

Family Violence Police Trainer's Instructional Manual

**Chief of Police
Stanley Knox**

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Detroit Metropolitan Police Academy

FAMILY VIOLENCE POLICE TRAINER'S INSTRUCTIONAL MANUAL



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FAMILY VIOLENCE POLICE TRAINER'S INSTRUCTIONAL MANUAL

INTRODUCTION

The FAMILY VIOLENCE information has been written to afford trainers of police officers and personnel the basic essentials as they work effectively with individuals that are confronted with Family Violence incidents. The manual consists of modules for each training components with an approximate time that is readily flexible dependant upon the instructor's needs. The materials are Criterion Reference Instructions that align with the initial stated Module Objectives.

Each module is a separate segment containing information geared to that particular subject. Essentially, it avails the opportunity to extract the "stand-alone" modules in order to incorporate and utilize with other police training materials.

Family Violence has become more apparent in the last few years. Many victims turn to the police for help more often than any other single agency. The overall goal of the Family Violence Training course is to assist law enforcement officers in intervening successfully in family violence cases - to work pro-actively, instead of reactively.

The Instructional Behavioral Goals and Objectives are to perform in the following manner. Each area will be constructively viewed:

- The role of the police officer in respect to accepting Crisis Intervention as a true police function.

- Enhancing the Police Officer's understanding of the psychological and sociological factors affecting the behavior of individuals in Family Violence settings.

- To assist the police officer in maintaining greater control over his/her emotions and providing a better understanding of the impact that his/her perceptions play when handling conflict situations and the effect on others.

- Assessing police officers and their prejudicial attitudes which prohibit them from making professional judgments. The effective, efficient and practical ways in better problem solving and more constructive decision making.

- Identification of the essential elements required to build a positive and constructive working environment for the victims of conflict, the appropriate arrest procedures, and the adaptable mandated police referrals.

**DETROIT METROPOLITAN POLICE ACADEMY
FAMILY VIOLENCE TRAINER'S INSTRUCTIONAL MANUAL**

PREFACE

The Family Violence Police Trainer's Manual is written with lesson plans to be utilized as a training tool. It can readily be supplemented with additional information and pervasive updated materials.

Family Violence is a crime so extensive that it touches more than half of the families in America in various ways. This problem is not a new problem, but has in the last few years escalated in awareness. Law Enforcement Officers are confronted daily with families who are experiencing difficulties. The officers are the key players in providing critical information to the victims and concerned citizens. Many preventive measures can be implemented. Training Modules are -

FAMILY VIOLENCE OVERVIEW

DOMESTIC DISPUTES

DOMESTIC VIOLENCE CYCLE/DYNAMICS OF ABUSE

GROUP AND FAMILY INTERACTIONS

LEGISLATION AND ORDINANCES

COMMUNICATION & PERCEPTIONS/ETHICS

OFFICER'S MOTIVATION & ATTITUDE/HUMAN RELATIONS

ELDER ABUSE

HANDLING ABNORMAL AND VIOLENT PERSONS

SPOUSE ABUSE

CRISIS INTERVENTION

SUICIDE & SUICIDE PREVENTION

CHILD ABUSE AND NEGLECT

EFFECTIVE SAFETY TECHNIQUES

FACTFINDING PROCEDURES

CIVIL LIABILITY AND ARREST

STRESS AWARENESS & MANAGEMENT

FAMILY VALUES AND CULTURAL DIVERSITY

FAMILY VIOLENCE POLICE TRAINER'S INSTRUCTIONAL MANUAL

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FAMILY VIOLENCE GOALS AND OBJECTIVES

COURSE GOALS AND OBJECTIVES: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques, strategies, and application of FAMILY VIOLENCE PROACTIVE MEASURES through written and/or verbal test with a score of 70% or above.

Upon the completion of this entire Family Violence Training Course, each participant will be able to:

- I. Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with victims of FAMILY VIOLENCE. Each participant will be able to work effectively in describing the various components of Family Violence and how to work in an efficient and efficient manner.
 - A. Identify the three selections which describe the impact of physical/environmental and psychological surroundings as a major factor in the police-community leadership process. Describe the appropriate attitude, motivation and demeanor that is conducive to establishing positive human relations.
 - B. Demonstrate, describe and select the areas of child abuse, elder abuse, spouse abuse that are mandated by the current legislation and ordinances. Evaluate the officer's role and determine his/her performance as an active participant and the necessary paperwork. Demonstrate preventive measures that must be implemented.
 - C. Construct the Crisis Intervention techniques and strategies that an officer should know. Identify the three basic concepts of people-oriented and task-oriented concepts in relations to effective FAMILY VIOLENCE preventive measures.
 - D. Identify what Civil Liability and Conflict Resolution consists of. Describe Safety Techniques and Preventive Measures that must be utilized by officers in his/her relationship during the Family Violence and interpersonal process.

FAMILY VIOLENCE GOALS AND OBJECTIVES

E. Identify the Arrest Procedures during Family Violence - Spouse Abuse and Domestic Disputes, that must be rendered by police officers.

F. Compare and contrast the factfinding process. Identify the procedures in group and family interactions. Describe the domestic cycle within the family dispute setting.

G. Select the areas that best describe the impact of the police officer as a crisis intervener during the Family Violence and suicide crisis.

H. Identify the three basic components that work effectively in relationship to effective SUICIDE PREVENTION.

I. Demonstrate, compare and contrast the twelve characteristics of Abnormal and Violent Persons and the role of the officer during the committal process.

J. Effectively describe Stress Management and Awareness. Demonstrate Stress reduction procedures and identify preventive stress measures.

K. Differentiate and indicate Family Violence interpersonal skills in accordance to the preparation, positive attitudes and knowledge level of officers. Constructively explain the determinants of experience.

L. Indicate the essential ethical responsibilities and the impact of the police officer as a leader in the Communication and perception process. Compare how the ethical responsibilities relate to a desirable and positive attitude for police-community relations.

M. Constructively explain Cultural Diversity and the relationship of police officers in Community Policing.

FAMILY VIOLENCE OVERVIEW

The Family Violence Information is to maximize the benefits of police training in this particular area. The knowledge and information are presented in a manner to enhance the ability of police officers. This information can be immediately applied to the real world. Patrol officers who are the "backbone" of the police department hold a critical and integral position within the community setting in relations to Family Violence. Patrol officers can work to empower the victim with essential information and provide proactive measures.

The police are usually the first ones that are called during violent situations and can serve as a catalyst to quell the Family Dispute, through arrest or providing viable information. The more knowledgeable officers are regarding family violence, the more constructive input and thought provoking ideas they can effectively implement. The Family Violence Overview contains all of the Manual's topics of discussion; however, it is not arranged in the Manual's sequential order.

I. OVERVIEW

A. Introduction & Orientation

- 1. Importance of FAMILY VIOLENCE TRAINING**
- 2. Motivation - "Need for Training"**

B. Introduction & Instructor's Area of Expertise

C. Requirements of Training Facility (Academy)

- 1. Rules & Regulations**
- 2. Parking, Policies & Procedures**
- 3. Uniform of the Day**

D. Organization of Family Violence Course

1. Content

- a. Lecture, Practical Application & Exercises**
- b. Simulation exercises/Team interaction**
- c. Hands-On Procedures/Role playing**

2. Course Requirements & Examination

E. Program Goals & Objectives

- 1. Current Legislation & Mandates**
- 2. Department Policies & Procedures**
- 3. Safety Review/Arrest/Effective Intervention Techniques**

FAMILY VIOLENCE OVERVIEW

During the 1980's there was a major shift in the emphasis that the patrol officer played in Family Violence and the community. Consequently, during the 1990's a more service-oriented method of policing has evolved from the concept of Police Patrol.

II. DOMESTIC DISPUTES

- A. Definition of Domestic Violence**
- B. Incidence of Violence**
- C. Detroit Statistics & Distribution In Society**
- D. Dynamics of Family Violence**
- E. Officers' Attitudes Towards Family Violence**

III. CHILD ABUSE AND NEGLECT

- A. Defining Child Abuse**
- B. Historical Overview of Child Abuse**
- C. Abused & Neglected Child Reporting Act**
- D. Child Sexual Abuse & Exploitation Treatment**
 - 1. Incest**
 - 2. Exploitation**
 - 3. Child Threats**

IV. DOMESTIC VIOLENCE CYCLE/DYNAMICS OF ABUSE

- A. Reasons for Occurrence**
- B. Alcohol Abuse & Family Violence-Dysfunctional Families**
- C. Reasons Victim Remains In Situation**
- D. Reasons for Police Involvement in Family Violence**

FAMILY VIOLENCE OVERVIEW

V. GROUP AND FAMILY INTERACTIONS

A. Types of Families

1. Nuclear/Extended Family
2. Blended/Single parent

B. Targets of Violence/Group-Family Situations

1. Assaults of spouses
2. Domestic Violence
3. Assaults on children & elderly
4. Erratic Parents
5. Chaotic Environment
6. Emotional Disorders
7. Fear of Abandonment
8. Divided Loyalties

C. The Dysfunctional Family & Group Interactions

D. Enhancing Family & Group Interactions

E. Adolescent Abuse & Neglect

F. Criminal Prosecution of Abusing Parents

VI. CURRENT LEGISLATION AND ORDINANCES

A. Family Violence State Statutes

B. Assault Arrests

C. Police Officers

1. 1985-M.C.L.A. 764.15c
2. Shall Inform Victims of Services

D. Abuse Injunctions

1. Old Injunctive Order-1978
2. M.C.L.A. 600.2950 (1983)/M.C.L.A. 552.14 (1983)

E. Criminal Complaints

FAMILY VIOLENCE OVERVIEW

VII. HANDLING ABNORMAL & VIOLENT PERSONS

- A. Mental Retardation versus Mental Illness**
- B. Twelve Signs of Mental Illness**
 - 1. Grandiose Behavior
 - 2. Extreme Changes in Behavior
 - 3. Paranoid Person
 - 4. Extreme Bizarre Behavior
 - 5. Talking to Himself/Herself
 - 6. Extreme Losses of Memory
 - 7. Observes, Smells or Tastes Non-existent Things
 - 8. Psychopath/Sociopath/Psychosis
 - 9. Bodily Aliments That are not Possible
 - 10. Compulsive-Obsessive Behavior
 - 11. Extreme Fear
 - 12. Schizophrenia
- C. Techniques & Preventive Measures**

VIII. STRESS AWARENESS & MANAGEMENT

- A. POSITIVE AND NEGATIVE STRESS**
- B. PERSONALITIES**
 - 1. TYPE A
 - 2. TYPE B
- C. APPROACHES TO FAMILY DISTURBANCES**
- D. STRESS MANAGEMENT PROCEDURES AND RELIEVERS**
- E. THE INITIAL APPROACH TO FAMILY DISTURBANCE RUN AND STRESS MANAGEMENT**

FAMILY VIOLENCE OVERVIEW

IX. ELDER ABUSE

A. Elder Abuse History

1. Definition of Elder Abuse
2. Previous Elder Abuse Information
3. Misnomers & Erroneous Concepts
4. Mistreatment of the elderly

B. Gerontological Process & Family

1. Continuity of Aged & Family Violence
2. Elderly Family Inconsistencies
3. Family Intervention for the Elderly

C. Types of Elder Abuse and Neglect

1. Assault and deprivation
2. Neglect and rape
3. Financial improprieties

D. Average Victim & Case

1. A 74 year old woman in New Jersey was beaten and raped by her son-in-law.
2. The woman's daughter demanded that her mother keep silent regarding the rape incident.
3. Daughter stated, I'm warning you, you won't have a home to sleep in if you say anything about this.

FAMILY VIOLENCE OVERVIEW

X X. COMMUNICATION AND PERCEPTION

- A. Perception & Preconceived Notions**
 - 1. Beliefs, Values and Philosophy of Life
 - 2. "Tunnel Vision"
 - 3. "Three Sides to Every Story"
- B. Listening Techniques/Understanding (Feedback)**
- C. Characteristics of the receiver**
- D. Barriers to Communication**
- E. Conflict to Communication**
 - 1. Dealing with Anxiety
 - 2. Conflict & Controversy
- F. Left Brain & Right Brain Communications**

XI. SUICIDE & SUICIDE PREVENTION

- A. Suicide - Historical Crisis Intervention**
 - 1. The Fastest Growing Suicide population
 - 2. Suicide (Preventive Measures) Pact
 - 3. Suicide Copy Effect
- B. Current Training & Preventive Measures**
 - 1. Professional Assistance
 - 2. Psychological-Suicide Contract
 - 3. Sociological Interventions

FAMILY VIOLENCE OVERVIEW

XII. OFFICER'S MOTIVATION & ATTITUDE

- A. Officer's Attitude & Motivation**
- B. Motivators vs. Demotivators**
- C. Effective Interactional Skills**
 - 1. Assess Your Skills**
 - 2. Officer's Goal Setting**
- D. The Officer as a Leader/Guide/Mediator**
 - 1. Leadership Styles/Motivation & Achievement**
 - 2. Positive Vehicle to Guide/Encourage**
 - 3. Defense Mechanisms/Negative Leadership Attributes**

XIII. SPOUSE ABUSE

- A. History of Spouse Abuse**
- B. Practical Application of Spouse Abuse Acts**
- C. Battering Personality Signs**
- D. Spouse Abuse Models**
- E. Demonstration Methods**
- F. Minneapolis Model**

NOTE:

THE INITIAL APPROACH TO THE DISPATCHED FAMILY DISTURBANCE RUN OR A PERSON SUSPECTED OF BEING VIOLENT IS AN IMPOSING RISK THAT OFTEN RESULTS IN MUCH STRESS. POLICE OFFICERS DISPATCHED TO A "FAMILY TROUBLE CALL" OR DOMESTIC DISPUTE RECOGNIZES THAT IT IS NEVER A ROUTINE CALL.

THE PATROL OFFICERS MUST BE ALERT TO PREVENT HURT AND HARM TO HIMSELF/HERSELF OR INNOCENT PERSONS. THERE ARE VARIOUS THINGS THAT AN OFFICER MUST BE AWARE OF TO PREVENT A SITUATION FROM GETTING OUT OF HAND.

FAMILY VIOLENCE OVERVIEW

XIV. CIVIL LIABILITY

- A. What is Civil Liability?
- B. Problems and Confrontations
- C. Primary Goal and Objectives
- D. Reactions to Frustration
- E. Aggression/Resignation (Apathy)
- F. Effective Timing
- G. Civil Liability and The Law
- H. Roleplaying and Feedback

XV. CRISIS INTERVENTION

- A. What is Crisis Intervention?
- B. Training & Policies in Other Departments
 - 1. New York
 - 2. Los Angeles
 - 3. Atlanta
- C. Recommended and Established Police Practices
- D. Managerial Skills
 - 1. Human
 - 2. Technical
 - 3. Conceptual

FAMILY VIOLENCE OVERVIEW

XVI. FACTFINDING PROCEDURES

A. Interviewing

1. Asking and Handling of questions
2. Establishing Purposes of Questions

B. Types of Questions/Techniques

C. Challenging or Threatening Questions

D. Appropriate Responses and Action

1. Arrest
2. Conflict Resolution
3. Provide Referrals to the Victim
4. Leave and Do Nothing
5. Combination of Above
6. Another Alternative

XVII. EFFECTIVE SAFETY TECHNIQUES

A. Arrival and Patrol Avenues

B. Initial Assessment

1. Part 1 - Legal Issues Re. Basis for Circumstance
3. Part 2 - Approach & Procedures
2. Part 3 - Initial Observation

C. Violence Reduction

1. Defuse - "Hot situation"
2. Gaining Control of Situation

FAMILY VIOLENCE OVERVIEW

XVIII. FAMILY VALUES AND CULTURAL DIVERSITY

- A. Police Officers, Community & Family Violence**
 - 1. Values of Family & Community Policing
 - 2. The Values of Community Policing
- B. Cultural Diversity**
 - 1. United States and its system
 - 2. Three Types of Police
 - a. Meaningful Dialogue
 - b. Families, Groups & Services
 - c. New Learning Approaches
- C. Two Major Goals of Police-Community Relations**
- D. Domestic Violence Is a Community Problem**
 - 1. Awareness
 - 2. Personal Preventive Techniques

XIX. FAMILY VIOLENCE SUMMARY AND CONCLUSIONS

- A. Oldest Form of Patrol**
- B. The Police System**
 - 1. Medical & Criminal Justice system
 - 2. Back-up units and assistance
 - 3. Five senses
 - 4. Crime preventive triangle
- C. Effective Communication**
 - 1. Peer pressure/Personal assumptions
 - 2. Professionalism/Ethics & Courtesy
 - 3. Types of Crowds/Controlling factors

DOMESTIC DISPUTES

Module Objective: Given the classroom lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of DOMESTIC DISPUTES through written and/or verbal test with a score of 70% or above.

A. Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with the safety precautions of DOMESTIC DISPUTES. This requires establishing the proper environment with physical and psychological considerations. Each officer will explain the law and the importance of the proper demeanor and speech upon arrival at the scene.

B. Identify the three selections which describe the impact of physical environmental and psychological surroundings as a major factor in the initial assessment for the protection of life in relationship to medical emergencies and immediate arrest decisions.

C. Demonstrate and select the areas that best describe the impact of the police officer as a leader and the process that relates to a desirable positive attitude, perception, ethics and communication for effective and noneffective police-community relations.

D. Identify the Detroit procedure utilized for Handling Domestic Disputes and the decisions regarding arrest.

E. List various measures, pro-active measures rather than reactive procedures, that can be implemented when working with Domestic Disputes.

F. Compare and Contrast the dynamics of the responding officer in the decision making process. Each participant will demonstrate the Domestic Disputes Arrest procedures displaying role playing and written in-basket techniques.

G. Each officer will also be able to recognize the necessary procedures to be utilized when working with Domestic Disputes.

DOMESTIC DISPUTES

- I. Opening Statement: Domestic Violence is a Crime and is one of the most common of all crimes. Police Officers must be knowledgeable in the area of Domestic Violence. Productive awareness and constructive preventive measures can work at saving lives during Domestic Dispute incidents. Domestic Violence Statistics show that:

- Twenty-one percent of all women who use the emergency surgical service are battered.
- Acts of domestic violence occur every 18 seconds in the United States.
- About 1/2 of all couples experience at least one violent incident; in 1/4 of these couples, violence is a common occurrence.
- 20% of all murders in this country are committed within the family, and 13% are committed by the spouse.
- Most family violence is committed against women.
- 95% of all spousal assaults are committed by men.
- Each year six million American women are beaten by their husbands or boyfriends. 4,000 of them are killed.
- Battering is the single major cause of injury to women- more frequent than auto accidents, muggings, and rapes combined.

(Statistics from The Family Violence Bulletin, 12/88)

A great percent of police services are rendered in answering and re-answering family disturbance calls. The constructive Domestic Violence Approach serves to maximize the officer's survival and minimize the possibility of assault and injury to officers and citizens.

In this module we will discuss some of the alternatives to traditional methods of police officers in the handling of crisis situations. Our major focus will be on the family trouble dispatched patrol run, which tends to be the most violent type in the Domestic Violence process.

II. CURRENT RESEARCH IN DOMESTIC DISPUTES AND TRAINING

A. **Emerging Research:** Effective DOMESTIC DISPUTES - physical, psychological, economical, societal and cultural values play a significant role in the constructive DOMESTIC DISPUTES training process of police officers.

1. The latest studies have indicated that alcohol abuse appears to be one of the precipitating causes in many DOMESTIC DISPUTES incidents (National Victims Resource Center, Johnson, Martin).

2. Studies support that people are more likely to be physically assaulted, beaten or even killed by a loved one in the confines of their own home than any other place, or by anyone else.

3. As in the past, more police officers are killed or injured during DOMESTIC DISPUTES disputes than any other incident.

4. The climate of the ongoing family abuse results in more horrendous depravation within the family structure. Children are emotionally traumatized by witnessing family violence; many of them grow up to repeat the pattern as victim or abuser (AWARE, INC., Jackson, Michigan).

5. Officers who have been trained utilizing Family Violence roleplaying scenarios seem to work more productively during these incidents in the "real-world.". The "hands-on" training procedures tend to provide officers with more indepth insight and functional preventive measures.

6. Studies are currently viewing women in domestic violent situations and their ability to "tune-out," and the significance of their receptiveness during the remainder of the marital relationship (Dowell, Johnson).

DOMESTIC DISPUTES

III. DOMESTIC VIOLENCE

DOMESTIC VIOLENCE training is designed in order that a police officer can walk into a situation and deal with tempers flaring, threats and attempt to calm the parties without getting himself/herself hurt.

A. Definition of Domestic Violence

In the broadest sense, domestic violence is the abuse of another individual in the same family or household, including child abuse, sibling abuse and elder abuse. Domestic violence also includes abuse of another individual in a dating or sexually intimate relationship.

B. Incidence of Domestic Disputes

1. A criminal, social, behavioral & medical problem
2. Ordinary life events often escalate to violence

C. Statistics & Distribution In Society

1. Econo-societal, cultural, racial ... classes
2. People with fewer resources likely to call police

D. Dynamics of Domestic Violence

E. Officers' Attitudes Towards Domestic Violence

1. Significant Impact in Handling Police Runs
2. Changing Police Attitudes
3. Behavioral Theory & Cognitive Theory

F. Individual Police Differences

G. Factors Affecting Police & Community's Attitude

H. Previous Training & Policies in Other Departments

1. Minneapolis - Research study conducted from March 1981 to August 1982 utilizing three different procedures during domestic disputes.
2. Kansas City - 1973 Study explored the relationship of domestic violence, homicides and aggravated assaults.
3. Newport

DOMESTIC DISPUTES

I. Recommended and Established Police Practices

1. Effective Safety Techniques
2. Police Consistent; Behavioral Pattern

J. Approach Techniques & The Distraught Parties

1. Arrival Techniques
2. Stress does play a role in the violent family
3. Equal consideration must be given to
 - a. Domestic personal operating styles
 - b. Conjugal strengths, weaknesses of each member
 - c. Violence and viable alternative

K. Other Interference that Hinder Officers

1. Dealing with Anxiety of the disputants
2. Knowledge of Area versus Unknown Area
 - a. Assessing Family violence commonalities.
 - b. There are some common themes.
 - c. Violence patterns; There are no set rules.
3. Personal Perceptions of the Couple
 - a. Multiple environmental stressors.
 - b. Inadequate survival skills - confused dependencies & attachments.
 - c. Violence - low self esteem/ displaced aggression.
4. False Interpretations of Domestic Persons
 - a. too high expectations/message competition.
 - b. role confusions, reversals & disturbances.

DOMESTIC DISPUTES

IV. DOMESTIC DISPUTES

A. What is DOMESTIC DISPUTES ARREST & RESOLUTION?

1. Resolution is the process of "resolving" a family fight. It is the term for attempting to work out something constructive with the disputants - making a referral, leaving, or making an arrest. In resolution the officer tries to help the citizens do something with the problems or problems that have been identified during the factfinding process.

- a. Alertness in observing necessary precautions
- b. Social entities that reduce tensions
- c. Psychological Support Units

B. What is the Goal of DOMESTIC VIOLENCE RESOLUTION?

1. The department previously used mediation to reduce the Domestic dispute. Currently, it is no longer a specific course of action used by the police department. Domestic Violence is a crime and must be treated like any other crime. Arrest is essential.
 - a. IN THE OLD CONFLICT MEDIATION the final outcome consisted of reaching a compromise which represented the interest of both parties. For police officers it was time consuming.
 - b. In the past, some families looked promising during the mediation process. The officer would spend 10-30 minutes of concentration and energy only to discover that he/she was making little progress. At times, the officer would work at reaching a solution and then have the abuser utilize physical and/or emotional abuse as soon as the officers left the scene.
2. The Goal of DOMESTIC VIOLENCE RESOLUTION is to resolve the situation. It was established to provide a workable solution for that individual Family Violence Dispute, whether it is to arrest, utilize involvement and/or provide viable referrals.

DOMESTIC DISPUTES

C. What IS CONFLICT REDUCTION AND CONFLICT RESOLUTION

1. Conduct reduction

- a. Temporary solution
- b. Quells situations at the onset of officer's arrival, i.e. - Separating the couple.
- c. Occurs when precipitating incidents alone are dealt with.

2. Conflict resolution

- a. Occurs when the issues are addressed which have given rise to the dispute.
- b. The conflict is quickly resolved to the satisfaction of the disputants and police - arrest, arbitration, involvement and referrals.
- c. When a workable solution can not be utilized, a supervisor should be called to the scene in order to prevent future Civil Liability suits.

DOMESTIC DISPUTES

D. Three stages of the Domestic Disputes Cycle

1. Tension Building stage - At the onset.
2. Acute stage - the most dangerous for the responding officers.
3. Respite stage -
 - a. The Victim (complainant) has released some of her/his pent-up emotions. This is the stage that the victim can speak in a rational manner.
 - b. Involvement can be utilized at this time.

ONLY FIVE PERCENT (5%) OF REPORTED DOMESTIC DISPUTES
CASES INVOLVE A MALE COMPLAINANT.

DOMESTIC DISPUTES

Police officers' training must be so aligned in order that the officer has the ability -

To restore order in the household and safety to the family members.

To determine if a crime has been committed and take appropriate law enforcement actions.

Domestic Disputes within family is a crime and the officer has the right to arrest.

To refer the family members to a service agency that can help them deal with their problems in a more permanent manner.

Educating and training police officers to handle spouse abuse and wife beating calls are necessary tasks for all police agencies. The stress and danger involved in these calls make it imperative that the responding officers learn to quell and contain these situations. It is important that the officers ensure their own safety and that of the family members.

Many Family Violent cases tend to regress over time, resulting in an aggravated assault or homicide. An officer needs to understand the social roots of the problem and learn how to respond in ways that will neither escalate the Domestic Disputes nor contribute to a subsequent deterioration of the situation. Police training programs then, should be designed to improve the officers' intellectual grasp in the nature of the problem. All officers should understand their primary responsibilities during Domestic violence incidents.

WHAT ARE THE NEEDS OF THE VICTIMS? POLICE OFFICERS CAN OFTEN ANSWER THESE QUESTIONS

1. What Type of Prevention can be implemented?
2. What Measures of Correction are needed?

DOMESTIC DISPUTES ABUSE AND INJURIES

- 1. THE MOST COMMON CAUSE OF WOMEN'S INJURIES ARE DOMESTIC ABUSE.**
 - A. THESE INJURIES OCCURS MORE OFTEN THAN AUTO ACCIDENTS, MUGGINGS AND RAPES COMBINED.**
 - B. IT IS OFTEN LARGELY IGNORED BY PHYSICIANS AND MEDICAL JOURNAL REPORTS.**
- 2. ACCORDING TO THE JOURNAL OF AMERICAN MEDICAL ASSOCIATION.**
 - A. TWENTY-TWO TO THIRTY-FIVE PERCENT OF WOMEN WHO VISIT EMERGENCY DEPARTMENTS HAVE ABUSE RELATED SYMPTOMS (DOWELL)**
 - B. THESE ARE EITHER PHYSICAL OR STRESS RELATED (STRESS ARE HIVES, ULCERS, EXCESSIVE COLDS).**
- 3. THIRTY-FOUR PER CENT OF ALL FEMALE HOMICIDE VICTIMS, OLDER THAN 15 YEARS, ARE KILLED BY THEIR HUSBAND OR INTIMATE PARTNERS.**
 - A. REPORTED BY JAMA ASSOCIATE, EDITOR TERI RANDALL, CITING FBI DATA FROM 1976 TO 1987.**
 - B. WHILE MOST CLINICIANS WOULD NOT CONSIDER DISCHARGING A PATIENT WITH A LIFE-THREATENING CONDITION. DATA FROM EMERGENCY DEPARTMENT RECORDS SHOW THAT A MAJORITY OF WOMEN WHO ARE VICTIMS OF DOMESTIC ABUSE ARE DISCHARGED WITHOUT ANY ARRANGEMENTS MADE FOR THEIR SAFETY, TO RETURN TO THE SAME ABUSIVE RELATIONSHIPS THAT CAUSED THEIR INJURIES.**
- 4. DR. MARK ROSENBERG, DIRECTOR OF INJURY CONTROL, THE NATIONAL CENTERS FOR DISEASE CONTROL, STATED:**

THE ONLY PHYSICIANS WHO ASK ABOUT VIOLENCE ARE PSYCHIATRISTS AND THEY ARE ONLY INTERESTED IF IT OCCURS IN A DREAM. THEY RARELY ASK ABOUT THE VIOLENT EVENTS THAT OCCUR IN REAL LIFE.

DOMESTIC DISPUTES

5. **HOWEVER, DR. JACK ALLISON, VICE PRESIDENT OF THE AMERICAN COLLEGE OF EMERGENCY PHYSICIANS, STATES THAT THE REPORT OVERSTATED DOCTORS' SHORTCOMINGS. IT FAILED TO INDICATE HOW OFTEN WOMEN ARE UNWILLING TO IMPLICATE THEIR ABUSERS (GREENVILLE, NORTH CAROLINA).**

- A. **THERE ARE STILL TIMES, UNFORTUNATELY, WHEN WOMEN GO BACK TO THESE RELATIONSHIPS -**

1. **THEY CHOOSE NOT TO GO TO THE SHELTERS.**
 2. **CHOOSE NOT TO PRESS CHARGES.**
 3. **CHOOSE NOT TO GET OUT OF THE ABUSIVE SITUATION.**

6. **A 1987 STUDY OF ONE URBAN EMERGENCY DEPARTMENT INDICATED THAT PHYSICIANS WHO TREATED INJURIES INFLECTED BY ANOTHER PERSON RARELY INQUIRED ABOUT THE VICTIM'S PAST SEXUAL OR PHYSICAL ABUSE, LIVING ARRANGEMENTS OR PROSPECT FOR SAFETY.**

- A. **BY NOT ASKING THOSE QUESTIONS, PHYSICIANS LOST THE OPPORTUNITY TO ADDRESS THE CAUSE OF PATIENT'S MEDICAL CONDITIONS AND CLOSED THE DOOR TO PREVENTIVE MEASURES.**

- B. **HOWEVER, A GROWING NUMBER OF PHYSICIANS ARE SAYING THAT THE TREATMENT OF DOMESTIC DISPUTES BELONGS WITHIN THE REALM OF MEDICINE.**

DOMESTIC DISPUTES

7. DR. ANNE FLITCRAFT, AN ASSISTANT PROFESSOR OF MEDICINE AT UNIVERSITY OF CONNECTICUT, STATES THAT -

- A. QUICKER THAN YOU CAN PUT ON A BAND-AID, YOU CAN ACKNOWLEDGE THE VIOLENCE, AND YOU CAN ASSERT THAT THIS IS ILLEGAL.
- B. IT IS **NOT** THE FEMALE'S FAULT. HOWEVER, MANY WOMEN TEND TO BELIEVE THAT IT IS HER FAULT THAT SHE IS IN THIS SITUATION.
- C. YOU CAN EDUCATE THE VICTIM REGARDING THE COMMUNITY-BASED RESOURCES AVAILABLE IN ORDER TO ASSIST HER. THE QUESTION - "ARE YOU SAFE?" SHOULD ALSO BE ASKED.
- D. MANY HOSPITALS HAVE BEGAN PROGRAMS TO OFFER SUCH HELP TO PATIENTS WHO HAVE BEEN ABUSED.

Detroit Free Press, Brenda Coleman (August 22, 1990). "Abuse said to Lead Injuries to Women."

V. DOMESTIC DISPUTE SUMMARY

- A. DOMESTIC VIOLENCE should ensure that all is performed in order to work effectively with the situation at hand. The climate or environment should be observed by the officer using his/her five senses. It is important to utilize pro-active, rather than reactive measures.
- B. The more knowledgeable, prepared and experienced the officer is in handling Family Violence incidents prior to the dispatched run, the more he/she can work with safety precautions and techniques.
- C. Continuing to support the productive operating techniques can serve to deter or prevent some of the catastrophic incidents that occur during Domestic Violence. Preventive measures and productive ideas can work effectively during all DOMESTIC DISPUTES incidents.

DOMESTIC DISPUTES

QUESTIONS TO ASK TO ESTABLISH IF SHE IS A BATTERED WOMAN?

