

VICTIM ASSISTANCE FAMILY VIOLENCE

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VICTIM ASSISTANCE FAMILY VIOLENCE

Prepared by

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ACQUISITIONS

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FAMILY VIOLENCE

SUMMARY SHEET

1. LESSON TITLE: Introduction and Overview to Family Violence

FUNCTIONAL AREA: This module provides participants with an overview of the fundamental principles behind the domestically violent home. It also discusses the social, psychological and organizational factors which contribute to family violence.

CLASSIFICATION: Core module

AUDIENCE: Recruit/First Responders and Specialized/Investigators

2. LESSON TITLE: Crisis Theory as it Relates to Family Violence

FUNCTIONAL AREA: This module introduces participants to crisis theory as it relates to family violence. Internal/developmental needs as well as external/situational factors of family dynamics are examined. Coping strategies of victims as they impact the victim's recovery are also discussed. A prerequisite to this course is the Crisis Theory and the Impact of Victimization module offered in the General Victimology course.

CLASSIFICATION: Core module

AUDIENCE: Recruit/First Responders and Specialized/Investigators

3. LESSON TITLE: Crisis Intervention in Family Disputes
- FUNCTIONAL AREA: This module exposes participants to the goals of crisis intervention and effective interviewing techniques which should be used when dealing with victims of family violence. This section also discusses effective helping responses of family violence victims in crisis. A prerequisite to this course is the General Victimology Crisis Intervention with Victims of Crime module.
- CLASSIFICATION: Core module
- AUDIENCE: Recruit/First Responders and Specialized/Investigators
-

4. LESSON TITLE: Family Violence and the Law and Its Application
- FUNCTIONAL AREA: This module provides participants with an examination of criminal and civil laws as well as remedies used in family violence cases. This section introduces criminal procedures, civil procedures, civil actions, and other alternatives used in responding to family violence situations. Local victim assistance legislation affecting family violence is also explored.
- CLASSIFICATION: Core module
- AUDIENCE: Recruit/First Responders and Specialized/Investigators
-

5. LESSON TITLE: Mental Health/Community Resources for Victims of Family Violence
- FUNCTIONAL AREA: This module familiarizes participants with various community resources available to victims of family violence, how to identify them, referral criteria and how the officer should go about making a referral.

CLASSIFICATION: Core module

AUDIENCE: Recruit/First Responders and Specialized/
Investigators

6. LESSON TITLE: Departmental Policy

FUNCTIONAL AREA: This module introduces participants to the various ways in which police departmental policies deal with family violence cases. Factors influencing departmental policy changes, affirmative arrest vs. non-arrest and police discretion are also examined.

CLASSIFICATION: Core module

AUDIENCE: Recruit/First Responders and Specialized/
Investigators

7. LESSON TITLE: Officer Safety

FUNCTIONAL AREA: This module introduces participants to how family violence calls are handled and how the officer can take measures to protect him/herself.

CLASSIFICATION: Core module

AUDIENCE: Recruit/First Responders

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8. LESSON TITLE:

Psychology of the Offender

FUNCTIONAL AREA:

This module introduces participants to the dynamics and principle motivating forces of the battering person.

CLASSIFICATION:

Elective module

AUDIENCE:

Recruit/First Responders and Specialized/
Investigators

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FAMILY VIOLENCE

INTRODUCTION AND OVERVIEW TO FAMILY VIOLENCE

The purpose of this module is to provide participants with an overview of the fundamental principles behind the domestically violent home. This will include discussion of the social, psychological and oragnizational factors which contribute to Family Violence.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Introduction and Overview to Family Violence

FUNCTIONAL AREA: This module will provide participants with an overview of the fundamental ideas behind the domestically violent home.

PERFORMANCE OBJECTIVES: The trainee, at the completion of this module will:

1. Define, verbally or in writing, family violence.
2. Explain, verbally or in writing, the role of the officer responding to family violence calls.
3. Explain, verbally or in writing, the role and structure of the traditional family and what conditions may cause violence to erupt within the family.
4. Describe, verbally or in writing, the various types of battering.
5. List, verbally or in writing, characteristics of violent spouses.
6. Explain, verbally or in writing, societal, psychological and legal attitudes toward family violence.
7. Explain, verbally or in writing, police attitudes toward family violence.

TOPICS:

- I. Introduction
 - A. Demands on police time and manpower are reflected in the number and severity of calls for assistance involving family disturbance complaints thus causing police to pay particular attention to this ever-increasing problem.

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- B. When responding to a situation involving a family dispute an officer must expect the unexpected. A minor argument can erupt into a major conflict, often re-directed toward the police officer thus making him/her the target of the violence.

"Problems of family violence must be brought into the open and given a national priority...Family violence should be approached in the same manner as traditionally recognized law enforcement problems such as narcotics and career criminals."
- District Attorney Robert H. Philibosian

Attorney General's Task Force on Family Violence. Final Report. September 1984, p. 11.

II. Definition of Family Violence

Family violence is defined as the occurrence of one or more of the following acts between family or household members: attempting to cause or causing physical harm or causing another to involuntarily engage in sexual relations by force, threat of force or under duress.

III. The Role of the Police Officer When Responding to Family Violence Calls

"The average citizen has little knowledge or gives little consideration to the limits of police authority. His only concern is that he has a grievance or believes himself to be victimized. In his anger or frustration he turns to the police for assistance."

"Handling Disturbance Calls." Training Key #16. Washington, D.C.: Professional Standards Division of the International Association of Chiefs of Police, 1965.

- A. The goal of the police in disturbance cases is to calm emotional conflicts, reconcile the disputing parties and restore peace and safety.
- B. The officer should remain objective and not become personally involved in the situation.

- C. The officer must remain patient, objective, neutral and tactful. In addition, he/she should follow specific guidelines to successfully assist in ending family disputes.

IV. Family Structure and Roles

- A. Theoretically, the stereotypical image of the family is characterized by love, affection and emotional support. However, this theory is off-balanced by societal norms which suggest that it is alright for family members to strike each other under certain conditions.
- B. In some instances cultural norms and attitudes justify certain amounts of family violence. This degree of "natural" violence includes such attitudes as "She had to come around", "I had to teach her", "A man's home is his castle", and "I deserved it".
- C. In reality, most families do not have the "perfect" home. One or more of the following conditions exist:
 - 1. Overcrowding
 - 2. Inadequate living conditions
 - 3. Medical problems
 - 4. Different aged family members with different needs
 - 5. Financial difficulties
 - 6. Alcohol abuse/drug abuse
 - 7. Different religions

These are just some of the stresses of everyday living which, when combined with society's norms and expectations of what a family should be, may cause family conflict which, in turn, may lead to abusive behavior.

- D. Family violence is not just contained in low socio-economic or minority families. It reaches across all races, religions and classes. However, due to limitations (i.e. lack of opportunities and funds) the lower socio-economic class often use the police as interveners for their family violence problems.

-Refer to Handout #1.

V. Types of Battering

- A. Physical battering is the physical abuse to the victim's body.
- B. Sexual battering is the physical abuse focused on the sexual parts of the victim's body.
- C. Psychological battering is mental abuse directed against the victim. This is usually accomplished through degradation (i.e. urinating on the victim, forcing the victim to eat dog food, etc.).
- D. Destruction of property and pets usually encompasses breaking valuable items, or injuring and/or killing family pets. In the absence of a victim, property and pets become objects of direct abuse.

VI. Characteristics of Violent Spouses

One or both spouses/partners may:

- have rigid, stereotyped sex roles
- have low self-esteem and feeling of worthlessness
- idealize the marriage
- have been the victims of child abuse
- have witnessed violence between their parents
- abuse and/or neglect their children
- have rigid family boundaries

- have inadequate parental skills
- have poor communication skills/patterns
- be both socially and emotionally isolated and withdrawn
- be extremely dependent on or possessive of each other

VII. Factors Contributing to Family Violence

A. Social Factors

1. The western world's attitude of the male dominated family may account for the high degree of husband-to-wife beatings. This socialization creates myths and false beliefs involved with family violence in the home.

Some such beliefs include:

- a. Alcohol abuse is the main cause of spouse abuse.
- b. Spouse abuse generally occurs among poor families and those from minority groups.
- c. A man has the right to be the boss in his family and use violence to prove it.
- d. In certain circumstances, a man is justified in using violence against his wife/girlfriend.
- e. Men who use violence against women are generally driven to do so by the women's obnoxious or nagging behavior.
- f. Battered women are generally masochists; many find the use of violence a sexual turn-on.
- g. Battered women are generally slovenly, overweight and unkept.

h. If battered women will not do anything to change their marriages, then things can not be all that bad.

i. Police can do little to prevent abuse.

-Refer to Handout #2

2. There is an increasing level of violence in society as evidenced by high violent crime rates, violent films and extensive media coverage of violent incidents.

3. There is a socialization to family violence through the observance of parental violence and the physical punishment of siblings..

4. Stress factors such as geographical isolation, social isolation, economic stress, alcohol and drug abuse, life crisis such as births and deaths, job loss, new job, and lifestyle changes can contribute to family violence.

5. Traditional belief of privacy regarding family matters.

B. Psychological Factors

1. Characteristics of abusers may include the following:

- low self-esteem; \
- believes the victim caused the incident;
- blames others for their actions;
- is pathologically jealous;
- presents a dual personality, alternating from extreme tenderness to extreme aggressiveness;
- severe stress reaction, during which they use drinking and battering to cope;

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- uses sex as an act of aggression;
- does not believe his/her violent behavior should have negative consequences;
- experiences most emotions as anger;
- uses aggression and violence to express anger;
- is socially isolated with few friends;
- is often depressed and suicidal; and,
- abuses drugs and/or alcohol.

2. Victim responses to family violence may include the following:

- lowered self-esteem;
- learned helplessness;
- traditionalist at home with strong beliefs in the family unit;
- the belief that they must have somehow caused the assault;
- suffers from guilt;
- denies the terror and anger they are feeling;
- can manipulate the environment to prevent further violence;
- severe stress reactions with physiological complaints;
- use sex to establish intimacy;
- the belief that no one will be able to help her/him resolve the predicament except him/herself;

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- economically and emotionally dependent on spouse; and,
- accepts violence as normal behavior.

C. Legal Factors

The criminal justice system appears to have responded inconsistently to the problem of family violence.

1. If violence occurs between strangers, legal intervention is implemented and the violence is dealt with as a crime.
2. If the violence occurs between family members it is looked upon as a private problem.

"It is my view that police, and later prosecutors and courts, contribute to domestic violence by their laissez-faire attitudes toward what they view as essentially a personal problem." - James Bannon, Commander, Detroit Police Department

Bannon, James, Ph.D. "Law Enforcement Problems with Intra-Family Violence." Paper presented to the American Bar Association Convention, August 12, 1975.

"Sentences in this area are very much lighter than comparable situations of stranger violence. It's very discouraging when everything works all the way to the end, somebody is arrested and charged and successfully prosecuted and then the sentence is so light that it's, in a sense, a final way of condoning the violence." - Attorney Ruth Gundle.

Attorney General's Task Force on Family Violence. Final Report. September 1984, p. 12.

3. In conclusion "The legal response to family violence must be guided primarily by the nature of the abusive act, not the relationship between the victim and the abuser."

Attorney General's Task Force on Family Violence. Final Report. September 1984, p. 4.

VIII. Police Attitudes Towards Family Violence

- A. Many police officers believe that too much time is wasted on family violence calls and that "real" police work should not involve these cases.
- B. Some police officers believe that family violence calls are part of the job, but adequate training is not provided in this dangerous area.
- C. "...In a large number of law enforcement agencies around the country, calls involving family violence are usually given a low priority because police have traditionally reflected community attitudes which considered violence within the family a private, less serious matter than violence between strangers."

Attorney General's Task Force on Family Violence. Final Report. September 1984, pp. 18-19.

- D. "Once on the scene, the patrol officer generally focuses on the relationship between the family members rather than the crime committed by the abuser."

Attorney General's Task Force on Family Violence. Final Report. September 1984, p. 19.

Case Example: "A domestic situation....is looked at in an entirely different light. As soon as you explain to the police....she is married to him....no one takes the situation seriously." - Sister of deceased spouse abuse victim

Attorney General's Task Force on Family Violence. Final Report. September 1984, p. 19.

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Note to Trainer: You may want to conduct a short group "exercise" or discussion focusing on police officers' attitudes toward family violence.

METHODS:

- Lecture
- Discussion

RESOURCE MATERIALS:

- Lesson Plan
- Blackboard/Easel
- Handouts
- Topical Bibliography

TIME REQUIREMENT:

- Two Hours

FAMILY VIOLENCE

TOPICAL BIBLIOGRAPHY

INTRODUCTION & OVERVIEW TO FAMILY VIOLENCE

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Topic I - Introduction

Attorney General's Task Force on Family Violence.
Final Report. September 1984.

Municipal Police Institute. "Policy and Procedures
- Family Disputes." Massachusetts, 1982.

Topic II - Definition of Family Violence

Municipal Police Institute. "Policy and Procedures
Family Disputes." Massachusetts, 1982.

Topic III - The Role of The Responding Officer

"Handling Disturbance Calls." Training Key #16.
Washington, D.C.: Professional Standards
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Chiefs of Police, 1965.

Topic IV - Family Structure and Roles

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Physical Aggression Between Husbands and
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Beating." Victimology: An International
Journal. Volume 1, Spring 1976.

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Topic V - Types of Battering

Ganley, Anne L., Ph.D. "Court Mandated Counseling for Men Who Batter: A Three Day Workshop for Mental Health Professionals." Participant's Manual. Washington, D.C.: Center for Women Policy Studies, reprinted 1982.

Roy, Maria (Ed.). Battered Women: A Psychological Study of Domestic Violence. New York, New York: Van Nostrand Reinhold Company, 1977.

Topic VI - Characteristics of Violent Spouses

Loving, Nancy. Spouse Abuse: A Curriculum Guide For Police Trainers. Washington, D.C.: Police Executive Research Forum, 1981.

Topic VII - Factors Contributing to Family Violence

Attorney General's Task Force on Family Violence.
Final Report. September 1984.

Back, Susan et al. "Problem Statement: Spouse Abuse and Wife Beating." A Monograph on Services to Battered Women. Washington, D.C.: U.S. Department of Health and Human Services, 1980.

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Carmen, E. Hilberman et al. "Victims of Violence and Psychiatric Illness." American Journal of Psychiatry 141:3, March 1984, pp. 378-383.

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Topic VII (con't) -

Loving, Nancy. Spouse Abuse: A Curriculum Guide for Police Trainers. Washington, D.C.: Police Executive Research Forum, 1981.

Roy, Marie. (Ed.) Battered Women: A Psycho-sociological Study of Domestic Violence. New York, New York: Van Nostrand Reinhold Company, 1977.

Strauss, Murray A. "Wife Beating: How Common and Why?" Victimology. 2(3-4): 1977-78, pp. 443-458.

Spouse Abuse: Stopping the Violence Readings and Resources. Chevy Chase, Maryland: University Research Corporation, 1982.

Topic VIII - Police Attitudes Towards Family Violence

Attorney General's Task Force on Family Violence.
Final Report. September 1984.

Loving, Nancy and Michael Quirk. "Spouse Abuse: The Need for New Law Enforcement Responses." FBI Law Enforcement Bulletin. December 1982.

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HANDOUT #1

LAW ENFORCEMENT OFFICERS KILLED - 1982

In 1982, 92 law enforcement officers, one (1) more than 1981, were feloniously killed while performing official duties.

Circumstances Surrounding Deaths

As in the previous year (1981), responding to disturbance calls resulted in more officers' murders than any other situation in 1982, a total of 18. Of these, 7 occurred during family disturbances and the other 11 during disturbances such as bar fights, man with a gun, etc.

Statistical Breakout and Percentages

| Calendar Year | No. of officers feloniously killed in line of duty | No. of officers feloniously killed involving family violence |
|---------------|--|--|
| 1981 | 91 | 5 (5.5%) |
| 1982 | 92 | 7 (7.6%) |
| 1983 | 80 | 6 (7.5%) |

In 1982, 14 officers were fatally wounded by felons perpetrating robberies or while they were pursuing robbery suspects (15%); 3 were slain in connection with burglaries (3%); 13 were killed while attempting arrests for other crimes, excluding burglary, robbery, and drug violations (14%); 13 were slain enforcing traffic laws (14%); 10 while investigating suspicious persons or circumstances (10%) 9 in ambushes (9.7%); and 6 in drug-related situations (6%).

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HANDOUT #1 (2 of 4)

TABLE 1

| <u>No. of Children</u> | <u>Families (This Study)</u> | | <u>Families (Toledo SMSA)</u> |
|------------------------|------------------------------|----------|-------------------------------------|
| | <u>No.</u> | <u>%</u> | <u>% Have Children Under Age 18</u> |
| 0 | 19 | 7 | 44 |
| 1 | 67 | 23 | 17 |
| 2 | 104 | 36 | 17 |
| 3 | 54 | 19 | 22* |
| 4 | 22 | 8 | |
| 5 | 13 | 5 | |
| 6 | 8 | 3 | |
| 7 | 0 | 0 | |
| 8 | 0 | 0 | |
| 9 | 1 | -- | |

N = 288 101 (rounding error) 100

*For Toledo SMSA families, 22% are listed as having 3 or more children.

