ideologies vary (Twenge et al., 2016). Overall, the study is underpowered and it is more than likely that a larger sample and distribution between conditions would elicit differences.

Another limitation is the reliability of the scales. More specifically, the reliability for the juvenile safeguard scale was not reliable. Future research should further test either these new cultivated scales or look to replicate the study with commonly tested scales done by other researchers. The current scale may be too similar in nature to each other that it is not covering the entire topics of severity missing important differences. In the current transcript it was never stated if the juvenile was read their *Miranda* rights and thus these questions may not have had the intended effect. Reliability of the current scales could be improved upon by a pilot study determining if the questions are asking what they are supposed to be answering. Future studies

could also sift through other similar studies examining interrogations and safeguards of juveniles to see if there are more reliable scales.

The current study also did not fully examine the qualitative responses of why participants thought the interrogation was coercive and why they thought the juvenile was guilty or not. The responses were not directly examined based on the hypotheses, but future projects would benefit from looking ar prevelant themes. At a first glance the participants' responses seemed to potentially differ from their continuous variable answers. Future research should prioritize these responses in their hypotheses. For example, it could be that participants see the juvenile is guilty but have reason to believe that the juvenile was treated unfairly. These examples could possibly be seen through these qualitative why questions and future research should pay close attention to these potential nuances.

Another limitation is the fact that the juvenile in the transcript instructions was a White student. Research highlights that Black male students are disproportionally affected by the school-to-prison pipeline and are considered criminals (Price, 2009). Future research should see if people’s perceptions of coerciveness, severity, safeguards, and guilt across conditions vary as a function of race. If race was salient, it would possibly affect things such as guilt ratings since Black males are more likely to be criminalized (Hirschfield, 2008). Future studies could also manipulate the type of crime committed in schools. The current study only examined vandalism as it would be the most transferable between schools and custodial interrogations. Crimes such as drug use, bringing a weapon into school, other crimes associated with zero-tolerance policies may change the results. The current transcript integrated vandalism and mental health but research could eliminate mental health factors and change the crimes to drugs to see if participants view it as more coercive or severe. On the other hand, research could consider

juveniles in gun related crimes to see if mental health is considered more. It is possible people consider those variables of mental health in a coercive interrogation but still see the juvenile as guilty (Ghetti & Redlich, 2001). Overall, what the current study lacks in results and some common limitations it makes up for in increasingly important areas of research. The intended goals of the study was to aid in the lack of knowledge of school interrogations and examine people's perceptions and judgments of coercive interrogations.

Conclusion

In conclusion, the current study looked at the perceptions of juvenile interrogations in either a custodial setting or school setting. I also examined whether people's perceptions of safeguards impacted any of their decisions in results of coerciveness, severity of the interrogation, safeguard importance, and guilt perceptions. The following study did not find clear differences but is a start to a scarce area of research. Current literature has not examined the perceptions of school interrogations and the current study is the first step towards uncovering important results. Moving forward what we know now is people are recognizing the coerciveness of interrogations and also recognizing how adolescents are disproportionately affected (Vidal et al., 2016). Regardless of these perceptions and recorded understandings, other research has supported that it does not affect jurors decisions in sentencing (Ghetti & Redlich, 2001). These decisions made by jurors affect the lives of adolescents and the way they are also treated in schools. Juveniles should never be subjected to coercive interrogations that prompt an involuntary confession in school interrogations and custodial interrogations (Brandenburg, 2008). For that reason, the work fighting against injustices of juvenile interrogations in schools is not done.

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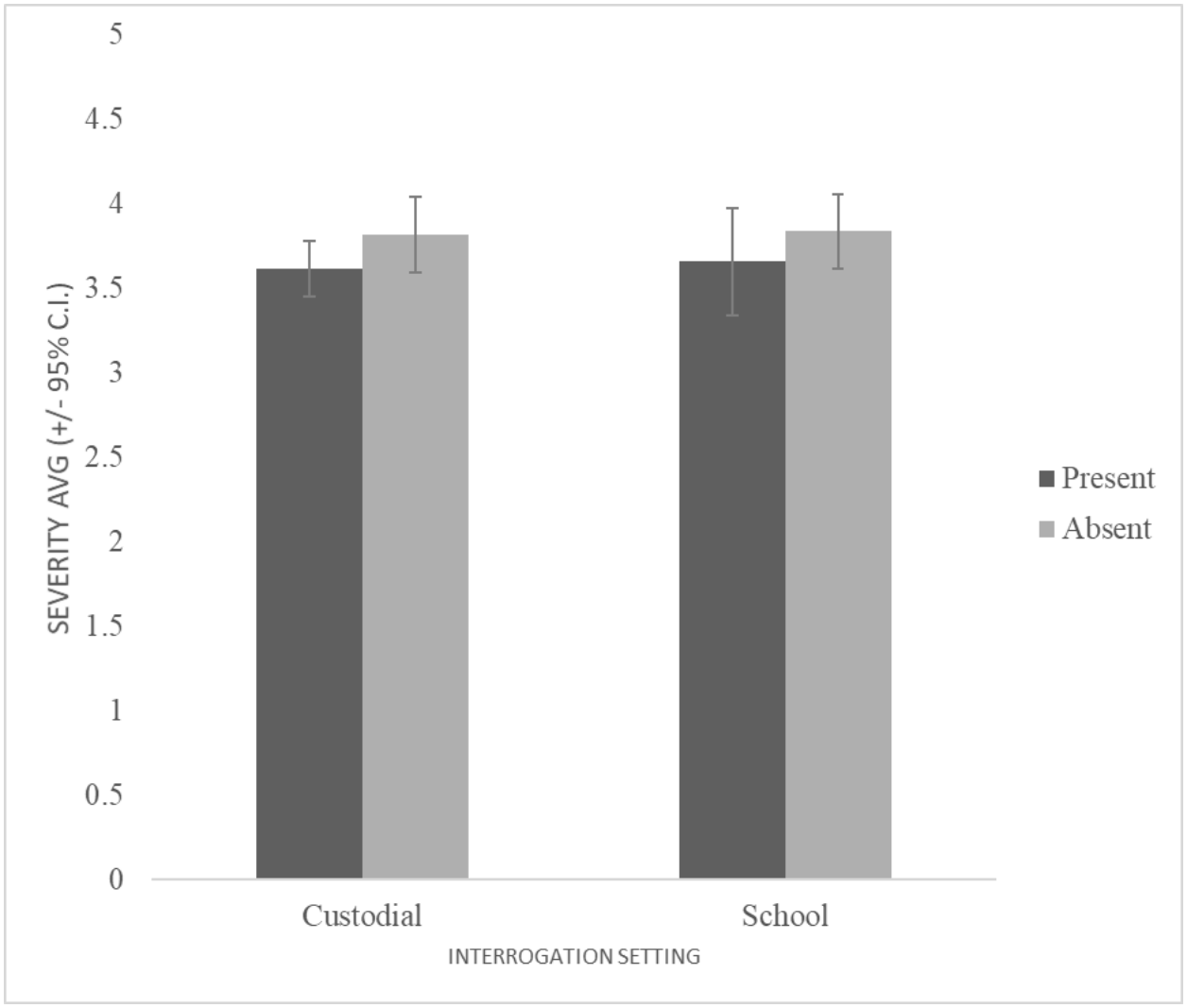
Figures