- 1. ARE YOU ALWAYS DEMEANED AND CRITICIZED BY YOUR PARTNER?**
- 2. DOES YOUR PARTNER BLAME YOU FOR HIS VIOLENT ACTIONS?**
- 3. DOES YOUR PARTNER STRIKE, HIT, KICK OR SLAP YOU?**
- 4. ARE YOU AFRAID OF YOUR PARTNER BECAUSE OF HIS THREATS?**
- 5. DO YOU APOLOGIZE EXCESSIVELY FOR YOUR PARTNER'S OUTBURSTS?**
- 6. DOES YOUR PARTNER DISPLAY UNNATURAL OUTBURSTS AND VIOLENT ACTS?**
- 7. DOES YOUR PARTNER CONTROL ALL THAT YOU DO?**
 - A. MONEY AND TIME**
 - B. YOUR SELECTION OF CLOTHES**
 - C. YOUR JOB**
 - D. MAJOR AND MINOR DECISIONS**
 - E. PROBLEM SOLVING AND DECISION MAKING**
 - F. FRIENDS AND ASSOCIATES.**
- 8. IS HE EXCESSIVELY JEALOUS?**
- 9. DO YOU FEAR FOR YOUR LIFE?**
- 10. DOES YOUR PARTNER PLAY WITH WEAPONS (GUNS, KNIVES), AT YOUR EXPENSE?**

FAMILY VIOLENCE FEEDBACK INSTRUMENT

FEEDBACK INSTRUMENT: Write a short description regarding each area in relations to the Family Violence incidents.

FACTFINDING

- I. WHAT ARE THE ESSENTIAL INTERVIEWING TECHNIQUES AND STRATEGIES NECESSARY DURING FAMILY VIOLENCE INCIDENTS?

Identify and describe interviewing techniques and strategies which provide the officer with the essentials to obtain information and define the problem. Each participant will demonstrate strategies and the applied challenges in questioning for constructive factfinding procedures.

MOTIVATION

2. MOTIVATION IS AN IMPORTANT COMPONENT IN WORKING WITH FAMILY VIOLENCE INCIDENTS. WHAT POSITIVE MOTIVATIONAL ASPECTS MUST BE UTILIZED WHEN WORKING WITH DOMESTIC DISPUTES.

Identify basic defense mechanisms and motivation concepts for officers and the public in relationship to effective and constructive Domestic Disputes preventive techniques.

LEADERSHIP QUALITIES/EFFECTIVE AND POSITIVE ATTITUDES

3. POLICE OFFICERS MUST POSSESS CERTAIN LEADERSHIP QUALITIES IN ORDER TO WORK IN A CONSTRUCTIVE AND PROFESSIONAL MANNER, ESPECIALLY DURING FAMILY VIOLENCE SITUATIONS.

Demonstrate and select the area(s) that best describes the impact of the police officer as a leader and the process that relates to a desirable positive attitude, perception, ethics and communication for effective and noneffective police-community relations.

DOMESTIC DISPUTE CYCLE PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of **Domestic Dispute Cycle** through written and/or verbal test with a score of 70% or above.

Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in the awareness and working with the Domestic Dispute Cycle. The descriptors and the various stages will be constructively assessed. Upon completion of this module, the participants will be able to:

- A. Identify the characteristics of family domestic violence and describe the impact of the domestic interactional process. Indicate as a major factor in physical, environmental and psychological surroundings.
- B. Select the areas that best describes the impact of the police officer in the process that relates to a desirable and positive attitude for police-community relationship.
- C. Identify the Dynamics of Abuse in relation to the Domestic Dispute Cycle.
- D. Identify the selections that most effectively describe the officer in the process of the Domestic Dispute Cycle. Describe preventive techniques in accordance to the officer's preparation, positive attitudes, knowledge level and experience.

DOMESTIC DISPUTE CYCLE

- I. **Opening Statement:** It is important that an officer understands the importance of establishing an atmosphere in the socialization of the family interactional process. Many dysfunctional families have an excessive need for someone to aid and assist them. Many families are unable to obtain constructive information that will help them get out of the situation. The officer can serve to be the number one information provider and referral person - making the necessary arrests.

DOMESTIC VIOLENCE CYCLE

A. Reasons for Occurrence

1. Childhood socialization
2. Sociocultural values
3. Societal approval of wife beating
4. Individual psychology

B. Alcohol Abuse & DOMESTIC CYCLE-Dysfunctional Families

1. Co-dependency/Drinking & Abuse
2. Distorted Thinking
3. Past Incidences
4. Violence - Male/Female Abusers

C. Reasons Victim Remain In Situation

1. Limited Resources
2. Distorted Socialization
 - a. Fault of victim
 - b. "Double Messages" (verbal versus physical)
 - c. Learned Helplessness
3. Hope Situation Will Become Better
4. Feel Love &/or Duty towards spouse or family
5. Have been rebuffed by others
 - a. During previous request for help
 - b. Lack of effective resources

D. Reasons for Police Involvement in the DOMESTIC DISPUTE CYCLE

1. Officers' responsibility
2. Officers' availability

II. CURRENT RESEARCH IN DOMESTIC DISPUTE CYCLE AND TRAINING

A. **Emerging Research:** The Domestic Dispute Cycle - physical, psychological and the environment plays a significant role in working with domestic dispute problems. The Domestic Dispute cycle consists of looking at one of the highly prevalent crimes in society - **Domestic Disputes and Violence.**

1. The Domestic Dispute cycle displays that 1/2 (one-half) of all couples experience at least one violent incident during their marriage (AWARE, 1988). Every four persons have domestic difficulties, which when left without assistance or preventive measures becomes a cycle.
2. Studies indicate that there are many domestic violent incidents that are rarely reported to the police. By the time it is reported, there may have been dozens of previously unreported attacks.
3. Acts of Domestic Violence occur every 18 eighteen seconds. The number is perhaps every 15-17 seconds, due to the many domestic violent incidents that are seldom or never reported to the police.

DOMESTIC DISPUTE CYCLE

III. DOMESTIC CYCLE MANAGEMENT

A. What is the Domestic Dispute Cycle?

1. **Definition:** Domestic Dispute Cycle is the repeat performance of domestic violence that has transpired over and over. This pattern has often been established over several generations - "A cycle that is difficult to break."
2. People-Oriented versus Task-Oriented
3. Environmental (Physical) Family Background
4. Emotional/Psychological Support Units

B. Domestic Dispute Cycle's Functions of Managerial Skills

1. Planning - People Managerial Skills (Helps)

- a. Family & Interaction - Forecasting & Development
- b. Group/People Strategies/Process & Procedures
- c. Goals/Objectives/Process & Interactions

2. Organizing - "5 M System" - What can be done?

- a. Learning to utilize an effective technique to prevent and break the continual negative cycle of Domestic Disputes/**Methods & Material**
- b. Specialization through viable information - Learning where to go, what to do and how to prevent the precarious predicament she is in. **What Resources are Available? (Manpower and Services Available)**
- c. **Money/Machinery/Hands-on/mechanical innovation**

3. Leadership (Leading) - Where can the person go?

- a. Coaching, Instructing & Motivating
- b. Motivating and Regulating
- c. Directing & Delegating - This is an analytical daily function. At times it means finding a new home or location in order to eradicate the dysfunctional family that the victim is an active part of.

DOMESTIC DISPUTE CYCLE

3. Controlling Factors

- a. What can be done, if it is not working?
What Measuring Device will be utilized?
- b. How and In What Way will they be Regulated?
- c. What Correcting Factor can be implemented?
- d. How will the factors be Evaluated?

C. Approach each domestic call as potentially dangerous.

1. Separate the people involved
2. Secure any weapons that may have been involved and attempt to calm the people.
3. Conduct a complete investigation.
 - a. Pay particular attention to:
 1. The victim and witness statements
 2. Injuries and the person's behaviors
 - b. Collect and preserve physical evidence.

D. An arrest is required, if probable cause exists:

1. Victim was assaulted.
2. A domestic relationship exists.
3. The victim has visible signs of injury or a dangerous weapon was used in the assault.
4. The officer believes that the victim has been assaulted.

E. How Does the Officers Work With Interference and Involvement

1. Dealing with Anxiety
2. Knowledge of Family Violence Incidents
 - a. Unfamiliar area (novice in the field)
 - b. "New legal and practical application; possible ways and procedures to implement information"

DOMESTIC DISPUTE CYCLE

F. Officers & Disputants Interactions

1. Family Territory, Life Status & Ego Threats
2. Erroneous Personal Perceptions
3. False Interpretations
 - a. Misconstrued information and expectations
 - b. Communication breakdown and competition

THE DOMESTIC DISPUTE CYCLE

The Domestic Dispute Cycle is an ongoing process which has resulted in many difficult problems and has taken place over several generations. The Domestic Dispute Cycle has often left the victim experiencing a feeling of helplessness, hopelessness, distorted thinking. At times, there is a belief that the violence is the fault of the victim. (Family Violence Bulletin, December 1988).

In order to break this domestic cycle, the victim needs to receive constructive information. The police officer can often be the person who can garner essential information and distribute the same to the victim, making her aware of the available help. The awareness, acceptance or nonacceptance, and other procedures can be implemented through the necessary referrals. The ideal way should be proactive measures, prior to, rather than after the fact.

The police officer can work at helping to break the domestic dispute cycle. The officer should be knowledgeable of dysfunctional families and several preventive measures that can be effectively utilized. If violence does occur because of the domestic dispute cycle, the police officer can generate viable information to the victim for future contacts. A genuine and positive approach by the officer is necessary. Referrals, preventive measures, involvement and other control techniques and/or arrest should be implemented.

A. Reasons for Occurrence of the Domestic Cycle

1. Childhood socialization

The acceptance of violence plays a critical part. A person who grows up in a dysfunctional family and who accepts violence as a way of life or norm, tends not to think that it is unusual. This is a childhood socialization process that transposes itself into an adult's expected behavior in the domestic cycle of acceptance.

2. Sociocultural values

Values, beliefs and the philosophy of one's life is transmitted from one generation to another. The domestic dispute cycle is dysfunctional and the family can accept the "behavior of violence" as a way of life. It then becomes a domestic violence cycle that moves throughout the generations.

THE DOMESTIC DISPUTE CYCLE

3. Societal approval of wife beating

In direct or indirect relationship of values, beliefs and the philosophy of one's life, wife beating can become an expected process. Victims of Domestic Violence are three times more likely to be victimized again than are victims of other types of crimes. (AWARE, 1988) Although, it may not be condoned totally, it is accepted and is passed from one generation to another. The societal approval might be just to ignore it which enhances the behavior. Wife beating in the domestic cycle results in a dysfunctional family. It then can become an accepted and expected behavior.

4. Individual psychology

The ability to accept on an individual basis. The mind-set of the individual accepts the violence for a variety of reasons. This provides the foundation in the basic domestic cycle that becomes perpetual.

The accepted individual psychology is garnered from the childhood socialization due to personal values, beliefs, ethics and cultural idiosyncracies.

B. Alcohol Abuse & Domestic Dispute Cycle - The Dysfunctional Families

1. Co-dependency/Drinking & Abuse

Alcohol & Drug and Experimentation - Children sometimes attempt to intervene during violent incidents and become physically injured. Emotional damage occurs when children continue to witness the on-going violence. The abused parent may become so preoccupied with fear and the abusive situations the he/she cannot offer the nurturing needed by the child. (Time Out, 1988)

2. Drinking & Abuse

It is a domestic cycle that perpetuates throughout life because the cycle is often never broken. Alcohol Abuse being used as an excuse, and the Domestic Violence Cycle moves throughout the generations and it becomes habit-forming - "a habitual behavior within the family structure."

THE DOMESTIC DISPUTE CYCLE

3. Distorted Thinking

Distorted Thinking, at times, becomes part of the domestic cycle because of continual dependency on drink and drugs intertwined with abuse. The condition does not stop, but is a major part of the domestic cycle.

4. Past Incidences

5. Violence - Male/Female Abusers

C. Reasons Victim Remains In Situation

1. Limited Resources

2. Socialization

a. Fault of victim

The abuser can work effectively at distorting the mind-set of the abused. Whereas, the person being abused begins to believe that it is her fault.

b. "Double Messages" (verbal versus physical)

c. Learned Helplessness

3. Hope Situation Will Become Better

4. Feel Love and/or Duty towards spouse or family

5. Have been rebuffed by others

a. During previous request for help

b. Lack of effective resources

D. Reasons for Police Involvement in DOMESTIC CYCLE

- 1. For Couples that have been involved in battering over a period of times, the cycle probably has repeated itself from one to 20 times since the charges were originally filed (Schoen). The officers dispatched to the scene without performing a constructive action during the Domestic Dispute can escalate the problem. This family violence incidence could make the perpetrator become more violent. It could also be the igniting force that makes the victim take action.**

THE DOMESTIC DISPUTE CYCLE

2. Officers' responsibility - Need to enforce law
 - a. Need to enforce Domestic Abuse law; ARREST
 - b. Need to verify injunctive order, if necessary
 3. Officers' availability for 24 hours a day
- E. Effects of Family Violence on Children
(Time Out Newsletter, Volume 3, No. 3, Summer, 1988)
1. The Child may be a victim of sexual abuse if family is dysfunctional (crack-cocaine, drugs, drinking).
 2. Early Marriage
 - a. Escape from a violent home.
 - b. Unconscious/conscious desire to create a home environment that has been denied the individual.
 3. Delinquency
 - a. Lack of Home Support and continual violence in the home often results in juvenile delinquency.
 - b. Youth seek support through acceptance, and empowerment through a strong, usually delinquent group. Many will join gangs or crime organized group, in order to reap the benefits that he/she is not receiving at home. This become the youth's surrogate family that provides the needs that he/she lack from a supportive loving stable family (Crummie, 1990).
 - c. Many Juvenile Delinquents come from Dysfunctional Families where there has been ongoing Domestic Disputes, Elder Abuse, Child Abuse and exposure to Drugs (Griggs, 1990).

DYNAMICS OF ABUSE IN FAMILIES
(Williams, Michigan Coalition, National Institute
of Mental Health)

In many households where abuse takes place, the family members live with mounting tension that erupts into terror with every violent incident. Sometimes there is a calm period following the violence when the batterer may beg his partner's forgiveness and promise not to harm her again.

This is often provided for the female to have false hopes that are soon broken due to more violence. The belief that the abuser will change, continues to move forth in a cyclic process and repetitive behavior. When the cycle continues and the tension begins to mount, once again the assaultive behavior causes much stress, mental abuse, physical abuse and even homicide to the victim.

THIS IS THE REASON THAT CONFLICT MEDIATION IN THE PAST HAD DIFFICULTIES. OFTEN THE VIOLATOR MADE PROMISES WHILE THE LAW ENFORCEMENT OFFICERS WERE AT THE SCENE AND THE PROMISES WERE SOON FORGOTTEN WHEN THE OFFICERS LEFT THE PREMISES.

In some homes there are very few calm periods.

- A. THE PHYSICAL INJURIES ARE CONTINUALLY INFLICTED.
- B. THE INJURIES ARE OFTEN DEVASTATING.
 - 1. THE PSYCHOLOGICAL INJURIES ARE EVEN GREATER THAN THE PHYSICAL.
 - 2. THE THREAT CONTINUES, EVEN WHEN THE VIOLATOR OR BATTERER IS NOT AROUND.
 - 3. THE PSYCHOLOGICAL FEAR AND EMOTIONAL THREATS CONTINUES TO ESCALATE EVEN WHEN THE VIOLATOR OR BATTERER IS AWAY FROM THE HOME.
- C. THE ISOLATION THAT MOST ABUSED AND BATTERED WOMEN EXPERIENCE IS EXTREME.
- D. THE BATTERER IS OFTEN JEALOUS AND THREATENED BY RELATIONSHIPS THAT THE VICTIM HAS WITH FRIENDS AND FAMILY.
- E. FAULT IS FOUND WITH THE VICTIM'S ASSOCIATES.
- F. DEMEANING COMMENTS WORK TO DEplete THE VICTIM AND MAKE HER VULNERABLE.
- G. THE THREATS TEND TO KEEP THE VICTIM IN CHECK.

DYNAMICS OF ABUSE IN FAMILIES

- H. WHEN THE ABUSER IS NOT THERE, THERE IS STILL FEAR
- I. IF SHE WORKS OUTSIDE THE HOME HE STILL CONTROLS HER BY-
 - 1. Driving her to and from work.
 - 2. Clocking her hours, even if she catches the bus.
 - 3. Demeaning her continually.
 - 4. Intimidating and threatening her.
 - 5. Telling her how weak, confused and inconsistent she is.
- J. THE ABUSER WILL TELL OTHERS THAT THE VICTIM IS THE PROBLEM.
- K. THE ABUSER MAY ADMIT FAMILY PROBLEMS, BUT DENIES ANY VIOLENCE.

FAMILY GROUP AND FAMILY INTERACTIONS

Module Objective: Given the FAMILY AND GROUP INTERACTIONS lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of **Family and Group Interactions in relationship to Family Violence** through written and/or verbal evaluation with a score of 70% or above.

- I. Each participant will demonstrate a workable knowledge of the techniques, strategies, and effective procedures in working with Family and Group Interactions in setting the proper environment utilizing pro-active measures.
 - A. Identify Violence between couples, their prevalence within the family physical/environmental and psychological surroundings.
 - B. Select the abusive types and the impact of the police officer within the process. Constructively assess desirable and positive attitudes in the police-community relations.
 - C. Identify the spouse abuse and concepts in relationship to effective Family Violence prevention.
 - D. Identify the Batterer's behavior and interpersonal communication within the family setting. Indicate the pros and cons in the process of productive Family Violence prevention.
 - E. Compare and contrast the adage "violence begets violence." Explain how alcohol relates to family violence.
 - F. Identify primary preventive actions in stopping abuse before it happens. Explain modeling and emulation with the young family members.
 - G. Identify and explain the factors that affect Family and Group interactions in relationship to police officer's awareness.
 - H. Identify the eight positive Learned Behaviors. List Type A and Type B characteristics.
 - I. State and describe the five preventive methods and techniques during family confrontations.

FAMILY GROUP AND FAMILY INTERACTIONS

Module Objective: Given the FAMILY AND GROUP INTERACTIONS lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of **Family and Group Interactions in relationship to Family Violence** through written and/or verbal evaluation with a score of 70% or above.

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 - I. State and describe the five preventive methods and techniques during family confrontations.

FAMILY GROUP AND FAMILY INTERACTIONS

III. Family Violence and Group Interactions Emerging Research

A. The Batterer tries to control the victim and the situation through his dictatorial behavior. This desire to dominate may manifest itself in several ways including drug and alcohol abuse, directing the family's behavior, working overtime, isolating self and the victim and handling weapons (Schoen, 1988). The domineering personality of the abuser is currently being reviewed and updated.

B. Research is viewing the batterer who has often released anger and tension by the time the police are summoned to the scene. **The abuser is then calm, cool and controlled.** The abuser, out of frustration and pent-up aggression, strikes out at the abuser in front of the officers. The victim is then viewed as the abuser or culprit. This research is being constructively assessed in view of surrounding circumstances. (Bailey, Ashe, Griggs).

C. The Violent Family members often feed on the illusion that the victim causes the batterer's behavior, thus absolving him from responsibility for stopping his violence. (Schoen & Dr. Mickish, 1988).

FAMILY GROUP AND FAMILY INTERACTIONS

A. Family Members Perceptions

1. Words can calm or escalate a Family situation.
2. Family members perceive things differently.
 - a. Background plays a critical part in family behavior
 - b. Officers should attempt to understand why a person is experiencing negative perceptions

B. Reasons Underlying Negative Attitudes

1. Persons think your are an intruder
2. What is the person thinking (How is she/he thinking)
 - a. Accept the person where he/she is
 - b. Attempt to understand him/her actions or ways
 - c. Be Sincere

C. Peace on Earth begins at home (Rappahanndick Council on Domestic Violence, 1988)

1. Battered women can be:
 - a. Likened to a hostage or prisoner of war
 - b. Subjected to random violence
 - c. Isolated from family and friends
2. Recognized Family Violence
 - a. **Physical Abuse**
 - b. **Emotional Abuse**
 1. Words that render a person helpless
 2. Use of derogatory, degrading and threatening words.

FAMILY GROUP AND FAMILY INTERACTIONS

c. Environmental Abuse

1. Economic dependency
2. Geographic isolation

d. Social Abuse

1. Driving victim's friends away
2. Blaming victim - exploiting
3. Destroying victim's property
4. Denial of victim's feeling & activities

FAMILY VIOLENCE & GROUP INTERACTIONS

I. FAMILIES TODAY (TYPES OF FAMILIES)

- A. NUCLEAR FAMILY - Husband, wife and children
- B. EXTENDED FAMILY - Parents, grandparents, aunts, uncles, cousins.
- C. BLENDED FAMILY - Family blended from different parents - by virtue of marriage, combined together.
- D. SINGLE PARENT FAMILY - Single male or female

II. CHANGING AND TRANSITIONAL FAMILIES TODAY

The depiction of the ideal storybook family, with the warm, nurturing safe home, has been shattered by stories of victims of incest. Females are assaulted by uncles, fathers and grandfathers. Wives are assaulted by husbands/live-in male companions; sisters by brothers; and child abuse is continually exposed. Even the aged and elderly are abused by family members. Violence is more prevalent in the home, perhaps, than it is on the streets. (Domestic Violence, 1984)

Violence within the family is disastrous in all respects. It may be life-threatening. Twenty-one per cent of all women using hospital emergency surgical services are battered. Six million women are beaten by their mates or husbands. Four thousand of them become homicide victims in the United States each year. (Family Violence Bulletin, 1988)

Family Violence continues to escalate. Family violence is a growing threat to the future of society. It often becomes cyclic and becomes an accepted behavior that is passed on from one generation to the next. The Violent behavior of the parents become accepted behavior by the children.

The dysfunctional family provides and is a breeding ground for future generations of violent adults. In **Socialization and Family Life** (1977 - Domestic Assault), Dr. James Bannon - Executive Deputy Chief, Detroit Police Department, states that "Violence is as American as apple pie." The act of violence results in many a target of violence within the group or family situations.

FAMILY & GROUP INTERACTIONS

THE BITTER FRUIT OF VIOLENCE AND POSITIVE ENHANCEMENTS

A. Targets of Violence/Group-Family Situations

- a. Assaults of spouses; live-in male companions
- b. Domestic Violence
- c. Assaults on children & elderly
- d. Erratic and Dysfunctional Parents & Children
- e. Chaotic Environment with Much Confusion
- f. Emotional Disorders and Disoriented Thinking
- g. Fear of Abandonment or Being Alone
- h. Low Self Esteem and Self-depravations
- i. Divided Loyalties - Love/Hate Difficulties

B. The Dysfunctional Family & Group Interactions

- a. Assaults and accepted Violent Behavior
- b. Misconceptions
- c. Displaced Aggression - Assaults on children
- d. Poor Group Interactions with Significant Other
- e. Underlying Acceptance Cycle of Violence

C. Enhancing Family & Group Interactions

- a. Open Communication
- b. Positive Interactions

**"BITTER FRUIT OF VIOLENCE IN THE HOME: RESULTS IN
SCARRED GENERATIONS OF ABUSERS."**

FAMILY & GROUP INTERACTIONS

COMPONENTS OF FAMILY INTERACTIONS THAT WORK AT SHAPING FAMILY MEMBERS - "VIOLENCE BEGETS VIOLENCE"

YOUNG FAMILY MEMBERS EMULATE AND MODEL

1. Violence for many young family members who continually observe it daily, model this behavior. Children are emotionally traumatized by witnessing Family Violence. Many of them grow up to repeat the pattern of the victim or the abuser. (AWARE. Jackson, Michigan.)
2. It becomes a part of their everyday interaction.
3. A child that has daily watched a father strike his or her mother accepts this as **normal**. When he or she finds themselves in a precarious situation, he/she strikes out in violence towards others.
4. A child acts and reacts to what his environment depicts. YOU ARE A PRODUCT OF YOUR ENVIRONMENT.
5. Without genuine Love, the expression of violence becomes an everyday expected interaction. The child models the behavior of the adult member of the household and accepts it as an expected behavior.
6. Violence becomes a part of what he/she believes to be an expression of love. The emulation of the FATHER-FIGURE BECOMES THE ROLE MODEL OF THE YOUNG MALE AND THE EXPECTATIONS OF THE YOUNG FEMALE.
7. "Violence begets Violence." This behavior becomes cyclic and continues to pass from one generation to another.

THE FOLLOWING POSITIVE ASPECTS OF LIFE ARE MANDATORY FOR A PRODUCTIVE FAMILY OR GROUP LIFE. WE ARE A PRODUCT OF OUR ENVIRONMENT. LISTED BELOW ARE LEARNED BEHAVIORS -

- A. LOVE
- B. JOY
- C. PEACE
- D. ENDURANCE/PATIENCE
- E. COMPASSION
- F. HONESTY
- G. TRUST & BELIEF IN EACH OTHER
- H. SENSITIVE TO THE NEEDS OF OTHERS

FAMILY & GROUP INTERACTIONS

III. KNOW WHAT PERSONALITY TYPE YOU ARE

- A. TYPE A - High strung; "go-getter"**
- B. TYPE B - Docile, gentle**

IV. FIVE PREVENTIVE METHODS & TECHNIQUES DURING FAMILY CONFRONTATIONS

- A. Assess the problem; Is it a problem or symptom?**
 - 1. What is happening and what is not happening?
 - 2. Observe the situation at hand
 - 3. Don't rush, assume or jump to conclusions
- B. Don't provoke the person during the confrontation**
 - 1. Focus on the problem at hand
 - 2. Don't dwell on the old
 - 3. Don't allow subject matter to anger you
 - 4. Don't call names, REMAIN CALM
 - 5. REMEMBER, Spoken Words cannot be taken back
- C. Do not become verbally abusive**
 - 1. Don't become emotional
 - 2. Remain in control
- D. De-escalate the Situation/Maintain your composure**
 - 1. Use a tonal quality to quell or quiet the situation
 - 2. Be firm and also use discretion
- E. Don't concentrate on the symptoms; identify the problem in order to derive at a functional solution**

FAMILY & GROUP INTERACTIONS

V. GENERAL FAMILY AND GROUP INTERACTIONS & TECHNIQUES

Many factors affect the family. The willingness to cooperate and provide information during a problem where the police are called can result in many emotional inconveniences.

A. Remember, this may be the first time the victim has called the police

1. The neighbors may have called the police.
2. The victim may be unaware of the possible alternatives.
3. You may be asking the victim questions that have never been asked before.

B. The Victim's Emotions and Feeling

After the confrontation, the victim may often experience feelings that may hinder the police officer's job.

1. Forgetting what actually happened.
2. Shock, incoherence and inconsistencies.
3. Shame and embarrassment.

C. The Officer must be aware of the feelings of the victim.

1. Emphasis should be placed on the victim
2. Explain and let the victim know that you are at the location to help and not abuse.
3. Encourage the victim.
4. Victim often experiences much fear and, at times, reaps a negative outcome -
 - a. Fear of outcome.
 - b. Fear of further altercations.
 - c. Fear of neighbor's talk or avoidance.
 - d. Fear of isolation.
 - e. Self-blame.
 - f. Embarrassment and feelings of being alone.
 - g. Thinking of other family member's reactions.

FAMILY & GROUP INTERACTIONS

D. Victim's Reluctance to Cooperate with Officers.

1. Distrust of the Criminal Justice System
2. Genuine Hardship
3. Social Stigma

E. Clearly explain options and positive alternatives

1. **Family Violence is a Crime.**
2. Obtain necessary information; provide referrals and bill of rights.
3. Arrest abuser

To work in a positive family and group interaction, a person should know himself/herself. This demands that self-esteem of the individual is an integral part of the relationship.

Officers can work at recognizing their own self esteem, values, beliefs and philosophy of life. This works as a positive aspect towards a positive and constructive attitude. Studies have established that the more a person knows about himself or herself it can work to benefit the organization (police department).

DYNAMICS OF ABUSE IN FAMILIES

In many households where abuse takes place, the family members live with mounting tension that erupts into terror with every violent incident. Sometimes there is a calm period following the violence when the batterer may beg his partner's forgiveness and promise not to harm her again.

This is often provided for the female to have false hopes that are soon broken due to more violence. The belief that the abuser will change, continues to move forth in a cyclic process and repetitive behavior. When the cycle continues and the tension begins to mount, once again the assaultive behavior causes much stress, mental abuse, physical abuse and even homicide to the victim.

THIS IS THE REASON THAT CONFLICT MEDIATION IN THE PAST HAD DIFFICULTIES. OFTEN THE VIOLATOR MADE PROMISES WHILE THE LAW ENFORCEMENT OFFICERS WERE AT THE SCENE AND THE PROMISES WERE SOON FORGOTTEN WHEN THE OFFICERS LEFT THE PREMISES.

In some homes there are very few calm periods.

- A. THE PHYSICAL INJURIES ARE CONTINUALLY INFLICTED.
- B. THE INJURIES ARE OFTEN DEVASTATING.
 - 1. THE PSYCHOLOGICAL INJURIES ARE EVEN GREATER THAN THE PHYSICAL.
 - 2. THE THREAT CONTINUES, EVEN WHEN THE VIOLATOR OR BATTERER IS NOT AROUND.
 - 3. THE THREAT AND FEAR CONTINUES TO ESCALATE EVEN WHEN THE VIOLATOR OR BATTERER IS AWAY FROM THE HOME.
- C. THE ISOLATION THAT MOST ABUSED AND BATTERED WOMEN EXPERIENCE IS EXTREME.
- D. THE BATTERER IS OFTEN JEALOUS AND THREATENED BY RELATIONSHIPS THAT THE VICTIM HAS WITH FRIENDS AND FAMILY.
- E. FAULT IS FOUND WITH THE VICTIM'S ASSOCIATES.
- F. DEMEANING COMMENTS WORK TO DEplete THE VICTIM AND MAKE HER VULNERABLE.
- G. THE THREATS KEEP THE VICTIM IN CHECK.

DYNAMICS OF ABUSE IN FAMILIES

- H. WHEN THE ABUSER IS NOT THERE, THERE IS STILL FEAR
- I. IF SHE WORKS OUTSIDE THE HOME HE STILL CONTROLS HER BY-
 - 1. Driving her to and from work.
 - 2. Clocking her hours, even if she catches the bus.
 - 3. Demeaning her continually.
 - 4. Intimidating and threatening her.
 - 5. Telling her how weak, confused and inconsistent she is.
- J. THE ABUSER WILL TELL OTHERS THAT THE VICTIM IS THE PROBLEM.
- K. THE ABUSER MAY ADMIT FAMILY PROBLEMS, BUT DENIES ANY VIOLENCE.

CHARACTERISTICS OF A GOOD POLICE OFFICER

A good police officer is a leader in his/her own right. He/she is a leader and possesses certain qualities. This allows him/her to perform in a manner of excellent to fulfill the goals of the organization. There are various positive characteristics of a good leader.

1. Creates a team spirit.
2. Looks out for others.
3. Works at understanding expectations.
4. Works at Building "Trust."
5. Encourages and builds others.
6. Treats other with concern and consistency.
7. Learns from mistakes.
8. Has a sense of humor; can laugh at their errors.
9. Relates well to others.
10. Takes advantage of growth and development opportunities.
11. Makes allowances for different personalities.
12. Knows his/her values, beliefs and allows them to work for the good of the police department -
 - a. Has a vision.
 - b. Plans and communicates effectively.
13. Is sensitive to the needs of others.
14. Creates a Win-Win Situation, when possible.
15. Works at being Genuine & Honest in all Interactions.
16. Has positive Self-Esteem.

KNOWING THE NATURE OF POSITIVE SELF-ESTEEM IS IMPORTANT!

THE NATURE OF SELF-ESTEEM

SELF-ESTEEM IS ESSENTIAL FOR SURVIVAL. A PERSON'S SELF ESTEEM CAN BE INCREASED THROUGH KNOWING ONESELF. IT IS AN ESTABLISHED FACT THAT THE MORE A PERSON KNOWS REGARDING HIS VALUES, BELIEFS AND PHILOSOPHY OF LIFE, IT ENHANCES THE INDIVIDUAL. THIS REINFORCES THE SELF-ESTEEM. HOWEVER, IF THE INDIVIDUAL HAS EXPERIENCED A DIFFICULT CHILDHOOD AND IS A PRODUCT OF A DYSFUNCTIONAL FAMILY, IT REQUIRES THAT THE RESTRUCTURING TECHNIQUES ARE MANDATORY. RESTRUCTURING TECHNIQUES ALLOW INNER HEALING TO TAKE PLACE IN ORDER TO BUILD SELF ESTEEM. LISTED BELOW ARE IDEAS, EXERCISES AND THINGS TO PERFORM TO RAISE THE SELF ESTEEM.