Sources: Toledo Domestic Relations Court files and 1970 U.S. Bureau of the Census.

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HANDOUT #1 (3 of 4)

TABLE 2

| <u>Formal Education</u> | <u>AAHM</u> | <u>Alleged Abuser</u> |
|-------------------------|-------------|-----------------------|
| Junior high or less | 46 | 31 |
| High school | 68 | 62 |
| High school graduate | 83 | 77 |
| Junior college | 20 | 7 |
| College | 28 | 24 |
| College graduate | 3 | 3 |
| Graduate work | 7 | 6 |

N = 255

N = 210

AAHM = Allegedly Abused Household Member

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HANDOUT #1 (4 of 4)

TABLE 3

| <u>Occupation of Alleged Abuser</u> | <u>Number</u> |
|-------------------------------------|---------------|
| Housespouse | 1 |
| Unemployed | 84 |
| Service | 12 |
| Unskilled/factory | 132 |
| Skilled/trade | 31 |
| Professional/entrepreneur | 14 |
| Retired | 5 |
| Other | 6 |

N = 285

Table 4

| <u>Witnesses to Incident</u> | <u>(N = 221)</u> |
|------------------------------|------------------|
| Children | 65 |
| Neighbors/relatives | 62 |
| No witnesses | 93 |
| Others | 1 |

This study was conducted by:

Don J. Sabol for The Council on Family Violence Community Planning Council of Northwest Ohio, Inc., July 1981. As cited in Spouse Abuse: Stopping the Violence. National Institute of Justice, 1982.

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INTRODUCTION & OVERVIEW
RECRUIT/FIRST RESPONDER
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HANDOUT #2

SPOUSE ABUSE
BATTERED WOMEN

Lack of and Inappropriate Responses of Systems to Battered Women.

LAW
ENFORCEMENT - POLICE

- orientation toward non-enforcement and non-intervention
- feels it is dangerous work with few rewards
- prosecutors and courts are too lenient
- feels woman won't press charges
- feels man's home is his castle
- arrest is a waste of time

FAMILY SYSTEMS
NEIGHBORS - FRIENDS

- unaware of resources
- threatened by batterer
- thinks husband has right
- feels she always goes back
- thinks she is a nuisance
- feels she is his only hope
- feels it is a personal family problem
- thinks she is lying because they have never seen him behave in that manner

MEDICAL PERSONNEL

- treats only physical symptoms
- do not make appropriate referrals
- make few chart notations
- fear court appearances and loss of expensive time
- cost of treatment prohibitive for many women
- medication

LEGAL
ASSISTANCE - ATTORNEYS

- inadequate drafting of T.R.O.'s
- costly-do not want cases because women don't follow through and lack funds
- do not adequately explain restraining orders
- low status
- do not make appropriate referrals
- are not aware of current domestic laws

THE BATTERED WOMAN

Low Self-Esteem, Guilt, Self Blame, Embarrassment, Isolation, Anger, Fear of Insanity and Loneliness, Doubt, Learned-Helplessness, Economic, Dependency, Pain, No Resources, Emotional Dependency.

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SPOUSE ABUSE
BATTERED WOMEN

Lack of and Inappropriate Responses of Systems to Battered Women.

SOCIAL SERVICES

- traditional family counseling perpetuates violent relationships
- sees woman as drain on welfare coffers
- treats drug & alcohol dependency separate from battering
- sees woman as housing concern
- does not support single parents as whole persons
- treats woman for "her" problem (s)

EMPLOYERS

- battered women as poor workers with sporadic attendance
- get harassed by irate husbands
- do not support battered women by calling police when husband appears
- sees woman as source of problem

LAW ENFORCEMENT -
PROSECUTORS, COURT (S)

- waste of time, women do not follow through
- legal process deliberately slow, to weed out women and discourages women and preserves violent families
- make few or no referrals
- conciliation efforts minimize violence
- patriarchial system lenient with batterers

EDUCATION

- school system does not interact with parents
- underachievement by children
- mother misses classes or drops out
- school ignores abuse/neglect of children. Do not report as mandated

Ashley Walker-Hooper, San Diego, CA November 1979

SOURCE: Boyd V. Klingbell K: Behavioral Characteristics of Domestic Violence. Seattle, unpublished 1978. As cited in Warner, Carmen Germaine, Conflict Intervention in Social and Domestic Violence. Bowie, Maryland: Robert J. Brady Company, 1981.

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HANDOUT #2 (3 of 4)

SPOUSE ABUSE
BATTERED WOMEN

Suggested Response Changes in Dealing with Battered Women.

LAW ENFORCEMENT
POLICE WITH EACH
INCIDENT

- restore peace
- protect victim
- take appropriate legal action
- enforce protection orders
- make referrals
- transport for medical assistance
- protect victim as she prepares to leave, transport if possible
- understand why women stay or return
- treat abuser as any other suspect

FAMILY SYSTEMS
NEIGHBORS, FRIENDS

- understand why woman stays or returns
- never accept rationalizations for violence
- never condone violence
- become aware of resources
- offer help as "revolving door" as often as needed

MEDICAL PERSONNEL

- make chart notations when domestic violence is suspected
- offer women more options than tranquilizers
- make in-house or other social service referrals
- inquire as to safety of woman and children
- involve police and crisis hotlines as indicated

LEGAL
ASSISTANCE-ATTORNEYS

- become aware of dynamics of wife-abuse
- stay abreast of current legislation, police and court procedures that affect your clients
- believe her story
- advise women of their rights-you will probably be the first
- make referrals to counseling, hotlines and other support

THE BATTERED WOMAN

A feeling of Self-Worth, Emotional Interdependence and Independence, Calm, Self-Assured, Unafraid, Responsible Decision-Maker, Economically Self-Sufficient, Friendly, in control of her life and her children.

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HANDOUT #2 (4 of 4)

SPOUSE ABUSE
BATTERED WOMEN

Suggested Response Changes in Dealing with Battered Women.

SOCIAL SERVICES

- assess your own values and therapeutic modalities before working with battering women
- offer woman options and information/referrals
- keep client reality-based
- be aware of dynamics of battering and escalation of violence
- work on client's feeling about self
- remember all marriages cannot be saved

EMPLOYERS

- if woman has been good employee, support her
- employment and economic self-sufficiency are necessary to break cycle of violence
- call police when harassed by batterer, do not send woman out as sacrificial lamb
- become aware of problem and allow woman time for counseling

LAW ENFORCEMENT-
PROSECUTORS, COURT

- make referrals that offer woman a support system whether you prosecute or not
- speed up cases when they are intentionally set aside to prevent harassment and fear
- handle custody and visitation expeditiously

EDUCATION

- be aware of child abuse/neglect and mandatory reporting
- be aware of child's lack of concentration and achievement
- when possible, make and sustain home visits
- support mother's interaction in school programs

Ashley Walker Hooper, San Diego, CA, November 1979

SOURCE: Boyd V. Klingbell K: Behavioral Characteristics of Domestic Violence. Seattle, unpublished 1978. As cited in Warner, Carmen Germaine, Conflict Intervention in Social and Domestic Violence. Bowie, Maryland: Robert J. Brady Company, 1981.

FAMILY VIOLENCE
CRISIS THEORY
RECRUIT/FIRST RESPONDER

FAMILY VIOLENCE

CRISIS THEORY AS IT RELATES TO FAMILY VIOLENCE

The purpose of this module is to introduce the Recruit/First Responder to crisis theory as it relates to family violence. Internal/developmental needs as well as external/situational factors of family dynamics will be examined. Coping strategies of victims as they impact the victim's recovery are also discussed.

This module builds upon the concepts already introduced in General Victimology, Crisis Theory and the Impact of Victimization.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Crisis Theory as it Relates to Family Violence

FUNCTIONAL AREA: This module will introduce the Recruit/First Responder to crisis theory as it relates to family violence. Internal/developmental needs as well as external/situational factors of family dynamics will be examined. Coping strategies of victims as they impact the victim's recovery are also discussed.

Note to Trainer: This module builds upon the concepts already introduced in General Victimology, Crisis Theory and the Impact of Victimization.

PERFORMANCE OBJECTIVES: The Recruit/First Responder trainee, at the completion of this module will:

1. Identify, verbally or in writing, the characteristics of internal/developmental needs and dynamics in families.
2. Identify, verbally or in writing, the characteristics of external/situational stressors which conflict with individual needs/fulfillment.
3. Explain, verbally or in writing, the Cycle Theory of Violence.
4. Identify, verbally or in writing, characteristics of abusers.
5. Identify, verbally or in writing, reasons why victims of family violence do not leave the home.
6. Identify, verbally or in writing, positive coping strategies for victims.

TOPICS:

I. Internal/Developmental Needs and Dynamics in Families

- A. According to Abraham Maslow, experienced needs are the primary influences on an individual's behavior. When a particular need emerges it causes the individual to behave in terms of motivation, priorities and actions.
- B. Motivated behavior is the result of tension experienced when a need pressures itself. The behavior attempts to reduce the tension and assists in facilitating the satisfaction of the need. Therefore, only unsatisfied needs become prime sources of motivation.
- C. Maslow's Hierarchy of Needs
 - 1. Basic Level - represents those needs which fulfill survival goals (i.e. food, shelter, clothing, sex, etc.).
 - 2. Safety Level - fulfills the need for orderliness, security, protective rules and risk avoidance (i.e. adequate salary, insurance policies, good burglar alarm system, etc.).
 - 3. Belongingness Level - fulfills the need for forming interpersonal relationships. The self is expanded to include others (i.e. family ties, group membership, friendships, etc.).
 - 4. Ego-Status Level - fulfills not only the need to feel accepted, but to be recognized as having special status within the group (i.e. gain social and professional rewards).
 - 5. Self-Actualization Level - highest level-individual concerned with self-direction and personal growth (i.e. risk taking, seeking autonomy, developing freedom to act, etc.).

-Refer to Handout #1

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II. External/Situational Stressors Conflicting with Individual Need Fulfillment

The following stressors can interrupt the personal development of the family unit. Combined with social expectations and unfulfilled needs, these external crises can escalate into violence:

1. overcrowding
2. inadequate living conditions
3. medical problems
4. financial difficulties
5. different ages and needs of family members
6. alcohol/drug abuse
7. different religions in the home
8. disciplinary problems with children
9. employment problems

III. The Cycle Theory of Violence

- A. According to Lenore Walker, violence is neither constant nor random, but rather moves in a cycle. This cycle has three distinct phases which vary in chronicity and intensity both within the same couple and between different couples. The three phases are:

Phase I - Tension Building (can last for years)

1. General Characteristics

- a. Minor incidents lead to increase in stress/tension and a decrease in control.
- b. Inability to communicate.
- c. Inability to restore balance to relationship.
- d. Major theme: victim's desperate attempts to avoid being hurt and offender's increasing frustration and escalated threats and/or activities.

2. Role of the Victim

- a. Becomes compliant, tries to calm spouse, attempts to prevent escalation by "good behavior".
- b. Denies anger in self protection, rationalizes actions, accepts offender's reasoning, minimizes the incidents, externalizes their cause.

3. Role of the Offender

- a. As victim accepts that he/she is not at fault for offender's behavior, he/she takes more and more control.
- b. The offender frustration will increase when the he cannot control the victim's behavior.

Phase II - Acute Battering Incident (can last 20-24 hours)

1. General Characteristics

- a. Uncontrollable discharge of tensions; high injury.
- b. Lack of control and no predictability of abuse.

2. Role of the Victim

- a. Experiences high physical and psychological stress.
- b. Uses defense mechanism of distance and disassociation.

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RECRUIT/FIRST RESPONDER
PAGE 5

- c. After attack, catastrophic reaction, disbelief, isolation; seeks medical aid.
- d. Police usually called during this phase. However, it is estimated that only 10% of victims call police after serious abuse.

3. Role of the Offender

- a. Often can't remember details of incident claiming loss of control or memory.

Phase III - Kindness and Contrite Loving Behavior
(can last for a long time)

1. General Characteristics

- a. Couple eager to reunite and restore balance to relationship.
- b. Couple experiences renewed "love" which is reactive to the threat of separation.
- c. Court charges usually dropped.

2. Role of the Victim

- a. Initial tendency to flee with anger and desperation.
- b. Needs to believe abuse is over and offender will realize what he/she has done and that he/she will become what victim wants him/her to be.
- c. Convinces self that offender needs her.
- d. Maintains symbiosis of their relationship.

3. Role of the Offender

- a. Can be apologetic and seductive.
- b. Lavish victim with gifts.

- c. Makes promises: never to abuse him/her again, never to drink, never to do anything.
- d. Believes he/she will be able to control self in future.
- e. Pressures the victim and plays on his/her guilt and his/her desire to have an enduring marriage.

After this phase, a period of calm may result. But nothing has really changed between the couple and they have no understanding of why the abuse occurred; therefore, tension and conflict begin again leading back to Phase I.

- B. The Cycle Theory of Violence illustrates how family violence can prevent an individual from achieving a higher level of personal need.

-Refer to Handout #2

IV. Characteristics of Abusers

Note to Trainer: Refer to Family Violence, Introduction and Overview to Family Violence, Topic VI.

Characteristics of violent spouses are compounded by flawed coping mechanisms already internalized such as:

- 1. poor impulse control
- 2. explosive temper
- 3. limited tolerance of frustration
- 4. no sense of violating others personal boundaries
- 5. extreme jealousy
- 6. self imposed isolation

V. Why Victims of Family Violence Remain in the Home

Victims stay in battering situations because they:

- 1. rationalize why they stay

2. retain negative coping strategies such as:
 - a. having low self-esteem
 - b. believing the myths of battering relationships
 - c. believing in traditional roles
 - d. valuing and loving the relationship when it is working
 - e. hoping the offender will change
 - f. fearing loneliness
 - g. economic dependency
 - h. emotional dependency
 - i. fearing retaliation for self and children
 - j. guilt that they failed in marriage
 - k. religious constraints
 - l. misinformed on legal rights and issues regarding civil remedies.

VI. Positive Coping Strategies for Victims

Not all coping strategies are negative. Some victims are able to use this situation to work for them and their families.

Some of the strategies are:

1. family support
2. friends
3. medical help
4. religious support
5. shelters
6. counseling
7. legal action-divorce-separation
8. moving away

VII. Conduct a discussion with a victim of family violence, if possible. Allow adequate time for discussion as well as for questions and answers.

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METHODS:

- Lecture
- Class Discussion
- Victim Presentation

RESOURCE MATERIAL:

- Lesson Plan
- Blackboard/Easel
- Topical Bibliography

TIME REQUIREMENT:

- Two Hours

FAMILY VIOLENCE

TOPICAL BIBLIOGRAPHY

CRISIS THEORY AS IT RELATES TO FAMILY VIOLENCE

RECRUIT/FIRST RESPONDER

Topic I - Internal/Developmental Needs and Dynamics in Families

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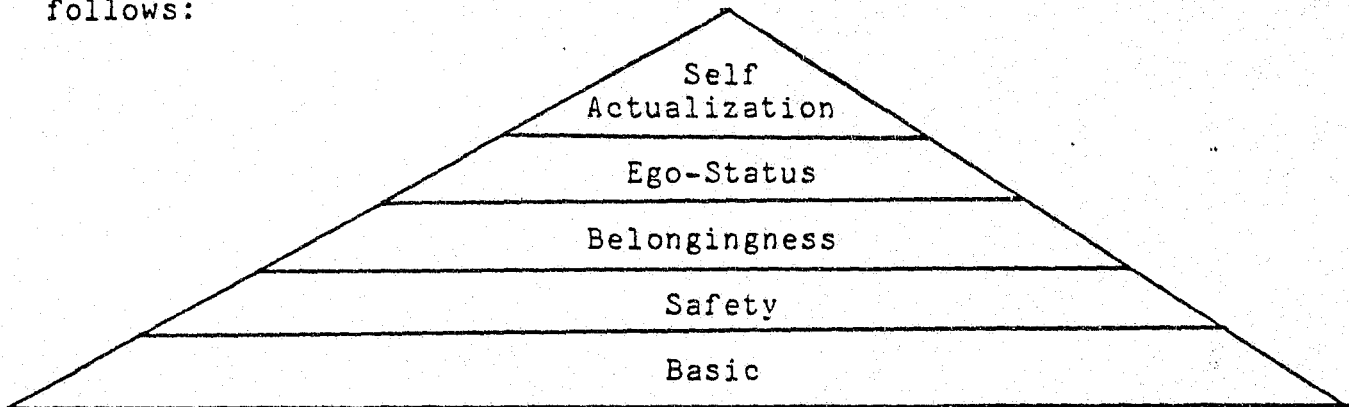
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FAMILY VIOLENCE
CRISIS THEORY
RECRUIT/FIRST RESPONDER
HANDOUT #1

MASLOW'S HIERARCHY OF NEEDS

Abraham Maslow theorized that experienced needs are the primary influences on the individual's behavior. When a particular need emerges, it determines the individual's behavior in terms of motivations, priorities, and actions taken. Thus, motivated behavior is the result of the tension, either pleasant or unpleasant, experienced when a need pressures itself. The goal of the behavior is the reduction of this tension or discomfort, and the behavior itself will be appropriate for facilitating the satisfaction of the need. Only unsatisfied needs are prime sources of motivation.