(Figure #1)

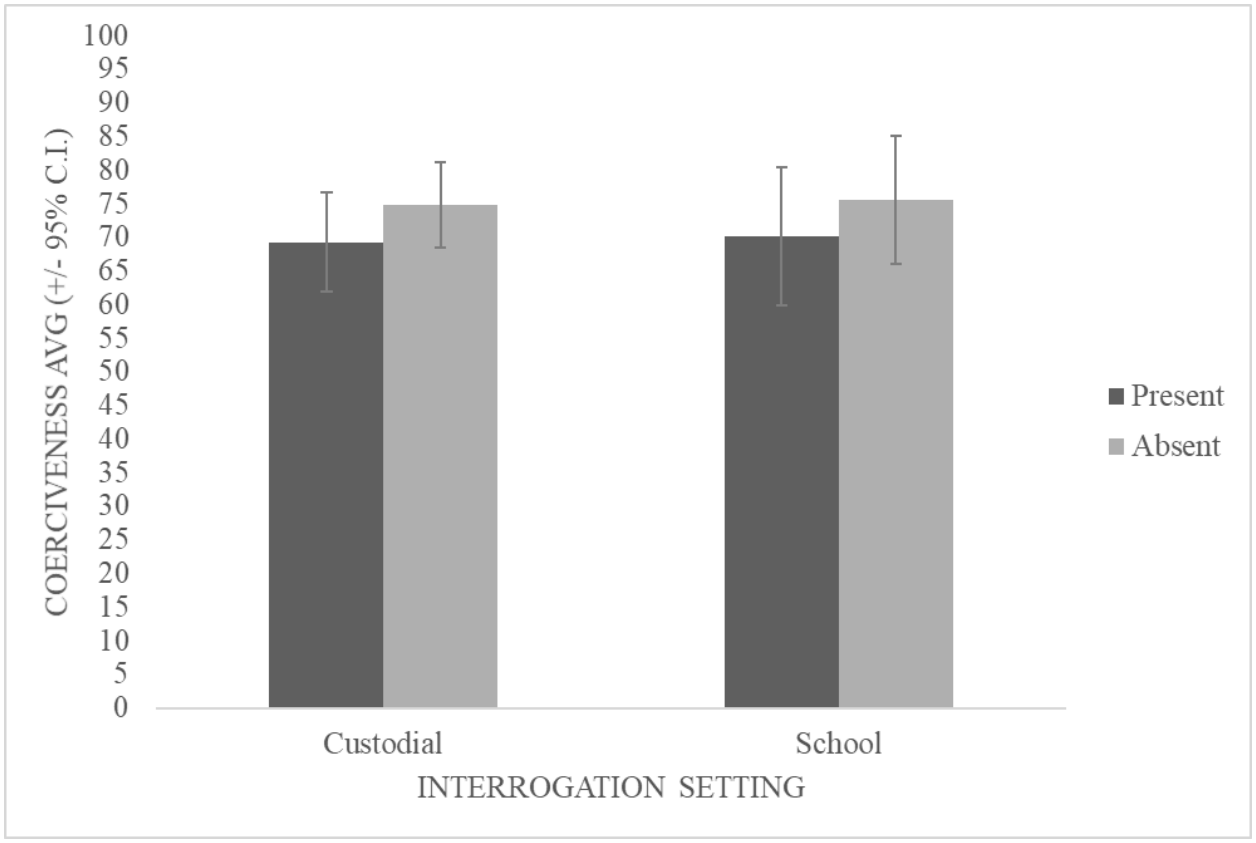
Interrogation Setting and Parent Presence or Absence on Seveirty Averages



Note. The figure shows the effects of Interrogation Settings on the effects of Parent Presence on Coercviness Ratings. Higher scores indicate a higher perception of coerciveness of the interrogation.