1. LEARNING POSITIVE AND PRODUCTIVE VALUES, BELIEFS WITH FEELINGS OF ADEQUACY, HOPE, AND COMPASSION.

A. List three of your values.

B. List three of your beliefs.

C. Write in one sentence your philosophy of Life.

D. Knowing Yourself -

1. List five of your strengths.

2. List three of your weaknesses.

THE NATURE OF SELF-ESTEEM

2. LEARNING TO BELIEVE THAT YOU CAN. THIS IS THE OPPOSITE AS THE FEAR OF FAILURE.
3. BEING ACCEPTED! THIS ENTAILS BEING ACCEPTED WITH YOUR FAULTS. THE OPPOSITE IS THE FEAR OF REJECTION.

WHO ARE YOU?

WHO ARE YOU _____?

4. BEING SECURE AND CONFIDENT IN DAILY INTERACTIONS AND PROGRESS TOWARDS THE POSITIVE ENTITIES OF LIFE! THE OPPOSITE IS INSECURITY.
5. BEING COMPETENT! THE OPPOSITE IS INCOMPETENT.
6. A SENSE OF WORTH.

THE MORE AN OFFICER KNOWS ABOUT HIMSELF/HERSELF, THE MORE HE/SHE CAN WORK FOR THE GOOD OF THE DEPARTMENT. THIS ENTAILS KNOWING WHAT IS FAMILY CONFLICT AND HOW TO WORK WITH CONFLICT.

CONFLICT AND FAMILY VIOLENCE

DEFINITION OF CONFLICT

Conflict involves the interaction of two or more incompatible elements. Conflict, such as their values, beliefs, wants, needs, goals and philosophy often result in a diversity of real or perceived differences. Conflict always occurs within a context of interdependence, when the actions of one party have consequences for others.

RECOGNIZING CONFLICT

One or more of the following causes is operating when conflict arises:

Various parties within a situation have different incompatible goals.

Various parties within a situation have different ideas, information, values and/or beliefs about a mutual goal or issue.

An individual's or group's identity is threatened by the opposing segment. This often occurs in Family Violence because the violator desires POWER and CONTROL.

There is a struggle over the allocation of scarce resources desired by all. The scarce resource could be control within the family setting.

CONFLICT IS OFTEN TIED INTO DESIRING POWER.

CONFLICT & POWER

CONTROLLING CONFLICT

Controlling Conflict or resolving conflict often requires the applying of power. There are six types of power. The listed below types of POWER can be readily observed in the Domestic Violence household and/or family interactions.

EXPERT POWER - Based on ones knowledge, education and/or experience.

COERCIVE POWER - Ones perception of another's ability to punish. Forceful & manipulative.

LEGITIMATE POWER - Authority earned through the position, rank, education and/or experience.

REWARD POWER - Depends on a person's ability to provide positive results or eradicate negative results. A recipient of a task or job well done.

SOCIAL POWER - The results of the social interaction and affiliation; who a person associates with.

POLITICAL POWER - An outcome of ones knowledge of and contacts with people in power. One's perception of a person's ability to influence people in positions of power.

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FIVE WAYS FAMILIES DEAL WITH CONFLICT RESOLUTION

ACCOMMODATION

THE ALLIANCE OR PROTECTION OF THE RELATIONSHIP, WHILE YOUR PERSONAL OBJECTIVES ARE SET ASIDE.

Work at appeasing others by submitting, compromising, giving in, ignoring or smoothing things over.

AVOIDANCE

TO WITHDRAW, USE HOSTILITY OR DETACHMENT.

The expectancy is a strong tendency to lose. Rather than to undergo such frustration, the individual leaves the conflict psychologically or physically. For some wives this results in learned helplessness.

COLLABORATION

ALL MAY PROFIT FROM THIS EFFECTIVE RESOLUTION.

WIN-WIN SITUATION. Interpersonal relationships are valued and differences are confronted in a problem solving way. This works when the abuser recognizes his difficulty and utilizes professional outsiders.

COMPROMISE

WORK AT ACCOMPLISHING ALL OF THE WORK AND MAINTAIN THE MORALE AT A SATISFACTORY LEVEL.

Win A Little/Lose a Little. Attempts are made to soften the effects of losing while limiting the gains. The abuser works in order that a two fold entity might be more productive within the family relationship.

COMPETITION

THE MAIN OBJECTIVE IS TO WIN.

Win/Lose - Winning is associated with status and competence. Losing is seen as loss of status, weakness, and incompetence. This is often one of the primary aspects of abuse. The male wants the purported power and control.

LIMITS OF AWARENESS HINDERS GROWTH & DEVELOPMENT

THE LIMITS OF AWARENESS

MAKING ONE AWARE OF OPPORTUNITIES, ALLOWS FOR GROWTH & DEVELOPMENT. MANY VICTIMS ARE LOCKED IN HORRENDOUS AND DIFFICULT SITUATIONS AND DO NOT KNOW HOW TO OBTAIN THE NECESSARY HELP. WHEN ONE KNOWS WHAT THE PROBABLE OUTCOME OF HIS/HER ACT, IT PROVIDES THE NECESSARY LEVERAGE. THERE ARE FIVE FACTORS THAT HINDER AWARENESS OR ACKNOWLEDGMENT.

IGNORANCE

Many times you have no valid way of predicting consequences because you have never been faced with similar circumstances.

FORGETTING

There isn't a way to remember every outcome of every performed act. Many acts are lost to awareness because they are very painful.

DENIAL

People deny and disregard the consequences of previous mistakes for two basic reasons - fear or need. In Family Violence situations, the victim often hopes and believes that the abuser will change, this results in much denial.

NO ALTERNATIVES

When a person recognizes there are no alternatives, tension escalates and genuine awareness is hindered.

HABITS

Avoid making unwarranted assumptions about what the person is going to say. Do not attempt to complete sentences for person.

IT IS NECESSARY THAT THE POLICE OFFICER WORK WITH THE FAMILY AND COMMUNITY PROVIDING ESSENTIAL INFORMATION REGARDING PROACTIVE MEASURES IN FAMILY VIOLENCE.

GROUP AND FAMILY VIOLENCE

An officer must be aware of various options he or she has when working with groups and families. What perspectives or recommendations would you suggest?

LIST THREE WAYS THAT AN OFFICERS CAN WORK EFFECTIVELY IN PREVENTING FURTHER VIOLENCE DURING FAMILY INCONSISTENCIES.

WHAT DO YOU SEE AS ONE OF THE MAJOR PROBLEMS DURING FAMILY VIOLENCE INCIDENTS?

WHAT WOULD YOU RECOMMEND THAT OFFICERS DO IN ORDER NOT TO HAVE CONTINUAL CALL BACKS DURING FAMILY VIOLENCE SITUATIONS? LIST THREE WAYS IN WORKING WITH PREVENTIVE MEASURES.

THE FAMILY VIOLENCE CURRENT LEGISLATION/ORDINANCES PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the current laws, mandates, techniques, and effective/noneffective application of FAMILY VIOLENCE through written and/or verbal test with a score of 70% or above.

- I.1 Demonstrate a workable knowledge in the new legislation/ordinances, mandates and required techniques, strategies, and effective procedures in working with Family Violence and performing the necessary requirements mandated by law .
- A. Identify the handling of a family violence scene and the impact of the current legislation in relation to the physical, environmental and psychological surroundings as a major factor in the changes of the law and how it effects the officers.
 - B. Select the area that best describes the impact of the police officer, the current legislation and the cards that must be given at the scene that is required by state mandates.
 - C. Demonstrate the proper handling of the persons at the domestic spouse abuse scene. Describe the essentials that must be obtained and checked prior to an arrest at the scene of a spousal abuse.
 - D. Identify the proper handling of the property obtained at the scene. What should be transferred to the department's custody and how it is selected.
 - E. Demonstrate the most effective process and procedures the officers can render during Family Violence and preventive measures to be taken in accordance with the preparation, positive attitudes, knowledge level and officers' experience. State the ethical and legal responsibilities of the officers in order to prevent Civil liabilities against the department.
 - F. Compare and Contrast the Bill of Rights, arrest procedures, specific mandates and department checks that are essential at the scene.

FAMILY VIOLENCE LEGISLATION AND ORDINANCES

- I.2 Opening Statement: It is mandatory that a police officer understands the law in order to enforce the law when working with Family Violence. Officers must understand when and how to make an arrest for probable cause during the family violence process.

II. CURRENT LEGISLATION AND ORDINANCES

A. Family Violence State Statutes

B. Assault Arrests Without A Warrant

1. 1980
2. M.C.L.A. 764.14a For Police

C. Police Officers

1. 1985-M.C.L.A. 764.15c states -

A police officer who has reasonable cause to believe that a violation of Section 81 or 81a of Act No. 328 of the Public Acts of 1931, as amended, being sections 750.81 and 750.81a of the Michigan Compiled Laws, has taken place, or is taking place, and that the person who committed or is committing the violation is a spouse, a former spouse, or a person residing or having resided in same household as the victim, may arrest the violator without a warrant for that violation irrespective of whether the violation was committed in the presence of the peace officer."

a. A police officer may not make an arrest without a warrant for a misdemeanor not committed in his/her presence. The statute allows a warrantless arrest for an assault which is taking place or has taken place. This allows the officer to make an arrest even if the report is made at the police station and was committed several days ago. This does not mandate that the police officers have been at the scene or viewed the alleged assault.

b. This statute allows the officers to arrest on "reasonable cause" which is synonymous with probable cause as defined in the Michigan law. Probable Cause in People versus Ward 226 Mich 45,50 (1924) in accordance to the facts which would induce a fair-minded person of average intelligence to believe that the suspected person has committed a crime.

CURRENT LEGISLATION AND ORDINANCES

c. The statute does not require that there be corroborating physical evidence or corroboration. This further establishes that the word of the victim alone, **if believed**, is sufficient grounds for establishing a reasonable cause.

2. The Officers **shall** provide Spouse Abuse Victims with a Card denoting the Referral Services. This provides the victim with a telephone number in order to obtain help.

D. Abuse Injunctions

1. Old Injunctive Order - 1978
2. M.C.L.A. 600.2950 (1983)/M.C.L.A. 552.14 (1983)
3. Obtaining & Enforcing
4. Child Abuse -

E. Criminal Complaints

1. Misdemeanors Prosecution Procedures
2. Felony Prosecution Procedures
3. Court Ordered Counseling

III. CURRENT RESEARCH IN FAMILY VIOLENCE LEGISLATION & ORDINANCES

A. Emerging Research: The patrol officer play a highly critical role in the preventive incidents of Family Violence and the law.

1. In approximately 50% of all domestic related homicides, the police had contact with the victims and abusers in domestic problems prior to the death. (P.R.I.D.E, 1987)
2. More and more police departments in the United States have mandated officers to arrest on probable cause in Family Violence incidents.
3. Law Enforcement officers must be knowledgeable of the law in order to prevent Civil Liability in carrying out the Domestic Violence arrest procedures.

IV. CURRENT LEGISLATION AND ORDINANCES - DOMESTIC VIOLENCE

A. PUBLIC ACT 222 - MARCH 31, 1986

1. THIS LAW REQUIRES POLICE OFFICERS TO GIVE VICTIMS OF DOMESTIC VIOLENCE CERTAIN INFORMATION CONTAINED IN CARD FORM.
2. CARD IS DISTRIBUTED TO THE VICTIM AFTER THE SCENE HAS BEEN MADE SAFE.
3. THE CARD CONTAINS THE FOLLOWING INFORMATION:

BILL OF RIGHTS OF VICTIMS OF DOMESTIC VIOLENCE

- B. IF A PERSON IS THE VICTIM OF DOMESTIC VIOLENCE, SHE/HE CAN ASK THE COUNTY PROSECUTING ATTORNEY TO FILE A CRIMINAL COMPLAINT.
- C. THE PERSON ALSO HAS THE RIGHT TO GO TO COURT AND FILE A PETITION REQUESTING AN INJUNCTIVE ORDER FROM DOMESTIC ABUSE, WHICH COULD INCLUDE THE FOLLOWING:
 1. An order restraining or enjoining the abuser from entering onto premises.
 2. An order restraining or enjoining the abuser from assaulting, beating, molesting or wounding the victim.

PRIDE, 1987 - Police Response to Incidents of Domestic Emergencies, Sergeant Marvin Evans, Newport News Police, 1987.

V. CURRENT LEGISLATION & ORDINANCES - DOMESTIC VIOLENCE

3. An order restraining or enjoining the abuser from removing minor children, except as otherwise authorized by a custody or visitation order issued by a court of competent jurisdiction

- a. The card will also list the following information about local area shelters:

-Battered Woman's Shelters (ETS) 224-7000
24 hour crisis center and referral agency

-Salvation Army - Booth Service Center
120 W. Grand Boulevard - 496-1500

-Interim House (Address not to be disclosed)
24 hour shelter. They will accept a person only upon a brief interview and then advise the person to the address to go to. (313) 962-5077

Travelers Aid - 1553 Woodward, #406 - (313) 962-6740
8:30 AM - 5:00PM Monday - Thursday

Greyhound Station (Lafayette & J.C. Lodge) 961-1532
12:00 NOON - 8:00PM 5 days a week
9:00 AM - 10:00PM Monday - Friday
9:00 AM - 1:00PM Saturday
12:00 NOON - 8:30PM Sunday

Metro Airport - 941-3943

HAVEN 24 hour shelter-Pontiac, MI (313) 334-1274
Crisis and Referral Center

This organization offers support groups for abused women who are not in a shelter:

First Step - 8381 Farmington Road
Westland, Michigan - (313) 525-2230
Hours of Operation: 9:20 AM - 11:30 AM Tuesday
7:00 PM - 9:00PM Wednesday

Officers are obligated by law to provide this card to the victim and make sure that she/he understands the card information.

- b. Additional Domestic Violence contacts are:

My Sister's Place (313) 921-3900

Genesis House (313) 832-2700

CURRENT LEGISLATION & ORDINANCES

DOMESTIC VIOLENCE AND THE POLICE OFFICER

WHEN A POLICE OFFICER ENCOUNTERS A DISTURBANCE INVOLVING DOMESTIC VIOLENCE:

THE OFFICER SHALL ARREST A PERSON WITHOUT A WARRANT, WHETHER OR NOT THE VIOLATION WAS COMMITTED IN THE OFFICER'S PRESENCE PROVIDED THAT -

- 1. THE OFFICER HAS REASONABLE CAUSE TO BELIEVE THAT AN ASSAULT AND BATTERY OR AGGRAVATED ASSAULT HAS TAKEN OR IS TAKING PLACE**
- 2. THE VIOLATOR IS THE SPOUSE OR FORMER SPOUSE OF THE VICTIM, OR A PERSON RESIDING OR HAVING RESIDED IN THE SAME HOUSEHOLD AS THE VICTIM.**

NOTE: STATE LAW REQUIRES MEMBERS TO PROVIDE VICTIMS OF DOMESTIC VIOLENCE WITH A COPY OF THE BILL OF RIGHTS FOR VICTIMS OF DOMESTIC VIOLENCE.

VIOLATION OF CIVIL LAW

PURSUANT TO THE ISSUANCE OF A COURT INJUNCTION, A POLICE OFFICER MAY ARREST A PERSON IN VIOLATION OF SAID INJUNCTION PROVIDED THAT:

- 1. AN INJUNCTIVE ORDER HAS BEEN ISSUED; AND**
- 2. A TRUE COPY OF THE INJUNCTION AND PROOF OF SERVICE ON THAT PERSON HAS BEEN FILED WITH THE DEPARTMENT;**
- 3. THE INJUNCTION STATES ON ITS FACE THAT A VIOLATION OF ITS TERMS SUBJECTS THAT PERSON TO CRIMINAL CONTEMPT AND THAT IF FOUND GUILTY THE VIOLATOR SHALL BE IMPRISONED FOR NOT MORE THAN 90 DAYS AND FINED NOT MORE THAN \$500; AND**
- 4. THE PERSON IS ACTING IN VIOLATION OF THE INJUNCTION BY ASSAULTING, BEATING, MOLESTING, WOUNDING, OR ENTERING ONTO THE PREMISES OF THE PROTECTED PERSON; OR REMOVING MINOR CHILDREN FROM THE SPOUSE HAVING LEGAL CUSTODY IN VIOLATION OF THE CUSTODY AND VISITATION ORDER OF THE COURT.**

NOTE: A MEMBER ENCOUNTERING A VIOLATION OF THE ABOVE MENTIONED INJUNCTION SHALL CONTACT THE NOTIFICATION AND CONTROL SECTION TO DETERMINE IF A TRUE COPY OF THE INJUNCTION AND PROOF OF SERVICE IS ON FILE WITH THE DEPARTMENT.

DOMESTIC VIOLENCE MAY RESULT IN POLICE LIABILITY

Domestic Violence is recognized as a major social problem of unmanageable proportions. In an effort to address the problem, forty-nine states and the District of Columbia have over the past decade, enacted new legislation dealing with domestic violence. (Legal Points, 1986).

One such piece of legislation is New York's amendment which was established to strengthen the family court's power to issue protective orders.

* * *

CIVIL LIABILITY FOR POLICE FAILURE TO ARREST:

NEARING V. WEAVER (Women's Right Law Reporter, Ruth Gundle, 1986)

Oregon was the first state to adopt statutes which explicitly require police to arrest in certain domestic violence situations. Prior to 1977, Oregon's law limited an officer's authority to arrest without a warrant in situations involving serious misdemeanors, felonies, or crimes occurring in an officer's presence. A police officer in Oregon could simply issue a citation to the violent husband or boyfriend in lieu of taking him into custody.

The new law requires police officers in domestic violence situations to arrest and take offenders into custody where there is probable cause to believe an assault has occurred or where someone has been placed "in fear of imminent serious physical injury." Now when a police officer has probable cause to believe that a restraining order - issued, served on the respondent, and a copy delivered to the police agency - has been violated, the officer is required to arrest without a warrant.

The Oregon Coalition Against Domestic and Sexual Violence ("the Coalition") created the legislative package which was supported by a broad spectrum of interests, including district attorneys and major law enforcement agencies. The Oregon legislature heard extensive testimonies from women who had unsuccessfully sought police protection because of violent husbands or boyfriends.

DOMESTIC VIOLENCE MAY RESULT IN POLICE LIABILITY

Their stories were sadly classic. There was the woman from a small rural town whose husband was an "old buddy" of the deputy who answered her call for help. Although the woman was severely bruised and bleeding from the mouth, her husband got a slap on the back and a "don't-be-too-hard-on-her," delivered with a wink by the deputy. As soon as the deputy left, the woman was brutalized by her husband for calling the sheriff. There was the woman who, fearing for her life, called the police, only to have the police arrive and ask her in front of her assailant, "What did you do to provoke him?"

Legislative testimony further revealed that numerous husbands were told to walk around the block by police "to cool down." Numerous husbands concealed their violence from the police by becoming deferential and polite while in police presence. Many women were told that they must enjoy being beaten or they would not stay. Police officers often stated to the female that since no crime had been committed, no arrest could take place. Women testified that they did not call the police when they were attacked by their husbands because they knew that the police would not help them.

This historical and pervasive practice of minimizing the criminal aspects of domestic violence in Oregon was well documented. The legislature had little difficulty in finding that police had seriously abused their discretion in deciding whether to make arrests.

After looking at the Minneapolis Study, Scott v. Hart (1976), and Bruno v. Codd (1976) the Oregon Coalition's decision was to seek explicit mandatory arrest.

Scott v. Hart, 1976, was a class action suit which challenged the Oakland California Police Department's pattern and practice of refusing to assist or protect battered women. The plaintiffs' primary claim was based on the denial of equal protection as guaranteed by the 14th Amendment. The plaintiffs argued that the Oakland Police Department's arrest-avoidance policy violated the duty of the police to make arrests under California Penal Code. The settlement decree approved by the court in 1979 provided that no arrest-avoidance policy would be used and that domestic violence would be treated as any other criminal behavior.

DOMESTIC VIOLENCE MAY RESULT IN POLICE LIABILITY

Bruno v. Codd, 1976, challenged the pattern and practice in the New York City Police Department, the Department of Probation, and the Family Court of denying abused wives the legal protection and assistance to which they were entitled under state law. The trial court held that police owe a duty of protection to battered wives and that the police are required to exercise their discretion to arrest in a "reasonable, non-arbitrary manner" and not to automatically decline to make an arrest solely because the assaulter is married to the victim. The Court of Appeals ultimately decided that declaratory and injunctive relief were not warranted in Bruno.

Nevertheless, repercussions were felt within the New York City Police Department, Probation Department and the state legislature. Prior to appellate review of the trial court ruling, the police department defendants made an out of court agreement with the plaintiffs which guaranteed battered women the same police protection and assistance afforded other victims of crime under the state and local law. Within three months after Bruno was instituted, the Director of the New York City Probation Department promulgated disciplinary procedure orders to be used against probation employees who fail to advise women of certain rights under New York law. In 1977 and again in 1978, the New York State legislature attempted to provide workable remedies to persons who were the victims of domestic violence.

MINNEAPOLIS, MINNESOTA

Over a sixteen and one half month period, thirty-five cooperating police officers in Minneapolis, Minnesota handled cases of domestic violence involving simple assaults by randomly using three different approaches. The three possibilities were arrest, advice or mediation, and ordering a spouse to leave for eight hours. Suspects were monitored through police reports for six months. The findings in relations to "a repeat performance" by the abusers were-

- Ten percent of the abusers arrested.
- Sixteen percent of those given advice or mediation.
- Twenty-two percent of those ordered out of the house for eight hours.

The findings suggest that all things being equal, arrest may be the most effective approach.

CURRENT LEGISLATION & ORDINANCES

SUMMARY

- A. Police officer's knowledge and understanding of the legislation and ordinances are essential. The officers are to make sure that all has been performed in order that it works for the victim and not against the victim. Officers must ensure that he/she does not intimidate the victim. All that is said and done should work effectively for the good of the victim, the public, the community and the police department.
- B. The more that the officer understands regarding the law, injunctive orders, and arrest mandates, he/she can work effectively and prepare prior to receiving the police run. Officers who understand the nature and climate of family disturbance runs in relation to the laws and mandates, can aid and assist utilizing preventive measures rather than after-the-fact.
- C. Each officer is required to know the current laws and mandates and know how to effectively apply them. This will serve to aid and assist the victim and allow them to take the necessary steps in accordance with legislative mandates. Many times the officer is not aware of the current laws. This can expose the department to civil liability suits. The community of the 1990's is much more aware of the current mandates and when the officer fails to adhere to the proper mandates, it can serve as a detriment to the department.
- D. Officers must meet the needs of the families, the public, as well as the needs of the department. This entails utilizing the necessary laws, mandates, rules and regulations to assist the public, rather than just to "get by."
- E. Police officers are public servants that must work and function with proficiency for the good of the community, and must apply the necessary mandates and direction during family disorder and violence.

**FELONY CONVICTIONS IN THE MICHIGAN TRIAL COURTS:
A Descriptive Flowchart**

Crime

Observed by or reported to police

Investigation

Process of identifying and obtaining evidence against perpetrator. Methods include lineups, photo show-ups, interrogations leading to admissions and confessions, searches of premises and people, testing of physical evidence (fingerprints, ballistics, etc.), construct of undercover operations, reliance on informants. If successful, case is closed.

Arrest

Suspect is taken onto police custody and "booked" (mug shots and fingerprints taken administrative records made). Suspect may be questioned if privilege against self-incrimination waived after Miranda warnings are given. Arrest warrant may be issued before or after arrest actually occurs, but probable cause to believe suspect is guilty must exist. A complaint, formal allegation that suspect violated a specific law, is drawn by prosecutor either before or after arrest.

Arraignment on complaint and warrant

First court appearance after arrest. Must occur "without unnecessary delay." Suspect is given formal notice of charges, bail is set, counsel is appointed for indigent defendants.

Preliminary Examination

Hearing at which prosecutor, must produce evidence to show crime was committed and probable cause exists to believe defendant committed it. Must be held within 12 days of arraignment unless continued by court or waived altogether by defendant. If probable cause not shown, case is dismissed. If shown, defendant is bound over for trial. Gives defendant chance to discover part of prosecutions case.

Information

Formal charging document filed by prosecutor after binding over. Notifies defendant of specific charges to be tried and witnesses to be produced. Confers jurisdiction on circuit court. In other jurisdictions, same function is served by grand jury indictment.

Arraignment on Information

First appearance in circuit court. Formal charges are explained to defendant by court. Defendant enters plea of not Guilty; trial date is set. If plea bargain has already been struck, defendant may plead guilty at this point.

Pretrial Proceedings

Motions with or without evidentiary hearings; formal or informal discovery. Defendant may seek to quash information: suppress illegally seized evidence, tainted identifications, involuntary confessions, change venue. Forensic examinations for competency and/or sanity may be performed. Notice of alibi or insanity defense must be filed.

Guilty Plea

Disposition in 90% of cases that reach arraignment on information. Usually involves agreement that charge will be reduced or others dismissed. Defendant must be advised of rights being waived; facts of offense and terms of bargain must be placed on record.

Trial

May be before jury or, at defendants option, before court only (bench). Prosecution must prove defendants guilt beyond a reasonable doubt. If defendant is acquitted he/she cannot be retried.

Sentencing

County probation department prepares presentence report describing defendants background, prior record, etc. Defendant and counsel have right to address court. Defendant is advised of right to appeal and how to petition for appointed appellate counsel, if indigent.

Probation

Usually requires regular reporting to probation officers, may include fines, restitution, county jail time. May be revoked after a hearing, if terms are violated.

Prison

Defendant is committed to Department of Corrections for institutional placement. Circuit judge sets minimum; maximum is set by statute. Release prior to expiration of maxim; up to parole board.

P.R.I.D.E.

The P.R.I.D.E. Program (Evans, 1987) is an effective option in dealing with acts of Domestic Violence. National attention has been rendered and across the country police departments, prosecutors and victims advocate groups have called seeking more information.

Pride has served as an example of what can be accomplished when police and community work together. It must be a concerted effort from individuals and groups with a sincere desire to accomplish the objective.

One significant advantage of this program has been the reduction of assaults on officers handling domestic problems. It is clear that the Violence Cycle assaults during Family Violence incidents on victims and officers must stop.

The PRIDE program (Evans, 1987) is a multi-disciplined approach. It has concluded that professional counselors are the appropriate persons to help people in Family Violence situations to work with the problems and not the police officer.

The police officers notify the prosecuting attorney, who designates one attorney to handle all Domestic Assault arrests. Notification is to inform the prosecuting attorney of the assault details, so proper determination on bond and any other condition of release can be enacted on abuser at the trial. The judge has several options -

- 1) Convict and sentence.
- 2) Hear the case and allow the abuser to undergo counseling.
- 3) Convict and order counseling.
- 4) Allow withdrawal of complaint.

Many people withdraw complaints out of fear of intimidation by the abuser. Victims must speak with the prosecuting attorney and the victim's advocate, prior to making the decision to drop the warrant.

The multi-disciplined approach consists of professionals from many agencies who form an advisory panel with members from the Newport News -

Police Department
Criminal Court
Attorney's Office
Juvenile and Domestic Relations Court
Court Service Unit
Battered Women's Shelter
Family Service Division

MICHIGAN NON-EXPIRING SPOUSE ABUSE INJUNCTIVE ORDERS

LAW ENFORCEMENT INFORMATION NETWORK (LEIN NEWS BULLETIN)

states that prior to June 4, 1991, there were 1,8000 non-expiring spouse abuse injunctive orders (charge code 0089) on file in LEIN. Some of the records were ten years old. The LEIN Policy Council, after obtaining a letter advisory opinion from the Michigan Department of Attorney General, decided to establish a three year retention period for non-expiring orders. In the future all 0089 records will be retained in LEIN for three years and will then be purged with an automatic notification going to the entering agency.

METRO-DETROIT AREA

The Legal Aid and Defender Association of Detroit is providing legal assistance for the victims of domestic violence.

A victim of domestic violence can obtain assistance in obtaining a Domestic Assault Injunction in Wayne County Circuit Court with the assistance of Civil Division staff attorneys and paralegals. In addition, they will do divorce and custody actions for victims of domestic violence.

To qualify for the services, the person must be low or moderate low income, live in Wayne County and be a victim of domestic violence.

Legal Aid and Defender Association of Detroit
24th Floor
Penobscot Building (W. Fort and Griswold)
Detroit, Michigan 48226

(313) 964-4700 (Bt. 1:00 pm - 4:00pm)

COMMUNICATION & PERCEPTION PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the Communication techniques, strategies, and effective/noneffective prevention measures and applications in relations to FAMILY VIOLENCE and through written and/or verbal test with a score of 70% or above.

- I. Demonstrate a workable knowledge of the Communication techniques, strategies, and effective procedures in working with Family Violence and in setting the proper environment with physical and psychological considerations.
 - A. Identify the three "V's" of Effective Communication which describe the impact of physical/environmental and psychological surroundings.
 - B. Select the three components of Effective Listening which describes the impact of the police officer and the process that relates to a desirable and positive attitude for police-community relations.
 - C. Identify the ten keys to good listening. List the five symptoms of communication and indecisions.
 - D. Identify the nine behavioral skills of interpersonal communication. Indicate how these skills aid and assist the officer in the process of productive Family Violence prevention.
 - E. Compare and contrast the essentials of communication in the decision making process of officers in accordance to their preparation, positive attitudes, knowledge level and experience.
 - F. Illustrate how perceptions play a critical role by the officer and the community in the Family Violence relationship.

FAMILY VIOLENCE

- I.2 Opening Statement:** It is mandatory that officers understand the importance of establishing effective communications, especially during family violence interactions. First impressions are lasting impressions and there is often a communication breakdown during these highly volatile circumstances. Wrong perceptions or erroneous misconceptions can escalate the already difficult situation. Good listening and effective communications play a critical role in handling incidents of family violence.

COMMUNICATION & PERCEPTIONS

A. Perception & Preconceived Notions

1. Words and phrases have different meanings to different people
2. Words have power and can enhance or negate a situation
 - a. A word that means one thing to you, doesn't necessarily mean the same to another person
 - b. Being sensitive to the needs of others is important
 - c. People relate in accordance to their own perceptions and preconceived notions

B. The Reason and Need for Attitude Transition (Change) and Better Communication

1. Transmittal/Source (Sender-Receiver)
 - a. When a word is spoken it provides a variety of meanings.
 - b. The sender should be aware that what was stated probably was not received in the same manner.
 - c. Due to diverse backgrounds and cultural diversity, slang and technical language, there is a continual breakdown in communication.

COMMUNICATION & PERCEPTIONS

2. Listening Techniques/Understanding (Feedback)

- a. **Learning to Listen is a skill that must be developed throughout life.**
- b. To effectively communicate, there must be a clear exchange of information.
- c. Communicating requires that the information that you (the sender) provided was clearly understood by the receiver.
- d. To understand the spoken message, appropriate feedback essential.
- e. Understanding requires that the message when transmitted back to the sender means the same thing. This is often difficult to perform.

C. Characteristics of the receiver

1. Abilities & Experience
2. Proper Attitude v. Improper Attitude

D. Barriers to Communication

1. Diverse Backgrounds/Age/Language
2. Unclear Meanings
 - a. Abstract words
 - b. Multiple Meanings
3. Body Language-Kinesics
 1. "Double Messages" (verbal vs. physical)
 - a. Action Contrary to words
 - b. Feedback is necessary
 2. Controlling the Situation

II. CURRENT RESEARCH IN FAMILY VIOLENCE AND TRAINING

A. Emerging Research: Effective Family Violence - physical, psychological and the aesthetic play a significant role in the interactional process of the officers.

1. The climate of the domestic domain can have a positive or negative effect in the communication process.
2. Studies are currently viewing the officer's effective communication and the problems of violence in the first few minutes of a family disturbance run.
3. The negative communication and the ability to "tune-out" adverse information plays a significant role in the family violence.