Maslow's Hierarchy of Needs is presented in the illustration which follows:



The BASIC level represents needs which reflect physiological and survival goals. At this level are such factors as shelter, clothing, food, sex and other necessities. These basic needs for most individuals are met almost automatically and there is not likely to be any need tension concerning the fulfillment of basic needs. However, those individuals for whom these needs are automatically met adapt this basic level upward to include such needs as avoidance of physical discomfort, pleasant working environment, or more money for providing creature comforts.

The second level of the hierarchy consists of SAFETY needs. When the individual has at least partially fulfilled the Basic needs, he/she will experience the tensions relating to needs of security, orderliness, protective rules, and general risk avoidance. These needs are often satisfied by an adequate salary, insurance policies, a good burglar alarm system for his home, etc.

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HANDOUT #1 (Con't)

When Safety needs have been met, the individual will become less occupied with self and will endeavor to form interpersonal relationships. The relative success of this need for BELONGINGNESS will result in his/her feeling accepted and appreciated by others. Thus, the third level needs concern family ties, friendship and group membership.

When an individual feels secure in his relationship with others, he will probably seek to gain special status within the group. His/her need tension will be associated with ambition and a desire to excel. These EGO-STATUS needs will motivate the individual to seek out opportunities to display his/her competence in an effort to gain social and professional rewards.

Because Ego-Status fulfillment is greatly dependent upon the ability of others to respond appropriately to the individual's efforts to perform in a superior way, they are the most difficult to fulfill satisfactorily. However, if the individual has gained satisfaction on level four, he/she may be able to move up to level five - SELF ACTUALIZATION. At this level, the individual is concerned with personal growth and may fulfill this need by challenging him/herself to become more creative, demanding greater achievement of him/herself, and, in general, directing him/herself to measure up to his/her own criteria of personal success. Self Actualizing behaviors include risk taking, seeking autonomy, and developing the freedom to act.

SOURCE: Maslow, Abraham. Motivation in Personality. New York, New York: Harper and Brothers, 1954.

FAMILY VIOLENCE
CRISIS THEORY
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HANDOUT #2

LENORE WALKER'S CYCLE THEORY OF VIOLENCE

Based on clinical interviews with battered women. Violence is neither constant nor random, but seems to move in a cycle. This cycle has three distinct phases which vary in chronicity and intensity both within the same couple and between different couples. The nature of the cycle can be influenced by situational, personality or relationship factors.

PHASE I: TENSION BUILDING (CAN LAST FOR YEARS)

General Characteristics: series of minor incidents lead to increased tension and stress in relationship. Major theme is victim's desperate attempts to avoid being hurt and offender's increasing frustration and escalated threats and/or activities. Increased tension in relationship results in decreased control of events by either member. Couple, unable to communicate feelings of tension, gets more desperate (this may not be consciously perceived). Soon, couple is unable to restore balance to relationship. Victim withdraws more and more. Offender becomes more intrusive.

Role of the Victim: becomes compliant, tries to calm spouse, attempts to prevent escalation by "good behavior". Accepts that offender's tension is his/her responsibility which makes victim an accomplice as he/she buys into his/her system. Victim denies his/her anger in self-protection, rationalizes offender's actions, accepts his/her reasoning, minimizes the incidents, and externalizes their cause. Victim does this in order to feel he/she has some control over the rising tension.

Role of the Offender: as victim accepts that he/she is at fault for offender's behavior he/she takes more and more control. At the same time, as victim withdraws (in order to protect her/himself) offender loses control over him/her, which increases his/her frustration.

PHASE II: ACUTE BATTERING INCIDENT (CAN LAST 20-24 HOURS)

General Characteristics: uncontrollable discharge of tensions, high injury. Marked by lack of control and no predictability to abuse.

Role of the Victim: at this point, victim can provoke offender in order to get control of situation by getting abuse over with in the hope of moving on to phase III. Victim experiences high physical and psychological stress. Can use defenses of distance and disassociation

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HANDOUT #2 (Con't)

because he/she is unable to escape from or control abuse. After abuse, catastrophic reaction, disbelief, isolation, seeks medical aid. During this time the police are usually called. It is estimated that only 10% of victims call police after serious abuse.

Role of the Offender: often can't remember details of incident claiming loss of control or memory.

PHASE III: KINDNESS AND CONTRITE LOVING BEHAVIOR (CAN LAST FOR LONG TIME)

General Characteristics: couple is eager to reunite and restore balance to relationship. Couple may experience a renewed "love" or intensity which is often reactive to the threat of separation. It is this phase that accounts for victim believing that offender will change. Charges usually dropped here in court.

Role of the Victim: initial tendency to flee with anger and desperation. But victim also needs to believe that abuse is over and that the offender, now that he/she has seen what he/she has done, will become what "he/she really is" or what victim wants offender to be. Victim convinces him/herself that the offender needs her/him, often because offenders threaten suicide at this point. This maintains the symbiosis of their relationship.

Role of the Offender: can be very apologetic and seductive. Lavishes victim with gifts. Promises never to abuse him/her again, never to drink, never to do anything bad. Offender really believes he/she will be able to control him/herself in the future and his/her statements are not simply manipulative. Offender pressures the victim and plays on his/her guilt and his/her desire to have an enduring marriage.

After this phase, a period of calm can result. But because nothing has really changed between the couple and they have no understanding of why the abuse occurs, small tensions and conflicts begin again leading back into Phase I.

SOURCE: Walker, Lenore. The Battered Woman. New York, New York: Harper and Row, 1979.

FAMILY VIOLENCE
CRISIS THEORY
SPECIALIZED/INVESTIGATOR

FAMILY VIOLENCE

CRISIS THEORY

The purpose of this module is to integrate crisis theory and coping behavior as it relates to family violence. This lesson plan assumes the trainee has knowledge of Crisis Theory.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Crisis Theory

FUNCTIONAL AREA: This section will integrate crisis theory and coping behavior as it relates to family violence. This lesson plan assumes the trainee has knowledge of Crisis Theory.

PERFORMANCE OBJECTIVES: The trainee, at the conclusion of this module will, without reference to notes:

1. List, verbally or in writing, three patterns of interaction in violent relationships.
2. Discuss, verbally or in writing, Maslow's Hierarchy of Needs as it relates to why victims of family violence remain at home.
3. Identify, verbally or in writing, through use of a case study, four coping mechanisms used by family violence victims.

TOPICS:

- I. The trainee should have a general understanding of crisis theory as outlined in the Lesson Plan Worksheet for Crisis Theory in the General Victimology course in the NASDLET National Victim Assistance Law Enforcement Training Manual.
- II. Dynamics of the Abusing Family
 - A. Some characteristics commonly found in one or both spouses/partners involved in violent relationships are:

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- rigid, stereotyped sex roles;
- low self-esteem and feelings of worthlessness;
- idealize the marriage;
- have been victims of child abuse;
- have witnessed violence between their parents;
- abuse and/or neglect their children;
- have rigid family boundaries;
- have inadequate parental skills;
- have poor communication skills/patterns;
- are both socially and emotionally isolated and withdrawn;
- are extremely dependent on or possessive of each other.

B. There are three predominant patterns of interaction in violent relationships which are:

- dominant, violent husband/overwhelmed wife;
- partners with discrepancies in perceived sex roles;
- pattern of simultaneous fighting.

- Refer to Handout #1.

III. Law enforcement officers often become frustrated when victims continue to stay in a violent home. Why victims of family violence remain in their situation can be explained by Abraham Maslow's Hierarchy of Needs Theory.

A. Maslow developed a system to explain the way people prioritize their needs. The five categories of needs are:

- Physiological Needs (shelter, clothing, food, sex, and other basic necessities for survival);
- Security Needs (safety, orderliness, protective rules and general risk avoidance);
- Social Needs (interpersonal relationships, to belong to groups, and to feel accepted and appreciated by others);
- Ego-Status Needs (obtaining social and professional recognition; and to obtain special status within a group);

- Self-Actualization Needs - personal growth and achievement as measured against mature, self-imposed criteria).
- Refer to Handout #2.

B. Maslow stated there is an important relationship between the various levels of needs.

1. Lower level needs must be substantially met before an individual is concerned with having higher level needs satisfied.
2. If a person is concerned with higher level needs and previously satisfied lower level need is aroused, attention reverts back to the lower level need.
3. Only unsatisfied needs are significant to motivation.
4. Different people with seemingly similar needs are not necessarily motivated in the same way.

C. Maslow's theory is important in understanding why family violence victims remain in their situations. If a person is blocked from satisfying higher needs, as family violence victims often are, that person will revert back to behavior from an earlier need stage, such as concerns about shelter, food, sex and protection of children. The victim of family violence is often socially and emotionally isolated and living within rigid family boundaries. The basic physiological needs and security needs are not stable during times of family abuse so the victim reverts back to protecting those needs which translates into the victim remaining in the home.

IV. Stress-Response Syndrome is a uniform psychological response to violence by battered victims.

A. Agitation and anxiety bordering on panic is always present. Events remotely connected to violence, such as sirens, thunder or a door slamming bring out fear.

- Refer to Case Study #1.

- B. Chronic apprehension of imminent doom, of something terrible always about to happen is present in victims.

- Refer to Case Study #2.

- C. Symbolic or actual signs of potential danger result in increased activity, agitation, pacing, screaming or crying.

- Refer to Handout #3.

- D. Battered victims have a difficult time sleeping at night, and when sleep comes, nightmares are common.

- E. Passivity and an inability to act is often a characteristic of battered victims.

- V. Battered women often pass through stages in their family violence experience beginning with denial of assault. After passing through each stage the victim may choose to remain in or end the relationship.

- Refer to Handout #3.

VI. Coping Strategies of Battered Victims

- A. Many victims cope with battering by hoping the offender will reform. The offender reinforces the hope by behaving positively to the victim much of the time.
- B. Victims of battering often self-impose social isolation, in fear that neighbors and friends will find out about the abuse.
- C. Many victims of battering learn to live with the abuse knowing it occurs only several times a year.
- D. The coping strategy used most often during the assault is to temporarily get away.
- E. Some battered victims seek recourse through the criminal justice system.

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F. Counter-violence in desperation is used by battered victims when other options have failed or in response to a direct life threat.

- Refer to Case Study #4.

VII. Case Study Exercise

Note to Trainer: It is recommended that Case Study #4, "The Happy Malones," be given as a homework exercise to read and think about. Discussion of case study should come in the Crisis Intervention Module.

METHODS:

- Lecture
- Group Exercise
- Group Discussion

RESOURCE MATERIALS:

- Lesson Plan
- Course Handouts
- Easel
- Case Studies
- Topical Bibliography

TIME REQUIREMENT:

- Two Hours

FAMILY VIOLENCE
TOPICAL BIBLIOGRAPHY

Topic I Crisis Theory

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Topic II Dynamics of the Abusing Family

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Chevy Chase, Maryland: University Research
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FAMILY VIOLENCE
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HANDOUT #1

CHARACTERISTICS OF SPOUSES IN DOMINANT HUSBAND/
OVERWHELMED WIFE RELATIONSHIP

WIFE

- * usually the abused
- * promises to improve, placates spouse
- * may not function in household
- * adheres to spouse's ideas about running household
- * may be depressed
- * attempts to meet spouse's demands
- * projects total responsibility onto herself for relationship

HUSBAND

- * usually the abuser
- * feels spouse deserves abuse
- * blames spouse for problems in household
- * maintains total control over fiances
- * feels spouse is crazy out of control
- * has unrealistic expectations and makes continuous unrealistic demands
- * feels spouse is responsible for all problems in relationship

CHARACTERISTICS OF SPOUSES WITH DISCREPANT
SEX ROLE PERCEPTIONS

WIFE

- * usually the abused
- * assumes responsibility for change in husband after incident
- * higher occupational potential than spouse
- * more capable than she perceives
- * held accountable by spouse for any mishaps/problems in family functioning

HUSBAND

- * usually the abuser
- * usually remorseful after incident
- * lacks verbal/social skills
- * lower level of occupational attainment than perceived or actual level of spouse
- * perceives himself as inadequate provider, husband and father
- * relinquishes responsibility for family functioning and blames spouse for problems in household
- * believes he cannot live up to his nor his wife's expectations

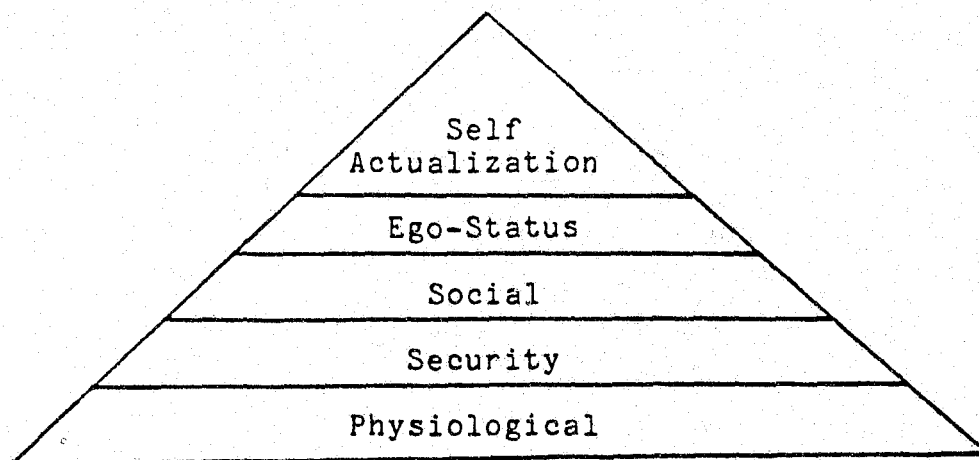
CHARACTERISTICS IN A RELATIONSHIP
WITH SIMULTANEOUS FIGHTING

Husband and wife share common characteristics including:

- * both may initiate violence
- * both generally fight back
- * both may abuse drugs/alcohol
- * both have aggressive fighting styles
- * both resent any third party intervention
- * both evidence low self-esteem
- * both have dependency needs that are unmet
- * both project blame onto spouse and others
- * both may have peer approval or sanction for violent acts
- * both may abuse their children

SOURCE: Barnett, E., et.al., "Overview of Family Violence and Identification of Violent Families," from Family Violence: Intervention Strategies., U.S. Department of Health and Human Services, Child Abuse and Neglect, The User Manual.

MASLOW'S HIERARCHY OF NEEDS



Abraham Maslow developed a system to explain the way in which people prioritize their needs. This prioritizing process is critical to our understanding of human behavior since behavior is essentially based upon the drive to satisfy perceived needs.

Maslow divided needs into five categories as shown in the diagram above.

1. Physiological needs are needs such as shelter, clothing, food, sex, and other basic necessities to survival.
2. Security needs are the tensions related to needs of safety, orderliness, protective rules, and general risk avoidance.
3. Social needs are the needs to have interpersonal relationships, to belong to groups, and to feel accepted and appreciated by others.
4. Ego-Status needs are the needs related to obtaining social and professional recognition and to attaining special status within a group.
5. Self-Actualization needs are concerned with personal growth and relate to achievement as measured against mature, self-imposed criteria.

SOURCE: Maslow, Abraham, Motivation in Personality. New York: New York, Harper and Brothers, 1954.

FAMILY VIOLENCE
CRISIS THEORY
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HANDOUT #3

STAGES IN A BATTERED WOMAN'S EXPERIENCE

1. Denial of Assault

2. Blaming Oneself

3. Seeking Help

4. Ambivalence

4A. Attempting to use therapy
to maintain the relation-
ship and make it non-violent.

4B. Going in and out of
the relationship.

5. Living without violence

c 1978, Frances Woods

SOURCE: Training Police and Social Workers: An Interdisciplinary Approach to Ending Domestic Violence, Training Guide.
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FAMILY VIOLENCE
CRISIS THEORY
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CASE STUDY #4

THE HAPPY MALONES

by Thomas J. Cottle

In a sense, my research on children's secrets is an accidental by-product of other research. For almost 15 years I've been visiting with families and speaking with them on a host of issues having to do with the way their lives are led. Over the years, as our friendships grew stronger, many children began revealing the sorts of secrets heard in the following account. So in fact I never intended to explore secrets, they just seemed to emerge. Importantly, my role in this work is as researcher, interviewer, observer, friend. I'm not a therapist to these families, nor did they come to me for counseling or treatment. Needless to say, while the following account is true, all names are fictitious. The family members, furthermore, have granted permission to publish this material.