(Figure #2)

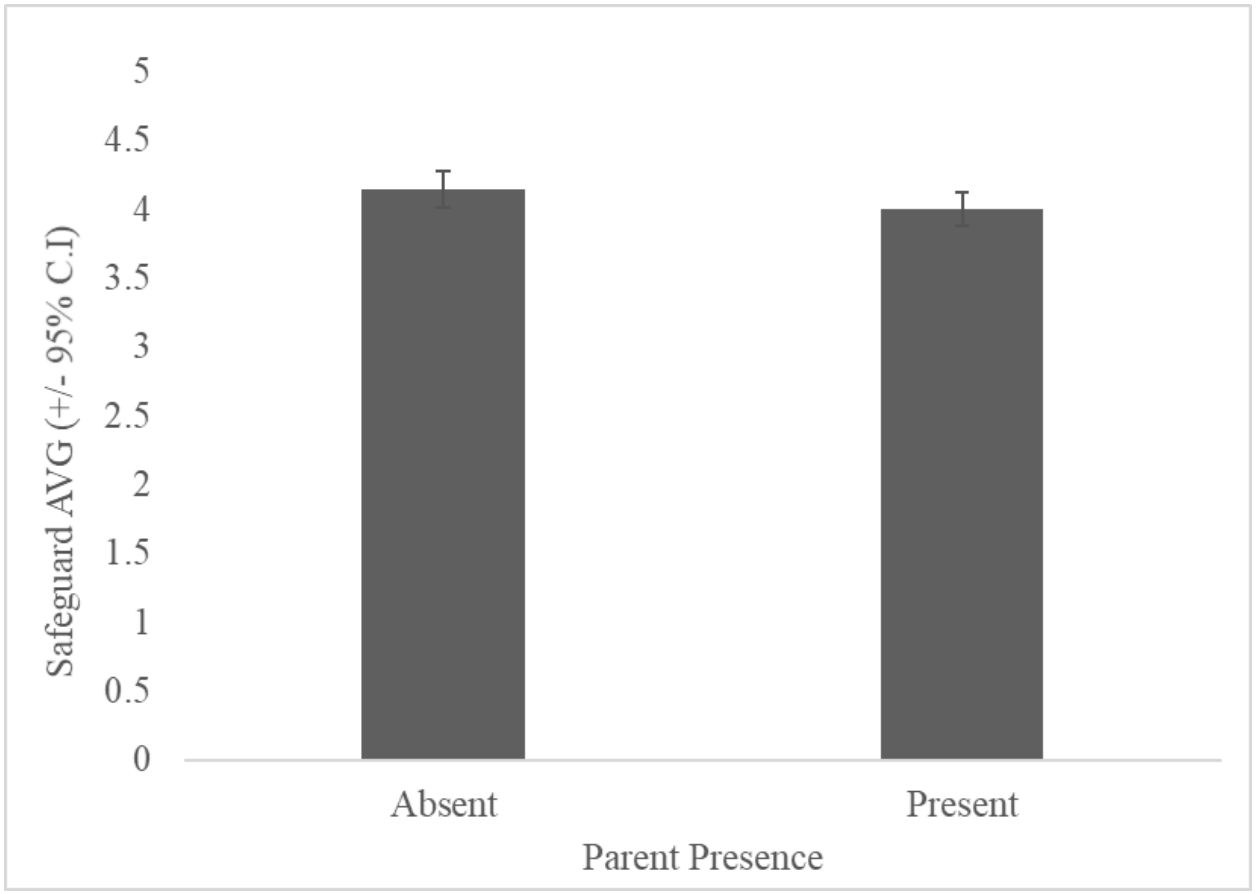
Interrogation Setting and Parent Presence or Absence on Coercivness Averages



Note. The figure shows the effects of Interrogation Settings on the effects of Parent Presence on Severity Ratings. Higher scores indicate a higher perception of severity of the interrogation.

(Figure #3)

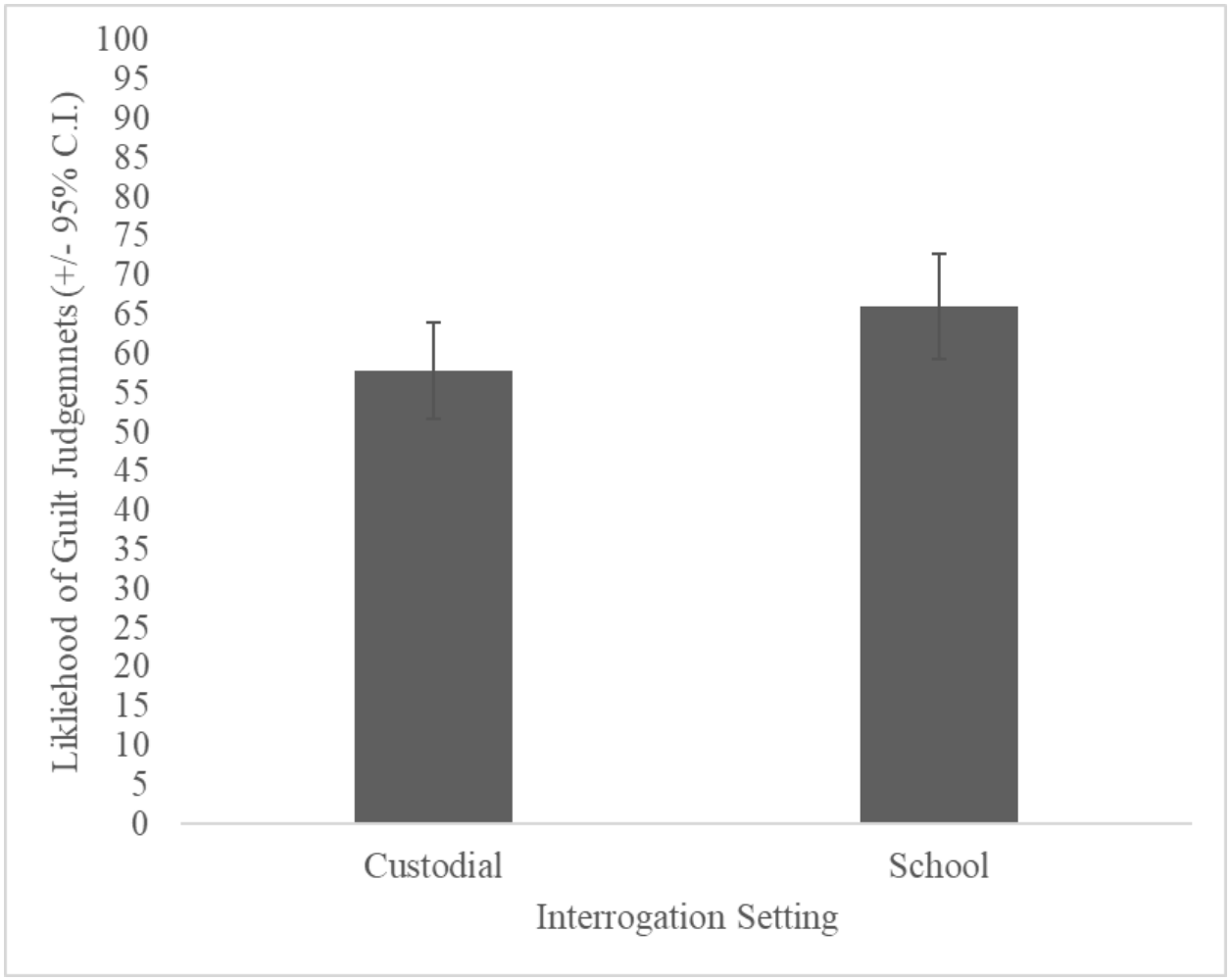
Parent Presence or Absence on Safeguard Importance Averages