III. COMMUNICATION

A. What is Effective Communication?

1. Verbal - The Message Itself
2. Vocal - The Intonation, Projection & Resonance
3. Visual - What People See

B. Effectively Listening

1. People think Differently
 - a. Human Resource Development
 - b. Process & Interactions
2. Techniques are Diverse
 - a. Expert in a particular technique
 - b. Specialization - "shop talk; jargon"
 - c. Hands-on/mechanical innovation
3. Conceptual
 - a. Abstract - Unclear messages
 - b. Indepth -- Listen and listen well
 - c. Not concrete- Listen in between the lines

FAMILY VIOLENCE COMMUNICATION

C. Communications within Families and Community

1. Public
2. Private

D. Officers' Interactions

1. Verbal measures
2. Oral measures
3. Continually consistent

E. Working During Interference

1. Dealing with Tension and Anxiety
2. Conflict & Controversy
 - a. Unfamiliar matter
 - b. "New information"
 - c. Controversial material
 - d. Critical or diverse

F. Officers' Internal Interactions

1. Status & Ego Threats
2. Personal Perceptions
3. False Interpretations
 - a. Too high expectations
 1. Words have different meanings to different people
 2. Listening - the forgotten skill (Burley, 1982)
 - b. Message competition

FAMILY VIOLENCE COMMUNICATION

G. Left Brain & Right Brain Communications

1. Left Brain

- a. Academic training
- b. Multiple choice
- c. Facts
- d. Figures
- e. Creativity

2. Right Brain

- a. "Synthesizer" - Intellectualizer
 - 1. Parallel Processing
 - 2. Pattern Recognition
- b. To be Effective in Interpersonal Relationships
 - 1. "We must speak to the right brain,"
 - 2. Listeners are listening with their right brain dominant

Officers should listen and listen well. Attempt to garner as many pertinent facts as possible, prior to making a final decision.

KEYS TO GOOD LISTENING

LIMIT YOUR OWN TALKING

You can't talk and listen at the same time.

WORK AT UNDERSTANDING WHERE THE PERSON IS

His/Her situation is important and you may be better able to understand the situation if you keep their point of view.

ASK QUESTIONS

If you don't understand something or feel that you may have missed a point CLEAR UP THE MISUNDERSTANDING before it places you in a precarious position at a later time.

DON'T INTERRUPT

A pause even a long pause doesn't always mean a person has finished saying all that they wanted to.

LISTEN AND LISTEN WELL (CONCENTRATE)

Focus your mind on what he's saying. Practice shutting out outside distraction.

LISTEN FOR IDEAS, NOT JUST WORDS

You want to get the whole picture not just isolated bits and pieces.

INTERJECTIONS

An occasional "Yes, I understand," can illustrate that you are listening to what is being said. DON'T OVERDO IT OR USE MEANINGLESS COMMENTS.

REACT TO IDEAS, NOT THE PERSON

Don't allow irritation at things being said or the mannerism to distract you.

KEYS TO GOOD LISTENING

LISTEN WELL - DON'T ARGUE

Don't debate on correct usages of words or sentence construction.

DON'T JUMP TO CONCLUSIONS

Avoid making unwarranted assumptions about what the person is going to say, as well as mentally or verbally trying to complete the sentences for them.

**WE PERCEIVE THINGS DIFFERENTLY DEPENDING UPON OUR BACKGROUND.
DIFFERENT THINGS MEAN DIFFERENT THINGS TO DIFFERENT PEOPLE.**

INTERPERSONAL COMMUNICATION

Nine Behavioral Skills

Each of these nine behavioral skill are areas to consider and each can be improved with work. Each of these skills can enhance your Communication Skills.

NINE BEHAVIORAL SKILLS

1. EYE CONTACT & COMMUNICATION

- a. Look directly in the eyes
- b. Your eyes are the mirror of the person.

2. KINESICS - BODY LANGUAGE/NON-VERBAL

- a. Your body language speaks loud and clear.
- b. Is your language and body language congruent?

3. FACIAL EXPRESSION & HAND GESTURES

- a. Your facial expression speaks loud and clear.
- b. Are your gesturing too much with your hands?

4. PITCH OF YOUR VOICE (ASSERTIVE & NON-ASSERTIVE)

5. ATTIRE - DRESS & APPEARANCE (PROFESSIONAL VERSUS NON-PROFESSIONAL).

- a. The way you are dressed can result in a communication breakdown.
- b. Your appearance when slovenly or dirty depicts a non-caring attitude. This sends a message to your audience that you do not care and are not concerned.

6. TONAL QUALITY - VOICE & VOICE VARIETY

7. POSTURE & ATTENDING (LEANING FORWARD)

8. HUMOR - LAUGHTER

- a. Humor can be good; use when appropriate.
- b. Laughter is essential, use when necessary!

9. IDIOSYNCRATIC WAYS - PERSONAL COMMUNICATION

EYE CONTACT & COMMUNICATION

Eyes play such an important part in the communication process and in the lives of each person. To look sincerely and steadily at another person provides the opportunity for effective "eye communication."

EYE CONTACT IS ONE OF THE MOST IMPORTANT SKILLS THAT A PERSON CAN LEARN. GOOD EYE COMMUNICATION IS NOT JUST A FLEETING GLANCE.

1. GENUINE INTEREST, INTIMIDATION AND INVOLVEMENT
 - A. Genuine interest - Eye contact for 30 seconds or more.
 - B. Intimidation - Eye contact for 40 seconds or more.
 - C. Involvement - Eye contact for 60 seconds or more

WHEN YOU ARE TALKING TO A PERSON (ONE-ON-ONE), YOU USUALLY SPEND FIVE SECONDS OR MORE LOOKING AT THE INDIVIDUALS BEFORE LOOKING AWAY.

2. EYE COMMUNICATION IS VERY IMPORTANT, ESPECIALLY BECAUSE OF THE VIDEO TAPES AND TELEVISION. TREAT THE CAMERA AS THOUGH IT IS A PERSON.
3. THINGS YOU SHOULD AVOID.
 - A. Beware of Eye Dart - this gives an expression of inconsistency.
 - B. Closing eyes or a Slow blink.
 - C. Never looking at the person who you are talking to.
4. IMPROVING YOUR EYE COMMUNICATION
 - A. Look directly into the eyes of the person.
 - B. Your eyes are an expression of you, the individual.
 - C. Provide good and effective eye contact.

POLICE COMMUNICATION AND ATTITUDE

COMMUNICATION DISCUSSION QUESTIONS:

WHY IS THE NEED SO GREAT FOR UNDERSTANDING AND COMMUNICATION WITH THE FAMILY, COMMUNITY AND PEOPLE-IN-GENERAL?

WHAT ARE SOME OF THE CAUSES OF POLICE PERCEPTION AND THE BREAKDOWN IN COMMUNICATION?

WHY DO THE POLICE PLAY SUCH AN IMPORTANT ROLE IN COMMUNICATION?

WHAT ARE SOME OF THE THINGS THAT ENHANCE OR NEGATE COMMUNICATION WITHIN THE FAMILY ENVIRONMENT?

HOW ARE PEER PRESSURE, COMMUNICATION AND SOCIAL TOLERANCE COMPONENTS OF FAMILY INTERACTIONS?

WHEN SHOULD THE OFFICER WORK AT COMMUNICATION DURING THE FAMILY INTERACTIONS? OR SHOULD HE/SHE?

QUESTIONS REGARDING COMMUNICATION AND FAMILY INTERACTIONS
Personal Growth and Development

- I. Why do you believe that the police officer and communications play such a critical role during family interactions?
- II. What were your impressions of the police as a child?
- III. How can each officer learn to communicate more effectively?
- IV. When people are involved in Crisis situations, communications tend to break down in even greater ways. Why is this?
- V. List three ways that a person can work at clearer communications during a crisis situation.
- VI. Explain why POLICE need better communication skills to enhance their Human Relation Skills.
- VII. Explain when, where and how POLICE can work at effective communications to enhance their Human Relation Skills.

QUESTIONS REGARDING COMMUNICATION AND FAMILY INTERACTIONS
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COMMUNICATION SKILLS NEEDED

In order for one to become competent in exercising leadership and communication skills, it is imperative that the following skills are applied:

I. TECHNICAL SKILLS

- A. Hands-on/Practical skills
- B. Know what is to be accomplished.
- C. Time that will be needed to complete tasks.

Technical skill is the ability to use knowledge, methods, techniques, and equipment necessary to perform specific practical tasks. The skills or information are usually acquired in training, education and development.

II. HUMAN INTERACTIONAL SKILLS (Behavioral/Attitude)

- A. Caring
- B. Sharing
- C. Understanding
- D. Effective (Doing the right thing)
- E. Efficient (Doing things Right)

III. CONCEPTUAL SKILLS (Knowledge/Content)

- A. Formulate Ideas/Solutions/Decisions
- B. Combining Concrete & Abstract Thinking
- C. Implement and perform proficiently.

Utilizing effective conceptual skills requires the ability to understand the complexities of the police department and where the officer fits in. This knowledge helps one to act to benefit the department. This further demands that the officer knows what and how he/she is supposed to be doing.

What final performance is expected of the officer to complete the task? This further demands that effective communication skills transmit the necessary information. This effectively works to benefit the organization - for the GOOD OF THE POLICE DEPARTMENT.

COMMUNICATION AND DECISION MAKING

To work effectively in communicating and making good decision, the officer should -

IDENTIFY THE PROBLEM

EFFECTIVELY COMMUNICATE THE IDENTITY OF THAT PROBLEM TO OTHERS.

ANALYZE KEY FACTORS WHICH AFFECT THE DECISION MAKING/PROBLEM SOLVING PROCESS

IDENTIFY SPECIFIC STEPS TO COMPLETE THE PROCESS

IDENTIFY SOLUTIONS AND DEVELOP STRATEGIES TO FULFIL EACH SOLUTION

The more a person works at decision making, the more effective decisions are made. Active listening is a major component of decision making.

COMMUNICATION
ACTIVE LISTENING

Active listening stimulates a mutual communication system.

- 1. ARE YOU REALLY LISTENING TO WHAT IS BEING SAID?**
 - A. What is being said and what is not being said?
 - B. What verbal cues do you observe?
 1. What word selections are you utilizing?
 2. What is the receiver's speech pattern?
 - a. Poor vocabulary?
 - b. "Deprived vocabulary?"
- 2. DO YOU HEAR CUES AROUND YOU?**
 - A. Nonverbal behavior is more revealing than words.
 - B. Body language sends messages
 1. "We all leak!"
 2. What's on the inside leaks on the outside.
 3. Nonverbal behavior is not as easily controlled as verbal behavior.
- 3. ARE YOU AWARE OF YOUR PERSONAL LIFE SPACE (WHAT IS YOUR COMFORT ZONE)?**
 - A. Orientation and direction of the body (proxemics).
 - B. Territorial space - "Markers" to denote area claims.

COMMUNICATION

4. WHAT IS YOUR BODY LANGUAGE SAYING?

- A. Study the motions of your body (kinesics).
- B. Body movement (changing of posture).
- C. Specific gestures, facial expressions
 - 1. Finger-tapping, knuckle-cracking & rocking.
 - 2. Leg shaking, foot patting, closing eyes.

5. HOW DO YOU LIKE YOUR PERSONAL SPACE?

- A. What is your environment & personal space?
- B. Perceiving Physical space and distance between people.
- C. Distance between the desk/chair.
- D. Amount of lifespace depending upon relationship
- E. Attending; Eye to eye contact.
- F. Controlling Factors
 - 1. Power
 - 2. Influence
 - a. Nepotism - Kinship
 - b. Cronyism - Friendship
 - 3. Authority

FORMS OF CONFRONTATION

1. Forms of confrontation

Light challenge

Can promote growth or destruction

2. General purpose of confrontation

Self-exploration

To move toward the goals

3. Behavioral change

Various actions that need to be changed

Pathways towards solutions for change

4. Becoming oneself more fully

Increased awareness

Steer person away from the self-fulfilling prophecy

5. Stopping game behavior

Forms of games

The sick game

The helpless game

6. Interpretation

7. Coordination

Insight and statement of hidden behavior

State what behavior needs to be corrected

8. Reconstruction

New responses of present situation

Expanding boundaries

COMMUNICATION ALLOWS GROWTH TO BENEFIT THE POLICE ORGANIZATION

A police organization in order to accomplish its goal must have a specific purpose. The primary mission of the organization, its values, beliefs and philosophy of life must be evident to the officers. Goals and objectives must be shaped by the policy and procedures which align with the mission.

Often in the beginning, it is normal for an organization to want to do many things, but often lack a clear vision. However, it is important that a police department effectively communicate it's "special purpose" to the police personnel and community at large, in order for it to survive.

All systems, families and organizations, demand effective communication.

R.A. & L.Y. Marshall

A feedback loop is important in all communications. Are you really saying what "you think" you are saying?

M. Bell & P.I. Artis

Success and Communication go hand-in-hand. A clear vision with clearly defined goals and objectives are necessary to fulfil the desired outcome.

S.F. Crummie & T. McClendon

"STRENGTH THROUGH COMMUNICATION"
(Inv. L. W. McLemore)

PROPOSED TENTATIVE PROJECT

The following is a tentative project that can be utilized to work in conjunction with police officers and families in the community. This can enhance positive attitudes and work for the benefit of the police organization and the community-at-large. Many proactive Family Violence measures can be implemented utilizing this project.

THE PURPOSE AND SCOPE OF POLICE OFFICERS AND COMMUNICATION:

The purpose of this project is to provide police officers within the community setting with Effective Communication. The officers can explore their attitudes and behavior, determine the departments' need and their individual needs. New positive behaviors techniques can be utilized in order for the officers to become inspired and assume more responsibility for their personal growth which will benefit the police department.

Many community members have had previous adverse contact with the police system and have a negative impression of police. Due to erroneous beliefs, misconceptions and negative interactions, the breakdown in communications have often resulted in problems. However, effective communications can prove to be quite viable and provide positive interactions. The negative experiences can be effectively proved to be false. This can reinforce positive communications. Officers who participate and continue to gain strength through communication can serve as an additive to the positive relations during Family Interactions.

STRENGTH AND EFFECTIVE COMMUNICATION OBJECTIVES:

The "STRENGTH AND COMMUNICATION" objectives are designed to accomplish the following:

- a. To provide an opportunity for participants to develop responsibility for their behavior by attaining consistency between their communication, values, beliefs and behavior and that of the police department.
- b. To provide a positive experience and to encourage involvement in the police-community interactional process.
- c. To reduce the negative involvement of the police officer and family violence.

"STRENGTH AND EFFECTIVE COMMUNICATION CAN BE BUILT THROUGH RESPECT AND POSITIVE INTERACTIONS PRIOR TO NEGATIVE INCIDENTS AND FAMILY VIOLENCE."

STRENGTH AND EFFECTIVE COMMUNICATION

SPECIFIC GOALS:

Each officer will work at positive communications to work towards proactive measures for the good of the department, the families and the community. It is imperative that each participant know and recognizes basic essentials that work for positive and effective communication. The officer must know himself/herself to work towards productive communication. The officer's objectives should consist of the identification and the ability to:

- a. Express his/her beliefs and value systems.
- b. List the skills for growth, development and change.
- c. Work in a setting of trust and support.
- d. Encourage officers to demonstrate new behavior.
- e. Reflect, if this is a positive growth and development experience.

THREE SEPARATE PHASES OF STRENGTH AND EFFECTIVE COMMUNICATION

Phase I. Analysis or Focus - Family Violence Proactive Measures

This phase is to compile viable information. Discuss and obtain information from the officers, the department, interest groups, church figures and other community leaders. Let them express their opinions and thoughts on the project in order to obtain pertinent information and support for pro-active Family Violence measures.

Develop the criteria from the information that works for positive strength and effective communication for the police officers, families, community and the social system.

Determine the pros and cons. Identity the problem areas and provide workable solutions.

Establish the amount of involvement needed by each segment of the department. Who will be involved in order to manage and make the program workable?

Discuss with individuals who must be involved in the program as participants. Attempt to determine some critical needs to prepare a positive police-community network and social system interaction.

Discuss with inspirational leaders, motivators and involved police personnel possible positive strengths and an effective communication forum, which is conducive to reducing Family Violence. Review similar Effective Communication and Perception programs and Family Violence pro-active measures.

STRENGTH AND EFFECTIVE COMMUNICATION

Phase II. Development

This phase is the development of the actual police-community interaction and Family Violence forum.

Determine the time and framework (discussion/program)

"FAMILY STRENGTH THROUGH EFFECTIVE COMMUNICATION"

Identify what will be addressed in the Family Violence Conference.

A. State Involvement Process (Motivational material).

B. Identify methods to be used in getting people to discuss current situation and positive proactive measures.

C. Exploration (Self-Awareness)

Making one aware of their own values, beliefs, needs, wants and goals.

D. Agreement, Communication and Understanding - Can it be obtained and what is the cost?

E. Action Plan - write down goals and objectives

F. Time Frame - (Target Dates) and Constraints (Stufflebeam)

1. Feasibility - Can it be performed?

2. Propensity - Is it appropriate?

3. Effectiveness - Is it doing the right thing?

4. Virtuosity - Does it provide for excellence?

STRENGTH AND EFFECTIVE COMMUNICATION

Phase III: Implementation

This phase starts after the Family Violence forum has been planned and approved. Key speakers, moderators and facilitators will be selected.

Programs will be implemented on a specified basis and with the outlook to expand the program - Positive Family Violence Proactive Measures City, state and nationwide.

Evaluations are to be made during the process to ensure program success. Material should be assessed to ensure whether it needs to be changed, realigned, audited and/or eradicated.

RESPONSIBILITIES OF THE ORGANIZATION

Establish a forum of policy makers that can make changes.

Provide time for planners to discuss with various key people in the system.

Provide data needed to make sound judgment.

Provide time to develop project.

STRENGTH AND COMMUNICATION

FAMILY VIOLENCE PROGRAM COORDINATOR:

Devote time and effort toward completing each phase within the specified target dates.

Use qualified knowledgeable personnel to develop program.

Maintain total confidentiality of any personal family violence information. Ensure that the material of the writers, developers and books are clearly referenced. Pertinent material should be rendered, as well as constructive handouts and available information. A VITA from all key speakers should be obtained.

TENTATIVE SCHEDULE AND TARGET DATES:

Completion of planning and implementation will take place by _____ with a 30% reduction of family violence repeat dispatched calls in the _____ Precinct Area _____.

- a. Phase I will start on _____, completed on _____.
- b. Phase II will start on _____, completed on _____.
- c. Phase III will start on _____, completed on _____.

DECISION MAKING AND EFFECTIVE COMMUNICATION

In today's headlines police departments emphasize their need for positive internal and external police-community family and community interactions. Police Administrators often reflect upon the community's negative statements and implications that describe family violence and police incidents. This is often due to confused, unclear and pervasive information. Due to uncertainty and unclear identified problems, many individuals abandon systematic techniques in problem solving. This approach does not provide the opportunity for the development of effective communication and decision making during Family Violence incidents.

Daily, police and the community are confronted with a multiplicity of family violence disturbance runs. Additional problems and dysfunctional solutions result from these initial problems. This is due to many problems being solved utilizing trial and error. This often results in overlooking the best or most effective solutions or decision making for these problems.

"Problems can be solved scientifically" to the advantage of all concerned. The scientific method is not a short cut, but those who use it are able to resolve problems without an astronomical amount of negative stress that generally is emitted.

PROBLEM SOLVING TECHNIQUES:

In order to work effectively in Family Violence problem solving, the problem must first be identified - not the symptom, but the problem. Due to the symptoms being obvious.... officer tend to work with the symptoms, instead of the problems.

1. Recognize and Clearly Identify the Problem.
2. Gather the data.
3. List all possible solutions.
4. Test possible solutions.
5. Select best possible solution.
6. Take the necessary Action and follow up.

RECOGNIZE & CLEARLY IDENTIFY THE PROBLEM-

Prior to a person acting upon a situation, he/she must first decide what method they will utilize. This demands that they know where you want to go and what is needed to get there. The person must know the GOAL or the what they want to accomplish. This demands many factors in recognizing the problem. Asking the right question to obtain the essential information is mandatory when working with all Family Violence incidents.

DECISION MAKING & EFFECTIVE COMMUNICATION

GATHER THE DATA-

Working effectively with decision making and effective communication, initially, the officer should obtain the family violence data that is needed. Good effective communication is imperative. In order for the officer to make the best decision, he/she must obtain the NECESSARY information to solve the problem. Data must be assessed in order to arrive at the essential information that is needed. Three components should be assessed -

1. Facts
2. Assumptions
3. Criteria

NOTE: Criteria must be the standard of judgment by which one measures things, such as, facts and/or assumptions.

LIST ALL POSSIBLE SOLUTIONS-

Where do you find possible solutions? You obtain ideas from any available information and previously worked out decisions. The longer one works at problem solving and decision making, the faster he/she will become. They will be able to rapidly assess the situation, consider, and ponder the situation. Garnering the essential information allows more ideas to be utilized for the problem-at-hand.

TEST POSSIBLE SOLUTIONS-

In every instance, you should consider each possible solution against the postulated or established solutions. Evaluate your solution in accordance to it's suitability:

1. Will this solution produce the desired results?
2. Will it perform the job?
3. Does the mean accomplish the desired outcome?

This now prepares you for DECISION MAKING.

The more a person works at Family Violence problem solving and decision making, the more proficient he/she can work effectively with Family Violence incidents.

DECISION MAKING & EFFECTIVE COMMUNICATION

SELECT THE BEST POSSIBLE SOLUTION-

Test the solutions and select the best one. This is the focus of decision making, deciding which solution to apply. This decision sometimes has to be made in a matter of seconds in police work. Selecting the best or most appropriate solution may be the hardest step to perform, because it requires looking at your work from a mission or duty-oriented view.

ACT AND FOLLOW UP:

Put the final decided-upon solution into effect. No problem will be complete until the action has been **PLANNED** and **EXECUTED**. Remember to follow up to ensure that instructions are carried out.

At times a telephone call may often be sufficient.

INDECISIVENESS IS A CRITICAL LEADERSHIP MISTAKE

Remember, police officers are visible in the community and so often required to lead, guide and/or direct. The opportunities that the officer performs as an effective leader requires that he/she taps the God-given ability to utilize proficiency decision making and problem solving. As an effective police officer, diligent discretionary decision making is imperative.

In a recent survey of executives, the question was asked "What single factor do you consider most significant in preventing a subordinate from growing in your department? Sixty five per cent (65%) stated "Indecisiveness."

How many times have you heard people who have avoided making a decision state -

"I don't have enough information at this time."

"You have a good point; I'll get back to you later."

"We'll have to hear from the other side first."

"I have just been so busy lately that I haven't had time to get around to it."

As a leader in the community, you cannot afford not to make decisions. As an officer, **YOUR JOB** is to **MAKE DECISIONS** in the face of risk and uncertainty. Therefore, why not become an effective decision maker and problem solver. The more you work at decision making and problem solving, the more adept and proficient you become.

SYMPTOMS OF COMMUNICATION AND INDECISION

Do you tend to be indecisive? There are five symptoms or characteristics of persons who do not like to make decisions.

1. IMITATION- Indecisive decision makers often imitate individuals who are poor decision makers. Without thinking, they emulate others. The response for poor decision making is because others are doing it this way."
2. NO PLANS- Indecisive leaders make no plans. They just react to the situation. "I'm too busy putting out fires," is the way they describe their jobs. To make a decision you need a purpose, an objective and a plan; otherwise, you are only reacting to the situation. Working in Family Violence incidents, you and your partner should have a productive plan as well as an alternative plan.
3. NOT ENOUGH INFORMATION- An indecisive person always wants more information. He or she cannot move until all the information is in. True, effective decision makers seek information, but they realize that they may never have complete information. Remember, if you had ALL of the information, a computer could make the decision.
4. FEAR OF RISKS- All decisions incur some risk. There is a chance that the decision might be wrong. The least doubt or uncertainty often stops indecisive leaders quickly. When forced into making a decision, indecisive leaders want no record of their judgment. They do not want other people to see if they made a correct decision. As one officer states, "If my boss makes a decision, he will have at least five people to blame if the decision turns out wrong. However, I have no one to blame, but myself.
5. EXCESSIVE USE IN REQUESTING INPUT FROM HIGHER MANAGEMENT- Supervisors serve as valuable reference tools and make good recommendations. Calling the supervisor to a Family Violence incident allows him/her to make a decision for that particular situation. The more the officers work with Family Violent situations, the more he/she will be able to make the essential decisions more rapid. However, if in doubt or uncertain what the officer should do - call a supervisor to the scene.

SYMPTOMS OF COMMUNICATION AND INDECISION

RESULTS OF INDECISIVENESS

An indecisive officer works against the organization. He/she does not want to make people angry nor make a mistake. Attempting to please everyone results in indecision and ambiguity. If an officer on patrol doesn't know what to do regarding a family situation, he/she should call for a supervisor to come to the scene, if one is available. However, an officer can learn to strengthen his/her decision making and problem solving skills. All officers and supervisors can work at becoming more articulate in enhancing his/her problem solving and decision making skills. The first step is maintaining a knowledge of current laws, policies and procedures that effect his/her job. Learning how to make good decisions promotes being an effective decision maker. Indecisive officers create many problems for the police department.

An officer at the scene of a family disturbance has the right to arrest the perpetrator, this is the preferred method. It is imperative that he/she utilizes discretion and makes a timely decision. Procrastination can result in a greater assault or even death of the complainant. To perform as an effective law enforcement officer, one must learn to become an effective decision maker.

Remember, an officer cannot please everyone. In fact, most officers know that he/she must utilize discretion in order that the best decision is made. **When we try to please everyone, we create OUR own problems.** Some results of indecisiveness by officers or supervisors are:

- Officer's frustration and uncertainty.
- Development of cliques.
- "In fighting" and hostility.
- Lack of confidence in his/her immediate superior.
- Low morale and productivity.
- Extreme conflict within the group.

IT IS BETTER TO MAKE THE BEST DECISION. IT MIGHT TAKE A LITTLE EXTRA TIME. HOWEVER, TO DELAY DECISION MAKING THROUGH PROCRASTINATION CAN RESULT IN MANY PROBLEMS.

REMEMBER, PRO-ACTIVE IS BETTER THAN RE-ACTIVE.

***** EFFECTIVE COMMUNICATION & DECISION MAKING *****

Effective communication and decision making is imperative for efficient police officers. Certain rules and regulations must be aligned in order that effective communication and decision making are applied. When working with family violence and various incidents, effective communication and decision making must be aligned with policy and procedures that the best solution might be utilized.

1. Be certain that you are familiar with the current mandated laws and city ordinance, as well as the department rules and regulations. Each patrol officer should know and understand how to apply the updated Family Violence laws **PREFERRED ARREST IS OF THE ESSENCE.**
2. Avoid behavior that may create further incidents. Using unnecessary adverse and explosive language can escalate the problem. During a Family Violence incident when tempers are flaring, physical touching can invite explosions, anger and physical responses.
3. LISTEN CAREFULLY to what each person is saying at all times, and NOTE the basis of his/her remark for the record.
4. BE CERTAIN OF YOUR FACTS before making YOUR decision. In the RUSHED life of POLICE WORK wrong perceptions, garbled information, and erroneous thinking can often provoke the situation. Effective communication and decision making does not come easy. If in doubt, ask more questions to ensure that you have received all the NECESSARY facts before moving into action.
5. **DON'T ALLOW EMOTIONAL PRESSURE TO RULE YOU.** When an officer allows his/her emotions to rule, this can result in greater confrontations.

COMMUNICATION

Interpersonal communication and perception play a key role.

SENDER -	Initiating the Communication
INTENT -	Desired Outcome
RECEIVER -	Audience receiving the information
MESSAGE -	Set of Symbols and Channels (Audio/Visual)
REACTION -	Feelings, Knowledge, Skills
FEEDBACK -	Overt Actions
INTERFERENCE -	Any barriers or things that breakdown the message

Listening plays a major role in Effective Communications.

Effective Listening involves not only tuning into others, but tuning in to ourselves. (Burley-Allen, 1982)

INTENT

REACTION

SENDER

Message

RECEIVER

FEEDBACK

Communication Breakdown
Barriers
Interference
Time or timing
Cultural differences
Written message

"FEEDBACK AIDS COMMUNICATION EFFECTIVENESS"

Feedback helps to communicate effectively. To ensure that the receiver understands what the sender is stating feedback is necessary.

Written reports are essential. The reports must be clear, concise, complete and correct.

WRITTEN COMMUNICATION

Writing clear and easily understood reports is imperative in all police work. It is essential that reports are clear, concise, complete and correct. This demands that the information that the officer wants to transmit is communicated to the reader. All of the information regarding the Family Violence incident must be stated in the report. A preliminary complaint report (PCR) can make or break a case.

POLICE OFFICERS PLAY AN IMPORTANT AND INTEGRAL PART IN ASSISTING THE DOMESTIC VIOLENCE VICTIM. REPORTS WRITTEN THAT ARE INCONSISTENT AND UNCLEAR RESULT IN HAVOC FOR THE VICTIM AND MANY CASES ARE LOST DUE TO AMBIQUITY. IMPORTANT FACTORS IN EFFECTIVE REPORT WRITING ARE:

1. WHAT DID YOU OBSERVE?
2. WHAT DID THE VICTIM STATE?
3. WHAT WERE THE DETAILS?

THE ASCOT METHOD HAS SERVED AS A GENUINE ENHANCEMENT IN EFFECTIVE AND EFFICIENT REPORT WRITING.

.....ARREST - Who was arrested?
Name of suspect, Date of Birth,
Address, state, zip code,
Telephone number and
Social Security number.

Obtain description of suspect, if
if not at the scene,
Description of suspect,
Height/Weight/Size,
Race/Complexion/Facial Scars,
Hair Color/Style -Short or Long
Facial Hair-Mustache/Goatee
Clothing - Shirt, pants, hat,
Shoes - Type of Shoe.

WRITTEN COMMUNICATION

.....SOURCE - Why were you at that particular location?

Where was the original information obtained?

.....CIRCUMSTANCES - Use the five journalistic W's and the H.

What happened?
When did it happened?
Where did it happen?
Who is involved?
Why did it happen (If known)?
How did it happen?

.....OBSERVATIONS - What did you observe?
Where was each individual?
What was each person doing?

.....TAKEN - What was taken?
Describe items.
List serial numbers.
What is the cost of each item?
List insurance company & number.

* * * * *

IF VEHICLE IS INVOLVED, USE CYMBAL TO INCLUDE ALL PERTINENT INFORMATION.

COLOR OF VEHICLE

YEAR OF VEHICLE

MAKE OF VEHICLE

BODY OF VEHICLE

**AND VEHICLE IDENTIFICATION
NUMBERS; INSURANCE COMPANY
AND POLICY NUMBER.**

LICENSE NUMBER AND STATE.

WRITTEN COMMUNICATION

Ensure that the preliminary complaint report is accurate.

1. IS IT CLEAR?

.....PLAN & ORGANIZE REPORT.

Print and/or type report.
Utilize blue or black pen.
Is the report readable?

Use correct sentence structure.
Use appropriate nouns and verbs.
Is the spelling correct?
Is it understandable?

A quick outline helps.
Organize in sequential order.
Clearly state what happened.

2. IS IT CORRECT?

.....STATE THE FACTS!

Are the stated facts correct?
Are your observations correct?
Is the report accurate?

Use professional language.
Eradicate jargon or slang.
Do not use long aberrant phases.

3. IS IT CONCISE?

.....DO NOT USE RUN-ON SENTENCES.

Ensure that it is to the point.
Do not utilize excessively long paragraphs.
Group together similar information.

4. IS IT COMPLETE?

.....ARE ALL DETAILS INCLUDED?

Did you include everything?
Is it in chronological order?

WRITTEN COMMUNICATION

Feedback helps to communicate effectively. To ensure that the receiver understands what the sender is stating feedback is necessary.

The police officers must work at actively listening. Actively listening is not just looking at the speaker and knowing the language. Effective communication with a mutual understanding must be transmitted to the receiver.

Communication is the number one breakdown in many families, and is of the utmost importance for the police officer. Our body language which is referred to as kinesics speaks loud and clear to the person that we are communicating with.

Actively listening can solve many problems and prevent a great number of conflicts.

In order to effectively communication, it is mandatory that the Five "W's & H" of journalism are answered -
WHAT, WHEN, WHERE, WHO, WHY AND HOW.