T.J.C.

I had known Peter Malone almost five years. I watched him grow up from a thin, weak boy, with pale skin drawn tight across his bones, to a strong, tall, well-built 15-year-old with the same pale white skin now rather puffy around his eyes. Little Peter wasn't so little anymore, and he also wasn't as happy as he once seemed. Strangely, at 11, he was a boy with meager energy, often tired, but he was happy; his eyes were always bright, shining. At 15, he had accumulated more energy than he knew what to do with, but the eyes no longer had that same gleam, and the look of excitement, eagerness, was gone. At 15, Peter was the sort of person who looked as if a minute before you met him he had just heard something horrible, something serious enough to make him cry, although I never saw him cry. Neither did his parents; neither did his older sister Nan.

If Richard and Celia Malone noticed a change in their son, they never mentioned it to me or their closest friends. Peter was a perfectly normal boy in their eyes, and in mine as well. He was a good student, popular with his classmates, a boy who did what boys his age did -- which meant, I suppose, that the Malones, like many parents in their neighborhood, had little idea of what their son did after school and on weekends. The telephone was always ringing; someone anxious to speak with Peter - the same way, years before, they had been eager to speak with Nan, who was now at a university a 1000 miles away.

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CASE STUDY #4 (2 OF 9)

"Life and death. It's always life and death," Celia Malone would say with a smile, referring to the phone calls from Peter's friends. "Sorry to bother you, Mrs. Malone, but I really need to speak to Peter. He's home, isn't he?" "No, he's in surgery. He's always home when the phone rings. It never rings when he's not here, which means he's always with the kids who call him." Two seconds after they leave each other they remember the life-and-death message. "Isn't normal adolescent life a bore!" Then she will look at me, as she has almost every time I visit the Malone home, with that same expression: "After all these years I still can't figure out just what it is you're studying us for."

It's a good question. I suppose I visited the Malones because I liked them. Nan was a marvelous young woman, an outstanding student, linguist, horsewoman. Peter, besides having a good school record, was a superb athlete when he felt like it. Soccer in the fall, skiing in the winter, baseball and track in the spring, swimming and diving in summer, and he was more than good at all of them.

Celia Malone, a woman in her late forties, was a self-effacing woman but not without charm and wit. One had the sense she understood a great many more things than she ever talked about. Her side of the bed was always surrounded by books, and when her children let her near the hi-fi system, she chose records of solo piano, Chopin, Beethoven, Mozart, and occasionally some modern jazz, although Gershwin seemed to be the outer limit of her popular interest.

Celia was also involved with interior design and advertising. Since college, she had managed to keep a hand in both businesses, but never on a full-time basis. It wasn't the children that kept her from a career commitment. In truth, it was a lack of interest. She wanted her free time; two days a week at a job was enough. If a particular business demanded more, she simply offered to leave. The combination of her thoughtfulness, intelligence, and charm was uncommon, and her employer knew it. They would not so easily replace a Celia Malone. "The woman could have gone to the top," one of her employers once told me. "She had it. Has it. But something held her back. Not her husband. I know that for a fact!"

On several occasions, Celia Malone told me she had life set up exactly as she wanted it. The kids, the husband, the work, the eight year old Volkswagen to drive around in, no pets to care for, no summer house to worry about: "Give me a wish, and I'd wish for exactly what you see."

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Except for your illness, I would think. I never said anything about it, but there was that slight hitch in the ideal life. For periodically, and with no warning, Celia disappeared into a hospital somewhere. It was never for a long time -- four days at the most. I say "hospital somewhere" because I would never be told which hospital. Peter would say, "They told me the name but I forgot it." I never pressed him, as it was evident the family, or Celia, wanted no visitors. I respected their wishes but could not stop wondering about the illness. At first I guessed it to be alcoholism; then, for reasons I don't understand, I decided it was cancer. Life was too perfect for Celia Malone; her attitudes were idealized. She was dying, although she hardly looked sick at all. Indeed, she grew more robust as the years went on. She looked much younger than 48, but isn't that what people said about cancer? People can look beautiful, but they're dying?

If Richard Malone worried about his wife, he gave no indication of it. For the husband of a dying woman, he maintained a stoic approach to life. A highly successful bank executive, Richard Malone had worked his way up the world beyond any expectation of his own father, an electrical supplier, had ever imagined. At 52, Richard was economically aggressive in friendships, he was a fiercely competitive man who matched his need to go to the top with an unyielding set of ethics. He was to everyone who knew him a principled, scrupulous, responsible, but driven person.

If you knew Richard Malone, you knew in a few minutes his present position in the bank and the position he craved. A certain chairmanship was right up there, just slightly out of reach for now, but certainly not out of the realm of possibility within a few years. His competition for the job was Roland Lendell, a man his age with an educational history not unlike his own, but with the unfortunate problem of being thrice divorced! If the chairmanship was to be decided now, it was Malone all the way. Celia Malone made him an even more attractive candidate, which they both knew, and her illness would certainly not jeopardize his case.

There was only one flaw in Richard Malone's character, it was said, and he knew it too. On occasion -- for it was not a steady habit -- he could drink too much. While he was hardly an alcoholic, it was a problem of infrequent drinking and letting the aggression explode all at once. He could become foul mouthed, and he often threatened physical violence. But it was occasional, and I never thought about it except to wonder what children think when they see their parents in the throes of a temper tantrum.

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"I'll tell you what I think," Peter remarked when I jokingly brought up the subject, although not in the context of his father's occasional problem. "I think: Just hold on, Daddy, I'll change your diapers and warm a bottle."

"Well said," I agreed. "I'm sure that's what my kids think when I get mad like that."

Peter was stunned by my words. "You get mad?" he asked incredulously. "That mad?"

"Is the Pope Catholic?"

"You, a psychologist who's always so calm around here? Like, a tantrum?"

"Not like a tantrum," I answered. "A tantrum. A one hundred percent watch-Tommy-go-crazy-like-a-two-year-old-kid."

"Amazing."

"Not if you see it, it isn't." I watched Peter's face closely. He looked dumbstruck. Granted, I, too, am always surprised to learn that a calm, soft-spoken person yells, even screams, at his child, but Peter's reaction exceeded surprise and incredulity. Then his look changed, the expression softened, and he appeared to be close to tears, closer than I had ever seen him.

"Peter, I began, "you look frightened and relieved of something at the same time."

His eyes grew moist, and he asked me, in the voice of a small child, "You ever get so mad you hit your wife?"

"No," I replied with great seriousness, "but a lot of men have that desire from time to time. How does it go in this home?" My question barely made grammatical sense, but the key word was "go." It was as though in that instant he had agreed to tell me what had been troubling him for years. Months later he would say he had felt as if he were an airplane pilot being cleared for takeoff. He would say, too, that he believed if he hadn't let out the secret in that instant, he might never have said anything about it.

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"My dad drinks once in a while," he began in a tone that made it clear he was going to finish the story, no matter where it led him. "Not a lot of the time, but once in a while. He's not a bad guy, my father, it's just that when he drinks, he can get mean. Not to us, but to my mother. I mean, he pounds her."

"The first time it happened I didn't think about it, because I saw her in the morning, you know, and they both told me they'd been in an automobile accident the night before. He had to stop suddenly and she went into the dash. So I believed them. Why not? It happens. But she looked terrible. I was, like, 10. Then it happened again, the same way. Everybody comes down to breakfast. Where's mother, because she is always with us. Well, she fell in the garage and hurt her cheek, so she's sleeping late. Fall in the garage? My mother never goes in the garage. Her car sits outside."

She doesn't go in there at night because she's always convinced three million burglars are waiting for her. We kid her about it. But she fell. When I saw her that afternoon after school she didn't look too bad. She had a black eye, that's all. She stepped on a rake, and it sprung up and hit her in the eye.

"Now, what came over me then, I don't know. But I went to the garage to look for the rake. Like a detective, you know, looking for clues. What rake? I wanted to know, like I was going to arrest the rake. You know what I found? Nothing. We don't have one tool in the garage that you could step on and it would pop up and hit you in the face. I went back to her. "What rake, Mom?" She looked surprised. "What do you mean, what rake?" "The rake you stepped on. I went into the garage; there's nothing there." "Oh," she says, "that's because you father threw it out this morning. He said he didn't want anything that dangerous in our house."

"Make sense? It makes sense. And you know, sometimes you can tell when your parents are lying, and sometimes you can't. I believed her. But this was the last one because now I really was like a detective."

"Time three, or four, breakfast, school day, no Mother. Where's Mother? Mother fell down the stairs and Dad had to take her to the hospital for X Rays. He's concerned maybe she fainted, and the doctors want to examine her. I was worried and so was my sister. She

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started to cry. We said we'd rather go to the hospital than to school, but my father laughed and said, no problem, she'll be home tonight. We went to school. He went to work. My mother came home that night with a small cut on the side of her nose and again a black eye. Same eye as before.

"A lot of guys, you know, they might have the same reaction to all of this I did. Your mother, what does she know from anything? She slips, falls, faints. Women can do all that. You don't think about men doing that. Women aren't so coordinated. You push it out of your head. But every time I'd visit her when she'd be recovering, she'd start to cry. She tried to keep it from me, but I saw. She has a terrific personality. She never cries. "Don't worry," she'd say to me all the time. "Nothing is going to happen." It was an accident, three times? And how come with my room near the stairs I didn't hear her fall. A woman can't fall halfway down a flight of stairs without there being a lot of noise. You see how they made me become a detective."

"Case was solved a couple of weeks after my eleventh birthday. I heard them fighting and I knew my father was drunk, and boy, did he hit her. I mean, I didn't see it, but I heard it, and she went down, like out for the count. Foom. I couldn't see them, but I had my door open and I heard them. He hit her. I'm telling you he whammed her in the face and she went out."

"So what did brave Peter do? I ran across to my sister's room and opened the door. It was so dark in her room I couldn't even see where the bed was. But she wasn't sleeping. She was crying with her head in the pillow to make it quiet, but you couldn't make it quiet the way she was crying. Then she saw me and stopped and she said -- and I mean she was terrified -- "Daddy?" "Of course not," I told her. "It's me." I was 11 years old then; how could she think it was my father. Because she was terrified, maybe that she'd be next. "It's me." "Get out." That's what she yells. "Get out." That's what she yells. "Get out!" Get out?" She's sort of whispering-yelling, "Get out, Peter, get out! Now! So I ran to my room and flew into the bed, like kids do, you know."

"The next day nobody said a word. Not my mother, not Nan, not nobody. What happened last night? Nobody made a peep. I said to myself, maybe you dreamed it. Maybe Mom is really sleeping, like Dad says. I dreamed it. So I finished eating like a good little boy and I went upstairs, and my father says, "Where are you going?" like he does want me to know something. I answer, little Prince Charming that I was, 'Me?' I'm just going to the toilet, Daddy."

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"Make it quick," he says."

"I'll make it quick." All I want to do is see my mother's face. So there I am, 11 years old, and I remember my parents gave me the most fantastic presents for that birthday. Like it was a special birthday. Fantastic."

"But now I'm creeping into my mother's room and she's sleeping on her back, and I walk up to the bed and there's that eye again, purple, red, blue, gray, black, silver. I must have wakened her, and she looks at me with the good eye, it was just barely open. I remember she wasn't wearing a nightgown, but the same sweater she had on the night before. She says, 'It was just an accident.' You know what I told her? I said 'You must be accident prone.' She smiled. I didn't even know I knew the word. So that was that."

"But then something strange happened. Because now, you see, I knew exactly what was going on. We had the nicest family in the world. I had a successful mother, a successful father, a brilliant sister -- only my father had a funny little habit of beating the hell out of his wife every once in a while, and it wasn't all the time, and he didn't say anything, and she didn't say anything. My sister wasn't going to say anything, so I wasn't going to say anything. The big family secret, pulling us all together in the most healthy, happy way, right!"

"So what does little Peter do? Peter decides that he really did dream the whole thing up. How do you like that little bit of logic. I said to myself, since nobody's mentioning a word of it, I must have been dreaming the whole thing, and the fact that my mother's eye is closed like some boxer took her on in a dark alley, no, I decided I dreamed that too. I mean, it's very easy to see what I'd done. I didn't want to know the truth. They didn't want me to know. My sister didn't want to talk about it. So I told myself don't be an idiot, you're not supposed to think about this, you're certainly not supposed to tell anybody, so let's just pretend it didn't happen. All right you guys, I would think at the breakfast table, how's the happy little family today? Everybody here and accounted for, or is the little woman lying under the coffee table somewhere with the old eye turning blue, black, purple, and silver?"

"It happened again, and again. Not that often, like usual, but several times a year. Once I thought I'd like to call up the bank and talk to this man Roland Lendell, you know, and tell him about my

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father. An anonymous phone call from a good citizen. Then I thought, my God, that's really sick. I have to help my mother. Maybe what I should do is call up this boss of hers and tell her. Mrs. Rankling, maybe she'd help. I never did that either. There was nothing to do. I knew I was never supposed to talk to my sister about it. I mean, that's when you know you really have something happening in your family when brothers and sisters don't even talk about it and it doesn't even concern them, directly, I mean. It was like there was a sworn pact in our family. When I got older I decided my father really was sick. Only sick guys do that. Like you see on television."

"Oh, which reminds me. Do you know that one night we watched a television show, some police thing, about a man who beat up his wife and killed her. We watched it, together, the happy little family, and nobody said a word. When it was over my mother, my mother calmly gets up, turns the tube off, and says, 'It's past bedtime.' Do you believe? I watched half the show. The rest of the time I watched their faces, the little detective still hunting for clues. Maybe the murderer would show a little facial tick or something. Nothing, not a move, not a squeak. The happy little family watched their happy little TV show in living color. Just another night of sordid entertainment. But relate to us? Are you serious? What's that got to do with us? That's for poor people, and sick people. Not for the rich, happy, healthy Malones."

Tears were streaming down Peter's face. I made a gesture, an utterance that said, perhaps you've told enough. Peter held up his hand. "It's now or never," he whispered.

"I told myself after that TV show, my father's sick. He needs help. But I can't tell him, and I can't get anybody else to -- without telling them the great secret. And if I tell the great secret, my mother, father, and sister will shoot me in turn using the same gun probably. Because my father doesn't hit my mother. I dream it. Five, six times a year I dream it. I dream the noise, the crying, the yelling, the screaming, the black eye, the purple eye, the blood on the pillow. I dream it. It's in my head. Has to be, otherwise we'd be talking about it around here, right? So I decided my father is sick. A man who does that with no excuses is sick, and then goes on pretending everything is great. Sick."

"But my mother? She's beyond redemption. A woman who takes that, as a regular dose, or even once, a woman who takes that is weak, and totally without character. She's the worst. I hated her for not saying anything. Getting him help. Her help. Letting us talk about it, even. I hated her for that. She just kept up the lie -- I still

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hate her. All right, maybe you don't want to go all the way with it, maybe you don't want divorce courts, even though you know you'll be set financially, and you'll get custody of the children. Maybe you still love your husband. Maybe you hit him once in a while yourself. Maybe you're as sick as he is. I don't know. I don't know anything. How can anybody know anything around here when nobody has ever said word one about any of this."

"Maybe it's because I'm a male that I sort of side with my father, not that I agree with what he did, does, will always do. Although I side with her, too. No, that's all wrong. I hate them both for all this. For what they do, for what they did to Nan and me, making us not talk about it, which somehow meant we couldn't talk about anything serious at all since it happened. And we haven't. I don't know a thing about Nan's life. Nothing. I don't even know what courses she's taking. And she doesn't know a thing about what I do, or think. And my parents know less than nothing, and they'll never know a thing until they open up on their little secret. They don't talk; they'll never know their children again, certainly not their sweet little Peter."

"My mother thinks I go out on weekends with kids? That I'm popular? That I date all these cute little girls who are the daughters of all their friends? They don't know their little Peter anymore, little Peter the detective who solved his first and only case and can't go to the police or anybody with his evidence. You know what little Peter does on weekends, Tom? He hangs around with boys and he takes all the LSD he can get his hands on. That's what he does. That's Peter's little secret. His little eye for an eye, tooth for a tooth."

"You think the people at my father's bank would like to hear about that? You think I'm not protecting him in ways he'll never know? You think I don't worry about whether my friends may not be the sons of all those big shots he goes around with? Or my little spaced-out queen detective. And if they'd like me to change, come clean -- like they say on every television show in this country -- then I'd like them to come clean, because right now the delightful charming little Malone family has to be the dirtiest family in town!"

FAMILY VIOLENCE
CRISIS INTERVENTION
RECRUIT/FIRST RESPONDER

FAMILY VIOLENCE

CRISIS INTERVENTION IN FAMILY DISPUTES

The purpose of this module is to expose the Recruit/First Responder to the goals of crisis intervention and to effective crisis intervention and interviewing techniques which should be used when dealing with victims of family violence.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Crisis Intervention in Family Disputes

FUNCTIONAL AREA: This module will expose the Recruit/First Responder to the goals of crisis intervention and effective crisis intervention as well as interviewing techniques which should be used when dealing with victims of family violence.