Note. The figure shows a bargraph of the effect of parent presence or parent absence on safeguard importance ratings.We ran a Mann-Whitney U test that reports medians instead of means. Higher median scores indicate that safeguards are important.

(Figure #4)

Interrogation Setting on Likeliehood of Guilt Judgements



Note. The figure shows a bar graph of the effect of interrogation setting (custodial, school) on guilt perception scores. Higher scores indicate that the juvenile is more guilty.

Appendices

Appendix A: Pre-Transcript Instructions

POLICE + No Parent Present

In this study, you will be asked to read a transcript adapted from a real interrogation of a police officer and a juvenile. You will be asked to read the interrogation transcript and will be unable to proceed until four minutes have passed. Please read the transcript and instructions carefully as you will be asked to also provide some typed out responses.

The juvenile's name is Mike Johns, a 15 year old juvenile who is suspected of vandalizing a boy's locker room with spray paint, trash, and destruction of locker doors. This crime took place on May 6, 2017 and was reported to the police on May 7th, 2018. Police were instructed to question Mike Johns and he was brought to the police station. During the duration of the questioning there was no parent present.

POLICE + Parent Present

In this study, you will be asked to read a transcript adapted from a real interrogation of a police officer and a juvenile. You will be asked to read the interrogation transcript and will be unable to proceed until four minutes have passed. Please read the transcript and instructions carefully as you will be asked to also provide some typed out responses.

The juvenile's name is Mike Johns, a 15 year old juvenile who is suspected of vandalizing a boy's locker room with spray paint, trash, and destruction of locker doors. This crime took place on May 6, 2017 and was reported to the police on May 7th, 2018. Police were instructed to question Mike Johns and he was brought to the police station. Mike's mother was present during the questioning.

School Principal + No Parent Present

In this study, you will be asked to read a transcript adapted from a real interrogation of a school principal and a juvenile student. You will be asked to read the interrogation transcript and will be unable to proceed until four minutes have passed. Please read the transcript and instructions carefully as you will be asked to also provide some typed out responses.

The juvenile's name is Mike Johns, a 15 year old juvenile student who is suspected of vandalizing a boy's locker room with spray paint, trash, and destruction of locker doors. This

crime took place on May 6, 2017 and was reported to the principal on May 7th, 2018. The principal was instructed to question Mike Johns and he was brought to the main principal office. During the duration of the questioning there was no parent present.

School Principal + Parent Present

In this study, you will be asked to read a transcript adapted from a real interrogation of a school principal and a juvenile student. You will be asked to read the interrogation transcript and will be unable to proceed until four minutes have passed. Please read the transcript and instructions carefully as you will be asked to also provide some typed out responses.

The juvenile's name is Mike Johns, a 15 year old juvenile student who is suspected of vandalizing a boy's locker room with spray paint, trash, and destruction of locker doors. This crime took place on May 6, 2017 and was reported to the principal on May 7th, 2018. The principal was instructed to question Mike Johns and he was brought to the main principal office. Mike's mother was present during the questioning.

Appendix B: Interrogation Transcripts

Transcript: School and no parent present

(Several pages of transcript, Mike tells School Principal in the principal's office about the vandalism and how he wants to go home)

Mike Johns: I don't know. I think the reason I don't remember was rage.

School Principal: Uh-huh.

Mike Johns: All I know is I'm uncertain if I vandalized the locker room but I do not remember doing it.

School Principal: Yeah. So, what, the rage just became the overwhelming drive?

Mike Johns: I'm not sure how I did it. All I know is I did it. I easily could have done it. I mean, wow. It was a good two years that I had been experiencing anger issues, you know?

School Principal: What were those years like?

Mike Johns: Oh, they sucked

(Mike Johns talks for several minutes about his anger issues growing up and how he has a hard time controlling these fits when they happen).

School Principal: You told us about your mental health and how that affects your daily life. Could you tell us about last night?

Mike Johns: Pure rage.

School Principal: Why don't you define that for me.

Mike Johns: I can't get into details because I don't remember details. I don't remember any detail, just pure rage.

School Principal: We have evidence that this was premeditated and not just a fit of rage. Care to explain?

Mike Johns: That is a lie, I do not remember anything, just a wave of pure rage over myself.

School Principal: Let us take a step back and try to remember what you did. Can you explain why we have evidence of your name spray painted on the lockers?

Mike Johns: That is a lie, I just said that. I do not remember spray painting my name on the lockers.

School Principal: This can be over a lot sooner than you think if you just confess to the vandalism. Then you can go back to class and we can figure out the next steps after we finish.

Mike Johns: All I remember last night was walking past the locker rooms with a few of my friends. One of my friends decided to shove me into a trash can and from there I got really upset and started to yell at my friend.