The four C's of report writing and effective communications are clear, complete, concise and correct.

Our cultural differences, values, needs, and emotional state do play an important role in how we think, act and react.

Persons from other cultures and different parts of the country look at various signs to mean different things.

We all have our own perception of words, gestures and little idiosyncrasies that work in constructive and non-constructive ways in human relations.

To be assertive your non-verbal messages must be consistent with your verbal messages. Assertiveness can sometimes be uncomfortable, but effective communication requires it.

Cultural diversity plays a great part in effective communications when working with Family Disputes. There must be an effective team effort among police officers when working in Family Violence and cultural diverse situations. Understanding cultural differences is important. The unique cultural norms, folkways and mores can work for or against the communication process during adverse family situations. Officers must be aware of the cultural diversity. Understanding the different family cultural meanings and ethnicity within the family structure is important.

MOTIVATION & ATTITUDE

I. MODULE GOAL: Given the lecture, written information and handout material, each participant after completing this lesson will be able to identify, compare and contrast the essential purpose for positive attitudes of law enforcement officers, principles of motivation, de-motivators, positive motivational techniques, motivational strategies and goal setting through written and/or verbal test with a score of 70% or above.

II. MODULE OBJECTIVES:

Demonstrate a workable knowledge in the principles of positive attitudes within the family violence setting. The purpose of displaying sensitivity to the victims, motivation, positive motivational techniques and strategies, de-motivators, ways of motivating and overcoming resistance.

A. Identify the selections which describe the impact of the proper attitude in the physical/environmental and psychological surroundings as a major factor in the family violence (domestic, spouse, child and elder abuse) process.

B. Select the areas that best describe the impact of the police officer as an effective leader in assisting and gaining the confidence and cooperation of the traumatized victim.

C. Define motivation and explain the Hierarchy of Needs and identify the four key ingredients of self-esteem. Demonstrate the three essentials necessary in establishing a positive vehicle for officers motivation.

D. Identify the selections that most effectively describe the officer in the learning process of productive Family Violence prevention in accordance to the preparation, positive attitudes, knowledge level and experience of students, ethical responsibilities and class conduct.

E. Compare and Contrast the dynamics of theories in family violence and the police officer's attitude towards positive human relations and positive and helpful community interactions.

MOTIVATION & ATTITUDE

F. Identify seven motivation techniques that best describe the impact of the officer and his/her leadership characteristics.

G. Identify the three managerial skills that an effective officer utilizes in the motivational process.

H. Identify the invaluable role the police officer's attitude can play in the psychological healing process immediately following victimization.

I. Identify the ways that the police officers can clear up the victims perception of negative and distorted impressions which is often displayed by media and police mistrust experienced in many communities.

MOTIVATION & ATTITUDE

I.2 Opening Statement: Officers affect and influence many persons. Many times he/she is not aware of their great influence and impact on others. The actions or reactions of officers can result in a lasting impression on people that affect them the remainder of their lives. When working with family violence it is mandatory that an officer understand the importance of establishing the proper relations. Various human relations and interactions under the proper atmosphere and conditions can work for and not against the situation. The proper attitude of the officer often establishes the climate in which it can aid the FAMILY VIOLENCE process.

I. MOTIVATION & ATTITUDE

- A. What does Motivate really mean? Can you motivate a person?**
- B. Three Basic ways to work at becoming a vehicle to motivate.**
- C. What does it really mean to De-motivate?**
- D. What are Extrinsic and Intrinsic Motivators?**
 - 1. What are Intrinsic Motivators?**
 - A. Motivators always comes from within.
 - B. It is garnered by the one's own motive.
 - C. Worker performs a good job because of personal incentive.
 - 2. What are Extrinsic Motivators?**
 - A. What are the two major motivators for workers?
 - B. Do wages and fringe benefits play an important integral part.
- E. What serves as key Motivators on the job?**

II. CURRENT RESEARCH IN MOTIVATION AND HUMAN INTERACTION

A. **Emerging Research:** Effective Human Interactions can work effectively toward solving difficulties in various Family Violence situations - physical, psychological and the emotional play a significant role.

1. The attitude of the officer plays an important part in domestic violence and can have a positive and/or negative effect in the Family Violation situation (Dowell).
2. Studies are currently viewing the officers that have problems in the first few minutes during the approach to a family disturbance run.
3. Studies are viewing the invaluable role that officers can have in the victim's psychological healing process in the period immediately following victimization.

OFFICER'S MOTIVATION & ATTITUDE

HUMAN INTERACTIONS SKILLS

HAVING A POSITIVE OUTLOOK AT WORK PROVIDES QUALITY DIVIDENDS.

-FIRST IT HELPS TO CREATE HEALTHY HUMAN RELATIONS & INTERACTIONS.

-SECOND, ANY QUALITY RELATIONSHIPS YOU CREATE PROVIDES REINFORCEMENT FOR YOUR ONGOING ATTITUDINAL NEEDS.

-THIRDLY, IT WORKS FOR THE GOOD OF THE DEPARTMENT AND BENEFITS THE ORGANIZATION.

A. What is Human Relations?

1. The ABC's of Human Relations

- a. Actions
- b. Belief
- c. Consequences

2. Environmental (Physical) Influences

- a. Home - Basic Formative Developmental Years
- b. Educational System - Teachers, Friends, etc.
- c. Social System - Associates & Affiliate System
- d. Criminal Justice System -Complications/Negative Entities
- e. The Work place System - Interactions & Personal
- f. The Family System - Interactions & Personal

3. Psychological

III. HUMAN INTERACTIONS SKILLS/MOTIVATION

B. Human Interactions and Management Skills

WHEN A PERSON IS SUCCESSFUL BUILDING AND MAINTAINING POSITIVE WORKING RELATIONSHIPS, THE MOST IMPORTANT RESOURCES AND SUPPORT SYSTEMS ARE CREATED. THIS HELPS MAINTAIN A POSITIVE ATTITUDE AND WORKS WITH THE GREATEST RESOURCES THAT ARE AVAILABLE - HUMAN RESOURCES.

1. PEOPLE AND HUMAN RELATIONS

- a. Human Resource Development
- b. People are the most important resource

2. HANDS-ON EXPERIENCE

- a. Expert in a particular technique
- b. Specialization
- c. Practical application & innovation

3. CONCEPTUAL OR ABSTRACT THINKING AND INTERACTION

- a. Abstract
- b. In-depth thinking
- c. Not concrete

Work at Building Good and Effective Human Relations and Interactions. They are essential in all organizations.

C. Crooms

People represent the organization, make sure that the representative is exemplary of excellence.

Q.L. & R.M. Martin

A positive attitude reflects the inner mechanisms of mortal man. Depict the positive attitude and eradicate the negative attitude; it works to build positive relations.

S.Q & C.R. Griggs

UNDERSTANDING YOUR ATTITUDE

BUILDING GOOD HUMAN RELATIONSHIPS MUST BEGIN WITH A POSITIVE ATTITUDE.

UNDERSTANDING YOUR ATTITUDE

YOUR ATTITUDE IS THE WAY YOU COMMUNICATE YOUR MOOD TO OTHERS. WHEN YOU ARE OPTIMISTIC AND ANTICIPATE SUCCESSFUL ENCOUNTERS, YOU TRANSMIT A POSITIVE ATTITUDE AND PEOPLE USUALLY RESPOND IN A RECIPROCAL FASHION. WHEN YOU ARE PESSIMISTIC AND EXPECT THE WORST, YOUR ATTITUDE IS OFTEN NEGATIVE.

I. VIEWING EACH SITUATION AS A OPPORTUNITY NOT A PROBLEM.

- A. Perceptions - your unique and diverse personal interpretation and view of the environment
- B. Effective mental phenomena
- C. Being consistent is imperative
- D. It is within your power to concentrate on selected aspects and ignore others

II. EMPHASIZE THE POSITIVE AND LET GO OF THE NEGATIVE

- A. Preventive measures
 - 1. Work to illustrate the positive
 - 2. Take precautions not to magnify the bad news
 - a. Bad news tends to make you miserable
 - b. When you focus on difficult situations, it results in additive distortions to the initial problem.
 - c. If negative factors are reflected upon long enough, it will become apparent in your disposition.
- B. Corrective measures
 - 1. Dwell, Magnify & Emphasize the Good News
 - 2. Turn the negative to the positive
 - 3. It is a challenge to continually work with a positive attitude.

UNDERSTANDING YOUR ATTITUDE

"Your attitude speaks so loudly, I can't hear what you're saying."

III. WHAT IS A POSITIVE ATTITUDE?

- A. Your attitude is the disposition you transmit to others. It is also the way you see things mentally from within.
- B. The more you can focus on the positive factors of your environment, the easier it will be to remain positive.
 - 1. Unfamiliar subject matter
 - 2. "New technical information"
- C. Everyone encounters outside events that can shake their attitude into a negative focus.
 - 1. When this happens and your attitude becomes negative, the challenge is to quickly employ an attitude adjustment technique.
 - 2. This allows you to bounce back and regain a positive outlook on life.

IV. A POSITIVE ATTITUDE CAN PROVIDE HIGHER ENERGY LEVELS, GREATER CREATIVITY AND AN IMPROVED PERSONALITY

- A. Genuine love is evoked from a sensitivity to assist, build and encourage others.
- B. Personal Perceptions must align with a positive, productive and prodigious attitude.
- C. False Interpretations can hinder and produce additional weights to your life, because of-
 - 1. Highly judgmental of others
 - 2. Misinterpretation and negative expectations
 - 3. Erroneous messages & competition

YOUR ATTITUDE

YOUR ATTITUDE IS A MIRROR OF YOUR MIND SET. IT IS AN EXTENSION OF THE WAY YOU THINK, FOR AS A MAN THINKETH IN HIS HEART, SO IS HE.

1. SELF-IMAGE PROBLEMS - IDENTIFYING THE PROBLEM?

A. Can the problem be readily identified? Clearly state the problem.

1. Perhaps you are not satisfied with your appearance.
 - a. Have you picked up a few extra pounds? Or lost a few pounds that you needed?
 - b. Perhaps, you aren't as well groomed as you were in the past.
2. This creates a negative self-image (A kind of dirty lens that contaminates or maligns the "ideal positive image."

B. Is it a problem or the symptom of a problem?

1. Don't focus on the symptoms.
 - a. So often, there is much concentration in finding solutions to the symptoms
 - b. Channel in on discovering the answer to the problem.
2. Is there a solution?
 - a. What is the solution?
 - b. Is it measurable? Can it be effectively worked out?
 - c. Focus in and concentrate on the answer, not the problem.

A CONSTRUCTIVE ATTITUDE ASSESSMENT AND AN ATTITUDE CHANGE

- C. When a negative self-image develops; working on a better image is mandatory.**
- 1. What are the ways you work with attitude adjustments?**
 - a. Gym, Exercise, Walking, Proper Eating, Sleeping, essential growth and development.
 - b. Barber, beauty shops, new hair style - a new you!
 - 2. BECOMING A TOTAL PERSON. How do you effectively work at becoming a new spiritual, mental, emotional and physical person?**
 - a. Go to church
 - b. Take a Personal Growth & Development Class
 - c. Go on a vacation to another city, state, country
 - d. Work at a new hobby or sport.
- D. THE NEGATIVE DRIFT - MOVEMENT TOWARDS A NEGATIVE ATTITUDE.**
- 1. This is often difficult to explain why it happens.**
 - 2. Things around you are calm; you have a good self image and suddenly, you begin to move towards a negative attitude.**
 - a. This is often blamed on the negative aspects of today's society.
 - b. The explanation is, that you are bombarded with so much negative stimuli, that you become more negative through the continual negative contacts.
 - c. Evil (negative) communication corrupts good ways.

EVERY PERSON SHOULD PERIODICALLY ENGAGE IN A PERSONAL CONSTRUCTIVE ASSESSMENT OF THEIR ATTITUDE. AN ATTITUDE ASSESSMENT, OFTEN RESULTS IN A RENEWAL, AN ADJUSTMENT OR AN ATTITUDE CHANGE.

A CONSTRUCTIVE ATTITUDE ASSESSMENT AND AN ATTITUDE CHANGE

3. This creates a negative self-image - A kind of distorted picture that contaminates or maligns the "ideal positive image."

E. Ask Yourself - Am I being contaminated by the many negative difficulties. Is there a problem? If so....

1. Is there a constructive way that I can work out or prevent this great amount of negative influence?
2. Is there a workable plan to eradicate or lay down the weights that are causing problems.
3. Is there a solution to this havoc?
 - a. What is the solution?
 - b. Can it be broken down into bite size pieces?
 - c. How can I work at a positive attitude renewal?

ATTITUDE RENEWAL

ATTITUDE RENEWAL SHOULD BE A DAILY PROCESS - TO NIP IN THE BUD ANY NEGATIVE RAMIFICATIONS.

MOTIVATION AND THE POLICE OFFICER AS A LEADER IN THE COMMUNITY

AN EFFECTIVE POLICE OFFICER WORKS AS A LEADER TO WORK PRODUCTIVELY MAKE WINNERS OUT OF PEOPLE IN THE NEIGHBORHOOD AND THE COMMUNITY.

AN EFFECTIVE OFFICER THAT IS A COMMUNITY LEADER POSSESSES CERTAIN QUALITIES AND CHARACTERISTICS. HIS/HER PRIMARY CONCERN IS FOR THE GOOD OF THE ORGANIZATION, AS WELL AS THE COMMUNITY WORKING WITH THE MOST IMPORTANT RESOURCE - PEOPLE. THE LEADER'S UNIQUENESS AND SENSITIVITY TOWARDS OTHERS PROVIDES A GREAT OPPORTUNITY FOR GROWTH AND DEVELOPMENT.

AN EFFECTIVE OFFICER WHO SERVES AS A COMMUNITY LEADER KNOWS:

WHAT THE COMPANY/ORGANIZATION EXPECTS OUT OF THE OFFICER.

THE DIFFERENCE BETWEEN MANAGERS AND LEADERS.

WHAT ARE HIS/HER VALUES AND BELIEFS.

AND HAS A VISION; IS ALSO AWARE OF HIS/HER PRIMARY MISSION.

WHAT ARE IS/HER STRENGTHS AND WEAKNESSES.

HOW TO WORK AT CONSTRUCTIVE PROBLEM SOLVING & DECISION MAKING.

WHAT THE BASIC PLAN IS, AND POSSESS AN ALTERNATE PLAN.

HOW TO ADMIT THAT HE/SHE MADE A MISTAKE.

HOW TO WORK EFFECTIVELY AND EFFICIENTLY WITH THE TASK AT HAND.

HOW TO WORK WITH PEOPLE (IS BOTH PEOPLE & TASK ORIENTED).

A patrol officer is a leader in his/her own right. The community and family continually interacts with the patrol officer who serves as a leader to guide, instruct and direct.

A POLICE OFFICER AS A LEADER

WHAT ARE THE CHARACTERISTICS OF A LEADER?

WHAT ARE THE CHARACTERISTICS OF A MANAGER?

WHAT IS THE DIFFERENCE BETWEEN A LEADER AND A MANAGER?

A Leader is said to possess many talents, abilities and potentials. For many years it was stated that leaders were born and not made. This old adage was not supported when many leaders began to rise from backgrounds that were not conducive to ideal leadership.

Successful organizations are continually attempting to search for persons who have the ability to lead effectively. Leaders possess certain qualities that "followers" desire to emulate. The leader's concern is for the good of the organization, as well as the needs of the people.

A manager is more oriented to the functions of performing the task at hand, with his/her major concern is to perform and accomplish the task, even if it means at the expense of the people.

An effective leader possesses both qualities and performs effectively and efficiently for the good of the organization --- being sensitive to the needs of the people.

Effective Leadership is an action, not just a position.
L.Y. Marshall and R. Prather

POLICE OFFICER'S LEADERSHIP STYLE & RELATIONSHIP OF ATTITUDE

One of the tests of leadership is the ability to recognize a problem before it becomes an emergency. Arnold H. Glasow

WHAT IS YOUR BASIC LEADERSHIP STYLE?

AUTOCRATIC

Highly Disciplined
"The Book man"
Rigid; Highly Structured

DEMOCRATIC

(Majority Rules)
"Voting"

LABOR-MANAGEMENT

(Negotiations-Works out a Compromise)
"Time Consuming Process"

PARTICIPATORY

(Team Player)
People Person

LAISSEZ-FAIRE

(Do your own
Thing)

WHAT IS THE BEST LEADERSHIP STYLE? EXPLAIN.

STYLE THAT WORKS BEST?

KINDS OF LEADERSHIP-

POSITIONAL..... Some officers are placed in positions of leadership. They suddenly have to become effective in leading people that they might perform and accomplish the necessary task

SITUATIONAL..... Some leaders are situational leaders that arise to meet the needs during a particular situation

An effective and responsible leader must know himself/herself, their beliefs, values and philosophy of life. Taking on the responsibility of meeting the needs of the police department, the community and the family are essential.

Effective responsibility educates; know your beliefs, values and philosophy of life!

Wendell Phillips/L.Y & R.A. Marshall

BELIEFS, VALUES AND LIFE'S PHILOSOPHY

1. WHAT I BELIEVE .. (List five of your major beliefs).
2. WHAT I VALUE IN LIFE .. (List five of your major values).
3. WHAT IS YOUR MISSION IN LIFE? (Write in one or two sentences your primary mission in life).

TO PERFORM EFFECTIVELY AS A LEADER, YOU MUST KNOW WHAT YOU BELIEVE, YOUR VALUES AND YOUR BASIC MISSION IN LIFE. IT IS ALSO MANDATORY THAT YOU KNOW YOUR STRENGTHS & WEAKNESSES.

LIST 5 (FIVE) STRENGTHS AND 5 (FIVE) WEAKNESSES.

STRENGTHS	WEAKNESSES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

People enjoy doing things that they excel in.
Q.L. Martin III

LEADERSHIP IMPLIES THAT THE PERSON IN THIS POSITION MUST:

1. KNOW YOURSELF.
2. KNOW YOUR VALUE SYSTEM.
3. COMMUNICATE EFFECTIVELY.
4. ALWAYS BE SENSITIVE TO THE NEEDS OF THE PEOPLE.
5. BE A POSITIVE EXAMPLE FOR THE PEOPLE.
6. BE WILLING TO ADMIT YOUR MISTAKES.
7. BE THE POSITIVE "VEHICLE" TO MOTIVATE YOUR MEN.
8. CONTINUALLY ENHANCE AND ACTIVATE THE "TEAM" CONCEPT: "WE" INSTEAD OF "I" OR "THEM."

JOHARI'S WINDOW:

--KNOWN	*	UNKNOWN
	*	
KNOWN	*	UNKNOWN
	*	
"OPEN"	*	"BLIND SPOT"
	*	
I KNOW IT & YOU KNOW IT.	*	YOU KNOW IT & I DON'T
	*	KNOW IT.
	*	(Most difficult)
-----	*	-----
FACADE	*	UNCONSCIOUS
	*	
UNKNOWN "HIDDEN"	*	SPIRITUAL
	*	
I KNOW IT & YOU	*	"6TH SENSE"
DON'T KNOW IT.	*	(Growth & Development)
	*	I DON'T KNOW &
	*	YOU DON'T KNOW.
-----		-----

-THE COMMON GOAL IS TO WORK TOGETHER.

-THE MORE YOU KNOW ABOUT YOURSELF, THE MORE YOU ARE OPEN & RECEPTIVE TO GROW. IT IS IMPORTANT THAT YOU ARE AWARE OF THE ATTRIBUTES THAT RESULT IN NEGATIVE LEADERSHIP.

NEGATIVE LEADERSHIP ATTRIBUTES

The officer who is confronted with performing the job and fulfilling the task-at-hand is often placed in a precarious position. This mandates that the task is accomplished effectively and in a timely manner.

Negative leadership attributes consists of:

- A. **INSENSITIVE TO OTHERS** This attribute requires that an insensitive attitude does not become dominant.
- B. **ARROGANCE** A "know it all" attitude that hinders the communication process.
- C. **BETRAYAL OF A TRUST** When an officer confides a personal experience to you and you "spread it around."
- D. **TOO AMBITIOUS** A person who often has his/her eye on the goal and fails to have the necessary concern for others.
- E. **REACTIONS TO FAILURES** - Reactions to failures are much easier to state the "ideal," than to actually apply it.
- F. **POOR JUDGE OF PEOPLE** An effective leader should not be too quick to judge people without obtaining more of the facts.
- G. **INDECISIVE** A poor decision maker has the inability to make viable decisions; and often a poor problem solver. Tends to find fault with others, instead of recognizing his/her own shortcomings. Changes his/her mind several times in a short span of time.

Understanding that each person is unique and becoming sensitive to their needs requires a special and unique person.

S. & W. Marshall

OFFICER'S MOTIVATION & ATTITUDE

HUMAN RELATIONS - TRAINING & DEVELOPMENT

Typically, officers have to teach others new tasks. This is an important and integral component of various jobs. The alert officer should make every effort to become articulate in the field of training and development.

One of the most difficult areas that many a new trainer must realize is that he/she must impart this information or workable task to the trainee. In every phase of the work, he/she must be ready to train, to show the other person HOW to perform the particular task.

One of the most frustrating experiences is for a person to attempt to train a task using ineffective teaching techniques. The person training often gets frustrated because the other officer does not catch on to the new skill quickly. Consequently, the trainee is frustrated because the method and techniques are perhaps not clear.

Effective training methods and techniques are essential to improve productivity and to reduce tension. Listed below are common training mistakes.

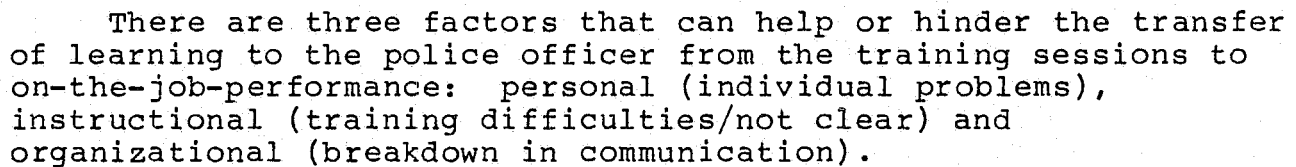
COMMON TRAINING MISTAKES

1. FAILURE TO SET AND COMMUNICATE TRAINING OBJECTIVES.
2. FAILURE TO PREVIEW THE ENTIRE TEACHING TASK.
3. FAILURE TO SET DEADLINES FOR ACQUIRING THE TASK.
4. FAILURE TO FOLLOW-UP. (WORST VIOLATION)

Learn to increase your knowledge and utilize it in a practical manner to enhance understanding.

T.M.R. & E.V. Martin

Successful Human Resource Development Police Training and development requires the use of effective and efficient measures. The information must be used on the job for it to have high "worth." A six stage needs assessment model should be implemented prior to any training (Brinkerhoff).



RELEVANCE - Does the officer see the material or course as relevant to the job and to his or her personal needs?

HUMAN RELATIONS - TRAINING & DEVELOPMENT

At the beginning of any training, the MORE principles should be assessed to ensure effective training. (Dickie, 1990)

MEANINGFULNESS -	Is it valuable to the officer?
OPEN COMMUNICATION -	Open Climate
RECALL PREVIOUS LEARNING -	Prerequisites
END RESULTS -	What is final outcome?

* * *

The three A's of successful Training and instructional communication are (Dickie, 1991).

ACCEPTANCE.....Gaining through introduction.

The officer's feelings about the need for training and their perceptions. Who decided the officer should attend the training?

ACQUISITION.....Skills, knowledge and attitude.

What is the officer's previous background in the area of the training content?

APPLICATION.....How can the officer apply the new information back on the job? Where is the officer starting and does his/her superior support the training.

Follow up on the job
Obvious support of the supervisors
Group Approach
Action Planning
Involvement of Other officers
Is the Need Established?

OBJECTIVES SHOULD BE CLEAR TO THE OFFICERS - What is in it for the officers and how will it benefit the police department?

AUDIENCE -	Who will be the participants.
BEHAVIOR-	Measurable and observable indicators of performance. What will be done?
CONDITIONS-	How the performance will be done and the tools that will be utilized.
DEGREE-	When do you know performance has been completed.

HUMAN RELATIONS - TRAINING & DEVELOPMENT

WHAT SHOULD BE PERFORMED....PRIOR TO TRAINING.

PURPOSE/MISSION

What is to be accomplished?
The reason for being...
the vision
the dream....

=====

GOALS

Positive statements of what needs to be accomplished
in order to achieve the purpose or fulfill the mission.
These are often long range projects as well as short
range projects.

=====

OBJECTIVES

These are the operational steps or the written process.
These must be specific, measurable and accountable to
achieve the goals. A project time frame is also
essential to ensure the objective is accomplished.

=====

Team spirit is what gives so many companies an edge over their
competitors. George L. Clements

HUMAN RELATIONS - TRAINING & DEVELOPMENT

PRELIMINARY PLANNING PROCESS

This is an organized team approach to accomplish the objectives-

1. WHAT ARE THE TASKS? BRAINSTORM AND LIST ALL OF THE TASKS.
2. WHAT JOBS ARE NEEDED TO BE PERFORMED BY THE INDIVIDUALS? IDENTIFY AND LIST ALL OF THEM.
3. WHAT ARE THE ROLES THAT MUST BE PERFORMED.
4. WHAT RESOURCES ARE NECESSARY TO ACCOMPLISH THE MISSION?
 - A. AN INITIAL SKETCHY PLAN SHOULD BE WRITTEN THAT USES THE RESOURCES EFFECTIVELY.
 - B. ROUGHLY "GUESSTIMATE" AND SPECIFY THE QUANTITY AND QUALITY.
5. TARGET DATES ARE VERY IMPORTANT; ENSURE THAT A PROJECTED DATE IS STATED.

Teamwork and creative thinking allows growth and development.
R. M. Martin

Utilizing teamwork and innovativeness allows the challenges of life become viable and functional opportunities to move forth in a positive, productive and prodigious way.
E.V. Martin

You can be whatever you want to be.
Take what you have and make what you want.
F.H. Petty

HUMAN RELATIONS - TRAINING & DEVELOPMENT

IF TRAINING IS NEEDED, SET UP A STRUCTURED TRAINING PROGRAM.

BE A SUCCESS, NOT A FAILURE

The Failure Syndrome

THE FAILURE SYNDROME is based on the old adage that failure is the result of one's past experiences.

NO ONE has ever progressed from the fear of failure into success, without answering:

1. WHO AM I?
2. WHAT AM I?
3. WHERE AM I?
4. WHERE HAVE I COME FROM?
5. WHERE AM I GOING?
6. WHY AM I GOING THERE?
7. HOW AM I GOING TO GET THERE?

ANSWERING these questions will place you on the right course to achieve success. The answers to these questions do not ensure success, but without answering them you can prepare yourself for failure.

Think and plan ahead in order to work out a functional plan, this will assist you in establishing performance expectations. Griggs

OFFICER'S MOTIVATION & ATTITUDE (HUMAN RELATIONS & INTERACTIONS)

SETTING PERFORMANCE EXPECTATIONS

The time we spend on an assignment is often short, when compared to many other things we perform. Because of this, it is important that we communicate our expectations early. Knowing what is expected will ease resentment and increase productivity when working with Family Disputes and violent situations. Here are things to keep in mind when establishing and laying out plans:

- A. BUILD RAPPORT.**
- B. EXPLAIN YOUR GOALS AND ACTION PLANS.**
- C. ASK FOR REACTIONS TO THE GOALS AND ACTION PLANS.**
- D. DISCUSS BEHAVIORS OR EXPECTATIONS WHICH ARE OF SPECIAL IMPORTANCE TO A SUCCESSFUL JOB PERFORMANCE.**
- E. EXPRESS CONFIDENCE IN A PERSON'S ABILITIES.**

**A wise man will make more opportunities than he finds.
Francis Bacon**

HUMAN RELATIONS & INTERACTIONS

SELF DEVELOPMENT QUESTIONS:

Some people never achieve success, not because they don't desire it, but OFTEN because they have never defined what it is they want to do. In order to better realize who you are, what your abilities are and your value system, ANSWER THE FOLLOWING QUESTIONS. Use a separate sheet of paper to write your answers, and be honest in answering the questions. It is for your own growth and development.

1. What are your major concerns in life? List five things that you are currently concerned about.
2. In 30 Seconds or less, write down the three MOST important goals in your life. Do it now without any in-depth thinking!
3. If you won a million dollars, what would you do first? What would be the second thing you would do?
4. How would you spend your time, if you knew that you would leave this state in 6 MONTHS?
5. What have you always wanted to do, but have been apprehensive or procrastinated in performing? (LIST three things you want to accomplish).
6. Looking back over your life, what gave you your GREATEST sense of satisfaction?
7. If you could be granted one wish, what would it be? In essence, if you knew that no matter what you tried, you could not fail - what would you do? What would you be?)

Definition of Success:

Success is measured not by the things you accumulate or the money you make, but by the obstacles you overcome. It is not how high and fast you climb the ladder of success, but how fast you bounce back after you fall.

ESTABLISHING A VEHICLE TO MOTIVATE

No person can motivate another person, because motives come from within. However, we can establish or create a foundation in order that a person might motivate himself/herself. Remember, motivation is an individual maneuver - this is the person's own personal inner emotion, desire or physiological action and need.

CONDITIONS:---WHAT CONDITIONS ARE NECESSARY TO MOTIVATE?

1. FREEDOM - THE NEED OF LEARNING A CERTAIN SKILL.
2. FLEXIBILITY - FLEXIBLE WORK SCHEDULE.
3. PERSONAL SATISFIERS: KNOWING YOUR VALUES, BELIEFS & PHILOSOPHY OF LIFE.
4. CREATIVITY, INNOVATION - KNOW CONDITIONS SO YOU CAN SUPPLY YOURSELF & OTHERS.

THE WORK CLIMATE: WORK SURROUNDINGS & ENVIRONMENTS

1. PERSONAL THINGS AT WORK? - LOCKERS, CLEAN CHANGING AREAS, SUFFICIENT MATERIAL, CLIP BOARDS, PICTURES.
2. FUNCTIONAL FURNITURE, EQUIPMENT, MACHINERY.
3. LIGHTING - ARRANGEMENT, BRIGHT LIGHTS ...

TECHNIQUES: WAYS TO BUILD & STRENGTHEN OTHERS

1. EFFECTIVE AND GENUINE PRAISE
 - A. Notice examples of ability (talents, skills, interests); provide opportunity for the person's to display their skills
 - B. Point out what the person has performed; be specific
 - C. Find occasion to frequently praise
2. SMALL COMPLIMENTS & INSPIRING COMMENTS
3. ENCOURAGEMENT

We often become what we believe others want us to be. William Cooley (the reknown philosopher) stated: "We aren't what we think we are, neither what others think we are. But what we think others think we are."

Each person's goals should be rewarded and reinforced that the goals might be fulfilled. Immediate feedback is essential.

Terry and Angie Smith

MOTIVATION AWARENESS & SKILL BUILDING

Building Effective Motivation Foundations

It is a great task to recognize and attempt to understand what motivates a person, especially during the daily Human Relations and Interactional process. The more one knows what motivates a person through the person's own personal acknowledgment of what motivates him or her, can work as a genuine plus in the workplace. An individual should be able to identify what motivates him or her. This is imperative to build an effective and constructive work place that works to satisfy the department and, at the same time, the employee derives a certain amount of positive encouragement.

MAKE SURE THAT THE THING YOU BELIEVE IS A MOTIVATOR IS TO THAT PARTICULAR INDIVIDUAL AND ACTUALLY MOTIVATES HIM/HER. OFTEN A PERSON PERCEIVES THAT AN EMPLOYEE IS MOTIVATED IN ONE MANNER, AND IT IS TOTALLY ERRONEOUS. THIS CAN CREATE A PROBLEM!

Several studies in the last few years regarding motivation in relations to managers and employees has divulged a variety of outcomes.

The so-called "motivators" in the work place, in which the manager believes that it motivates the employees were discovered to be erroneous. The top three things that the managers thought motivated the workers, did not motivate them. Listed below are the top three things that served as "true motivators" for each group.

Managers:	MONEY	JOB SECURITY	PROMOTION
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Employees:	APPRECIATION	BEING AN INSIDER	UNDERSTANDING PROBLEMS
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Prior to understanding motivation and how it affects our attitudes, we should know and understand our own personal profile. The more we know and understand our own values, beliefs and philosophy of life we can work in a much more productive manner with others - the team spirit is increased.