PERFORMANCE OBJECTIVES: The Recruit/First Responder trainee, at the completion of this module will:

1. List, verbally or in writing, the Recruit/First Responder's priorities when answering a family violence call.
2. List, verbally or in writing, five intervention steps and why they are important.
3. List, verbally or in writing, strategies used in interviewing the victim, witnesses and the offender.
4. List, verbally or in writing, seven intervention strategies used in interviewing child witnesses.
5. List, and briefly explain, verbally or in writing, various courses of action which may be taken in family violence cases.
6. Conduct, before the class, a mock interview with a family violence aggravated assault victim, utilizing effective crisis intervention communication skills.

TOPICS:

- I. Introduction
 - A. Crisis intervention means "...entering into a life situation of an individual, family or group to alleviate the impact of a crisis, inducing stress in order to help mobilize the resources of those directly affected..."

Parad, H.J. (Ed.), "Introduction to Crisis Intervention." Crisis Intervention: Selected Readings. New York, New York: Family Service Association of America, 1965, p.2.

- B. The basic objective of police intervention is to initiate action that contributes to the resolution of a crisis.
- C. Good crisis intervention skills and techniques may be important for the officer's personal safety as well as for helping the victim.

II. The Role of the Recruit/First Responder and Specialized/Investigator

- A. The crisis intervention role of the police is concerned with only the apparent cause of a conflict.
- B. The Recruit/First Responder must try to protect all evidence.
- C. All information concerning the case should be relayed immediately to the investigators as the investigators must take the preliminary facts and continue the investigation. In addition, the investigators should attempt to seek full cooperation from everyone.

III. Priorities When Answering Family Violence Calls

- A. protect the victim, prevent violence, restore peace
- B. provide for medical needs (i.e. transportation to hospital, shelter, etc.)
- C. legal/law enforcement decisions
- D. provide victim with information for community/mental health referrals.

Note to Trainer: Refer to Family Violence, Mental Health/Community Resource for Victims of Family Violence.

IV. Intervention Steps When Responding to a Family Violence Call

A. Dispatching complaint - The police dispatcher should:

1. identify the source.
2. obtain complete and accurate information from victim.
3. keep phone lines open for an update on the situation.
4. attempt to obtain a medical and physical profile of the offender.
5. listen for background noises.
6. advise the victim to stay in a safe area and police will meet him/her there.

B. Arriving on the Scene

1. The officer's approach should be made silently so as not to antagonize the situation. The officer should (a) proceed rapidly, (b) not use the siren and (c) secure lights before reaching the scene.
2. Obtain all pertinent information from the dispatcher especially concerning the offender (i.e. age, sex, health, armed etc.).

C. Gaining Entry

1. Introduce yourself and explain why you are there.
2. If entry is denied, ask to see the victim just to make sure the situation is under control.
3. If the officer believes the victim is in danger (i.e. hears screams, witnesses violent acts, talks with eyewitnesses, or has any indication of a serious assault) then forced entry is necessary and every safety precaution should be taken.

D. Establishing Control

1. Locate all parties involved.
2. Remove any weapons.
3. Determine extent of injuries.
4. Separate the victim from the offender and obtain separate statements (include witnesses).
5. Remove children, if present.
6. Take precautions not to embarrass any of the parties.
7. Remain calm, but assertive. This establishes from the beginning that you are in control.

E. Protecting the Victim

1. The officer's highest priority is to protect the victim from further injury and, if necessary, to administer first aid.
2. Victim's complaint of pain should be duly noted as injuries are often internal (i.e. stomach, breast, back, etc.).
3. The officer should make sure the victim receives proper medical care. A victim may initially refuse to go to a hospital due to fear of what will happen upon returning home or due to lack of insurance. Ascertain why the victim has refused and all concerns of the victim.

Note to Trainer: Obtain a list of any specialized medical facilities (i.e. burn centers, rape centers, etc.). Also, list any restrictions for admittance (i.e. religious, financial, etc.).

F. Photographing the Victim

1. Explain to the victim that it is in his/her best interest to be photographed (i.e. in case the victim doesn't want to prosecute right away, he/she will have pictures of injuries.).

2. Obtain victim's consent
3. It should be stressed that the pictures be taken at the hospital by medical personnel. If this is not possible, the police officer should take the pictures (not of sensitive areas) using color film.

Note to Trainer: This is a highly sensitive area as the victim may feel that the police officer is intruding on his/her privacy.

G. Interviewing the Victim

1. An interview is a conversation between an officer and any person other than a suspect, who was present during the incident under investigation and aware of what was happening at the time.
2. Show concern for the victim's physical and psychological needs.
3. Allow the victim to wash clean, if vital evidence won't be destroyed.
4. Allow "ventilation" periods; stress and trauma of the event could distort his/her self-image. He/she may talk and act helpless.
5. Listen carefully to what victim is saying and encourage positive communication (verbal and non-verbal: eye contact, nod head). This reinforces confidence.

-Refer to Handouts #1 and #2

H. Interviewing Witnesses

1. It is important for police officers to remember that:
 - a. witnesses usually see only part of what happens.

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- b. witnesses usually recognize only part of what they see.
 - c. witnesses usually remember only part of what they recognize.
 - d. witnesses usually describe only part of what they remember.
- 2. Separate witnesses to avoid collaboration of accounts.
 - 3. Interview witnesses as soon as possible after the incident.
 - 4. Consider physical and emotional needs of witnesses: (a) calm upset witness, (b) conduct interview in quiet area, and (c) maintain privacy.
 - 5. Objective of interview is to gain cooperation. Therefore the officer must:
 - a. show a sincere interest.
 - b. be patient and tactful.
 - c. be respectful.
 - d. remain objective and control personal feelings.
 - e. provide reassurance.
 - 6. Encourage the witness to give a detailed description of everything that occurred without interruption.
 - 7. Withhold direct questioning until after the witnesses have given a complete account; then ask questions to clarify statements.
 - a. Questions should be clear and definite.
 - b. Ask one question at a time, wait for a response.
 - c. Avoid questions that imply or suggest a particular answer.
 - d. Avoid questions that can be answered by yes or no - limit response.

8. All pertinent information should be passed on to the follow-up investigator.
9. Interviews should end in a courteous manner.
 - a. Summarize what has been covered.
 - b. Thank them for their cooperation.
 - c. Impress upon them the value of their services.

I. Interviewing the Offender

1. Seek general statement and fact-finding information.
2. Avoid threshold confessions, before the offender incriminates him/herself; read Miranda Rights.
3. Note all non-verbal communication.

Note to Trainer: It is recommended that you discuss when an interview becomes an interrogation. Refer to Child Physical Abuse and Neglect, Investigative Strategies in Child Physical Abuse.

J. Interviewing a Child Witness

1. Law enforcement interviewing of children is not an easy task to perform. There are a number of barriers which may prevent an officer's immediate alliance with a child.
 - a. Some children may be reluctant to speak with police officers because they fear they may be hurt once the officer leaves the home.
 - b. Some children have a generalized fear of adults because of the violent situation in which they live.
2. Factors that determine the law enforcement officer's approach in interviewing a child include:

- a. The child's age;
- b. The child's ability to explain what has happened;
- c. The possible impact of the interview on the child's emotional state;
- d. The possible retaliation on a child if the parents "know he/she told."

3. Make setting as comfortable as possible.

- a. Remove child from area where assault occurred.
- b. If child requests support from another person it should be allowed.
- c. It is important to communicate at the child's level, using language that they understand. For example, with small children it is appropriate to sit on the floor to conduct the interview. Remember that the interview process as adults know it is the least comfortable or natural form of communication to a young child.

4. Strategies for Interviewing Child Witnesses

- a. Introduce yourself and your reason for being there.
- b. Ask general questions to relax child (name, age, school, friend, etc.).
- c. Be very gentle in speech and movement.
- d. Be sensitive to the child's emotional and physical reaction to what is happening.
- e. Be calm and soothing to the child.

- f. Be supportive of the child's reluctance to speak and take time with the child.
- g. It is important to keep eye contact with the child and to have a non-threatening body posture.

5. Method of Questioning

- a. Ask open-ended questions. This will give the child an opportunity to explain in his/her own words what happened.
- b. Refrain from giving child advice-remain objective.
- c. Be positive in approach.
- d. Thank child after interview. Give praise.

V. Courses of Action

Since every family violence situation is different, the law enforcement officer should consider a variety of solutions to the problem.

- A. Although arrest is the most serious course of action it should be considered in light of departmental policies regarding family violence. Preliminary research indicates that overnight incarceration deters offenders; therefore, it may be the best course of action in a given situation.
- B. Police departments throughout the country are looking for other courses of action, independent of arrest and in conjunction with arrest including: (1) temporary separation and (2) referral.
- C. In some cases the victim and the offender may attempt to reconcile. In those cases, it may be advisable to refer the disputing parties to some type of professional counseling service. The officer must be knowledgeable of the kind and quality of services available. He/she should be able to refer parties to agencies which can best provide assistance in a given situation.

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VI. Conduct, before the class, a mock interview with a family violence aggravated assault victim utilizing effective crisis intervention communication skills.

-Refer to Handout #3

METHODS:

- Lecture
- Class Discussion

RESOURCE MATERIAL:

- Lesson Plan
- Blackboard/Easel
- Topical Bibliography
- Handouts #1, 2, 3

TIME REQUIREMENT:

- Two Hours

FAMILY VIOLENCE

TOPICAL BIBLIOGRAPHY

CRISIS INTERVENTION IN FAMILY DISPUTES

RECRUIT/FIRST RESPONDER

Topic I - Introduction

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FAMILY VIOLENCE
CRISIS INTERVENTION
RECRUIT/FIRST RESPONDER
HANDOUT #1

A LOOK AT THE INTERVIEW

Why (Purpose)

To gather and to test the validity of information to determine the particulars of the matter under investigation.

Who (Subject)

Victims and witnesses who are willing to provide the police with any information they possess about the matter under investigation.

When (Timing)

Interviews should take place as soon as possible after the event has occurred so statements of witnesses are not affected by memory loss, influence of talking to others, and other factors. Immediate gathering of information enables the investigator to prepare for interrogation of the offender.

Where (Location)

At a place convenient and familiar to the subject or in a neutral setting. The subject's home, place of business, or any other place where privacy is assured, is preferred.

How (Method)

Low pressure, informal atmosphere is preferred to allow the subject to tell in a narrative style what he/she has to offer. Specific questions should be used to gather more detail and to jog the witness's memory.

SOURCE: Warner Carmen G., Conflict Intervention in Social and Domestic Violence. Bowie, Maryland: Robert J. Brady Co., Chapter 4, 1981.

FAMILY VIOLENCE
CRISIS INTERVENTION
RECRUIT/FIRST RESPONDER
HANDOUT #2

Initial Interview Guide for the Adult Victim of Family Violence

Recommended Model

I. Introductory Phase

SETTING: The interview should be conducted in a private setting, away from intrusion and, if possible, away from the crime scene. Note, Interview Guide has been timed and completed within an average of 6-10 minutes.

INTRODUCTION: The officer should identify him/herself, state the purpose of the interview and ask the victim if he/she prefers to have a family member or a friend present during the interview. (not alleged offender) This gesture will also provide an opportunity for the officer to determine if the victim has any crisis requests.

II. Working Phase
The Crime

1. Circumstances of the Abuse:

What was the nature of the abuse? When and where was the victim approached? When and where did the abuse occur?

2. Offender (for police apprehension):

Have the victim give a physical description of the offender, including any distinguishing characteristics, marks, or odor? Can the victim give a description of what the offender was wearing? Does the offender have extensive involvement with police? Re: violent or other crimes.

3. Conversation:

What kind of conversation occurred, if any, prior to the abuse being committed? If so, what did it concern? Did the offender attempt to help or con the victim? Were any humiliating comments made? Were any verbal threats made? Did the victim respond to any conversation and in what way?

4. Physical and Verbal Threats:

Did the offender have a weapon? Did the offender indicate a weapon, but not show victim a weapon? Did the offender threaten the victim physically or verbally? Did the offender exert violence, such as slapping, knocking, or hitting?

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RECRUIT/FIRST RESPONDER
HANDOUT #2 (2 of 4)

5. Struggle:

Was there a struggle between the victim and the offender?

6. Alcohol/Drug Use By Offender/Victim:

Did the offender appear to be under the influence of drugs or alcohol? Did the victim use drugs or alcohol prior to the abuse being committed against them?

7. Sexual Details (if applicable):

What kind of sexual acts did the offender demand of the victim (i.e. vaginal, anal, oral intercourse)? What type of sexual acts were actually committed?

After the Crime

1. Seeking Help:

Where did the victim go for help? Did the victim talk to anyone immediately after the abuse? Did the victim change any clothes or rearrange the house immediately after the abuse? Did the victim call the police or did someone else call the police? Does the victim wish to go to a shelter?

2. Family and Friends:

Who are the victim's family? Does the victim wish to tell members of his/her family about the abuse? Does the victim wish to tell friends about the abuse? Does the victim wish to seek shelter with friends or family?

3. Medical Intervention:

Does the victim need or wish to go to a hospital? Does the victim have a personal physician he/she would rather see? Does the victim have a preference regarding a local hospital?

4. Pressing Charges:

Does the victim wish to press charges against the offender? What are the victim's concerns about the criminal justice process?

FAMILY VIOLENCE
CRISIS INTERVENTION
RECRUIT/FIRST RESPONDER
HANDOUT #2 (3 of 4)

III. Concluding Phase

1. Thank the victim for answering all the questions.
2. If necessary, inform victim of the counseling services and/or community resources available. It is advisable to leave the name and phone number of victim counseling services with the victim before you leave. The victim may initially refuse services, but may reconsider using them at a later time.
3. Advise victim of follow-up procedures that the police department will have (i.e.. additional officers arriving at scene, need to view suspect photographs, if suspect is known, a warrant may be issued for his/her arrest).
4. Advise victim that if any additional details are remembered at a later time, to write these details down.
5. Advise victim to call an officer should any additional questions/concerns regarding the case arise.

NON-VERBAL AND VERBAL INTERVIEWING TECHNIQUES

Non-Verbal Techniques that Assist in Interviewing:

1. Eye Contact. The officer who keeps looking directly at an individual's eyes will eventually establish contact. Direct eye contact is important for communicating to the victim that one is listening and concerned.
2. Body Posture. When interviewing victims, it is a good idea to monitor one's body posture to determine what is being communicated. For example, leaning towards the victim during the interview will indicate assertiveness holding your head upright and sitting rigid indicates impersonality.
3. Personal Distance. Generally, the closer one stands, the more one expresses intimacy. The greater the distance, the greater the feeling of formality.
4. Vocalization. This term refers to the volume, speed, and pacing of speech. It is a good idea to speak to victims in a soft and slow voice, while allowing a few seconds to lapse between questions. Pacing questions slowly gives an impression of patience and concern.

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CRISIS INTERVENTION
RECRUIT/FIRST RESPONDER
HANDOUT #2 (4 of 4)

Verbal Techniques that Assist in Interviewing

Clarification:

We clarify when we interrupt the speaker to ask a question about what was just said. This indicates that we have been listening and that the details are important to us. It is best to clarify when the person has finished a segment of the story and not to interrupt repeatedly to ask about details.

Summarization:

When a person has completed a statement, one can show interest by summarizing what has been said so far. The summary need not be long. Its purpose is to demonstrate to the victim that one has been following what was said.

Allowing Silence:

Paradoxically, allowing silence to last is a way of showing that one is listening. Victims often are confused and need time to collect their thoughts. The officer who lets silence last after a question is asked demonstrates to the victim an awareness of this fact. The tendency is to rephrase a question if it is not immediately answered, and this can often be confusing to a victim especially if he/she is somewhat anxious that the police are going to be impatient.

SOURCE: Adapted from Burgess, A.W. and L.L. Holmstrom. "Crisis and Counseling Requests of Rape Victims." Nursing Research. V. 23 N3, May - June 1974.

FAMILY VIOLENCE
CRISIS INTERVENTION
RECRUIT/FIRST RESPONDER
HANDOUT #3

MOCK INTERVIEW

A call has been dispatched by the police station of a possible family disturbance at 153 Elm Street. The dispatcher reports that a neighbor hears yelling and screaming from the house next door. A little girl who lives at that address reportedly ran outside with her broken doll while the husband/wife remained inside.

Two officers are dispatched and as they approach the home they hear the husband scream not to open the door. When they finally get inside the house, they find the wife bleeding and curled up on the floor. This is the first time at this residence, what would you, as the responding officer, do?

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LAW AND ITS APPLICATION
RECRUIT/FIRST RESPONDER
SPECIALIZED/INVESTIGATOR

FAMILY VIOLENCE AND THE LAW AND ITS APPLICATION

The purpose of this module is to provide the participant with an examination of the criminal and civil laws as well as remedies used in family violence cases.