School Principal: That night, Mike Johns, if you were to take the rage and put it on a scale from like zero to 10, where would this rage fall that night, 10 being totally out of control, just completely blind rage?

Mike Johns: I don't know. I'd say 10 because I don't remember much detail.

School Principal: If I was at a 10 because of my friends shoving me into a trash can, I could understand why a kid like yourself would go to such lengths to get rid of that pent up frustration.

Mike Johns: Yeah.

School Principal: Did you just throw things, you know, whatever was handy or did you do other things?

Mike Johns: I don't even know. I lost track of myself. I think I retreated into my mind and let my body take over.

School Principal: When you went to bed that night, at what point in the day did the rage—I mean when you really started to notice it was going, like a whole day?

Mike Johns: No. It was—I went to sleep, and I mean I—my nightmares were horrible. I just kept seeing my friends walk away from me, screaming matches and woke up with a headache. I mean, I had the headache long before I even told you about it.

School Principal: Uh-huh.

Mike Johns: I mean it was hell. My head felt like it was going to explode.

School Principal: When did you notice that? When did you become cognizant of the fact that you had this? Was it before you went to sleep?

Mike Johns: While I was falling asleep.

School Principal: Okay.

Mike Johns: I eventually fell asleep but I did not sleep very long. My nightmares were hell. I mean, glass everywhere, trash, hell. I want to go home.

School Principal: You can go home after you explain a little bit more to me. After you got home was there a release of any sort?

Mike Johns: I retreated into my own little world. I—I'm not sure. All I knew was eventually I came out of it. I don't know what I did. I mean, I retreated in my mind. I would be inside my mind in my own world and then all of a sudden end up at home. I could be doing stuff like just anything almost. I wouldn't be there. I would be elsewhere.

School Principal: What drove you to flee the scene? I mean what drove that process? This uncertainty is unacceptable and you should never lie to a School Principal especially when there are serious legal consequences involved.

Mike Johns: Probably just, I don't know, I didn't want to be caught, afraid. I don't—probably when I'm being made fun of, especially by my friends, I feel a thousand times worse than I used to and just want to be alone to relax. And when I'm all alone, that's the only time I ever feel centered. Like I'm at a balance.

School Principal: Can you tell me about the steps you took to break everything? Did that process help the rage in you? Can you tell me about that?

Mike Johns: No. I was in my own world. I let my body take over. I kept trying to protect myself against it. I kept saying I can't let the body take over. I have to control my mind.

School Principal: Were you able to step away from it like that and make those kinds of thoughts and make those observations?

Mike Johns: Yes.

School Principal: But the rage was too—

Mike Johns: The rage was too overwhelming by that time. I don't know why. I can—I mean—in my own world these characters become almost god-like, I mean they never truly die, you know. Then I come out here, and I'm being dumped on. Biggest change you can think of, going from being God to being lower than dirt.

School Principal: What was it like when you finally reached the point where the rage pretty much subsided and you saw the results? What was that like?

Mike Johns: When it finally subsided all I remember is being at home in my room covered in sweat and crying. I did not remember seeing any results of what happened besides my name spray painted across the lockers.

School Principal: Uh-huh.

Mike Johns: I actually did cry. I still feel sad about it to this day. I feel it's been a release to be coming out with all of it but I still don't feel some harbored rage towards my friends. Almost everything bad I tried to blame it on them, anything, I mean, if I tripped, I blamed it on them, and I didn't realize it. I've had a lot of time to look back on things now, sitting there all alone. Can I please go home now?

School Principal: I think that you need to quit hiding information, was it just you involved or was it your friends? We are almost done. I just need you to tell me exactly what happened and we can get you home.

Mike Johns: I didn't want to believe it. I tried to—I tried to ignore my friends and stop everything.

(Mike Johns discusses the love he has for his friends)

(Mike Johns tells detectives that he would often get picked on for various reasons)

School Principal: Why don't you tell me this, you tell me that you vandalized the lockers, and we can get you home.

Mike Johns: I don't think so. I mean, I tried. I tried to stop. I mean, I just wanted to get rid of the rage. I didn't want to destroy everything. Everything I thought was challenged, my entire world came crashing down when I finally realized what I had done. I didn't mean to vandalize the locker room.

Transcript: School and Parent Present

(Several pages of transcript, Mike tells the School Principal in the principal's office about the vandalism and how he wants to go home. Mike's mother was present during the duration of the questioning)

Mike Johns: I don't know. I think the reason I don't remember was rage.

School Principal: Uh-huh.

Mike Johns: All I know is I'm uncertain if I vandalized the locker room but I do not remember doing it.

School Principal: Yeah. So, what, the rage just became the overwhelming drive?

Mike Johns: I'm not sure how I did it. All I know is I did it. I easily could have done it. I mean, wow. It was a good two years that I had been experiencing anger issues, you know?

School Principal: What were those years like?

Mike Johns: Oh, they sucked

(Mike Johns talks for several minutes about his anger issues growing up and how he has a hard time controlling these fits when they happen).

School Principal: You told us about your mental health and how that affects your daily life. Could you tell us about last night?

Mike Johns: Pure rage.

School Principal: Why don't you define that for me.

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Mike Johns: Yeah.

School Principal: Did you just throw things, you know, whatever was handy or did you do other things?

Mike Johns: I don't even know. I lost track of myself. I think I retreated into my mind and let my body take over.

School Principal: When you went to bed that night, at what point in the day did the rage—I mean when you really started to notice it was going, like a whole day?

Mike Johns: No. It was—I went to sleep, and I mean I—my nightmares were horrible. I just kept seeing my friends walk away from me, screaming matches and woke up with a headache. I mean, I had the headache long before I even told you about it.

School Principal: Uh-huh.

Mike Johns: I mean it was hell. My head felt like it was going to explode.

School Principal: When did you notice that? When did you become cognizant of the fact that you had this? Was it before you went to sleep?