If officers are going to be effective in helping and encouraging others, their own perspective or attitude must be personally assessed. Understanding trends and how things are continually changing provides further food for thought for personal assessment.

HUMAN RELATIONS & INTERACTIONS

CHANGE IS NECESSARY AND ONGOING

HISTORY OF TRENDS IN OUR SOCIETY

-	- AGRICULTURE	- INDUSTRY	- INFORMATION-
-	- 5000 B.C.	- 1900-1983	- 1983+
-	-	-	-
-TECHNICAL:	- IRRIGATION	- MECHANICS	- INFORMATION -
-	-	- MACHINE	- COMPUTER -
-	-	-	-
-SOCIETY AND	-	-	-
-CULTURE:	- LAW:	-	-
-	- GOVERNMENT	- POPULATION	- LABOR/MGT. -
-	- CLERGY	- GROWTH	- COOPERATION -
-	-	-	-
-	- SOCIAL CLASSES-	- REDISTRIBUTION	- STRICT
-	-	- OF POPULATION	- UNEMPLOYMENT-
-	-	-	-
-	-	- LABOR MOVEMENT-	- INTER-
-	-	- SPECIALTY LABOR-	- NATIONAL
-	-	-	- MARKETING
-	-	-	-
-SKILLS:	-	-	-
-	- AGRICULTURE	- MACHINE SKILLS-	- PROCESSING
-	-	-	- SKILLS
-	-	-	-
-	- FARM BUILDING-	- MGT. SKILL	-
COMPUTER	--	-	DEVELOPMENT -
SKILLS	-	-	-
-	-	-	-
-	-	- WORK AND MGT.-	-
-	-	- SPECIALIZE.---->	TEAMWORK -

Remember, not all changes are positive, but working to recognize the importance of productive Human Interactions is imperative.

BUILDING HUMAN RELATIONSHIPS

Recognizing and attempting to understand the Human Relations and Interactional process is imperative in building effective working and management skills.

If you are going to be effective in helping others, using effective Human Relation Skills is the officers greatest challenge. Some of the basic Human Relations theories can serve as an overview.

APPLIED PRACTICAL HUMAN RELATIONS THEORIES

RATIONAL EMOTIVE THERAPY- Albert Ellis

The concept in the reaction of attitudes has reference in another context. Ellis (1966), the founder of RET, postulates that the way we think (beliefs and attitude) in large influences how we feel and eventually act. The ABC's of human relations and interactions align in accordance to our feelings, actions and reactions.

- Action (Stimulus or Act itself)
- Belief (What a person believes the act to be; perception)
- Consequences (The reaction because of your perception)

PARENT, ADULT & CHILD (Transactional Analysis) - Eric Berne

Adult - Fully mature; one-to-one interaction

Parent - Mother/Father - Child Relationship; nurturing role

Child - The childlike action and ways; the "feeling" part of the personality

Continue to use common sense, however common sense is often not so common.

HUMAN RELATIONS & INTERACTIONS

GOAL SETTING - Management By Objectives

Goal setting is a process of deciding where you want to go and when. It is an integral part of "Management by Objectives," first introduced by Peter Drucker, elaborated on by Douglas McGregor and adapted to all phases of management since 1965 by George S. Odiorne. The major characteristics of MBO GOAL setting has made the organizations and its members work together for the common cause to accomplish personal objectives.

- 1. IDENTIFY THE GOALS OF THE ORGANIZATION.**
 - A. State specific goals of the organization.
 1. What is the primary mission?
 2. Why does the organization exist?
 - B. Determine the importance of these goals.
 1. Specific goals must be short and long range.
 2. Write the goals and objectives.
- 2. CLARIFY THE FUNCTIONAL (WORKING) ORGANIZATIONAL CHART.**
 - A. Draw the organizational chart.
 - B. List the primary functions of each position.
- 3. SET OBJECTIVES AND AGREED UPON TARGET DATE FOR EACH INDIVIDUAL.**
 - A. State in easily understood terms.
 - B. Make a plan of action. Check resources to ensure that the plan of action can be performed.
 - C. Provide for interaction of organizational and individual goals.
 - D. Arrive at performance standards and measurement criteria.
 - E. Establish a target date.

HUMAN RELATIONS & INTERACTIONS
(GOAL SETTING-MBO)

4. CHECK PERIODICALLY TO ENSURE PROGRESS TOWARD GOAL.

- A. Check and make sure that the objectives are being met in a timely manner.
- B. State anticipated problems and preventive measures.
- C. Certain problem areas must be watched closely, so that alternative plans or changes can be readily implemented.

5. MEASURE RESULTS; EVALUATE GOALS AND SET A TARGET DATE.

- A. Ensure that actual performance aligns correctly with the stated performance standards.
- B. Follow up with performance measurement & evaluation.

EVALUATIONS (SCIENTIFIC)SPECIFY THE CATEGORY

COLLECT THE DATA

IDENTIFY PATTERNS

EXAMINE THE OPTIONS

COMPARE THE OPTIONS

SELECT AND NARROW THE OPTIONS

EXTEND, RE-EVALUATE AND REVISE

REPLACE AS NEEDED

HUMAN RELATIONS & INTERACTIONS

PATTERN OF TOLERANCE AND ACCEPTANCE

1. PERCEPTUAL BLUR - Person perceives neither him/herself nor others clearly or honestly.
2. RESPECT (POSITIVE REGARD AND CARING) - Persons are valued because of them being them, and their uniqueness.
3. PERSON-DIRECTED - Persons are encouraged to make their own choices.
4. NON-CRITICAL KINDNESS - Person is comfortable to share or relate experiences.
5. GENUINE INTEREST - Sincere appreciation for effective communication of information shared.
6. EMPATHY AND RAPPORT- Interviewer participates in person's expression of feelings. Assures person of naturalness of anger, hurt, joy, laughter, remorse, and other emotions.
7. HUMAN EQUALITY - officer's opinions and feelings are worthy of consideration; allows venting to take place.
8. EFFECTIVE COMMUNICATION THROUGH UNDERSTANDING- Interviewer follows line of thought to constructively work at understanding what the person is saying. Works at being on the same wave length.

An officer should take the initiative to perform in a proficient manner without being ordered to do so. Accepting the task and following through on the task is productive in communicating that you can proficiently perform.

HUMAN RELATIONS & INTERACTIONS

ACCEPTANCE: HOW IT IS SHOWN

I. Nonverbal Behavior

Facial expression

Eye contact

Body posture

Gestures

Distance

II. Verbal following behavior

Free interaction verbal expression to encourage

Language used according to person's level of understanding

Congruencies between verbal and nonverbal

III. PRODUCTIVE QUESTIONING - THINK AND ASK!

Energize thoughts - What makes you think so?
How do you explain his/her behavior?

Express feelings - What makes you think that?

Redirect ideas - Is it possible that you are thinking about?

Link comments - Interrelate two separate comments or statements.

Confront person - Ask direct questions without compromise. This cannot be utilized until trust relation has been established.

The most necessary task of civilization is to teach men how to think.

Thomas A. Edison

Active Listening is a component of the thinking process.

HUMAN RELATIONS & INTERACTIONS

ACTIVE LISTENING

Active listening stimulates a mutual communication system.

1. ARE YOU REALLY LISTENING TO WHAT IS BEING SAID?

A. What is being said in between the lines?

B. What verbal cues do you observe?

1. What are the choice of words?

2. What is the person's speech pattern?

a. Poor vocabulary?

b. "Deprived vocabulary?"

#####

A good listener listens and listens well and becomes wiser as
he applies the knowledge.

#####

2. DO YOU HEAR CUES AROUND YOU?

A. Nonverbal behavior is more revealing than words.

B. Body language sends messages

1. "We all leak!"

a. What's on the inside is displayed on the
outside

b. Nonverbal behavior is not as easily
controlled as verbal behavior

2. Orientation and direction of the body
(proxemics)

a. Territorial Space

b. "Markers" to denote area claims

**HUMAN RELATIONS & INTERACTIONS
(ACTIVE LISTENING)**

3. THE STUDY OF THE MOTION OF THE BODY (KINESICS)

- a. Body movement (changing of posture)
- b. Specific gestures, facial expressions
 - 1. Finger-tapping, knuckle-cracking & rocking
 - 2. Leg shaking, foot patting, etc.
 - 3. What is the environment & personal space?
 - a. Physical space and distance bt. people
 - b. Distance between the desk/chair
 - c. Lifespace depending upon relationship
 - d. Attending-leaning forward/eye to eye contact.

Ensure that your communications are clear.

HUMAN RELATIONS & INTERACTIONS

PRODUCTIVE COMMUNICATIONS

CONFRONTING COMMUNICATION THAT ALLOWS FOR GROWTH/DEVELOPMENT

1. Types of Confrontating Communications

Positive and Constructive

Opportunity for productive data and information

2. Productive and Constructive Interactions

Self introspection

Moving productively in interactions

3. Changing Behavior and Attitude

Identify things that need to be changed

Solutions that need to be changed

4. Understanding and becoming more fully aware

The initial step is becoming knowledgeable and aware.

Utilize confrontations as "stepping stones" and become more proficient in all that you perform.

Do not reflect on the negative, but become more proficient in the positive. **Have a wise plan!**

Your mind must be stimulated in order to work productively. Always challenge your mind.

Your mind is like a muscle the more you use it the more adept and proficient it becomes.

Insight in learning from all facets of life. Work at **Understanding.**

8. Reconstruction - How will you reconstruct the behavior

Being around sharp and articulate people allows the individual to grow and develop.

Each person is a product of their environment; remembering that "iron sharpeneth iron."

Get the vision and expanding boundaries

HUMAN RELATIONS & INTERACTIONS

SEVEN PRINCIPLES OF MOTIVATION

There are seven basic principles of motivation utilized by successful officers.

1. Officer encourages Constructive Participation with other officers.
2. Help new officers to identify with others in the setting.
3. Provides freedom of choice and flexibility, but ensures that others abide by the rules and regulations. Self-control tends to be top priority.
4. Gives recognition to others, where credit when due.
5. Displays confidence, responsible and accountable.
6. Depicts and generates essential guidance and instructions to others. Ensuring that they are pointed in the right direction; without being over-aggressive or over zealous.
 - a. Maintains a clear vision in his/her projected plans.
 - b. All things begin small, ensure you are going in the right direction.
7. Corrects and Completes all things in a timely manner.

Improvement is the master of motivation.

FIVE DE-MOTIVATORS

THESE FIVE AREAS TEND TO DE-MOTIVATE OFFICERS AND OFTEN RESULT IN THE PERSON NOT ENJOYING THEIR JOB.

- 1. MAKE OTHERS FEEL AWKWARD AND UNSURE.**
 - A. TREAT THE PERSON THE WAY YOU WOULD NOT LIKE TO BE TREATED.**
 - B. UTILIZE THEORY X, AND NOT THEORY Y**
 - 1. Theory X believes the officer is irresponsible, not adept, nor accountable and loves to be told what to do.**
 - 2. Theory Y believes officer is responsible, sharp and articulate and has the ability to perform without excessive supervision.**
 - C. NEVER COMMEND A PERSON FOR A JOB WELL DONE.**
 - D. IGNORE THE PERSON, EXCEPT TO MENTION WHAT HE/SHE SHOULD OR SHOULD NOT HAVE DONE.**
- 2. RIDICULE, DEMEAN AND CRITICIZE IN FRONT OF OTHERS.**
- 3. SHOW FAVORITISM AND EXPRESS THE INCOMPETENCE OF THE PERSON IN FRONT OF OTHERS.**
- 4. VACILLATE IN MAKING ESSENTIAL DECISIONS.**
- 5. CREATE THE IMPRESSION THAT YOUR PRIMARY CONCERN IS WITH YOUR OWN INTEREST.**

These de-motivators tend to result in an unfavorable attitude. Each person should discover and work at implementing positive, creative things that result in a favorable attitude.

"A FAVORABLE ATTITUDE"

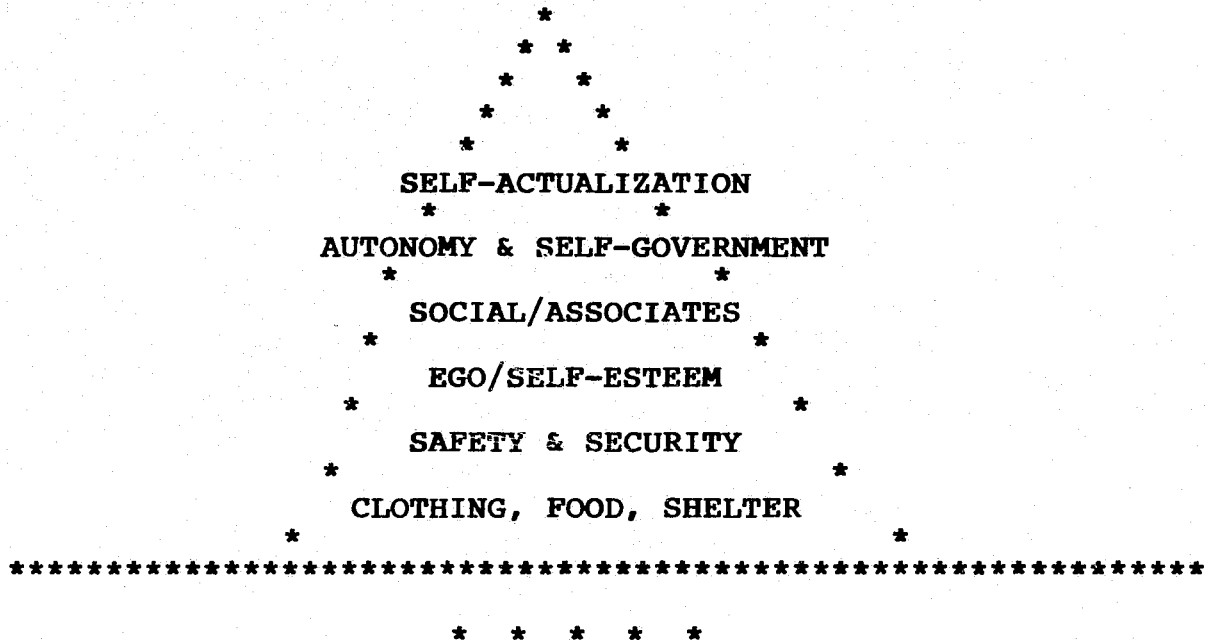
The nine below listed statements are a compiled list of favorable attitudes of officers.

1. SHOWS UP WHEN EXPECTED AND COMES IN A TIMELY MANNER.
 - a. Are you time conscious? Do you complete your work in a timely manner?
 - b. Do you work with good time management?
2. IS PREPARED TO WORK (BRINGS ITEMS OR ARTICLES).
 - a. Does your supervisor have to fight to get your attention?
 - b. Are you a good listener?
3. ASK QUESTIONS WHEN INFORMATION IS UNCLEAR AND IN DOUBT.
4. DOES MORE THAN THE MINIMUM REQUIRED.
5. MAKES SUGGESTIONS FOR IMPROVEMENT.
6. HELPS OTHERS.
7. HAS INITIATIVE AND DISPLAYS GENUINE CONCERN, IS MOTIVATED.
 - a. Each member of the team must realize that he/she is important to the team.
 - b. Without that member the team would not function properly.

A FAVORABLE ATTITUDE RESULTS IN WORKING TOGETHER AND UTILIZING TEAMWORK WHICH SATISFIES THE NEEDS OF MANY.

ABRAHAM MASLOW'S HIERARCHY OF NEEDS

WE TEND TO FLUCTUATE CONTINUALLY ON THE HIERARCHY OF NEEDS LADDER
DEPENDING UPON OUR NEED AT THAT PARTICULAR TIME.



EXPLANATION OF HIERARCHY OF NEEDS:

SELF-ACTUALIZATION

Selflessness; Your concern is more
for the Needs of Others. A True Leader.

AUTONOMY & SELF-GOVERNMENT - Your own individuality
needs are fulfilled.

SOCIAL/ASSOCIATES - Your friendship, acquaintances and
associates needs have been provided.

EGO/SELF-ESTEEM - Your Identity Needs & the building of your
Self-Esteem has been met.

SAFETY & SECURITY - Your health & employment needs have been met.

CLOTHING, FOOD, SHELTER - Fulfils your basic needs.

THE BASIC NEEDS MUST BE MET PRIOR TO PROGRESSING TO SUBSEQUENT
NEEDS, ALTHOUGH WE WILL VACILLATE IN ACCORDANCE TO OUR NEEDS
THROUGHOUT OUR LIVES.

MOTIVATION AND ATTITUDE SUMMARY

It is imperative that the officer understands the importance of being a vehicle to motivate others. The officer should understand his/her values, beliefs and goals in order to work effectively in the motivational process. The officer can serve as a catalyst to activate favorable attitude of others and prevent further family violence.

An officer should be sensitive to the needs of others who are having difficulty, and utilize his/her skills to carry out the task-at-hand. Training is essential, because the officer must have a clear vision of what he/she wants to perform in order to perform it successfully. This is not only important when working within family violent situations, but any situation.

Maintain a clear vision in order to fulfill whatever you want to accomplish. Remember, success is what you perceive it to be.
M. & T. Ivory + M.A. Ivory-Martin

However, there is no set and sure formula for working effectively each time, an effective officer works ardently to be used as a vehicle to motivate others and perform in an excellent manner. Learn from your experience. A person's experiences or the experiences of others can work to make life richer and better.

Words of Wisdom:

Tap your full potential in moving towards the productive challenges of life - one step at a time.

R.M. & L.Y. Marshall

Help people to operate wisely and you will receive reciprocal action. What you give out always comes back to you.
S.F. Crummie & D.D. Coursey

If you believe you can, you can. Keep the vision before you and continue to persevere.
R.M. & T.M.R. Martin

ELDER ABUSE PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of ELDER ABUSE through written and/or verbal test with a score of 70% or above.

- I.1 Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with Elder Abuse in establishing the proper environment with physical and psychological considerations.
 - A. Identify the three selections which describe the impact of physical/environmental and psychological surroundings as a major factor in the elder abuse functions.
 - B. Select the areas that best describe the impact of the police officer as a leader and the process that relates his/her positive concepts within the elder abuse relationship.
 - C. Identify the three main persons most likely to exert elder abuse.
 - D. Identify the selections that most effectively describe the officer in the learning process of productive Elder Abuse prevention in accordance to the preparation, positive attitudes, knowledge level and experience of officers, the ethical responsibilities and interactions.

ELDER ABUSE

- I.2 Opening Statement:** Elder Abuse is one of the last types of family maltreatment that has been presented to public attention. It is a difficult area because many close family members or loved ones are the abusers. The victims have no desire to tell others that a family member has abused them. It is essential that a person in the helping profession clearly understands what elder abuse consists of and the importance in recognizing when a person is a victim or potential victim of abuse. This demands establishing a knowledge and practical application in the mistreatment of the elderly.

* * *

ELDER ABUSE

A. Elder Abuse History

1. Definition of Elder Abuse
2. Previous Elder Abuse Information
3. Misnomers & Erroneous Concepts
4. Mistreatment of the elderly

B. Gerontological Process & Family

1. Continuity of Aged & ELDER ABUSE
2. Elderly Family Inconsistencies
3. Family Intervention for the Elderly
 - a. Research
 - b. Preventive and On-Going Procedures

C. Type of Abuse & Determinators

1. Physical Abuse
2. Physical Neglect
3. Psychological Abuse
4. Medical Abuse

D. Personal Rights and Material Abuse

1. Violation of Rights
2. Material Abuse and Indicators

II. CURRENT RESEARCH IN ELDER ABUSE AND TRAINING

A. **Emerging Research:** Effective preventive Elder Abuse - physical, psychological and financial abuse plays a significant role in the United States elderly.

1. More than 1.5 million men and women 65 and older are seriously mistreated - physically, psychologically and financially - each year. This touches every segment of the population.
2. Evidence that abuse of the elderly is on a marked increase are the alarming findings of an ongoing congressional subcommittee investigation.
3. Michigan alone is estimated to have experienced an estimated 14,008 or four times the 3,502 reported elder abuse cases in 1988. (1989 findings)
4. Elder abuse had for years been virtually ignored by the federal government, even in the face of mounting evidence of its scope and severity.
5. Most elder abuse occurs in the home and is committed by family members. Seventy percent of adult abuse is elder abuse and most are dependent upon their abusers.
6. What has to be understood is that most people don't think such abuse occurs and then when the senior citizen tells others that a son or daughter, or friend of the family, abuses them, it is often not believed.
 - a. Most of the elder abuse is committed by members of their own families.
 - b. **Sons are the number one abuser; daughter and victim's spouse are the second most likely abusers.**
 - c. Surveys of law makers from several states have revealed that Delaware doubled its 441 reported cases of elder abuse from one year to the next year. Elder Abuse touches every segment of the population.
 - d. At a time when elder abuse is on the rise, the Congress and states are doing less.

II. CURRENT RESEARCH IN ELDER ABUSE AND TRAINING

B. Research on Elder Abuse - physical,

1. The House Select Committee on Aging estimates that only one in six cases of elder abuse is actually reported.
 - a. In 1984, after a six year study of information from police departments, hospitals, and social service organizations, the House Select Committee concluded that more than a million men and women aged 65 and over are seriously mistreated, physically, psychologically and financially.
 - b. One study by a social scientist reporting to the Gerontological Society concluded that one in ten elderly persons living with a family member is abused or suffers deliberate deprivation.
2. Some of the examples of elder abuse are difficult to believe. One out of every 25 elder persons is abused.
 - a. An elderly Delaware woman weighing about 60 lbs was hospitalized with dehydration, bloody drainage from her knees, maggots covering her legs, deep purple bruises and a black eye. She said she lived with her daughter, but refused to blame anyone, saying "I don't want to get anyone in trouble." She died two weeks later.
 - b. In Texas, a 69-year-old woman was found tied to her wheelchair with an electrical cord, suffering from malnourishment, insect bites and sores. After being released from the hospital, she died from extreme neglect while her daughter and friends drank in the next room.
 - c. An eight year old who beat his 81 year old grandmother, urged on by his parents (Donald Robinson, Parade Magazine.)
 - d. A 39 year old Illinois woman chained her 81 year old father to a toilet and tortured him for several days.

III. ELDER ABUSE

A. What is Elder Abuse?

1. Abuse can take the form of:
 - a. Assault
 - b. Neglect
 - c. Deprivation
 - d. Rape
 - e. Mental degradation
 - f. Finances Exploitation -taken or withheld
2. Average Victim
 - a. 75 years or older
 - b. More often, a woman
3. Most victims must rely on others
 - a. Those who abuse them
 - b. Those who provide care, food and shelter

B. The History of Elder Abuse

1. Bond between parent and child
 - a. Fundamental link in society
 - b. Peopling Process & Interactions

Forty percent of all reported abuse in the United States is adult abuse - 70% of adult abuse is elder abuse. Most of the abused are dependent upon their abusers and many fear reprisal or merely cannot overcome their instinctive love for their children and thus cannot turn them in. (Dakar, 1991)

ELDER ABUSE

2. Court Records of 17th and 18th centuries

- a. Tendency towards physical violence.
- b. It has become second nature with many families.
- c. They are violent with old people as well as children.

3. Situations are getting worse because

- a. People are living longer.
- b. The elder persons are not economically productive as they once were.
- c. Families have to care for the elderly and do not know how to adequately care for them.
- d. Many family members lose control out of frustration.

C. Howard Segars, Clinical Director of Guardianship Services in Brookline, Massachusetts.

1. Made a study of the causes of abuse of the elderly.

2. Causes for elder abuse -

- a. Resentment at having to attend a frail, bedridden, incontinent or cantankerous person can push some people to the breaking point.
- b. The situation can cause
 - 1. frustration
 - 2. anger
 - 3. resentment
 - 4. can trigger some horrendous forms of abuse

ELDER ABUSE

3. These people really want to do right by their parents, but they cannot cope with all the emotional and financial stress placed on them.
4. Obviously, because of their parents, there are additional expenses -
 - a. Finances for prescriptions
 - b. Funds for hospital expenses
 - c. Time expended to convey to doctor
5. Segars' emphasis, however, is that many people find fulfillment in caring for elderly parents.

D. Other experts state that the Main Contributors are

1. Alcoholism
2. Marital problems
3. Drug addiction
4. Long term financial difficulties

E. Characteristics of the abusers of the elder

1. The son is the most likely abuser
2. Sons account for about 21 per cent of all cases
3. The daughter & victim's spouse who are providing care, are the second most likely abusers
4. Significantly, people who were abused as children are most likely to mistreat their older parents.

ELDER ABUSE

F. Elder Abuse Cases

1. Los Angeles, California-

- a. Middle-aged man and sister were arrested for holding a 90 year old aunt as a prisoner.
- b. The aunt was held in a metal shed at the rear of the home.
- c. Neighbors ignored her cries for help because the sister said she was crazy.

2. New Jersey - Sexual abuse of the elderly is all too common -

- a. A 74 year old woman in New Jersey was beaten and raped by her son-in-law.
- b. The woman's daughter demanded that her mother keep silent about the rape.
- c. The daughter stated, I'm warning you, you won't have a home to sleep in if you say anything about this.

3. New York - Elder Abuse Project

- a. Risa Breckman, Director of the New York City Victim Services Agency
- b. Breckman states that much rape of elder people goes unreported.
- c. "Victims are reluctant to say, My child raped me." Additionally, old men and women are not routinely checked for rape in hospitals.
- d. There are two Non-factual Myths.
 1. One is that rape has to do with sex.
 2. The other is that 65-year-old women no longer have any sexuality, so they can't get raped.
- e. The fact is that women 65 years and older are often raped--and by members of their own families.

ELDER ABUSE

G. Elder Neglect is another form of Abuse

1. **Washington, D.C.** - An elderly woman terminally ill of cancer was denied proper medical attention by her grandson because he didn't want to "dissipate" her income and property on hospital and doctors' bills.
2. **New Jersey** - The daughter and son-in-law of an elderly woman left her at home all day without food -
 - a. One day, she fell and lay on the floor with a broken hip for eight hours.
 - b. The daughter confessed that she wanted her mother to die.
 - c. "It would make our life a lot easier," she declared.

H. Psychological Abuse

1. **Some people are subjected to intense psychological abuse by their relatives.**
 - a. This can run from simple verbal assaults to a protracted and systematic way to dehumanize.
 - b. This is sometimes performed with the intention of driving an elder person to insanity or suicide.
2. **Emotional deprivation has also been the cause of death of older people.**
 - a. The cases of neglect, inadequate nutrition and denial of medical care go hand-in-hand.
 - b. Emotional deprivation is harassment about money, as well as verbal abuse and demeaning inuendos, seasoned with - being.....
 1. ignored
 2. unloved
 3. left alone
 4. continually demeaned

ELDER ABUSE

EMOTIONAL DEPRIVATION AND NEGLECT IS CONSIDERED TO BE
ONE OF THE MAJOR "KILLERS" OF THE ELDERLY. IT OFTEN
BREAKS THE SPIRIT TO LIVE AND RESULTS IN THE ELDER
PERSON "DESIRING DEATH" - A DEATH WISH OR
PSYCHOLOGICAL SUICIDE.

3. William Delahunt, District Attorney of Norfolk County, Massachusetts

- a. Tells of a woman in Quincy whose family ostracized her.
- b. They ordered her out of the kitchen when the rest of the family ate.
- c. They instructed her to stay in her bedroom and not associate with the family.
- d. They told her she was not wanted.
- e. She ended up in tears on the steps of a church.
- f. A police officer conveyed her to the city shelter.

I. Financial Exploitation

1. Hundreds of cases of financial exploitation abuse by their relatives or caretakers also have been documented.
 - a. An elderly ailing Florida man was swindled out of a 40 acre orange grove by a nephew whom he trusted.
 - b. The nephew gave him liquor with his medications, then threatened him physically until he signed the papers.
 - c. The old man had only his Social Security pension left.
 - d. The elderly gentleman stated, "I guess I signed too many papers and I still fear for my life."

ELDER ABUSE

2. Some of the "Saddest of All" Cases

- a. Elderly persons who have lived independently until illness or injury landed them in the hospital.
- b. Upon release, they learn to their dismay that their families have sold their homes out from under them.
- c. Some family members also have had relatives committed to mental institutions or placed in nursing homes as a means of obtaining their property.
- d. In addition, thousands have been fleeced of their Social Security, disability and welfare benefits, not only by family members, but by crooked operators of boarding and/or nursing homes.

3. New Jersey Ombudsman for the Institutionalized Elderly, Jack D'Ambrosia

- a. D'Ambrosia states, "The Institutions' operators use the money to control the old people."
- b. The elderly are punished by depriving them of money. The operators insist the elderly perform jobs and manual labor around the house; if the elder does not they do not receive their money.
- c. This is work the elder person should not have to perform because Social Security is already paying for their maintenance.

4. Boarding home and nursing operators quality of violence & neglect toward their aged residents.

- a. In Chicago social workers had to saw through rusty steel bars to rescue eight gaunt hungry old people.
 - 1. They were living in a boarding home strewn with human excrement and overrun by rats.

ELDER ABUSE

2. The Chicago newspaper reported that the old people were jammed into tiny rooms with coffee cans as urinals.

3. The proprietor allegedly made the residents turn over their welfare checks to her. She was arrested.

b. In Michigan Elder persons were bussed to a factory which was owned by the Senior Citizen/nursing home establishment to work daily for mere tokens.

J. Current Results Regarding Elder Abuse Cases

1. Complicating the problem of abuse is the fact that elderly people seldom report incidents to authorities.

2. More than 70% of all cases are reported by third parties. Many caretakers abuse the Social Security that is already paying for their maintenance.

3. The elderly apparently are ashamed to say that they've been abused by their own children, don't want to cause trouble for their children or simply are afraid.

4. Many state officials admit that the elderly are not adequately protected.

a. On an average, the state government devotes merely 6.6 percent of their protective-services budget to this group.

b. A few states, however, provide the elderly with better defenses against abuse.

ELDER ABUSE

- c. New Jersey's Office of Ombudsman for the Institutionalized Elderly, established in 1978, is the strongest of its kind in the nation.
 - 1. It has subpoena power and the right to enter any institution for the elderly 24 hours of the day.
 - 2. New Jersey has also enacted a law that requires doctors, nurses, social workers and other professionals to report any serious, unexplained bruises on an elderly person as well as any other sign of abuse. Failure to report can result in a \$500.00 fine.
- d. South Carolina's and Delaware's elderly
 - 1. South Carolina has a law that makes failure to report elderly abuse punishable by six months, imprisonment and/or a \$1000.00 fine.
 - 2. Delaware's Dr. Steinmetz says the one hope is for government agencies to provide counseling and financial help to families caring for aged parents.
- e. California
 - 1. The Family Service Association of Santa Clara Valley in California pioneered a prevention of abuse, furnishing counseling to people who are under extreme stress while trying to care for an old person.
 - 2. The Veterans Administration hospital in nearby Palo Alto.
 - a. Helps by admitting aged veterans for week-long stays.
 - b. This gives their families a respite from the endless, nerve-racking strain of caring for them.

ELDER ABUSE

K. Forecasting and Current Elder Abuse

1. The problem of elderly abuse will grow as the number of old people increases.
2. By the year 2000, the number of people 65 years and older will rise close to 35 million.
3. Many of the seasoned politicians are seniors, 60 years and older.
4. It imperative that the elder persons retain the respect and dignity in being independent and make their own decisions.
5. Police officers can be utilized to work productively to report and work at preventing some of the elder abuse.
6. In-home services (meals on wheels, homemaker and chore services) serve as pro-active measures for the elder person which utilize trained services in aiding and assisting the elder persons.

ELDER ABUSE

- L. Claude Pepper, the senior advocate Representative for Congress stated that "The more older people we have, the greater will be the incidence of elderly abuse - unless we take steps now to curb it."

1. Claude Pepper proposed a Six-Point Program:

- A. Congress must enact legislation providing funds and directing every state to establish specific programs to protect its elderly.
 - B. Each state should enact an abuse-reporting law with teeth in it and give an ombudsman power to protect the aged.
 - C. All states must ensure that personnel at institutions for the elderly are qualified and that they don't have criminal records or histories of mental illness.
 - D. Prosecutors must move with all their resources against abusers of the elderly.
 - E. Judges must hand down stiff penalties to offenders, not slaps on the wrist.
 - F. Most important, Americans must stop denigrating (belittling) the elderly. Children should be taught to respect older people for their insight, judgment and experience.
2. Pepper further stated that "The more older people we have, the greater will be the incidence of elderly abuse unless we take steps now to curb it."
3. Elder citizens must be provided the necessary respect and dignity due them in order to work with preventive measures for the elder abuse.