FAMILY VIOLENCE-
LESSON PLAN WORKSHEET

LESSON TITLE: Family Violence and The Law and Its Application

FUNCTIONAL AREA: This module will introduce the participant to an examination of the criminal and civil laws as well as remedies used in family violence cases.

PERFORMANCE OBJECTIVES: The trainee at the completion of this module will:

1. List, verbally or in writing, criminal procedures applicable to family violence cases.
2. List, verbally or in writing, civil procedures applicable to family violence cases.
3. List, verbally or in writing, civil remedies or actions applicable to family violence cases.

TOPICS:

- I. Criminal Procedures Applicable to Family Violence Cases
 - A. The criminal statutes of assault and battery, aggravated assault, wife beating, disturbing the peace, assault with intent to murder, threats, harassment, trespassing, burglary, and willful disobedience of a court order may be applicable to family violence cases.

-Refer to Handout #1

Note to Trainer: A similar handout should be prepared for your state, listing applicable criminal procedures and their corresponding statute reference.

- B. Several states utilize the peace bond which is similar to a restraining order but is obtained in a quasi-criminal procedure. Information is

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presented to a magistrate that a person has threatened to commit an offense against the person or property of another. After testimony is given to the magistrate, depositions must be signed by the informer and any witnesses. The magistrate may then issue a warrant.

Truninger, Elizabeth. "Marital Violence: The Legal Solutions." The Hastings Law Journal. Volume 23, November 1971, p. 265.

Note to Trainer: Determine if there is a peace bond or similar procedure that exists in your state.

- C. The First Responder should provide the Specialized/Investigator with all the necessary information as criminal prosecution is the preferred response.

II. Civil Procedures Applicable to Family Violence Cases

- A. The 1978 Massachusetts Abuse Prevention Act is an example of a civil procedure by which a victim of family violence may seek immediate relief from any court. The provisions of the act are:

- A victim of abuse by a spouse, co-habitter, blood relative, or ex-spouse may approach a district, probate, or superior court; or after court hours, may, through the police, contact a judge;
- Petition the court to order the offender to refrain from abusing the plaintiff, vacate the household, forfeit custody of minor children, pay support for minor children, or pay for damages for alleged abuse;
- Orders under the Abuse Prevention Act are called 209A petitions and violation is a criminal offense which can also be considered an incident of civil contempt.

Note to Trainer: Determine if there is a similar Abuse Prevention Act that exists in your state.

-Refer to Handout #2 - Sample Abuse Prevention Act

- B. The Family Law Act that became effective in California in 1970 is an example of a civil court restraining order procedure which may be applied in situations of threatened or repeated acts of violence.

Note to Trainer: Determine if there is a similar Family Law Act that exists in your state.

- C. Divorce is a civil procedure available to married victims of family violence.

III. Civil Actions Applicable to Family Violence Cases

- A. Temporary or permanent restraining orders can be issued after a hearing before a judge. Stipulations in temporary or permanent restraining orders may:

1. evict the abuser
2. provide temporary support
3. stop the abuser
4. set restrictions after a divorce
5. provide temporary custody

Note to Trainer: The procedure for obtaining a restraining order may vary from state to state. Familiarize yourself with the procedure in your state.

- B. Civil action for assault and battery may include a wife taking a suit against her husband for infliction of mental distress by physical injury.
- C. Compensation of victims of violent crimes may be available legislatively to family violence victims. Compensation in some states is limited if the victim is living with the offender.

FAMILY VIOLENCE
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LAW AND ITS APPLICATION
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SPECIALIZED/INVESTIGATOR
HANDOUT #1

Crimes against the Person - A list of the following crimes may be applicable to family violence situations:

Assaultive Crimes

Assault and Battery
Aggravated Assault
 (without any weapon)
 (inflict serious or aggravated injury)
Felonious Assault
 assault with gun, revolver, pistol, knife, iron bar, club, brass
 knuckles or other dangerous weapon (e.g. automobile, broomstick,
flashlight, etc.)
Assault with intent to murder
Assault with intent to do great bodily harm less than murder
Assault with intent to maim or disfigure
 (tongue, eye, ear, nose, lips, limb, organ or member)
Assault with intent to commit felony (breaking and entering, larceny)
Assault with intent to commit criminal sexual conduct
Assault with intent to commit criminal sexual conduct (multiple
 offenses)
Rape
Kidnapping (forcibly or secretly confine or imprison any other person
 within the state against his/her will)
Mayhem
Attempted murder
Manslaughter
Second degree murder
First degree murder

Interfering with Children: Taking Party Not Natural Parent or Hasn't
Acknowledged Parenthood

Kidnapping
Enticing with intent to detain or conceal child from his/her parent
 or guardian (applicable to children under 14 years of age)

Crimes Against Property

1. Property Owned Solely by Victim

Malicious destruction of property
Motor vehicle, taking possession and driving away

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HANDOUT #1 (Con't - 2)

Use of motor vehicle without authority but without intent to steal
Larceny over/under \$100
Larceny in person (in possession and immediate presence of victim)
Robbery, armed
Robbery, unarmed

2. Parties Living Apart - Property Owned/Rented Solely to Victim

Breaking and Entering

Entering without breaking with intent to commit a felony

Entering without owner's permission

Tresspass upon land or premises of another

Firearm or dangerous weapon, carrying with intent (arrested with
firearm)

Malicious use of service provided by communication common carrier

a) with intent to terrorize, frighten, intimidate, threaten, harass,
molest, or annoy any other person

b) threatening physical harm or damage to any person or property in
the course of a telephone conversation.

Note to Trainer: The above listing is only a sample criminal
listing. Check local state statutes, current or pending.

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LAW AND ITS APPLICATION
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HANDOUT #2

THE ABUSE PREVENTION ACT

Chapter 209A of the Massachusetts General Laws requires the police and the courts to protect any person (adult or minor, woman or man) who has been abused by a family or household member.

ABUSE IS DEFINED AS:

Causing or attempting to cause physical harm;
Putting another in fear of imminent serious physical harm;
Causing another to engage involuntarily in sexual relations by force, threat of force or duress

PERSONS FROM WHOM A PERSON IS PROTECTED:

SPOUSE -- whether or not the parties are living together.
EX-SPOUSE -- whether or not the parties are living together.
BLOOD RELATIVE -- whether or not the parties are living together.
HOUSEHOLD MEMBER -- someone the victim lives with.

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LAW AND ITS APPLICATION
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HANDOUT #2 (2 of 6)

POLICE RESPONSIBILITIES:

- A. When a Call is Received From The Victim and There are No
Protective Orders.

If a police officer has reason to believe that abuse has occurred, he/she must do everything possible to prevent further abuse, including:

1. The officer must remain on the scene for a "reasonable time" to assure that there is no longer a danger to the victim's physical safety, the officer must help the victim take whatever steps are necessary to assure his/her safety.
2. The officer must assist the victim in getting medical treatment, including calling an ambulance or driving the victim to the nearest hospital.
3. The officer must inform the victim of his/her right to protection under Chapter 209A and his/her right to press criminal charges, even if the officer believes that the man/woman is only in danger of being abused, rather than having been a victim of abuse. The officer must read a written statement of these rights and give a copy of this statement to the victim in English or Spanish.

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HANDOUT #2 (3 of 6)

4. The officer must refer the victim to the judge available for emergency cases on weekends, holidays and evenings.

B. When a Call is Received from the Victim and There Are Protective Orders.

If the courts have issued any type of protective order the police officer is required to:

1. deliver the order in hand to the abuser (unless another type of service is ordered by the court);
2. arrest the abuser where
 - a. the officer has reasonable cause to believe that the abuser committed a felony whether or not the officer saw the crime committed;
 - b. the officer saw the abuser commit a misdemeanor;
 - c. the officer has reasonable cause to believe that the abuser violated the abuse prevention order whether or not the officer saw the violation.

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LAW AND ITS APPLICATION
RECRUIT/FIRST RESPONDER
SPECIALIZED/INVESTIGATOR
HANDOUT #2 (4 of 6)

COURT ACTION

An abused victim may ask the court for a number of protective orders which may last up to one year's duration.

TEMPORARY RESTRAINING ORDER:

Orders the abuser not to hurt or bother the victim in any way.

TEMPORARY VACATE ORDER:

Orders the abuser to leave the household he shares with the victim, regardless of whose name is on the lease or mortgage.

TEMPORARY CUSTODY ORDER:

Awards legal custody of the children to one spouse alone where the other spouse is an abuser.

TEMPORARY SUPPORT ORDER:

Orders the abuser to give money to the victim and/or children to help pay for rent, food and other living expenses.

MONETARY COMPENSATION ORDER:

Orders the abuser to reimburse the victim for any expenses caused by the abuse (e.g., loss of wages, attorney's fees, hospital bills, etc.)

OTHER ORDERS:

Orders the abuser to return house or car keys remain away from the man's/woman's place of work or any other that would protect the safety of the victim.

Chapter 209A requires the court to send a copy of all protective orders to the local police station where they must be kept on file.

Chapter 209A requires that police treat violence in the home as they would any other crime. Police cannot refuse to arrest simply because a call involves a "domestic disturbance."

COURT PROCESS

1. Victim may go to the district, probate or superior court.
2. At the clerk of court's (or Register's office, the victim fills out a petition).
3. The clerk directs the petitioner to a courtroom or an office for an emergency hearing before a judge.
4. The victim presents his/her case to the judge who will decide whether to issue the protected orders requested.

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HANDOUT #2 (6 of 6)

5. If the orders are granted the judge will schedule a second hearing to take place within five (5) days of the first hearing at which time the abuser will have an opportunity to be heard by the judge.
6. The court will order the police to serve copies of each of the protective orders, a copy of a summons and a copy of the abuse complaint on the abuser by personally handing him such copies.
7. At the second hearing the abuser has the opportunity to present his/her case to the court. The victim must be present in order for the orders to be continued in effect by the judge.
8. At this second hearing the judge can continue the orders in effect for up to one year. The judge can also issue additional orders (e.g., award visitation rights to father/mother.) If the abuser has been properly served by the police, the judge has jurisdiction to order him/her to pay support an/or monetary compensation.

FAMILY VIOLENCE
MENTAL HEALTH/COMMUNITY RESOURCES
RECRUIT/FIRST RESPONDER

FAMILY VIOLENCE
MENTAL HEALTH/COMMUNITY RESOURCES
FOR VICTIMS OF FAMILY VIOLENCE

The purpose of this module is to familiarize the participant with various community resources available to victims of family violence, how to identify them, referral criteria and how the officer should go about making a referral.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Mental Health/Community Resources for Victims of Family Violence

FUNCTIONAL AREA: This module will familiarize the participant with various community resources available to victims of family violence, how to identify them, referral criteria and how the officer should go about making a referral.

PERFORMANCE OBJECTIVES: The trainee at the completion of this module will:

1. List, verbally or in writing, six of the most common requests for services.
2. List, verbally or in writing, two categories of community programs servicing crime victims.
3. List, verbally or in writing, three barriers which prohibit effective referral and explain how.
4. Explain, verbally or in writing, the steps in making a referral.

TOPICS:

- I. It is important for the participant to be knowledgeable about community referrals because often police officers are the first professional the victim of family violence interacts with.

II. Types of Mental Health/Community Service Requests

The following services are the most common requests made to the law enforcement officer:

- Arrest and Civil Protections

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MENTAL HEALTH/COMMUNITY RESOURCES
RECRUIT/FIRST RESPONDER
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- Medical Care
- Emergency Shelter
- Legal Advice
- Income Maintenance/Food Stamps
- Training and Education Programs
- 24 Hour Hotline
- Counseling
- Alcohol/Drug Abuse Treatment
- Child Protective/Welfare
- Community Education and Outreach

III. Local law enforcement officers are generally aware of what hospitals and emergency medical programs are available.

Note to Trainer: Prepare Handout #1 - a listing of local hospitals and emergency medical programs available in your area.

IV. Types of Mental Health/Community Resource programs available to victims of family violence

A. Crisis Centers

1. Family life centers - marital, educational, legal and counseling services for the purposes of promoting self-sufficiency and preventing neglect, abuse and mistreatment of family members.
2. Drop-in crisis centers - provide emergency shelters, make referrals and provide counseling for family members.
3. Respite day-care centers - provide services to the elderly and gives them an opportunity to spend a day away from home.

B. Shelters

1. Shelters - provide temporary emergency shelter, safety and security to victims who are forced to flee their own homes to escape abuse, but have no place else to go.
2. A safe home - provide emergency housing for family violence victims, in a private home until permanent living arrangements can be made.
3. Crisis nurseries - provide a home-like environment for parents and children. This shelter gives the abused parent a safe place to be with the child while offering to lighten the burden of child rearing.
4. Child shelters - provide emergency shelter for children only.

C. In-Home Services for Elderly Victims

1. A service provider comes directly to the home, comforts and assists the victim, advises him/her of the measures that are available to end the abuse, and helps the victim follow through on the option chosen.
2. Homemaker services and home delivered meals also can help to prevent the increased dependency of older people that sometimes causes a family member to abuse the elderly.

D. Drug and Alcohol Community Services

1. Detoxification centers where individuals can be taken to become sober or withdraw from a drug addiction.
2. Alcoholics Anonymous for alcohol abusers
3. Narcotics Anonymous for drug abusers
4. Alanon for the families of substance abusers
5. Outpatient drug and alcohol counseling programs

-Refer to Handout #2 (Handout to be prepared by local trainers will be a listing by category, of the local community resources available to family violence victims. For each community resource the following should be listed: agency, address, telephone number, range of services offered, referral procedures, eligibility rules and cost to victim.)

V. Barriers Which Prohibit Effective Referral

A. Community problems - often result in the police not using the agencies to their fullest potential, thus prohibiting families in need from receiving services. These problems include, but are not limited to the following:

- Lack of recognition of the problem
- Refusal to recognize the problem
- Other community priorities
- Lack of desire to provide services
- Lack of funds
- Bureaucratic lethargy and red tape
- Professional jealousies and competition
- Lack of coordination and communication among agencies
- Lack of knowledge regarding the capabilities of service providers

B. Family problems - often times prohibit the family in need from receiving proper mental health/community services. Family problems include, but are not limited to, the following:

- Ignorance of available services
- Eligibility requirements too complicated or restrictive

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MENTAL HEALTH/COMMUNITY RESOURCES
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- Location too far from home
- Transportation problems
- Fee structure too high
- Limited hours service open (usually 9 am - 5 pm)
- Distrust service agencies/staff
- Prior bad experience with service agencies/staff
- Intimidation from spouse
- Denial of problem by one person
- Lack of on-going support, direction and counseling

C. Police problems can occur which the officer has no control over, even though he/she may want to help. Some of these problems include, but are not limited to, the following:

- No knowledge of available services
- Lack of service availability before 9 a.m. or after 5 p.m.
- Staff members' negative attitudes and hostility toward police officers
- Poor professional attitudes of staff members and/or bureaucratic red tape
- Lack of feedback from staff

VI. How the participant can make a Community Referral

- A. Have the knowledge of available services.
- B. The officer should listen to the victim's request and immediately respond to that request.

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MENTAL HEALTH/COMMUNITY RESOURCES
RECRUIT/FIRST RESPONDER
PAGE 6

- C. The officer must decide what problems are priorities to the victim and what services will aid the victim.
- D. Be able to assess the persons disposition toward the ability to use the service.
- E. Demonstrate an active concern for helping the victim.
- F. Steps in making a referral:
 - 1. Obtain the name, address, telephone number, and range of services offered by a particular agency.
 - 2. Referral procedures or the procedures that the individual must perform in order to obtain the services should be clearly delineated.
 - 3. Eligibility rules that are criteria for being accepted by the agency or organization should be understood.
 - 4. Cost, if any, for the services being provided should be known.
 - 5. The officer should bring the victim to the referral agency, if appropriate.

VII. It is recommended that there be a panel discussion by local community agency directors to discuss issues, concerns and problems, surrounding the provision of services to the victims of family violence.

METHODS:

- Lecture
- Class Discussion
- Presentation by local resource person for referral information (optional).

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MENTAL HEALTH/COMMUNITY RESOURCES
RECRUIT/FIRST RESPONDER
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RESOURCE MATERIALS:

- Lesson Plan
- Course Handouts
- Topical Bibliography

TIME REQUIREMENT:

- One Hour and One Half (without local resource person)
- Two Hours (with local resource person)

FAMILY VIOLENCE
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FOR VICTIMS OF FAMILY VIOLENCE

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FAMILY VIOLENCE
DEPARTMENTAL POLICY
RECRUIT/FIRST RESPONDER

FAMILY VIOLENCE
DEPARTMENTAL POLICY

The purpose of this module is to introduce the participant to the various ways in which police departmental policies deal with family violence cases. Factors influencing departmental policy changes, affirmative arrest versus non-arrest and police discretion will be examined.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Departmental Policy

FUNCTIONAL AREA: This module will introduce the participant to the various ways in which police departmental policies deal with family violence cases. Factors influencing departmental policy changes, affirmative arrest vs. non-arrest and police discretion will be examined.