Mike Johns: While I was falling asleep.

School Principal: Okay.

Mike Johns: I eventually fell asleep but I did not sleep very long. My nightmares were hell. I mean, glass everywhere, trash, hell. I want to go home.

(Mike's mother looks at Mike with a reassuring glance.)

School Principal: You can go home after you explain a little bit more to me. After you got home was there a release of any sort?

Mike Johns: I retreated into my own little world. I—I'm not sure. All I knew was eventually I came out of it. I don't know what I did. I mean, I retreated in my mind. I would be inside my mind in my own world and then all of a sudden end up at home. I could be doing stuff like just anything almost. I wouldn't be there. I would be elsewhere.

School Principal: What drove you to flee the scene? I mean what drove that process? This uncertainty is unacceptable and you should never lie to a School Principal especially when there are serious legal consequences involved.

Mike Johns: Probably just, I don't know, I didn't want to be caught, afraid. I don't—probably when I'm being made fun of, especially by my friends, I feel a thousand times worse than I used to and just want to be alone to relax. And when I'm all alone, that's the only time I ever feel centered. Like I'm at a balance.

School Principal: Can you tell me about the steps you took to break everything? Did that process help the rage in you? Can you tell me about that?

Mike Johns: No. I was in my own world. I let my body take over. I kept trying to protect myself against it. I kept saying I can't let the body take over. I have to control my mind.

School Principal: Were you able to step away from it like that and make those kinds of thoughts and make those observations?

Mike Johns: Yes.

School Principal: But the rage was too—

Mike Johns: The rage was too overwhelming by that time. I don't know why. I can—I mean—in my own world these characters become almost god-like, I mean they never truly die, you know. Then I come out here, and I'm being

dumped on. Biggest change you can think of, going from being God to being lower than dirt.

Mike's Mother: He does get pretty upset from time to time.

School Principal: What was it like when you finally reached the point where the rage pretty much subsided and you saw the results? What was that like?

Mike Johns: When it finally subsided all I remember is being at home in my room covered in sweat and crying. I did not remember seeing any results of what happened besides my name spray painted across the lockers.

School Principal: Uh-huh.

(Mike's mother paces around the room as the Principal questions further.)

Mike Johns: I actually did cry. I still feel sad about it to this day. I feel it's been a release to be coming out with all of it but I still don't feel some harbored rage towards my friends. Almost everything bad I tried to blame it on them, anything, I mean, if I tripped, I blamed it on them, and I didn't realize it. I've had a lot of time to look back on things now, sitting there all alone. Can I please go home now?

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Mike Johns: I didn't want to believe it. I tried to—I tried to ignore my friends and stop everything.

(Mike Johns discusses the love he has for his friends)

(Mike Johns tells detectives that he would often get picked on for various reasons)

School Principal: Why don't you tell me this, you tell me that you vandalized the lockers, and we can get you home.

Mike Johns: I don't think so. I mean, I tried. I tried to stop. I mean, I just wanted to get rid of the

rage. I didn't want to destroy everything. Everything I thought was challenged, my

entire world came crashing down when I finally realized what I had done. I didn't mean to vandalize the locker room.

(Mike's mother moves closer to Mike to comfort him through a hug.)

Transcript: Police and no parent present

(Several pages of transcript, Mike tells police officers at the station about the vandalism and how he wants to go home)

Mike Johns: I don't know. I think the reason I don't remember was rage.

Police Officer: Uh-huh.

Mike Johns: All I know is I'm uncertain if I vandalized the locker room but I do not remember doing it.

Police Officer: Yeah. So, what, the rage just became the overwhelming drive?

Mike Johns: I'm not sure how I did it. All I know is I did it. I easily could have done it. I mean, wow. It was a good two years that I had been experiencing anger issues, you know?

Police Officer: What were those years like?

Mike Johns: Oh, they sucked

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(Mike Johns tells detectives that he would often get picked on for various reasons)

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rage. I didn't want to destroy everything. Everything I thought was challenged, my

entire world came crashing down when I finally realized what I had done. I didn't mean to vandalize the locker room.

Transcript: Police and parent present

(Several pages of transcript, Mike tells police officers at the station about the vandalism and how he wants to go home. Mike's mother was present during the duration of the questioning)

Mike Johns: I don't know. I think the reason I don't remember was rage.

Police Officer: Uh-huh.

Mike Johns: All I know is I'm uncertain if I vandalized the locker room but I do not remember doing it.

Police Officer: Yeah. So, what, the rage just became the overwhelming drive?

Mike Johns: I'm not sure how I did it. All I know is I did it. I easily could have done it. I mean, wow. It was a good two years that I had been experiencing anger issues, you know?

Police Officer: What were those years like?

Mike Johns: Oh, they sucked

(Mike Johns talks for several minutes about his anger issues growing up and how he has a hard time controlling these fits when they happen).

Police Officer: You told us about your mental health and how that affects your daily life. Could you tell us about last night?

Mike Johns: Pure rage.

Police Officer: Why don't you define that for me.

Mike Johns: I can't get into details because I don't remember details. I don't remember any detail, just pure rage.

Police Officer: We have evidence that this was premeditated and not just a fit of rage. Care to explain?

Mike Johns: That is a lie, I do not remember anything, just a wave of pure rage over myself.

Police Officer: Let us take a step back and try to remember what you did. Can you explain why we have evidence of your name spray painted on the lockers?

Mike Johns: That is a lie, I just said that. I do not remember spray painting my name on the lockers.

Police Officer: This can be over a lot sooner than you think if you just confess to the vandalism. Then you can go home and we can figure out the next steps after we finish.

Mike Johns: All I remember last night was walking past the locker rooms with a few of my friends. One of my friends decided to shove me into a trash can and from there I got really upset and started to yell at my friend.

Police Officer: That night, Mike Johns, if you were to take the rage and put it on a scale from like zero to 10, where would this rage fall that night, 10 being totally out of control, just completely blind rage?