ELDER ABUSE

M. Recognizing Elder Abuse

1. How do you recognize an elder victim of abuse?

A. Dr. George Cornell, director of the New York Hospital emergency room - Cornell Medical Center, New York City.

1. There are many clues to look for when working with the elderly -

- a. Bad bruises,
- b. Black eyes
- c. Broken bones

2. And burns

a. It is astonishing how often abusers burn defenseless older people.

b. If the old person does not have a convincing explanation for his/her injuries, you certainly may suspect elderly abuse.

2. Other instances in recognizing Elder Abuse

A. If an elder person complains that he/she is constantly harassed by his/her family, cursed at, told that he's insane, you can be suspicious.

B. The elder person may well be a victim of deliberate psychological abuse.

N. How Can We Protect Our Elderly?

1. What should you do about protecting the elderly, Dr. Edmund Dejowski, director, Project Focus (federally financed program to improve protective services for endangered adults), advises:

2. A citizen who wants to report elder abuse, should -

- a. Contact the local Department of Social Services (Adult Protective Services).
- b. Tell them you would like to report a case of elder abuse.

REPORTING ELDER ABUSE

The majority of states have a Department of Social Services which often have established programs or work in conjunction with an ADULT PROTECTIVE SERVICE. In the State of Michigan Adult Protective Services as required by Act No. 519, Public Acts of 1982 became effective April 1, 1983.

Synopsis of Public Act 519, State of Michigan

The Department of Social Services has provided a synopsis of Public Act 519 which defines all appropriate terms to assist the public to understand what should be reported to the Department of Social Services (DSS). This reduces duplication of effort in the provision of protective services by precluding DSS from conducting investigations in settings or situations where another state agency has similar statutory responsibility. This includes nursing homes and other facilities licensed by the Department of Public Health, as well as all state funded and operated facilities, mental health institutions, such as educational centers, correctional facilities, mental health institutions and developmental disability centers.

Public Act 519 requires certain professionals and other employees in the fields of health care, mental health, social work, law enforcement, education and other human services to report suspected cases of adult abuse, neglect, exploitation or endangerment to the Department of Social Services.

Provides immunity from civil liability for those reporting suspected cases and keeps the name of the complainant confidential. The law also contains a penalty for failure to report when mandated to do so.

Describes what DSS shall do in response to reports concerning vulnerable adults who may be in danger or threatened with harm due to abuse, neglect, exploitation or endangerment.

REPORTING ELDER ABUSE

WHO REPORTS

All employees who are employed, licensed, registered or certified to provide:

Health Care Services - such as nurses (R.N., L.P.N.), aides, hospital staff, etc.

Educational Services - such as teachers, rehabilitation counselors, etc.

Social Welfare Services - such as social work administrators, supervisors, caseworkers, etc.

Other Human Services - such as those providing handicapper services, information and referral, services to the aging, adult day care, etc.

Employees of agencies which provide these services are also required to report suspected cases of adult abuse, neglect, exploitation or endangerment.

Physicians must report if in their professional judgment they suspect an adult has been abused, neglected, exploited or endangered, and they consider it is in the best interest of the patient to make the report.

Law enforcement officers and employees of the office of county medical examiner must also report suspected cases.

Persons other than those listed may make a report, but are not required to do so.

REPORTING ELDER ABUSE

WHAT TO REPORT

All suspected cases or incidents of individuals, not less than 18 years of age, who are at risk because of:

ABUSE - Any harm or threatened harm to an adult's health or welfare caused by another person. This includes non-accidental physical injury, mental injury, sexual abuse or maltreatment.

NEGLECT - Any harm to an adult's health or welfare caused by the conduct of a person responsible for the adult's care. This includes failure to provide adequate food, clothing, shelter or medical care. Self-neglect is also included.

EXPLOITATION- Any action which involves the misuse of an adult's funds, property, or personal dignity by another person.

ENDANGERMENT - A life threatening situation caused by the inability of the person whose life is threatened to respond.

And, who are also

VULNERABLE - It is important to note that ACT 519 limits adult protective services to those person who are vulnerable. Vulnerable persons are those who are unable to protect themselves from harm, described above, because of the frailties of dependencies brought about by advanced age. In essence, those persons who are not vulnerable are able to take effective action on their own behalf to deal with the threatened harm.

REPORTING ELDER ABUSE

HOW TO REPORT

The law requires only an oral report to describe the suspected incident and need for protective services. A written report may be sent in later.

Information required includes:

Name, age, address of the adult in danger.

Description of the abuse, neglect, exploitation or endangerment.

Names and addresses of next of kin or guardian, if any.

Names of persons with whom the adult resides, and relationship to the adult, if any.

Description of the present situation.

Any other information available which establishes the cause of the abuse, neglect, exploitation or endangerment and the manner in which it occurred.

WHEN TO REPORT

The report shall be made immediately as soon as there is reasonable cause to believe an adult is in danger of harm because of suspected abuse, neglect, exploitation or endangerment, and is vulnerable.

WHERE TO REPORT

The Elder Abuse report shall be made to the local DSS office in the county where the suspected incident or situation occurred. All suspected incidents of a protective services nature which involve residents of facilities licensed by the Department of Public Health (nursing home, homes for the aged, hospital, county medical care facilities, freestanding surgical out patient facilities) are to be reported to DPH, telephone number 1-800-882-6006. For patients residing in Department of Mental Health facilities, reports should be made to the local Department of Mental Health, Recipient Right Advisor.

REPORTING ELDER ABUSE, Adult Protective Services, Department of Social Service, 1985

ELDER ABUSE INCIDENTS

LIFE EXPECTANCY IS INCREASING, OWING IN PART TO THE CONQUERING OF SOME OF THE COMMUNICABLE DISEASES OF CHILDHOOD AND BETTER HEALTH AND PREVENTIVE MEASURES. ELDER ABUSE IS ON THE INCREASE. MANY PUBLISHED REPORTS ARE BASED ONLY ON CASES REPORTED TO SOCIAL SERVICE AGENCIES. FORTY STATES CURRENTLY HAVE MANDATORY REPORTING LAWS. (Bergman, 1991) MANY PROFESSIONALS DO NOT REPORT CASES OF ELDER ABUSE, THEREFORE, THE ESTIMATES MAY BE ONLY A SMALL PORTION OF THE TOTAL NUMBER OF CASES OF ELDER ABUSE.

FACTS:

The House Select Committee on Aging reported that while one out of three child abuse cases is reported, only one out of six cases of adult abuse ever come to the attention of authorities.

The horrifying conclusion is that elder abuse is an everyday occurrence and another example of the breaking of the bond between parent and child.

The 1960s were the age of awareness for children. In the 1970s, domestic violence was dominated by spousal abuse. It appears that elder abuse is the dominant focus of the 1980s and 1990s.

America is the most powerful and advanced civilization in the world, yet thousands of elderly Americans are victims of chronic, continuing patterns of emotional and physical and financial abuse daily.

CHARACTERISTICS OF ELDER ABUSE VICTIMS AND ABUSERS

- 1. PROFILE OF THE TYPICAL VICTIM**
 - A. WOMAN
 - B. SIXTY-FIVE OR MORE YEARS
 - C. WITH ONE OR MORE PHYSICAL OR MENTAL IMPAIRMENTS
- 2. THE FEMALE VICTIM IS DISCOVERED -**
 - A. AT ALL SOCIOECONOMIC LEVELS
 - B. IN BOTH URBAN AND RURAL SETTINGS
 - C. MOST OFTEN, WIDOWED OR SINGLE AND HEAVILY DEPENDENT UPON THE FAMILY FOR HER BASIC NEEDS AND FOR LOVE AND SOCIAL INTERACTIONS.
- 3. NURSING CARE PROVIDED IN A NONINSTITUTIONAL SETTING**
 - A. FIVE PER CENT ARE HOMEBOUND.
 - B. EIGHTY-FIVE (85) PER CENT HAVE ONE OR MORE CHRONIC DISEASES THAT MAY RESULT IN PHYSICAL CARE PROBLEMS.
 - C. MORE THAN HALF THE CARE PROVIDED TO THE DISABLED PERSON IS GIVEN INFORMALLY BY SPOUSE, RELATIVE OR FRIEND.
- 4. DATA SUGGESTS THAT 84 PER CENT OF THE PHYSICAL ABUSE IS COMMITTED BY RELATIVES AND APPROXIMATELY 75 PER CENT OF THE ELDERS ABUSED LIVE WITH THEIR ABUSERS.**
 - A. ALCOHOLISM, DRUG ADDICTION, MARITAL PROBLEMS, AND LONG-TERM FINANCIAL DIFFICULTIES ALL SEEM TO PLAY A ROLE IN THE LIVES OF THE ABUSERS.
 - B. MOST ABUSERS HAVE HISTORIES OF DEALING WITH STRESS. PROFILES OF THE ABUSERS ARE:
 - 1. SONS OF VICTIM IS THE MOST LIKELY ABUSER - PRIMARILY PHYSICAL ABUSE.**
 - 2. DAUGHTER AND/OR SPOUSE IS SECOND MOST LIKELY ABUSER, TENDS TO RESORT TO PSYCHOLOGICAL ASSAULT OR NEGLECT.**

REASONS FOR ELDER ABUSE

1. THERE IS NO SINGLE EXPLANATION "WHY" ELDERS ARE ABUSED

- A. It can be one factor or a combination of factors that may be used to explain the violence.
- B. In many cases, the abuser was abused as a child.
 - 1. Some researchers hypothesize that abuse is revenge for the abuser's own childhood experiences.
 - 2. Other suggest that violent behavior is a learned stress response inherited from one generation to another.

2. LEARNED VIOLENCE

- A. One explanation is the learned use of violence results in abuse to the former abuser later in life - "role reversal."
 - 1. Children learn from observation and participation in the family that violence is an acceptable response to stress.
 - 2. Reinforced, perhaps, by violent approaches to problem-solving seen on television and in society in general, children grow up with a tendency to be violent.

NOTE: WHETHER PROMPTED BY RETALIATION, REVENGE, PENT-UP ANGER FINALLY BEING RELEASED, OR A LEARNED RESPONSE TO FRUSTRATION, THE FINAL PRODUCT IS AN ADULT CHILD WHO HAS A STRONG TENDENCY TO ABUSE EVEN HIS OR HER OWN FATHER OR MOTHER. THE PATTERN CONTINUES FROM ONE GENERATION TO THE NEXT.

- B. In many cases, the abuser was abused as a child.
 - 1. The abuse is a payback for the abuser's own childhood experiences.
 - 2. Others suggest that violent behavior is a learned stress response reinforced by violent behavior on television and at times condoned by society.

REASONS FOR ELDER ABUSE

3. DEPENDENCY

- A. An additional reason for abuse is the progressive and severe dependency which makes the elderly person vulnerable to abuse.
 - 1. There is something about human nature that rationalizes abuse or unkind treatment to a more unfortunate person.
 - 2. This cycle of violence can result in learned helplessness.
- B. Many elderly victims see the family home as the only alternative to a nursing home or other dread institution. They are afraid of being taken away from loved ones, even if abusive.
 - 1. Many remain with their children because, no matter how abusive the acts - "it is better to be with people you know - family and friends, not strangers."
 - 2. Some elders erroneously believe that they deserve the abusive treatment.
 - 3. Elder parents who were abusive and/or not nurturing to their children often believe that it is necessary due to their past behavior. The abusive behavior that the elder person receives is often accepted and expected behavior.

KEYS IN IDENTIFYING ELDER ABUSE DYSFUNCTIONAL FAMILY SITUATIONS

NEGATIVE STRESS AND DURESS PLAY A MAJOR COMPONENT IN ELDER ABUSE. THERE ARE WAYS TO IDENTIFY PROBLEM AREAS WITHIN THE FAMILY STRUCTURE THAT CAN SERVE AS IDENTIFIERS. THE FOLLOWING QUESTIONS WITHIN THE FAMILY STRUCTURE CAN WORK AT TRIGGERING SOME OF THE KEY PROBLEMATIC BEHAVIOR ELEMENTS IN ELDER ABUSE:

1. Has the family demonstrated a past willingness/capacity to protect all its members? Has there been any major failures in nurturing or protection in the past?
2. Do the members of the family seem to be able to make their needs known to the other family members?
3. Do the adult members of the family have any obvious mental illnesses & incapacities that might inhibit their ability to understand another family member's needs or respond to them?
4. Do the children in the family seem to be able to elicit caregiving from adults or the elderly family member?
5. Do family members seem to engage in positive and constructive family interactions or is there the constant presence of competitive or jealous spirit?
6. Is there a unity and positive reciprocal action within the family, is the elder member included?
7. Are the family members given the opportunity to operate as individuals or are they locked into a single pattern, thought or behavior?
8. Does it appear that one family member is continually used as a sacrifice for other members' gratification (scape goat)? What about the elder member?
9. Is the physical environment in which the family lives capable of supporting this family given its relative strengths and weaknesses? Is the elder person given positive opportunities for growth and development?
10. Did you sense that something was wrong with the family interaction after completing the interview? What was your gut level reaction regarding the elder member?

INCIDENCE OF ELDER ABUSE

The U.S. Census Bureau in 1980 stated that there were 25.5 million Americans who were sixty-five or over. That was an increase of nearly five million persons since 1970. Currently, one in nine persons in the United States are seniors. Life expectancy is increasing, owing in part to the conquering of some of the communicable disease and cancer.

People are living longer. One in nine persons in the U.S. is sixty-five years or older, approximately 11 per cent of the entire population. It is projected that by the turn of the century, about one out of five citizens will be sixty or older.

The House Select Committee on Aging submitted a report for the Congressional Record in May 1985. The committee concluded that about four (4 %) per cent of the nation's elderly may be victims of some sort of abuse, from moderate to severe.

Four Primary Issues to ponder regarding Elder Abuse and Neglect Care (Bergman, 1991) are:

- (1) Risk - What Risk is the Elder person facing?
 - a. Physical
 - b. Emotional
 - c. Financial
- (2) Emergency or Chronic Conditions
 - a. Imminent life threatening
 - b. Chronic debilitating condition
- (3) Mental Competency
 - a. Mental capabilities
 - b. Decision Making
- (4) Assistance Wants
 - a. Does the victim want help?
 - b. Is there a crisis?

Abuse of the elderly across the United States today has become almost commonplace. An inquiry found that more than a million men and women 65 and over are seriously mistreated - physically, psychologically and financially each year. Such abuse happens in all classes of society, in big cities and small, in suburbs and on farms. There are many reasons for elder abuse, symptoms and signs.

SYMPTOMS AND SIGNS OF ELDER ABUSE

A major question is how to locate and identify the abused in order that intervention can take place in a timely and effective manner.

IF THE VICTIM DOES NOT REQUEST HELP, IT WAS OFTEN THOUGHT THAT IT WAS A CONSTITUTIONAL GUARANTEE AGAINST THE INVASION OF PRIVACY. ELDERLY PERSONS MUST BE GIVEN OPTIONS THAT ARE ACCEPTABLE AND APPROPRIATE TO THEIR SITUATIONS. AN OUTSIDER MAY STRONGLY BELIEVE THE ELDERLY PATIENT NEEDS TO BE MOVED TO A QUALITY NURSING FACILITY.

HOWEVER, ALTHOUGH THE ELDER PERSON, WHO IS BELIEVED TO BE A VICTIM OF ELDER ABUSE, DESIRES TO REMAIN IN THE HOME WITH THE FAMILY THAT IS PERHAPS - THE ABUSER, WITH ALL OF OUR HIGH TECHNOLOGICAL CONSTRUCTS WITHIN AMERICA, ELDERS HAVE A RIGHT TO PRESS CHARGES AGAINST THEIR ABUSERS. TRUE, THIS RIGHT MUST BE PROTECTED. BUT, WHEN THE ABUSER IS A CHILD OF THE VICTIM, WHOM THE ELDER HAS NURTURED, GUIDED AND LED THROUGH THE YEARS, THEN THIS BECOMES A DICHOTOMY OF AMBIGUOUS LOVE OR REPAYMENT FOR THINGS IN THE PAST. IS THIS AN EXPRESSION OF A CIVILIZED SOCIETY? ARE WE WORKING TO COMBAT THE ATROCITIES OF A CIVILIZED OR UNCIVILIZED SOCIETY IN THE ARENA OF ELDER ABUSE?

TAKE A MOMENT TO REFLECT RETROSPECTIVELY ON OUR CURRENT HISTORY, PAST HISTORY AND OTHER SOCIETIES IN RELATIONSHIP TO ELDER ABUSE.

THE UNCIVILIZED SOCIETY:

To digress a moment, the family has always been the nucleus of civilization, from the time of Adam and Eve until now. Uncivilized nations have worked, at times, to eradicate the lives of the elderly. The uncivilized African Hottentots often made requests to end of the life of the elderly individual. The son would ask permission of the tribe to end the life of his aged and feeble parents. The request would be granted, but then a going-away feast would be held for the fated parents. The whole tribe would attend and say good-bye before the aged ones were led away into the jungle and left to die.

The United States of America does not consist of an uncivilized nucleus; the elder population provides much wisdom, knowledge and understanding to others in society. The competent Elder person has the right to make his/her decision. The right for dignity and respect of the elderly is imperative.

Elder Abuse Preventive measures are necessary in order to work productively within the everyday world.

PREVENTIVE MEASURES OF ELDER ABUSE

ONE OF THE WAYS TO PREVENT ELDER ABUSE IS TO HELP THE FAMILY DETERMINE WHETHER OR NOT THEY HAVE THE FINANCIAL AND EMOTIONAL RESOURCES TO CARE FOR THEIR DEPENDENT PARENT OR LOVED ONE. A PREVENTIVE TOOL IS TO TRAIN FUNDAMENTAL PREVENTION STRATEGIES AND THE TEACHING OF NONVIOLENT COPING BEHAVIORS EARLY IN LIFE. THIS HAS MANY IMPLICATIONS WHICH CAN WORK WITH CONFLICT-RESOLUTION ALTERNATIVES.

MANY FAMILIES NEED HELP WITH RESPITE CARE FOR THE ELDERLY. THIS ALLOWS THE CAREGIVER THE OPPORTUNITY TO GET A BREAK FROM THE CONTINUAL DEMANDS PLACED ON THEM BY THEIR DEPENDENT PARENT.

- A. HOME DELIVERED MEALS - "MEALS ON WHEELS"
- B. HOME NURSING CARE - HOME HEALTH CARE SERVICES
- C. HOMEMAKER SERVICES - CHORE SERVICES.
- D. HOME REPAIR - REPAIRS AT THE HOME.
- E. HOME VISITATION - IN HOME RESPITE CARE.
- F. ADULT DAY CARE
- G. TRANSPORTATION
- H. COUNSELING REGARDING PHYSICAL AND EMOTIONAL NEEDS OF THE ELDERLY
- I. LEGISLATION REGARDING SENIORS
- J. ESTABLISHING TAX INCENTIVES FOR INDIVIDUALS WHO CARE FOR THE ELDERLY.

Allowing the elder person to fulfill their desires with dignity and satisfaction is imperative.

S. Q. Griggs

The more we do, the more we can do!

William Hazlitt

NOTE: In treating elder abuse, In Home Services were considered the most effective factor. (McDonald, 1991)

ELDER ABUSE

ELDER ABUSE CONCLUSION

Police officers can serve as the impetus to work to prevent the ongoing elder abuse that is continuing within our society. Officers must be sensitive to the needs of the elder person in order that we don't encroach on their privacy. Officers must remember that the elder person has the rights and dignity to make the selection whether they want to report or not. However, it is essential that officers don't allow fear to consume the elder person that they continue to be housed in a negative and abusive situations.

Officers must ask the appropriate questions to assure the elder person that "family violence is a crime." Additionally, there are effective measures to eradicate the ongoing negative behavior. It is mandatory that officers report the crime to Social Services in the State of Michigan. Remember, Elder Abuse is a Crime and the abuser can be arrested.

Utilizing various available services and working with preventive measure can help caregivers of the elderly to work in eradicating abusive behavior.

Experts believe that caregivers are more likely to stop mistreating their dependent elderly when the stress resulting from caregiving can be periodically relieved through various types of services. (McDonald, 1991)

We must be extremely careful that, under the grace of protecting the elderly from abuse, we do not encroach upon their individual's liberties that result in losing control of their own destiny. (Bergman, 1991)

Due to the continual increase and awareness of elder abuse, it is perhaps essential that a national center is established that will work at assisting the elderly.

* * *

One must not lose desires. They are mighty stimulants to creativeness, to love, and to long life.
Alexander A. Bogomoletz

YOU CAN MAKE A CHANGE IN PREVENTING ELDER ABUSE!

HANDLING ABNORMAL & VIOLENT PERSONS

Module Objective: Given the classroom lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of Handling Abnormal and Violent Persons through written and/or verbal test with a score of 70% or above.

Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in Handling Abnormal & Violent Persons. Each participant will further demonstrate the necessary process and procedures mandated for law enforcement officers in accordance to the Michigan mental health code.

- A. Identify the difference between mental retardation and mental illness and preventive patrol and techniques in handling and working with the mentally ill during crisis situations.
- B. Select the areas that best describe the impact of the police officer's preliminary investigation during his/her initial field or patrol contact with the subject.
- C. Demonstrate, state and identify the twelve signs and symptoms of the abnormal and/or violent persons and be able to explain each characteristic.
- D. Identify the three legal ways that police officers perform in Handling Abnormal Persons and the major concepts in effectively carrying out the process.
- E. List, explain and identify the Michigan mental health statutes and the process and procedures of the Mental Health Code for Police Protective Custody.
- F. Identify the seven preventive patrol methods and techniques in handling and working with the mentally ill during crisis situations and while on patrol.
- G. Compare and Contrast the dynamics and criteria of the officer's approach and the handling of the mentally disturbed person with the intent to protect himself/herself, the public and the subject.

HANDLING ABNORMAL AND VIOLENT PERSONS

- I. **Opening Statement:** As a law enforcement officer it is imperative that you learn to recognize and effectively handle abnormal and violent persons. Preventive measures and techniques can work at quelling crisis situations and could one day "save" your life .

* * *

Many of those in criminal detention facilities do not have the appropriate staff for treatment or safe custody. At times, disturbed or mentally ill persons are taken to remote locations by police officers and conveniently dropped off.

It is imperative that law officers are adequately trained in these areas in handling difficult persons. Due to the escalating problems of society and the constant increase of mental illness, the patrol officer must have sufficient knowledge in recognizing and handling these difficult persons. To close ones' eyes to the prevalence of this ever prevailing problem, will only open the door for more civil liabilities for the police department.

Police officers dramatically need training in making civil protective custody of mentally ill persons and bringing these persons to places of treatment.

HANDLING ABNORMAL AND VIOLENT PERSONS

II. CURRENT ISSUES OF POLICE AND THE MENTALLY ILL

A. **Emerging Issues:** The importance in police officers learning how to recognize, handle the mentally ill and the application of the mental health code in regards to law enforcement officers.

1. Current studies indicate that 37% of the mentally ill subjects are placed in criminal detention.
2. The criminal justice facilities are not appropriate for treatment or safe custody of mentally ill; and it further intensifies the problem of the mentally ill person.
3. Officers are often unfamiliar in recognizing mental illness, specific laws, and procedures in effectively handling the mentally ill. This has resulted in many civil litigations and been quite costly in the criminal justice organization. Kelly (1987), Ivory (1991), Marshall (1991)
3. Officers should be instructed in the following areas in order to are recognize mental illness, the specific laws and procedures in effectively handling the mentally ill. Ivory (1991), Marshall (1991)
 - a. Mental Illness Training - Awareness and Knowledge
 - b. Techniques in Handling the Mentally Ill
 - c. Unique methods of investigation
 - d. Essential information to be properly entered on special required forms and Court Testimony.

HANDLING ABNORMAL AND VIOLENT PERSONS

III. MENTAL RETARDATION VERSUS MENTAL ILLNESS OVERVIEW

A. Differences Between Mental Retardation & Mental Illness

1. Observing
2. Listening
3. Additional Outward Signs

B. Twelve Signs of Mental Illness

1. Grandiose Behavior
2. Extreme Changes in Behavior
3. Paranoid Person
4. Extreme Bizarre Behavior
5. Talking to Himself/Herself
6. Extreme Losses of Memory
7. Observes, Smells or Tastes Non-Existent Things
8. Psychopath/Sociopath/Psychosis
9. Bodily Aliments That are not Possible
10. Compulsive-Obsessive Behavior
11. Extreme Fear
12. Schizophrenia

IV. MENTAL RETARDATION VERSUS MENTAL ILLNESS

A. Mental Retardation is not the same as Mental Illness

1. What is mental retardation?
 - a. - Slow mental functioning
 1. Pre-birth ... Before birth
 2. Para-birth .. During birth
 3. Post-birth .. After birth
 - b. Levels of mental retardation
 1. Mild
 2. Moderate
 3. Severely
 4. Profoundly
2. Examples of Mental Retardation
 1. Downs Syndrome
 2. Hydrocephalic
 3. Microcephalic

HANDLING ABNORMAL AND VIOLENT PERSONS

B. Working with Mental Retardation and/or Mental Illness

1. Observation is critical when working with the mentally ill and/or difficult persons. The officer must state what he/she observes.
2. Listening plays an important role in the life of an officer when working with difficult or mental persons. What the officer hears can work for or against the officer in documenting and processing the necessary information. It further serves as a pro or con within the courtroom setting in providing the essential information to commit the person.
3. Additional documented Outward Signs are imperative in describing the acting-out behavior or the actions of the person. Clear, correct, concise and complete documentation is imperative for the report. Officers must adequately describe the inappropriate behavior on the petition, and in the courtroom, if necessary.

QUESTION: How Does one Recognize Mental Illness?

RECOGNIZING AND HANDLING DEEP ROOTED PROBLEMS

There are certain signs that officers must be aware of due to the continual increase of people experiencing and handling deep rooted problems. Officers should be able to recognize when a person is displaying one of the **twelve signs** of mental illness. It is imperative that they know ways of handling abnormal or violent persons.

**THE MIND IS AN INTRICATE THING; USE THE MIND PRODUCTIVELY.
IT IS LIKE A MUSCLE THE MORE YOU CONSTRUCTIVELY USE IT, THE
BETTER IT BECOMES.
TAKE TIME TO PROVIDE THE ESSENTIAL REST FOR THE MIND.**

TWELVE SIGNS OR SYMPTOMS THAT A MENTALLY ILL PERSON DISPLAYS

These signs or symptoms may be subtle or extreme. The officer should be alert and aware of things that are transpiring. He/she should obtain as much information from family members and friends as possible. Being a good observer, garnering the necessary information and working with preventive measures can be extremely helpful.

HANDLING ABNORMAL AND VIOLENT PERSONS

TWELVE SIGNS OF ABNORMAL BEHAVIOR - (Public Health Bulletin)

1. HAS GRANDIOSE IDEAS OF HIMSELF/HERSELF.

- a. Grand ideas about himself/herself
- b. Thinks that he/she is a famous person
(Napoleon, Queen Elizabeth, U.S. President)
- c. Continually tells what a great person he/she
is and how wonderful they are.
- d. Delusions of grandeur (egotist versus egoist)
- e. Narcissistic personality
- f. Self importance
- g. Brags about his/her supposed un-excelled
achievements

2. EXHIBITS EXTREME CHANGES IN HIS BEHAVIOR

- a. Person who was very talkative, becomes very
reticent (quiet) - "suicidal"
- b. Quiet person becomes loud and boisterous -
"homicidal"
- c. Rational common sense individual suddenly
becomes irrational

3. PERSON IS PARANOID

- a. Thinks people are out to get him/her or
plotting against him/her.
- b. May think that someone wants to kill him;
will not eat or drink with family members.
- c. Walks down the street and continually glances
over shoulder, runs, or rushes to get away
from the "suppositional" person who wants to
kill him.
- d. This person can be dangerous at times

1. Can not really reason with this person
2. May attempt to attack the person or at
times, try to kill (EXCESSIVELY
PARANOID) the "imaginary" person.

HANDLING ABNORMAL AND VIOLENT PERSONS

4. EXTREME BIZARRE BEHAVIOR

- a. Behavior is "strange"i.e., puts on two winter coats when it is 98 degrees outside.
- b. Exhibits odd behavior at the wrong time... shadows boxes during church service, social gatherings or in the bank lobby.
- c. Laughs during sad or serious moments; and becomes very depressed or melancholic during joyful times.

5. TALKS TO HIMSELF/HERSELF AND HEARS VOICES

- a. Many people talk to themselves, but this person talks vigorously to himself/herself in the presence of others.
- b. When a person says he/she hears voices... ask what are the voices saying.
- c. Ask questions to find out what the "voices" are telling him/her. At times the person will state how the voices are telling him/her to commit a harmful act, omit an essential function or kill someone.

6. EXTREME LOSSES OF MEMORY

- a. This person forgets entire days, his or her name, where he/she lives and the name of the person he/she lives with.
- b. Many times when a person is experiencing mental difficulties he or she might forget important functions (eating, sleeping, or a total disordinate manner of talking). The person often tends to reflect continually upon the problem.

HANDLING ABNORMAL AND VIOLENT PERSONS

7. SEES THINGS THAT AREN'T THERE, SMELLS STRANGE ODORS, OR TASTES STRANGE OR PECULIAR TASTES

- a. See things - bugs, snakes, animals that are not there. This often terrifies the person and he/she acts out accordingly.
- b. Has hallucinations regarding tastes of food; believes food has poison in it. States that food taste like chemicals (kerosene, gasoline, lysol) are in it.
- c. Smells strange odors that are non-existence
- d. Remember, that these things are "real" to the person that is experiencing the problem.

8. BEHAVIOR WHICH IS DANGEROUS TO HIMSELF (HERSELF) AND/OR OTHERS

- a. Psychopath or sociopath - the most dangerous of the mentally ill.
- b. Has no guilt or conscious; no sense of right or wrong
- c. Are intelligent; convincing pathological liars
- d. No self-control; inability to love
- e. Doesn't learn from experience
- f. Appearance of adeptness and intellectual
- g. Anti-social behavior; hates law, rules and regulations; Displays a rebellious attitude.
- h. Everything revolves around the psychopath ("immediate gratification")

NOTE: The psychopath felt insecure, unwanted and even hated as a child. They grow up with little faith in the future. They find their pleasure in the present and are often angry at a world that they belief has given them so little. They are "phenomenonal existential." They want whatever they desire NOW, at the expense of other. They get even by doing things that are wrong.

HANDLING ABNORMAL AND VIOLENT PERSONS

9. BODILY AILMENTS THAT ARE IMPOSSIBLE

- a. Ideas regarding parts and portions of his/her body that is impossible
- b. Example: "has hole in the chest and little men pour things in the hole that makes it burn."
- c. Example: "can not chew his/her food because worms from his/her intestines will come forth."
- d. Initially family members and friends perceive that the ailment is a reality.

10. COMPULSIVE REGARDING A DAILY FUNCTION

- a. Compulsion-obsession; continues to wash hands even when he/she has just completed the act.
- b. Continues to clean after an article or place is clean. Wears white gloves and mask over face to avoid "germs."
- c. Ritual-like compulsion

11. EXTREME FEAR (FEAR SYNDROME)

- a. Extremely fearful, whereas, the "fear" seems to consume the individual.
- b. Afraid to exit home
- c. Glances over shoulders, trembles and appears to be afraid
- d. Should seek "help" immediately. The problem is intensified with the passage of time.

HANDLING ABNORMAL AND VIOLENT PERSONS

12. SCHIZOPHRENIA

- a. Fragmentation of thought, perception and emotion
- b. Often is utilized as a "catch-all" label for a person who is mentally ill.
- c. More than one personality (Dr. Jekyll-Mr. Hyde); however, not a split or multiple personality.
- d. Another Symptom is perceptual distortion.
- e. Often person does a rapid change of personalities with real forewarning.