PERFORMANCE OBJECTIVES: The trainee at the completion of this module will:

1. Discuss, verbally or in writing, three different viewpoints on how police should handle family violence calls.
2. Explain, verbally or in writing, affirmative arrest versus non-arrest.
3. Identify, verbally or in writing, local departmental policy with respect to:
 - a. affirmative arrest
 - b. non-arrest
 - c. officer discretion

TOPICS:

- I. Factors Influencing Departmental Policy Changes
 - A. Pressure is constantly being placed by particular groups on the police for more direct intervention in family violence cases in order to protect the victim and arrest the offender(s).

- B. As a result of this pressure, police officers are facing greater public scrutiny in how they deal with these situations. This makes the officer susceptible to charges of false arrest, false imprisonment, and excessive or improper use of force.
- C. Thus, many departments have been faced with lawsuits and court proceedings.

II. Types of Departmental Policy

Three different viewpoints on how police should handle family violence situations include:

- A. The traditional police approach-doing as little as possible. This is based on the premise that offenders will not be punished by the courts even if they are arrested, and that the problems are basically unsolvable.
- B. The clinical/psychological approach-police mediate or arbitrate disputes underlying the violence, restoring peace but not making any arrests.
- C. The non-traditional police approach-treat the violence as a criminal offense subject to arrest. This approach has been recommended by many women's groups as well as the Police Executive Research Forum.

III. Affirmative Arrest versus Non-Arrest

The desires and needs of the victim should be of paramount importance to the participant in deciding whether or not to arrest.

A. Arrest

The affirmative arrest policy states that when the family conflict reaches the point where the police must intervene, arrest is necessary.

Some of the elements which determine if arrest is necessary other than an affirmative arrest policy include:

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1. Intense, serious conflict
2. Bodily harm or injury
3. Use of weapons
4. Prior record for some offense
5. Violation of a protective order
6. Repeated calls to same residence

Once arrested, the officer has the obligation to explain to the victim the civil process (i.e. family court, probate court, etc.).

B. Non-Arrest

There are some officers who do not believe that arrest is always appropriate in family violence situations. Some of the reasons they cite include:

1. The victim does not want the offender arrested, but calls police to:
 - a. scare the offender into behaving.
 - b. get the offender out of the house for a while.
 - c. take victim to hospital.
2. It is a first time call and the officer believes he/she can control the situation.
3. The belief that an arrest may cause the termination of a family relationship or harm innocent family members.
4. The court often dismisses disorderly charges resulting from family violence situations when the victim chooses not to prosecute.
5. Their departmental policy does not allow arrest.

IV. Police Discretion

Whether the police department has set policies for family violence calls or not, the final decision is made by the officer him/herself. This is known as exercising "police discretion".

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It is the responding officer who has the biggest impact on the criminal justice system in regard to discretion. If the officer decides not to arrest, then the criminal justice system will never know about the incident and/or the person. If the officer does decide to arrest, then he/she begins the individual's indoctrination into the system.

Good police training, including ethics, morals, a working knowledge of the law and decision making all influence the officer's discretion.

The officer should take into consideration the following three factors of decision making:

1. Behavioral factors - how the victim is acting-dynamics of the person in crisis.
2. Operational issues - what is happening in the family - what needs are relevant.
3. Technical Issues - The working knowledge of the law.

All three components of the decision-making process leads the individual officer to either be proactive or reactive. Whatever he/she chooses the officer is accountable for the decision.

There are many factors which influence his/her decision. Some of these factors are:

1. Officer's mood
2. Personal views toward family violence
3. Time call was dispatched during officer's shift
4. Seriousness of call
5. Number of times officer responded to same residence
6. Personal need for overtime
7. Personal knowledge of situation

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All of these factors whether positive or negative influence the officer and it is his/her final judgment which is called police discretion.

V. Community Resources

Note to Trainer: Refer to Family Violence, Mental Health Referral/Community Resources for Victims of Family Violence module

VI. Specific Local Departmental Policies

Note to Trainer: Handout outlining local departmental policies to be developed by trainer.

METHODS:

- Lecture
- Class Discussion

RESOURCE MATERIALS:

- Lesson Plan
- Blackboard/Easel
- Handout (to be developed by trainer)
- Topical Bibliography

TIME REQUIREMENT:

- Two Hours

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DEPARTMENTAL POLICY
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FAMILY VIOLENCE
DEPARTMENTAL POLICY

This section will introduce the participant to the various types of law enforcement departmental policies toward family violence cases.

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LESSON PLAN WORKSHEET

LESSON TITLE: Departmental Policy

FUNCTIONAL AREA: This section will introduce the participant to the various types of law enforcement departmental policies toward family violence cases.

PERFORMANCE OBJECTIVES: The trainee at the conclusion of this module will:

1. Define, verbally or in writing, what your departmental policy is toward family violence cases.
2. Discuss, verbally with the class, the main difference between affirmative arrest and non-arrest policies.
3. Discuss, verbally with the class, three discretionary actions a law enforcement officer can take in response to a family violence case.

TOPICS:

- I. Define the Local Law Enforcement Departmental Policy Towards Family Violence Cases.
 - Refer to Handout #1
(Handout #1 to be prepared by the local trainer and should be a copy of the local law enforcement departmental policy toward family violence cases.)
- II. Non-Arrest and Affirmative Arrest Policies
 - A. Domestic disturbances are often viewed as relatively minor and are always between relatives or others living in family-like intimacy. This combination results in several practical reasons for a non-arrest policy.

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1. The victim often does not want the offender arrested, but may want the police to:
 - scare the offender into behaving himself;
 - temporarily remove the offender from the home;
 - use the threat of arrest in the case of future calls; or
 - take the victim to the hospital.
 2. The victim may not be able to afford having the offender arrested if it results in the loss of his job or temporary loss of support.
 3. The offense may not be seriously objectionable to the victim because the conduct is culturally acceptable to the disputants.
 4. The offender, if angered by an arrest, may cause more serious harm to the victim upon his return to the family home.
 5. Arrest may cause a temporary or permanent termination of a family relationship or harm innocent family members.
 6. The victim quite frequently changes their mind about arrest or prosecution after having time to cool off.
 7. There is a lack of enthusiasm by the prosecuting authorities to issue warrants and prosecute family violence cases.
 8. The court is lenient in sentencing.
- B. An affirmative arrest policy is consistent with state law and where applicable, always arrests an offender for family violence violations.

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1. Serious injury is classified by the investigating officer's judgement that a victim needs immediate professional medical treatment. Where medical care is required, an arrest may be made on the victim's complaint, or if the victim refuses, on the complaint of the officer.

- Refer to Case Example #1 Below:

Case Example 1: A case report indicated that a woman shot her boyfriend because he was beating her. The victim refused to sign a complaint. The Watch Commander directed the investigating officer to sign a complaint charging the offender with aggravated battery and the unlawful use of a weapon.

2. The possession or use of a weapon by a disputant is reason enough to arrest.
3. An arrest may occur when an individual involved in a family violence dispute becomes sullen, belligerent, sarcastic, verbally abusive, or otherwise uncooperative.
4. If law enforcement officers are dispatched several times during a tour of duty to investigate a disturbance at a certain location and if the occupants are warned not to continue the disturbance and ignore the warning, an arrest for disorderly conduct or disturbing the peace is justified.
5. The most important judgement to be made by an investigating officer in deciding whether to exercise the power of arrest is his determination of the probability that a repeated disturbance or serious injury will occur if the disputants are not separated.

- Refer to Case Examples #2 and #3 Below:

Case Example #2: In one disturbance case, a wife called the police on her husband after he had threatened her....[P]rior to the arrival of the officers, the husband pleaded

with his wife to forget the incident, as he had been drinking and was out of his head (however, the husband was known to be violent on other occasions). She agreed to forgive him and upon the arrival of the officers, the couple informed them that they had settled their differences, after which the officers departed. Ten minutes after the departure of the officers, the husband became angry over his wife having called the police and he struck her in the head with an axe, causing a fatal wound.

Case Example #3: First Call: "Peace Restored" at 1:39 a.m.; Second Call: "Taken to District Station" and "Arrest Made" at 4:19 a.m. (Whether the offender was released without charge, charged and released on bail, or dismissed by the court after the second call is not known.)

6. "The Minneapolis Domestic Violence Experiment" tested police responses to family violence in 1981 and 1982. The study found that arrest was the most effective of three standard methods police use to reduce family violence. The other police methods of attempting to counsel both parties or sending assailants away from the home for several hours were found to be considerably less effective in determining future violence in the cases examined.
7. An important concern for many officers is the increased threat of civil litigation as a result of new arrest requirements. Noting the risk of charges of false arrest, false imprisonment and improper or excessive use of force, many states have enacted police immunity laws to protect officers against civil suits for action taken in a good faith effort to enforce the provisions of a family violence statute.

- Note to trainer: find out if a police immunity statute has been enacted in your state.

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III. Police discretion occurs when a law enforcement officer takes the liberty of deciding what is the most appropriate response to a particular family violence case, with the goal of restoring the peace. An officer should document how the decision for the particular response was made.

- A. If the offender is gone when the police arrive and the victim is not seriously injured, the officers will advise the victim to call back if the offender returns, inform the victim how to secure an arrest warrant for the offender, or may refer the victim to a community agency.

- Refer to Case Example #4 below:

Case Example #4: The police were dispatched to assist an "assault victim." The victim was confused and, therefore, it was difficult to be sure what had happened. Apparently she and her lover had recently separated after living together for about five years. She was alone at her mother's house when he allegedly broke in the rear door, threatened her with a gun, struck her in the head, took some of her clothes, and tore up others before leaving. The mother, who was home when police arrived, and her daughter (the victim), had an argument in front of the police because the mother kept asking the victim why she kept going back to the alleged offender when he did things like this. The police got a description of the offender and advised the victim to call again if he returned. They also advised her to go to court on Monday morning, (this was a Friday night) to get a warrant if she wanted the offender arrested. The officers emphasized in their report that the victim had waited an hour after the offender left before calling the police.

- B. If both the victim and offender are present and the victim has not sustained serious injury, the officer has several alternative procedures.
1. A more permanent resolution of a family violence problem may be in the referring of the parties to an appropriate public or private agency that has the necessary time and expertise to handle the situation.

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2. If the officer's presence does not calm the disputants, the officers may decide to threaten the offender with arrest or other forms of indirect sanctions to temporarily halt the dispute.

- Refer to Case Example #5 below:

Case Example #5: The patrol car was dispatched to "family trouble." The police arrived within two minutes of receipt of the call to a second floor apartment in a declining residential neighborhood. Disputants were white immigrants from Mississippi living as common law husband and wife. The officers instructed them to talk one at a time. The woman said she had called the police. She had a headache all day and her husband had slapped her for being inattentive. She also stated that he was stingy and would not give her any money for snuff. She finally said if he didn't want her around she would go back to Mississippi. The man then gave the police a detailed account on how she had squandered \$1.00, which he had given her several days before. The police then said, "Send her back to Mississippi if you don't want her here, but don't hit her."

4. Voluntary, temporary separation of the disputants may be the most appropriate course of action.

- Refer to Case Example #6 below:

Case Example #6: A man came home late, drunk, and pounded on his door. His wife refused to let him in. She called the police. When they arrived, she told them that she didn't want her husband in the house drunk because they would fight. The police convinced him to sleep at relatives.

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5. If the victim insists on the offender being arrested, the investigating officer must have reasonable grounds to believe that an offense had been committed by the offender.
6. Some departments have some further alternative methods for handling family disturbances. One alternative is the violation citation ordering the accused to appear in court on a specific charge but allowing the individual to remain free until the required hearing date.
 - Note to local trainer to determine if local law enforcement agencies have developed any alternative methods for handling family violence cases.

IV. Vigorous criminal prosecution is the preferred response. Family violence cases should be treated like any other criminal violation.

METHODS:

- Lecture
- Group Discussion

RESOURCE MATERIALS:

- Lesson Plan
- Course Handouts
- Easel/Blackboard
- Topical Bibliography

TIME REQUIREMENT:

- Two Hours

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FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Officer Safety

FUNCTIONAL AREA: This module will introduce the participant to the areas of officer safety, how family violence calls are handled and how the officer can take measures to protect him/herself.

PERFORMANCE OBJECTIVES: The trainee, at the completion of this module will:

1. Explain, verbally or in writing, why family disturbance calls may prove to be dangerous to an officer's safety.
2. List, verbally or in writing, five ways in which the officer can protect him/herself while responding to a family violence call.

TOPICS:

I. Introduction and Overview

Police attitudes vary regarding their intervention in family disputes. Some officers resent intervening because they believe that these cases are private matters. Other police officers accept the fact that intervention is a legitimate part of their duties. Whatever one's attitude the fact is that due to the increase in the number and seriousness of these cases, police intervention in family disputes is necessary.

II. Why Family Violence Calls May Be Dangerous

- A. When responding to a family dispute an officer should be prepared to expect the unexpected as a minor argument may escalate into a conflict of

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dangerous proportions. Family disputes are often characterized by (1) anger, (2) frustration and (3) heightened emotions. These feelings, often redirected towards a police officer, can result in the officer becoming the target leading to serious bodily injury or death.

- B. As a result, the role of the Recruit/First Responder is often looked upon as that of an intermediary. The goal of the officer is to calm the emotional conflicts and reconcile the disputing parties, without becoming personally involved. In order to achieve this the officer must remain objective.
- C. Proper guidelines which are intended to aid in successful police response to family disputes should be established and adhered to. Without them, police officers may endanger themselves, fellow officers, and innocent parties.

III. Police Guidelines

A. Dispatcher

- 1. Tell officers all vital information about the situation (i.e. injuries to victim, weapons, location of offender, etc.).
- 2. Advise officer where the victim is located should he/she be hiding from the offender.
- 3. Information should be as accurate as possible.

B. Arriving at the Scene

- 1. A minimum of two officers should be dispatched to the call. It is advised, if at all possible, to have one female officer and one male officer respond to the call.
- 2. Officers should arrive without lights and sirens so as not to escalate violence.

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3. Clear away neighbors and witnesses. This minimizes any possible injuries.
4. Approach the vicinity from the area that offers the most protection.

C. Gaining Entry

1. Announce who you are and why you are there. The response you receive will assist you in determining the intensity of the situation.
2. If forced entry is necessary, use extreme caution (i.e. screams for help, eyewitness, obvious struggle or weapon displayed, etc.).
3. Keep hand near gun so neither disputant can grab it.
4. Never let anyone behind you.
5. Stay out of the kitchen where weapons are easily found, and the bedroom where emotional levels have a tendency to become heightened.

D. Establishing Control

1. Locate and separate all parties involved.
2. Remove any potential weapons.
3. Remain neutral, otherwise emotions may escalate and violence may erupt.
4. Use caution while protecting or removing the victim. This usually upsets the offender. It is also possible that the victim does not want to be helped and may also turn on the officer.
5. If arrest is inevitable, explain why the arrest is occurring and action should be taken as smoothly and swiftly as possible. This helps eliminate the possibility of further injuries for all parties involved.

Note to Trainer: See case examples.

If available - show film "Domestic Disturbances: Officer Safety and Calming Techniques." MTL Tele Programs.

- IV. Conduct short role playing exercises of officers responding to family violence calls. During the role play the officers should demonstrate their understanding of officers safety. Have the class critique the role play. Use video equipment, if available.

METHODS:

- Lecture
- Discussion
- Film (Optional)
- Role Playing

RESOURCE MATERIALS:

- Lesson Plan
- Blackboard/Easel
- Film/Projector (Optional)
- Case Examples
- Video Equipment (Optional)

TIME REQUIREMENT:

- One Hour and One Half

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TOPICAL BIBLIOGRAPHY
OFFICER SAFETY

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RECRUIT/FIRST RESPONDER
HANDOUT #1

Below are three typically different reactions police encounter which involve officer safety.

Case Example:

"A woman called the police and stated that her husband had attempted to cut her. Since he had previously beaten her she was afraid to return to their apartment. The police escorted the woman home. Her husband asked why the police were there and then suddenly grabbed an officer around the neck. A struggle took place until the offender was taken into custody for assaulting a police officer."

Case Example:

"The police responded to a family disturbance call from a neighbor of one of the disputants. Upon arrival, the disputants admitted that they were having a disagreement but they were both belligerent toward the police for their interference. They stated that if they had wanted the police they would have called them and that they could handle their own arguments. The police responded that the neighbors had a right to complain because of the noise. The disputants quieted down, temporarily at least, when threatened with arrest."

Case Example:

A woman called for police assistance at a tavern where her husband was assaulting her and tearing up the place. When the officers arrived, the husband had to be restrained and was pushed to the floor in the course of the scuffle. At that point, the wife, who had initially called the police, attacked one of the officers with a bar stool.

SOURCE: Parnas, Raymond I. "The Police Response to the Domestic Disturbance." Wisconsin Law Review. Vol. 914, Fall 1967.