Mike Johns: I don't know. I'd say 10 because I don't remember much detail.

Police Officer: If I was at a 10 because of my friends shoving me into a trash can, I could understand why a kid like yourself would go to such lengths to get rid of that pent up frustration.

Mike Johns: Yeah.

Police Officer: Did you just throw things, you know, whatever was handy or did you do other things?

Mike Johns: I don't even know. I lost track of myself. I think I retreated into my mind and let my body take over.

Police Officer: When you went to bed that night, at what point in the day did the rage—I mean when you really started to notice it was going, like a whole day?

Mike Johns: No. It was—I went to sleep, and I mean I—my nightmares were horrible. I just kept seeing my friends walk away from me, screaming matches and woke up with a headache. I mean, I had the headache long before I even told you about it.

Police Officer: Uh-huh.

Mike Johns: I mean it was hell. My head felt like it was going to explode.

Police Officer: When did you notice that? When did you become cognizant of the fact that you had this? Was it before you went to sleep?

Mike Johns: While I was falling asleep.

Police Officer: Okay.

Mike Johns: I eventually fell asleep but I did not sleep very long. My nightmares were hell. I mean, glass everywhere, trash, hell. I want to go home.

(Mike's mother looks at Mike with a reassuring glance.)

Police Officer: You can go home after you explain a little bit more to me. After you got home was there a release of any sort?

Mike Johns: I retreated into my own little world. I—I'm not sure. All I knew was eventually I came out of it. I don't know what I did. I mean, I retreated in my mind. I would be inside my mind in my own world and then all of a sudden end up at home. I could be doing stuff like just anything almost. I wouldn't be there. I would be elsewhere.

Police Officer: What drove you to flee the scene? I mean what drove that process? This uncertainty is unacceptable and you should never lie to a police officer especially when there are serious legal consequences involved.

Mike Johns: Probably just, I don't know, I didn't want to be caught, afraid. I don't—probably when I'm being made fun of, especially by my friends, I feel a thousand times worse than I used to and just want to be alone to relax. And when I'm all alone, that's the only time I ever feel centered. Like I'm at a balance.

Police Officer: Can you tell me about the steps you took to break everything? Did that process help the rage in you? Can you tell me about that?

Mike Johns: No. I was in my own world. I let my body take over. I kept trying to protect myself against it. I kept saying I can't let the body take over. I have to control my mind.

Police Officer: Were you able to step away from it like that and make those kinds of thoughts and make those observations?

Mike Johns: Yes.

Police Officer: But the rage was too—

Mike Johns: The rage was too overwhelming by that time. I don't know why. I can—I mean—in my own world these characters become almost god-like, I mean they never truly die, you know. Then I come out here, and I'm being

dumped on. Biggest change you can think of, going from being God to being lower than dirt.

Mike's Mother: He does get pretty upset from time to time.

Police Officer: What was it like when you finally reached the point where the rage pretty much subsided and you saw the results? What was that like?

Mike Johns: When it finally subsided all I remember is being at home in my room covered in sweat and crying. I did not remember seeing any results of what happened besides my name spray painted across the lockers.

Police Officer: Uh-huh.

(Mike's mother paces around the room as the Police Officer questions further.)

Mike Johns: I actually did cry. I still feel sad about it to this day. I feel it's been a release to be coming out with all of it but I still don't feel some harbored rage towards my friends. Almost everything bad I tried to blame it on them, anything, I mean, if I tripped, I blamed it on them, and I didn't realize it. I've had a lot of time to look back on things now, sitting there all alone. Can I please go home now?

Police Officer: I think that you need to quit hiding information, was it just you involved or was it your friends? We are almost done. I just need you to tell me exactly what happened and we can get you home.

Mike Johns: I didn't want to believe it. I tried to—I tried to ignore my friends and stop everything.

(Mike Johns discusses the love he has for his friends)

(Mike Johns tells detectives that he would often get picked on for various reasons)

Police Officer: Why don't you tell me this, you tell me that you vandalized the lockers, and we can get you home.

Mike Johns: I don't think so. I mean, I tried. I tried to stop. I mean, I just wanted to get rid of the

rage. I didn't want to destroy everything. Everything I thought was challenged, my entire world came crashing down when I finally realized what I had done. I didn't mean to vandalize the locker room.

(Mike's mother moves closer to Mike to comfort him through a hug.)

Appendix C: Severity of Interrogation Survey Questions

Directions: Please read and answer each question carefully as the questions pertain to the transcript you have read. You will answer nine questions on a scale of 1-5, 1 being strongly disagree to 5 being strongly agree. You will then be asked to answer a question on a scale from 0-100% and provide an open ended response of your reasoning. Two definitions below will be provided.

Definitions:

Juvenile is a person who has not reached the age of 18 years old or to be considered an adult.

Juvenile. Cambridge Dictionary. (n.d.).
https://dictionary.cambridge.org/dictionary/english/juvenile

Coercive is using force to persuade people to do things that they are unwilling to do.

Coercive | english meaning - cambridge dictionary. (n.d.).
https://dictionary.cambridge.org/dictionary/english/coercive

Severity Of Interrogation

- Scale 1-5
    a. 1 Strongly Disagree
    b. 2 Somewhat Disagree
    c. 3 Neutral
    d. 4 Somewhat Agree
    e. 5 Strongly Agree

1. The juvenile felt unsafe.
2. The juvenile was treated fairly.
3. The interrogator was sympathetic.
4. The juvenile did not feel pressure to confess.
5. The juvenile's name is Mike Johns.
    a. Attention Check
6. The juvenile was lying.
7. The interrogator was manipulative.
8. The interrogator took into account the Juvenile's age while questioning.
9. The interrogator was justified in questioning the juvenile.
10. On a scale of 0-100%

11. 100 being most coercive
12. Why? Open Ended Question

Appendix D: Juvenile Protections Survey Questions

Directions: Please read and answer each question carefully as the questions pertain to the transcript you have read. You will answer eight questions on a scale of 1-5, 1 being strongly disagree to 5 being strongly agree. You will then be asked to answer a question on a scale from 0-100% and provide an open ended response of your reasoning. A definition below will be provided.

Definition:
Miranda Rights is the right to silence warning that must be administered to a suspect before questioning by law enforcement.

Cydni. (2017, April 7). *Miranda rights - definition, examples, cases, processes*. Legal Dictionary. https://legaldictionary.net/miranda-rights/

Juvenile Protections

Scale 1-5

a. 1 Strongly Disagree
b. 2 Somewhat Disagree
c. 3 Neutral
d. 4 Somewhat Agree
e. 5 Strongly Agree

1. Juveniles should be interrogated alone.
2. A parent should be present in an interrogation.
3. Click Strongly Agree
    a. Attention Check
4. Interrogations are inherently coercive.
5. Interrogators should lie about evidence.
6. Juveniles should have the right to waive their miranda rights.
7. Juveniles should be interrogated for long periods of time.
8. Interrogations should be improved.
9. Based off the transcript do you believe juvenile is guilty? Rate 0-100% guilty
10. Why? Open Ended Question

Appendix E: Demographic Questions

Directions: Please answer the following questions to the best of your abilities.

1. Which best describes your gender identity?
    a. Male
    b. Female
    c. Gender Non-Conforming
    d. I prefer to self-identify: _____
    e. I prefer not to answer
2. Are you of Hispanic, Latino, or Spanish Origin?
    a. Yes
    b. No
3. What is your race?
    a. Black
    b. White
    c. American Indian or Alaskan Native
    d. Asian
    e. Pacific Islander
    f. Multi-racial:_____
    g. Other:_____
    h. I prefer not to say

Appendix F: Debriefing Statement

Debriefing Statement

Thank you for participating in our study! In this study, we are examining the overall perceptions of interrogations on juveniles depending on their setting and if people recognize the importance of a parent's presence. We did not state this upfront in the informed consent form because if participants knew what we were examining they may have changed their behavior to match what they think the experimenters wanted.

We hypothesize that participants will view a school interrogation as more coercive than a custodial interrogation.
We hypothesize that participants will not regard a parent's presence as an essential safeguard.
We hypothesize that participants will see the juvenile as guilty in a custodial interrogation and not guilty in a school interrogation.

If you have any concerns with the way in which the study was conducted, please feel free to contact the Allegheny College Institutional Review Board at IRB@allegheny.edu. If you are interested in receiving a copy of the results of the study or if you wish to ask any questions about the study, please reach out to Hannah Hinterleiter hinterleiterh@allegheny.edu or the faculty adviser Dr. Chris Normile at cnormile@allegheny.edu. If you'd like to learn more about the topic on your own, feel free to check out the following articles that have investigated similar topics:

Brandenburg, E. A. (2008). School bullies - they aren't just students: Examining school interrogations and the miranda warning. *Mercer Law Review, 59*(2), 731.

Cleary, H. M. D., & Warner, T. C. (2016). Police training in interviewing and interrogation methods: A comparison of techniques used with adult and juvenile suspects. *Law and Human Behavior, 40*(3), 270-284. https://doi.org/10.1037/lhb0000175

Green, S. T. (2013). A presumptive in-custody analysis to police-conducted school interrogations. *American Journal of Criminal Law, 40*(2), 145.

Appendix G: Informed Consent

Informed Consent

Perceptions of Juvenile Interrogation Settings

Allegheny College

Department of Psychology

Purpose of Research: The purpose of this study is to examine general perceptions of interrogations of juveniles based on the setting (custodial or school) and if a parent is present or not.

Method/Procedure: I understand that I will be asked to sign an informed consent form with an online signature. I will then read pre-interrogation transcript instructions that are approximately 130 words. After reading the instructions, I will read a 4-page interrogation transcript of approximately 1,300 words. I will then complete two twelve-item questionnaires regarding the transcripts and instructions. I understand I will then answer three demographic questions, and then after completing the study, I will read a debriefing form regarding the study.

Length of Participation: I understand that the questionnaire will take approximately 30 minutes.

Risks to the Individual: I understand that there will be no more risk other than what is normally experienced in everyday life.

Benefits of the Research: I understand that this research will benefit future research in regards to juveniles and interrogation effects they face. I understand this research will benefit my knowledge of interrogation techniques.

Compensation: I understand that I will receive 2 SONA credits upon completion of this study.

Confidentiality, Recording Information, and Data Security: I understand that all data collected will be confidential and have no identifying qualities. I will not have my name, ID number, and or other qualities that will be collected and used to identify myself. I understand that my age, gender, and race will be collected on Qualtrics, an online survey tool and SONA will only collect SONA ID. The principal investigators will be the only researchers who will have access to data. Data will be destroyed after 3 years once the study is completed. I understand overall results may be used in reports, publications, or presentations after the study has been completed.

Voluntary Nature of Participation: I understand that I do NOT have to participate in this research project. Furthermore, I may choose to withdraw my participation at any time without penalty. I understand that I may skip any individual questions that I do not wish to answer, and I may choose not to participate in any part of the study without being questioned.

Results of Research Project: I understand that I am entitled to a copy of the results once this study is completed available by email of the main research or research advisor.

Contact Information: If I have any questions about this research project, I can contact Hannah Hinterletier at hinterleiterlh@allegheny.edu or the research advisor, Dr. Normile at cnormile@allegheny.edu. If I have questions or concerns about the treatment of research participants in this IRB-approved project, I can contact the Chair of the Allegheny Institutional Review Board (IRB) at IRB@allegheny.edu.

Question on Qualtrics for Online Signature

I have carefully read and understood the information on this form and all of my questions thus far have been answered. I acknowledge that I am over the age of 18 and agree to participate in the study.

Select One:

Yes

No