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OFFICER SAFETY
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FAMILY VIOLENCE

OFFICER SAFETY

This elective module will introduce the participants to the area of officer safety related to responding to family violence calls or investigating family violence cases.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Officer Safety

FUNCTIONAL AREA: This elective module will introduce the participant to the area of officer safety related to responding to family violence calls or investigating family violence cases.

PERFORMANCE OBJECTIVES: The Specialized/Investigator trainee at the completion of this module will:

1. List, verbally or in writing, four safety precautions the law enforcement officer must consider when answering a family violence call.
2. Exhibit, before the class, two self defense methods used during a violent family call.

TOPICS:

- I. Introduction and Overview
 - A. The Specialized/Investigator may be called to respond to a family violence case already under investigation and should be aware of the potential for violence.
 - B. Because of the specific nature of questions the Specialized/Investigator asks while investigating a family violence case, a volatile situation may arise either in the station or at the family's home.
 - C. Many people believe (both in law enforcement and the general public) that the highest incident of officer deaths occur during family violence calls. FBI uniform crime report data shows this is not the case, but that there is a high potential for officer injury in answering family violence calls. Because of the potential for violence, the officer should not let such calls become routine.

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- D. People react differently when police are called to a disturbance or are investigating a case. The victim or offender may:
 - 1. Welcome the officer and appear calm and collected even though an assault occurred.
 - 2. Act like a "time bomb" and become very violent.
 - 3. One or both parties may become belligerent towards the officer because they believe the problem is a private matter.
 - 4. One party may "turn" on the officer upon seeing their spouse being restrained by the police.
- E. The Specialized/Investigator should have a basic knowledge of effective crisis intervention (Refer to NASDLET General Victimology course, Crisis Intervention with Victims of Crime module).

II. Officer Protection in Answering a Family Violence call

Note: It is recommended that a law enforcement officer knowledgeable about police self-defense as it relates to family violence teach this module. Trainee participation in how to respond to certain violent situations is recommended.

A. Before Going To The Scene

- 1. Officers should obtain all vital information about situation (i.e. injuries to victim, weapons, location of assailant) from the dispatcher.
- 2. Officer should be advised where victim is located should she be hiding from the assailant.
- 3. Information must be as accurate as possible.

B. Arriving at Scene

1. A minimum of two officers should be dispatched to the call.
2. Officers should arrive without lights and sirens so as not to escalate violence.
3. Clear away neighbors and witnesses, minimizing possible injuries.
4. Approach the vicinity from the area that offers the most protection.

Note to Trainer: Use case examples included in lesson plan or use your own case experience to discuss with class possible officer safety problems and solutions.

C. Gaining Entry

1. Announce who you are and why you are there. The reaction from those involved will allow you to assess the situation.
2. If forced entry is necessary, use extreme caution.
3. Keep hand near gun so neither disputant can grab it.
4. Never let anyone behind you.
5. Stay out of kitchen where weapons are easily found, or bedroom where emotional levels have a tendency to become heightened.

Note to Trainer: Use case examples included in lesson plan or use your own to case experience and discuss with class possible officer safety problems and solutions.

D. Establishing Control

1. Locate and separate all parties involved.

B. Arriving at Scene

1. A minimum of two officers should be dispatched to the call.
2. Officers should arrive without lights and sirens so as not to escalate violence.
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Note to Trainer: Use case examples included in lesson plan or use your own to case experience and discuss with class possible officer safety problems and solutions.

D. Establishing Control

1. Locate and separate all parties involved.

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2. Remove any potential weapons.
3. Remain neutral, otherwise emotions may escalate and violence may erupt.
4. Use caution while protecting or removing the victim. This usually upsets the assailant. It is also possible that the victim does not want to be helped and may also turn on the officer.

Note to Trainer: Use case examples included in lesson plan or use your own case experience to discuss with class possible problems and situations.

5. If arrest is necessary, explain why the arrest is occurring. Action should be taken as smoothly and swiftly as possible. This helps eliminate the possibility of further injuries for all parties involved.

Note to Trainer: Refer to case examples of different reactions to police intervention in family violence situations.

If Available - Show Film "Domestic Disturbances: Officer Safety and Calming Techniques." MTL Tele Programs.

III. When investigating family violence calls, it is important to be aware that the individual being interviewed may become volatile for several reasons.

- A. The personal nature of the questioning may make the individual angry.
- B. The questioning may stir up frustration or unwanted personal feelings for the individual which may cause him to become assaultive.
- C. The individual may come to the interview harboring negative feelings towards the police.

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METHODS:

- Lecture
- Discussion
- Film
- Role Playing/Case Analysis

RESOURCE MATERIALS:

- Lesson Plan
- Film
- Handout #1
- Easel
- Topical Bibliography
- Case Examples

TIME REQUIREMENTS:

- Two Hours

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FAMILY VIOLENCE
OFFICER SAFETY
SPECIALIZED/INVESTIGATOR
HANDOUT #1

Below are three typically different reactions police encounter which involve safety...

Case Example: A woman called the police and stated that her husband has attempted to cut her. Since he had previously beaten her she was afraid to return to their apartment. The police escorted the woman home. Her husband asked why the police were there and then suddenly grabbed an officer around the neck. A struggle took place until the offender was taken into custody for assaulting a police officer.

Case Example: The police responded to a domestic disturbance from a neighbor of one of the disputants. Upon arrival, the disputants admitted that they were having a disagreement but they were both belligerent toward the police for their interference. They stated that if they had wanted the police they would have called them and they could handle their own arguments. The police responded that the neighbors had a right to complain because of the noise. The disputants quieted down, temporarily at least, when threatened with arrest.

Case Example: A woman called for police assistance at a tavern where her husband was assaulting her and tearing up the place. When the officer arrived, the husband had to be restrained and was pushed to the floor in the course of the scuffle. At that point, the wife who had initially called the police, attacked one of the officers with a bar stool.

SOURCE: Parnas, Raymond I. "The Police Response to the Domestic Disturbances", Wisconsin Law Review, Volume 914, Fall 1967.

FAMILY VIOLENCE
PSYCHOLOGY OF THE OFFENDER
RECRUIT/FIRST RESPONDER

FAMILY VIOLENCE

PSYCHOLOGY OF THE OFFENDER

The purpose of this module is to introduce the Recruit/First Responder to the dynamics and principle motivating forces of the battering person.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Psychology of the Offender

FUNCTIONAL AREA: This elective module will introduce the Recruit/First Responder to the dynamics and principle motivating forces of the battering person.

PERFORMANCE OBJECTIVES: The Recruit/First Responder trainee, at the completion of this module will:

1. Define, verbally or in writing, the term battering.
2. Describe, verbally or in writing, four forms of battering.
3. Identify, verbally or in writing, eight characteristics of the battering person.

TOPICS:

- I. Family Dynamics and Learned Behavior
 - A. Social learning begins the instant we are born and includes all that one sees and hears.
 - B. The psychological makeup of a person affects their learning patterns.
 - C. Studies have shown that people who are brought up in a cold family environment combined with a high degree of parental punishment will more than likely physically abuse their own family members.
 - D. A violent personality is not the product of one factor alone. Instead it is comprised of psychological, environmental, modeling, and other forms of learning as well as biological and social factors which when combined, may become a volatile situation.

II. Battering

A. Definition

1. "...assaultive behavior between adults in an intimate, sexual, theoretically peer, and usually cohabitating relationship."

"Ganley, Anne L., Ph.D., "Court Mandated Counseling for Men Who Batter: A Three Day Workshop for Mental Health Professionals." Participant's Manual. Washington, D.C.: Center for Women Policy Studies, Reprinted 1982, p. 8.

B. Forms of Battering

1. Physical - includes all aggressive behavior by the offender to the victim's body (i.e., pushing, kicking, hitting, punching, choking, burning, stabbing, shooting, etc.).
2. Sexual - includes physical attacks on the victim's breast/genitals or forced sexual activity accompanied by either physical violence or the threat of physical violence.
3. Psychological includes (a) threats (i.e. threatening suicide, violence against others, etc.); (b) forcing the victim to do degrading things (i.e., eating cigarettes left in an ashtray, licking the floor, etc.); (c) controlling victim's activities (i.e., sleeping & eating habits, social relationships, etc.); (d) attacking victim's self-esteem (i.e. verbal abuse, denial of feelings, ideas, etc.); and (e) frightening the victim (i.e. driving fast, playing with weapons, etc.).
4. Destruction of Property and/or Pets - often not viewed as battering; done without attacking or even touching the victim - offender attacks an object to accomplish the battering; destruction not random - victim's treasured items or pet; offender may destroy property and/or pet in victim's presence as well as when the victim is not present.

C. Characteristics of the Battering Person

The following characteristics may or may not be indicative of the battering person:

1. Evident at all socio-economic levels, races, occupations, and religious affiliations.
2. Generational history of family violence.
3. Maintains low self-esteem; job dissatisfaction, underemployed or unemployed.
4. Characterized by poor impulse control; acts without thinking about the consequences.
5. Possesses quality of childlike narcissism.
6. Primary emotion expressed is anger, even hurt and other emotions (i.e., anxiety, sadness, joy, etc.) are all expressed as anger.
7. Blames others for actions; feels life is externally directed; attributes any successes and all failures to others.
8. Changes jobs, friends, moves, changes friends, sells property all without much thought.
9. Has intimate relationship with victim; smothers mate and uses spy tactics against him/her (i.e. times errands, checks mileage, calls several times per day, etc.).
10. Insanely jealous; voices great fear of being "cheated on."
11. Exhibits emotional dependency; great deal of depression.
12. Demanding and often times assaultive in sexual activities; sometimes punishes with abstinence and at times experiences impotence.

13. Controls by threatening homicide and/or suicide; often attempts one or both when partner separates.

III. Alcohol Abuse as it Relates to Family Violence

- A. A number of studies report a high correlation between violence and alcohol indicating that alcohol and family violence are more closely tied than alcohol to other types of violence.
- B. The traditional belief regarding alcohol and violence is that alcohol serves as a disinhibitor which allows a person to release aggression. Many victims blame alcohol for the violence that occurs in their homes and state that when the offender is sober, neither violence nor abuse occurs. The wisdom of such reasoning is disputed by many researchers.
- C. Victim and offender often concur with the assumption that alcohol renders an individual powerless to control behavior and that whatever happens is not his fault. These justifications may play a role in family violence by providing, in advance, an excuse for behavior that is normally prohibited by societal and familial norms and standards.

METHODS:

- Lecture
- Group discussion

FAMILY VIOLENCE
PSYCHOLOGY OF THE OFFENDER
RECRUIT/FIRST RESPONDER
PAGE 5

RESOURCE MATERIALS:

- Lesson Plan
- Blackboard/Easel
- Topical Bibliography
- Note to Trainer: It is recommended that you work with a local battering group in presenting this module. If possible, bring in an offender and conduct a discussion. Allow adequate time for questions and answers as well.

TIME REQUIREMENT:

- Two Hours

FAMILY VIOLENCE
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FAMILY VIOLENCE
PSYCHOLOGY OF THE OFFENDER
SPECIALIZED/INVESTIGATOR

FAMILY VIOLENCE
PSYCHOLOGY OF THE OFFENDER

This section will introduce the participant to the dynamics and principal motivation of the battering person.

FAMILY VIOLENCE
LESSON PLAN WORKSHEET

LESSON TITLE: Psychology of the Offender

FUNCTIONAL AREA: This section will introduce the participant to the dynamics and principal motivation of the battering person.

PERFORMANCE OBJECTIVES: The trainee at the completion of this module will:

1. Identify, verbally or in writing, seven characteristics of the battering person.
2. List, verbally or in writing, four characteristics of the battering juvenile.

TOPICS:

- I. Family Dynamics and Learned Behavior
 - A. Social learning comes from what one sees and hears beginning with birth, such as violence from television, parents physically abusing each other and parents abusing children.
 - B. Studies have shown people who are brought up in a family environment of low family warmth or high stress, in combination with a high degree of parental punishment, will likely physically abuse their own family members.
 - C. Information is conflicting about the effect of biological and organic factors as they relate to aggressive behavior.
 - D. The psychological make-up of a person affects their learning patterns.

II. Characteristics of the Battering Person may include the following:

- A. Evident at all socio-economic levels; all educational, racial, age groups.
- B. Characterized by poor impulse control; explosive temper; limited tolerance of frustration.
- C. Hidden symptoms of breakdown of appropriate behavior.
- D. Emotional dependency subject to secret depressions known only to family.
- E. Reduced capacity for delayed reinforcement--very "now" oriented.
- F. Has quality of childlike narcissism.
- G. Low self-esteem--perceived unachieved ideals and goals for self; disappointment in career even if successful by others' standards.
- H. Qualities which suggest great potential for change and improvement; such as frequent "promises" for the future.
- I. Convinced self to have poor social skills; describes relationship with mate as closest he has ever known; remains in contact with own family.
- J. Accusations-jealousy--voices great fear of being abandoned or "cheated on."
- K. Contains mate and uses spy tactics against her (for example, checks mileage and times errands); cleverness depends on level of sophistication.
- L. No sense of violating others' personal boundaries; accepts no blame for failures (marital, familial, or occupational) or violence.
- M. Believes forcible behavior is aimed at securing the family nucleus (for the good of the family).

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- N. Often reports not feeling guilt on emotional level even after intellectual recognition.
 - O. Generational history of family violence.
 - P. Participates in pecking-order abusing.
 - Q. Abusive skills improve with age and experience, but danger potential and lethality risks also rise.
 - R. Demanding and often times assaultive in sexual activities; sometimes punishes with abstinence; at times experiences impotence.
 - S. Controls by threatening homicide and/or suicide; often attempts one or both when partner separates; known to complete either or both.
- Note to Trainer: Determine if there is a local mens' battering group. It is recommended to have a batterer guest speaker and their therapist to discuss this issue with the class.

III. Alcohol Abuse as it Relates to Family Violence

- A. A number of studies report a high association between violence and alcohol indicating that alcohol and family violence are more closely tied than alcohol to other types of violence.
- B. The conventional wisdom regarding alcohol and violence is that alcohol serves as a disinhibitor which allows a person to release aggression. Many victims blame alcohol for the violence that occurs in their homes and state that when the offender is sober, neither violence nor abuse occurs. The wisdom of such reasoning is disputed by many researchers.
- C. Victim and offender often concur with the assumption that alcohol renders an individual powerless to control behavior and thus, whatever

happens is not his fault. These justifications may play a casual role in family violence by providing, in advance, an excuse for behavior that is normally prohibited by societal and familial norms and standards.

D. If substance abuse is evident in a family violence case, the officer primarily must be concerned with the victim and/or children and their risk at home.

1. Alcohol usage by the offender usually increases the degree of injury to the victim/victims.
2. The officer must be aware that if an alcohol abuser is violent toward one family member, that violent behavior often "spills over" to other family members.

E. Possible Family Violence Court Defenses related to Substance Abuse

1. A defendant will quite often allege that he/she was intoxicated as a result of alcohol or drugs and these defenses are often alleged to negate intent.
2. Insanity is being increasingly used as a defense.

- Note to trainer: Refer to NASDLET, Family Violence and the Law and Its Application Core Module.

IV. Characteristics of the battering juvenile may include the following:

- A. A close, almost symbiotic, emotional bonding with one parent.
- B. An indirect, almost uninvolved, relationship with the other parent.
- C. Feels separate from family and has increasing autonomy from parents.

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- D. Confusion over the inconsistent limits, restrictions and values set forth by parents.
 - E. Feels intense hostility sometimes and guilt and shame at other times.
 - F. Feels stress from being psychologically or physically separated from family.
 - G. Children under eight who hurt younger siblings may be jealous over the lack of maternal attention received.
 - H. Attacks or threatens attacks of parents or siblings ranging from threats and destruction of furniture to verbal and/or physical assaults.
- V. Early warning signs of homicidal aggression in youth have been identified by a number of clinicians may include the following:
- A. Mood shifts are evident with an emphasis on a deep pessimism concerning themselves, characterized by brooding and making expressions of self-hate among peers.
 - B. Increased drug use, often at own initiative.
 - C. The symbolic loss of someone close, usually a mother or a lover.
 - D. Encouragement by females to be strong and aggressive may result in unsuccessful attempts to prove manhood. The youth may become aggressive toward the female and either beat her up, kill her, or injure someone close to her.
 - E. Recurring medical complaints of headaches, physical aches, and difficulty sleeping.
 - F. Appearance of an increased buildup of agitation and energy such as restless pacing, talking to themselves and crying spells.
 - G. Overt or covert homosexual threats.

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- H. Specific calls for help; such as severe mood swings or increased drug use, often denied or not recognized by family members or friends.

VI. It is suggested that the trainer break the class into small groups who will show examples of offenders they have worked with, both adults and juveniles. Discuss case examples with entire class.

METHODS:

- Lecture
- Group discussion

RESOURCE MATERIALS:

- Lesson Plan
- Easel/Blackboard
- Topical Bibliography

TIME REQUIREMENTS:

- Two Hours

FAMILY VIOLENCE
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