HANDLING ABNORMAL AND VIOLENT PERSONS

The **twelve basic signs** are important in recognizing and observing persons who might have intense stress or are under deep emotional pressure. This can often result in psychological problems, emotional difficulties and/or mental illness. Obtaining help as soon as possible is of great criticality. An officer and/or professional person should be aware and able to recognize the symptoms.

There is no set and sure formula for working effectively each time with a person who is having deep rooted problems or is mentally ill. However, there are some guidelines or rules that might serve in a positive way when police officers are handling or working with difficult or violent people.

The officer must remember that the majority of Mentally Ill persons aren't dangerous; however, he/she should not assume this. Each patrol run should be approached in a precautionous manner utilizing preventive measures.

An officer should be knowledgeable in dealing with difficult or abnormal persons. This requires practical information when approaching or confronted with a difficult or violent person. One should be knowledgeable of workable methods which serve to protect and prevent catastrophic events that may occur.

NOTE: The **twelve basic signs** of mental illness are important to the police officer, for they can serve as preventive methods that might save his/her life one day. Remembering, that there is no ideal formula in working effectively each time with persons who are mentally ill. The more the officer is prepared, he/she can work with pro-active, rather than reactive procedures.

HANDLING ABNORMAL PERSONS

V. THREE LEGAL WAYS IN THE HANDLING OF ABNORMAL PERSONS (Detroit Police Manual, Kelly, Littlejohn)

A. THE PROBATE COURT ORDER - PROTECTIVE CUSTODY

1. Police officers are acting on the Probate Court judge's orders.
2. Officer not required to verify subject's mental state.
3. Officer needs to verify the following:
 - a. The Original order has the judge's signature and the court seal.
 - b. Check to ensure that order has not expired.

B. PROTECTIVE CUSTODY ON PHYSICIAN'S CERTIFICATE:

1. The physician examines the subject and completes certificate.
2. The petition is also completed and both are given to the officer.
3. Officer is then required to take subject into custody and convey to proper facility.
4. Officer is not required to verify the subject's mental state.

C. THE POLICE OFFICER'S (PEACE OFFICER'S) PETITION AND APPLICATION FOR PROTECTIVE CUSTODY

1. The Mentally ill or persons having problems are often discovered by law enforcement officers on patrol, dispatched or flagged down by a citizen -
 - a. The complaint is initially reported as a disorderly person, intoxicated subject, or family trouble run.
 - c. Many are discovered during "Boyfriend-Girlfriend Trouble" or responding to a Family Disturbance run.
2. Officers should not hesitate to take subject into protective custody if the necessary criteria is met.

HANDLING ABNORMAL PERSONS

VI. THE MENTAL HEALTH STATUTE

A. MICHIGAN STATUTES MENTAL HEALTH CODE -

1. MCLA 330.1427 and MCLA 330.1427a.
2. Provides police with emergency protective custody power of the mentally ill without prior court order in certain circumstances.

B. MENTAL HEALTH CODE FOR POLICE'S PROTECTIVE CUSTODY

1. Subject's Outward Behavior and Statements:
 - a. Listen and document the things that the subject is saying and/or
 - b. The manner he is saying them and/or the outward behavior may indicate to the officer that the person is apparently suffering from a substantial disorder of thought or mood which significantly impairs judgment, behavior, capacity to recognize reality or the ability to cope with the ordinary demands of life.
2. Imminent danger - May be substantiated in two ways
 - a. Officer actually observes or hears subject engage in acts or threats that leads officer to believe that if subject was not taken into protective custody and given treatment, that the subject would -
 1. Within the near future
 2. Intentionally or unintentionally
 3. Seriously
 4. Physically
 5. Injure
 6. Himself/Herself, or
 7. Another person.

HANDLING ABNORMAL PERSONS

- b. Officer may observe that the subject, from his physical appearance and/or from his conduct, is -
 - 1. Not able to attend
 - 2. To his basic physical needs - such as food, clothing and shelter.
- c. The officer can state from his/her beliefs that if the subject was not taken into protective custody and given treatment that:
 - 1. Serious
 - 2. Physical harm
 - 3. To the subject
 - 4. Would result in the near future.

VII.

THE OFFICER'S APPROACH AND THE HANDLING OF THE MENTALLY DISTURBED PERSON WITH INTENT TO PROTECT HIMSELF/HERSELF, THE PUBLIC AND THE SUBJECT.

A. OFFICER'S ON PATROL OR FIELD CONTACT:

- 1. Request Emergency Medical Service (EMS), if available
 - a. Check physical causes for subject's behavior
 - b. Check injury to head or medical condition
- 2. Question family member or other persons in general area
- 3. Check for intoxication and drugs
- 4. Provide EMS with this information, if available

B. THREE PROCEDURES FOR POLICE OFFICERS IN HANDLING THE MENTALLY ILL-

- 1. A Probate Court order.
- 2. A Physician's Certificate and application.
- 3. The Peace Officer's Mental Health Code's Protective Custody without arrest - most often utilized.

HANDLING ABNORMAL PERSONS

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HANDLING ABNORMAL PERSONS

VIII. SEVEN PREVENTIVE PATROL METHODS & TECHNIQUES IN HANDLING AND WORKING WITH THE MENTALLY ILL

- A. View the "big picture" upon arrival**
 - a. Observe the situation at hand
 - b. Don't rush the scene
- B. Don't allow the person to provoke you**
 - a. When name calling begins, REMAIN CALM
 - b. Don't take it personal
 - c. Don't allow subject to anger you
- C. Do not abuse or threaten**
 - a. Don't become emotional
 - b. Remain in control
- D. De-escalate the Situation/Maintain your composure**
 - a. Quiet, not loud voices
 - b. Firm and fair
- E. Ensure that you receive information from family members, associates and loved ones**
 - a. Have there been prior mental hospital visits?
 - b. Is there a history of mental illness?
 - c. What provoked this situation?
- F. Do not deceive**
 - a. Do not make promises you cannot keep
 - b. You are a representative of trust/authority
 - c. Trust not fulfilled results in more difficulty for physician or psychologist
- G. Obtain necessary help for the person**
 - a. Use the Mental Health Code
 - b. Understand how to effectively handle and work with the mentally ill

HANDLING ABNORMAL PERSONS

IX. MENTAL HEALTH CODE INVESTIGATION & DOCUMENTATION

A. THREE CONCENTRATION AREAS (DPD Manual/Kelly, 1987) (Observations, conditions and location)

1. OBSERVATIONS - Acts and statements

- a. Note unusual statements and activities
- b. Rapid and continuous speech on random topics
- c. Conversation with nonexistent persons
- d. Diverse emotions - laughing and crying
- e. Excessive mood swings
- f. Violent or assaultive behavior
- g. Grandiose behavior - egotistic
- h. Statements of prior stays in institutions
- i. Medications, prescriptions found on subject

2. CONDITIONS - Physical condition

- a. Check subject's health
- b. Are there signs of injury or sickness
- c. Erratic hand or eye movement
- d. Condition of subject's clothing
- e. Is clothing appropriate for weather, location?

3. LOCATION - Setting where person is initially

- a. Identify location where person was found
- b. List dangerous conditions and situations
- c. Potential hazards, dangerous items, weapons
- d. Others who could be hurt or hurt subject
- e. State family's inability to control subject
- f. Clearly state why this situation cannot wait for the normal court process.

HANDLING ABNORMAL PERSONS

B. THE MENTAL HEALTH CODE PROTECTIVE CUSTODY:

- 1. Perform a Protective pat down search**
- 2. Conveyance and transporting methods**
 - a. Place person in vehicle.
 - b. Use the necessary force
 - c. Call dispatcher with mileage when transporting persons of the opposite sex, especially females.

X. THE PETITION WRITING, PROCEDURES OF THE COURT & CONCLUSION

A. WRITING THE ESSENTIAL PAPERWORK (PETITION)

- 1. Obtain the petition/application form from the hospital or Crisis site.**
- 2. Fill-in the essential sections on the petition. Ensure that you have clear, concise, complete and correct notes. Write down the specifics -**
 - a. Acts and statements
 - b. Physical condition
 - c. Setting where found
- 3. Enter statements from others on the back of the petition.**
- 4. Obtain a copy of the petition, after the subject is admitted**

NOTE: ESSENTIAL PRELIMINARY ACTIONS SHOULD ALIGN WITH THE DEPARTMENT'S RULES AND REGULATIONS

B. THE COURT PROCESS, PROCEDURES AND TESTIMONY:

- 1. The person that was conveyed to the Crisis Center is entitled to a hearing.**
 - a. The person can sign and waive hearing.
 - b. The officer does not have to testify if this has been performed.
- 2. If the person requests a hearing, it is usually held in a courtroom. -**
 - a. A Probate court judge hears the case.
 - b. The police officer is represented by the Prosecutor.

HANDLING ABNORMAL PERSONS

3. The person has own or court appointed attorney

4. Testimony of police officer

a. The two elements that must be present when custody was made

1. Apparent mental illness
2. Imminent danger to self and/or others

b. The defense attorney will attempt to prove that the two elements were not met.

c. Defense attorney will utilize the three components -

1. Acts and statements
2. Physical condition
3. Setting where found

5. Critical concluding testimony to establish mental illness and dangerous to self and/or others. Utilize the term "I" when writing out the petition.

a. For subject who is apparently mentally ill and dangerous to self and/or others

1. Based on the subject's acts and statements, physical condition and the surroundings where I found him/her.
2. I believed that I had probable cause to believe that if the subject was not taken into protective custody and given treatment, that he/she would within the near future, intentionally or unintentionally, seriously, physically injure himself/herself or another person."

b. For subject, apparently mentally ill and unable to care for basic physical needs-

1. Based on the subject's acts and statements, his/her physical condition and the surroundings where I found him/her.

HANDLING ABNORMAL PERSONS

2. I believed that I had probable cause to believe that he/she was unable to care for his/her basic physical needs such as food, clothing and shelter.
3. I further believe, that if not taken into protective custody and given treatment, serious physical harm to the subject would result."

XI. SUMMARY

- A. Civil protective custodies are becoming more common and police officers can transport the person to the treatment facility and not jail, thus decreasing the 37% figure of the mentally ill incarcerated. Remember, obtaining help for the mentally ill person in a timely manner is imperative.
- B. Officers can constructively utilize the Mental Health Code to provide not jail, but the proper facility for the mentally ill person.
- C. Law enforcement officers must be knowledgeable and understand how to effectively work with the mentally ill person.

COMMON SYSTEMS OF MENTAL DISORDERS

I. SYMPTOMS REFLECTING THOUGHT DISTURBANCES

- Amnesia** - total or partial loss of memory.
- Phobia** - fears which the individual recognizes as irrational.
- Obsession** - persistent ideas the individual considers irrational, but can't rid of.
- Compulsion** - impulse to perform some act even though the individual considers it irrational.
- Delusion** - false belief inconsistent with the individual's knowledge, e.g. that "his enemies are persecuting him."
- Hallucination** - false perception unwarranted by external stimuli, as in hallucinating voices which tell patient what to do.
- Disorientation** - inability to identify time, place, or person accurately.

II. SYMPTOMS REFLECTING EMOTIONAL DISTURBANCES

- Pathological anxiety** - anxiety out of proportion to a realistic danger or threat.
- Euphoric** - exaggerated and irrational feeling of elation and well-being.
- Depression** - Lowered initiative and gloomy thoughts.
- Major Depression** - Person is sad most of the time, doesn't have energy that they once had, may cry excessively.
- Apathy** - Lack of feelings or interest in situations that normally evoke such reactions.
- Pathological Guilt** - Exaggerated guilt feelings, out of proportion.

SPOUSE ABUSE PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques and strategies. Each participant will be able to demonstrate the effective and noneffective preventive measures in relationship to SPOUSAL ABUSE with a score of 70% or above.

- I.1 Demonstrate a workable knowledge in the history, process, techniques, strategies, and effective procedures in working with SPOUSAL ABUSE in setting the proper environment with physical and psychological considerations.
 - A. Identify the three selections which describe the impact of physical/environmental and psychological surroundings as a major factor in the police-community interactions.
 - B. Select the areas that best describe the impact of the police officer in relationship to spousal abuse and the attitude of the officers.
 - C. Identify the three basic concepts of people-oriented and task-oriented concepts in relationship to the law.
 - D. Identify the selections that most effectively describe the officer in the interactional process of SPOUSE ABUSE prevention. Demonstrate through role playing the preparation, positive attitudes, knowledge level and experience of officers and ethical responsibilities.
 - E. Compare and Contrast the twelve Battering Personality Signs and Characteristics, both perceived and actual.

SPOUSE ABUSE

- I.2 Opening Statement:** Spousal abuse is not a new entity, but an ongoing process that has been, since the inception and uniting of the mating process (husband and wife relationship). In the last decade it has surfaced and become more evident because of the awareness. We will constructively view the history, myths and twelve Battering Personality Signs and Characteristics of Spousal Abuse.

SPOUSE ABUSE

- A. The History of Spouse Abuse
- B. Practical Application of Spouse Abuse Acts
 - 1. Myths
 - 2. The Transitional Process of Spousal Abuse
- C. Battering Personality Signs and Characteristics
 - 1. Perceived - Perceptions of the Participants
 - 2. Actual - The genuineness of personalities
- D. Spouse Abuse Models
- E. Demonstration Methods
 - 1. Past, Present & Projected Programs
 - 2. Shelter, Referrals & services

II. CURRENT RESEARCH IN SPOUSE ABUSE

A. **Emerging Research:** Effective SPOUSE ABUSE awareness - physical, psychological and preventive measures play a significant role in the process of the community and police interactions. Research has discovered -

1. One in ten women will be seriously assaulted by their husbands sometimes during the course of their marriage. It will happen again and again to at least one in twenty wives. Those who finally press charges will have been attacked on an average of thirty-five times.
2. A current study is assessing the "fear syndrome" of beaten spouses. It is an established fact that the beatings the women receive not only evoke fear, but also prevent many victims from taking the necessary action.

III. SPOUSE ABUSE

A. The History of SPOUSE ABUSE?

1. OLD TESTAMENT - HOLY BIBLE

- a. Initially, Women were formed as a helpmate (An encourager, a helper, one who walked beside and not behind man. Male and Female were unified in the sanctioned unity of marriage as one.
- b. Adam & Eve did not condone the distorted allusion of wife beating.

1. Eve was Created from Adam's side to aid and assist him; not to be placed under his feet.

2. The wife was created to work in unity and on one accord with the husband.

2. DISTORTED VIEW THAT WOMEN WERE PROPERTY

- a. Women viewed similar to cattle
- b. Chattel/Personal property
- c. The birth of baby girls were not cherished as the man child was.

SPOUSE ABUSE HISTORY

In 1869, John Stuart Mill, the British philosopher wrote -

From the earliest twilight of human society, every woman. . . was found in a state of bondage to some man. . . . How vast is the number of men, in any great country, who are little higher than brutes, and . . . this never prevents them from being able through the laws of marriage to obtain a victim.

Historically, women were regarded as the property of men. Much abuse transpired because of this erroneous analogy. There are many factors that actually contributes to abuse and wife-beating. In 1874, one of the 13 original British colonies in America ruled against wife-beating. However, the courts refused, to listen to all complaints from abused and battered wives. It was established that if no permanent injury was inflicted, if no malice or dangerous violence was displayed by the husband, it was more appropriate to draw the curtains, shut out the public gaze, and leave the parties to restore their relationship - by forgiving and forgetting (Johnson, Roy, Ivory, Michigan Coalition Against Domestic Violence).

A century later, things have not changed and wife abuse is not an isolated problem. The abuse of women takes its toll on every family member. (Michigan Coaliton Against Domestic Violence). The home is the one place that the male can exert much power, control and fear with little or no repercussions. In the 1990's, one can still see the prevalent domestic violence and spouse abuse in our society. Battering occurs among all economic, social, educational, ethnic, racial and religious groups (U.S Department of Justice, Martin, Roy).

Many abused wives go to great lengths to deny to herself and to others that the husband that she "loves," is using her for a human punching bag.

Many of these women report that the cause of her injuries are from falls, muggings, accidents - such as, walking into doors, tripping over rugs, slipping on wet floors, and falling down the stairs.

An attorney lived next door to a prominent elected official who had broken his wife's arm, three ribs and dislocated hip. The husband had a history of wife beating and thought nothing of the continual abuse; the wife was apprehensive in reporting her husband due to his position and standing in the community. The wife finally reported the abuser, the judge had an "informal settlement discussion" behind closed doors, to "supposedly" protect both parties. The judge's final conclusion for the couple was to "iron it out." In the past, many wife-beatings incidents of well-known people in the community was often held behind closed doors.

SPOUSE ABUSE HISTORY

Spouse abuse (wife beating) has had a history which has been deliberately denied documentation. The law has often condoned wife beating for centuries, by eradicating anything that might lead up to a crime. Throughout the ages, someone has always been ignoring anything pertaining to spouse abuse or wife beating.

This has been one of the greatest blocks in working effectively with the widespread problem of spouse abuse. It is due to the tacit acceptance and covering up of the crime. Throughout the ages, someone has always been "settling" the matter by drawing the curtain, shutting out the public gaze, and deciding not to air the "dirty linen."

A. What is SPOUSE ABUSE?

1. Spousal Violence or Spouse Abuse

Spousal violence or spouse abuse is a crime against women and is so pervasive that at least half the women in the United States will experience abuse in their relationships at least once. Many will experience it repeatedly. Some will die as a result. Spousal Abuse takes the form of physical battering, emotional and verbal abuse and strikes women from all walks of life.

2. Environmental (Physical) Entities

It makes no difference what kind of environment that one comes from, spousal abuse is not a new problem. Just recently it has been recognized as a serious societal problem with further and much more in-depth perspectives.

3. Psychological and Physical Fear

Every person in the immediate family is affected. The battered spouse suffers physical and psychological difficulties that can cause much emotional scar tissue, even later in life.

Children reap much negative after effects and emotional damage from the violence. The learned violence at times allows the children to believe that it is a normal part of life and adult relationships.

The abuser, unless he enters a program to change his behavior, will continue to batter. Even if his spouse leaves him, he will become involved with someone else and continue to abuse.

BATTERING IS ONE OF THE MOST SERIOUS AND UNDER-REPORTED CRIMES AFFECTING OUR SOCIETY TODAY.

SPOUSE ABUSE

4. The costs of spousal abuse and violence are quite expensive to the community at large. Police intervention, court costs, medical expenses, shelter services and lost time from the workplace due to injury add up to billions of dollars each year.

The greatest cost is in lives lost to murder, suicide and justified killing in self-defense.

- A. The psychological fear that the female spouses describe are more than emotion elicited by a physical assault.
- B. Victims do not always have broken bones or black eyes, but the threat of physical force and actual physical abuse are always there. Stated comments are:
 1. "I really believed that he would kill me."
 2. "He would tell me that he was going to blow my head off and carve his initials in my face with his knife."
- C. The beatings the victim (female spouses) describe after making a police report or the police have been on the scene prevents many victims from taking action.
 1. "I was beaten so badly that my head was just one solid bruise and I couldn't hear for a week and half." (Michigan Women Commission)
 2. "After the beating I stayed in the house and didn't go out. I didn't do anything because I was so afraid that he might kill me next time."

SPOUSE ABUSE

3. "If I tried to fight back, I would get it ten times worse the next time."
 4. "After the beatings, my husband told me not to go out of the house because of the black and blue marks on my face. When I finally exited the home I had to wear a lot of make-up and dark sunglasses."
 5. "He would take a gun, place it at my head and 'dry fire' it (to shot without the bullets). When a neighbor called the police, he got his shot gun and put it to my chest. I continually feared for my life."
 6. "I was afraid as well as embarrassed to let other family members know what was going on behind closed doors. I continually made up excuses for the marks on my face."
- D. The threat of violence is often used as a form of control over the females.
- E. Some of the women are virtual prisoners in their homes.
1. "I was beaten and locked in my house with bars on the window. The telephone had a lock on it, and my husband was the only one with the key. I could not leave the house while he was at work, because I was locked in."
 2. "After each beating I was locked down in the basement for about four hours."
 3. "I was tied to the bed post in the bedroom and given a plate of food and water for the next eight or nine hours, when I attempted to fight back."

SPOUSE ABUSE

B. Spousal Abuse Myths and Actual Cases

1. Women enjoy being beaten and abused; that is the reason they remain with their assaultive mates - FICTION.
 - a. "I feared I would be unable to take my three children and survive."
 - b. Economic deprivation sometimes results in the inability to remain independent after leaving.
2. Female Victims have to remain silent for the children's sake -THIS IS NOT TRUE.
 - a. Victims at times worry about their children and the effect of the violence on them.
 - b. Husbands threaten to take the children and leave, never permitting females to see them again.
 1. "My husband had more money to obtain a lawyer to fight me for my kids."
 2. "He threatened to have his friends prove in a court of law that I was a slut. What could I do?"
3. All Men who Abuse are mentally sick
 - a. Assailants and victims are not mentally ill.
 - b. Many men are upstanding citizens and pillars in the community and society.
 - c. Some male abusers are expressing their masculinity in a way considered acceptable by many people.

SPOUSAL ABUSE CASE INFORMATION

C. Spousal Abuse Case Information

1. One victim whose daughter is now an adult and a victim of assault expressed the feeling of guilt that many mothers seem to share -
2. "I provided her a model that it was okay to receive abuse."
3. "He would choke me in the bedroom and dare me to let the children know what was happening. I believed he could make it stick that I was an unfit mother, so I stuck it out."

NOTE: Children who grow up with violence form their own impressions of assault; some accept it and some do not. However, children that are reared in homes that depict violence and rage tend to receive it as an accepted part of life and emulate the behavior.

4. People think that the kids don't see it and don't realize what's going on, but they do know."
5. "It is clear that children represent a secondary victim of spousal assault and domestic violence. Some require years of counseling as a result of the violence."
6. Children and the youth often continue to display rage and anger when they are daily confronted with violence within the home. Much of this violence is carried over to be demonstrated in the schools and the streets (Bailey, Griggs)

SPOUSE ABUSE

D. Spouse Abuse Models -

- 1. Practical, Increasingly Worse Case Scenarios and On-Going Violence**
 - a. The Male & Female Mechanical Eroding Process
 1. Spouse Abuse becomes worse
 2. Household interactions are robot-like
 3. No genuine love, concern and consideration
 4. A continual increased breakdown in communication
 - b. Practical Happy Facade for Others - "Ideal Appearance"
- 2. The Human - (Family Interactions) Process**
 - a. Male & Female - Dr. Jekyll & Mr. Hyde Personality when there is an audience
 - b. Effectively Assessing Offender's Mistakes at the expense of the abused female spouse
 1. Jealousy acting out process
 2. Obsession with power and control
 3. Insecurity Negative displaced aggression
 - c. Being consistent when others are around - family, friends, associates, children
- 3. Conceptual - Abstract Mental/Physical/Psychological - Anguish, Not apparent - (Hard to prove or support)**
 - a. Horrendous abuse - physically, mentally and psychologically, with no witnesses.
 1. Striking with rubber hose
 2. Physical abuse in "hidden locations on body."
 3. Brain washing - negative demeaning verbiage.
 - b. Mental abuse whereas the female begins to think that she is actually causing the problems - "psyching the mind; distortion to the mind set."
 - c. When alone with the female mate - Playing Russian Roulette, attempting to drown in bathtub or smother with a pillow; although sweet and loving in the outside world.

SPOUSE ABUSE

SPOUSE ABUSE TOPICS OF DISCUSSION:

MANY WOMEN HAVE BEEN ABUSED OR HAVE DIED BECAUSE NO ONE WOULD BELIEVE THEM.

SPOUSE ABUSE CULTURAL HISTORY EVOKED A LONG- STANDING TABOO AGAINST INTERFERING IN FAMILY MATTERS. FOR MANY YEARS SPOUSE ABUSE WAS VIEWED AS A DOMESTIC PROBLEM AND NOT REALLY A SERIOUS MATTER.

IN 1978 THE MICHIGAN STATE LEGISLATURE ENACTED THE FIRST OF SEVERAL LAWS DEALING WITH THE PLIGHT OF VICTIMS OF SPOUSAL ABUSE AND DOMESTIC VIOLENCE.

ALSO IN 1978 THE MICHIGAN COALITION AGAINST DOMESTIC VIOLENCE (MCADV) FORMED ITS STATEWIDE ORGANIZATION TO ADVOCATE ON BEHALF OF BATTERED WOMEN THROUGHOUT THE STATE.

THE COALITION, COMPRISED OF SHELTERS, SERVICE PROVIDERS AND OTHER CONCERNED INDIVIDUALS, IS PART OF A NATIONAL MOVEMENT WORKING TO ERADICATE THE ABUSE OF WOMEN. THE COALITION WORKS TO INCREASE THE AWARENESS OF THE PROBLEM OF WOMEN AND VIOLENCE BY COORDINATING THE EXCHANGE OF SKILLS, INFORMATION AND RESOURCES. THE ORGANIZATION FURTHER PROMOTES THE DEVELOPMENT AND GROWTH OF SHELTER PROGRAMS, EDUCATES THE PUBLIC AND ADVOCATES FOR BETTER LAWS AND CRIMINAL JUSTICE PROCEDURES.

*** * * ***

Many victims work to appease the whims of the abuser. However, the victim often does not realize that the batterer has made a choice to use violence as a response to internal conflicts and emotional inadequacies. (Schoen, 1988/Roy, 1997)

SPOUSAL ABUSE AND THE MICHIGAN WOMEN'S COMMISSION REPORT

The Women's Commission Report revealed that battered women are found in every socioeconomic strata. They are from all cultural groups - upper, middle and lower income homes. They consist of females who are housewives, executives, professional women, teachers, policewomen, and office workers. The men who are the abusers include dentists, engineers, businessmen, doctors, lawyers, teachers, policemen, firemen, construction workers and farmers.

The abused women who testified at the Michigan Women's Commission were from five cities:

Detroit,
Grand Rapids,
Marquette,
Lansing,
and Saginaw.

Testimony from the victims were obtained from other agencies - NOW (National Organization for Women) Domestic Violence Task Force, the Michigan Federation of Business and Professional Women, and the state and local YWCA's were especially helpful in making the hearings known to the victim.

Although, the victims were from heterogeneous populations revealed remarkable similarities. The victims represented a wide range of racial, ethnic, religious, educational and socioeconomic diversity. The victims spoke about their feelings of:

Fear
Isolation,
Deprivation
Helplessness,
Guilt,
Shame and
Embarrassment.

FEAR was the number one complaint and the most critical aspect of spouse abuse and domestic assault.

Women were being beaten and would not attempt to fight against their assailant for fear of retaliation. Women who attempted to fight back, often were physically abused ten times worse, and soon they learned not to fight back. The only reason many of the women remain is because of fear. They are afraid of what will happen if they leave.

SPOUSAL ABUSE AND THE MICHIGAN WOMEN'S COMMISSION REPORT

Personal testimonies reveal that many women are in constant fear for their lives.

When I moved into an apartment, he could knock down the door in two minutes. I've seen it done. Before the police can arrive, a woman can be dead. **This is fear that controls and consumes the victim, whether actual or perceived fear.**

No victim reported that she had been the object of violence during courtship. The shock of discovering a mode of abusive behavior she had never seen before was often overwhelming.

Some of the women utilized rationalization to justify the abusive behavior of their mates.

Some women believed that the abusive behavior was only for a temporal time and would soon become a thing of the past.

Women that left often soon returned.

The women who left home, reconciliation was often the first alternative approach due to financial difficulties, loneliness and/or continual fear.

I left him for two years Financially, we were in very bad shape, but when he paid off all the bills.

I remarried him, I can't really say that it was a bad mistake, because I had two more children.

There were a lot of good times during those years too.

WOMEN DO NOT WANT TO BE ABUSED. Spousal abuse is not an isolated problem. It is the end product of a society whose foundation is based on the privilege of the male.

THE TWELVE DESCRIPTORS OF SPOUSAL ABUSED WOMEN

The report on Family Violence in Michigan provided original description of abused women. Those who testified often had many of the listed below characteristics.

1. The victim had one thing in common - she did not ask to be beaten.
2. She has been brought up to believe that she is totally responsible for the success of the marriage.
3. She is often attracted to the domineering type of men.
4. She is timid and non-assertive and gradually becomes more passive.
5. She thinks that it is her fault she is beaten.
6. She is economically dependent on her husband.
7. She is rejected by her family and friends, who will not face the fact of her beatings.
8. She is kept from contact with those who can help her.
9. She is unable to survive due to financial inconsistencies.
10. She saw her mother beaten by her father.
11. The victim had children immediately after marriage and more than she can cope with.
12. She is unaware of alternatives and feels trapped.

SPOUSE ABUSE HISTORY

SPOUSE ABUSE

Prior to the mid 70's, Americans went about their lives unaware of the all pervasive problem of violence within the American home. Many men often indulged in covert violence behind closed doors. The female victims were trapped in a all intensifying, fearful, pervasive cycle that was a continuum of slapping, beating, striking, stomping and at times, maiming, or killing their mates. Many children who grew up in abuse-infested homes were confused and felt caught in a trap. They continually observed this violence in fear and in horror. Many children received the violence and dysfunctional behavior and thought it to be acceptable.

However, many internal problems surfaced with the children in their poor school performance. Poor classroom behavior was exhibited in the classroom and striking-out in fights surfaced the inconsistent home behavior. Many children grew up accepting, tolerating, observing and displayed displaced aggression due to the perpetual violence in their own adolescent and adult lives. Some children depicted the aggressive behavior in aggression or passivity when they became adults. Some children began to identify with the batterer and demonstrated the same rebellious and inconsistent behavior towards their mother.

In some of the finest communities, abused women are attempting to maintain their prodigious social status during the day and attempt to "make it through the night" because of the abusive mate. In the most elegant of neighborhoods, there is continual screaming, moaning and whimpering during the midnight hours and in the wee hours of the morning - all victims of spouse abuse.

Many neighbors do not want to become involved. The victim is often an upstanding citizen, carrying high political positions, prestigious church positions, executive level jobs, viable managers who are embarrassed, fearful and secretive and not letting others know that she fears for her life. She is living in an all pervasive state of confusion and embarrassment due to the abusive mate. The neighbors often remain neutral, although the cries, moans, and screams can be heard throughout the midnight hours. It is as though when the doors are locked, the abuser performs in whatever manner he so desires. Behind closed doors, he experiences no threats and does whatever he wants to do. His personality is a Dr. Jekyll - Mr. Hyde. During the day, he is the concerned, dedicated gentleman who ministers to the needs of other, however, he treats his spouse as a common piece of property. His distorted concept of "love" is just that - distorted. (A victim)

SPOUSE ABUSE HISTORY

When the Emergency Service vehicles, ambulances and police cars come during the midnight hours, it is not discussed the next morning or an excuse or lie is rendered to protect the abuser. The next day the abuser is once again playing the role of the dedicated and loving husband. The husband continues to take his rightful place in the community and never reveals the dysfunctionality of his behavior. This behavior tends to become accepted behavior that perpetuates additional abuse. Once the abuse begins, it often escalates and becomes more frequent, more severe and more damaging - physically, psychologically and emotionally. Once entangled in the web of abusive relationships, it is very hard to escape or change the abusive pattern.

Many women who want to leave, can not. The male's power to maintain control over the victim, results in a victim who is terrorized in her own home. This is not just because of economic and emotional dependency upon the batterer, but due to fear. In some cases, the female does not have the information that is needed regarding shelters and other options or opportunities.

When the feminist movement began to make demands for equal status with men in the early 1970's, there were some changes. During the last few years, women have become more knowledgeable in order to work in ways that provide them opportunities to escape out of abusive situations. However, there are many - still "locked-in" behind the closed doors of the home - fearful, naive and "victims" of abuse. While some progress has been made, aiding and assisting in providing of service for battered women and in holding batterers accountable for their abusive behavior, attitudes still persist that some violence in relationships is acceptable and that some women may even deserve it.

Attitude changes often lag far behind substantive and constructive social change.

The abuse of women by men who are husbands, ex-husbands, or current or former intimate partners is by far the most common form of spousal or domestic violence. IT IS THE NATION'S MOST FREQUENTLY OCCURRING SERIOUS CRIME.

In the broadest sense, domestic violence is the abuse of another individual in the same family or household, including child abuse, sibling abuse and elder abuse. Encompassed within this abuse is the abuse of another individual in a dating or sexually intimate relationship.

SPOUSE ABUSE HISTORY

THE FOLLOWING QUOTES WERE COMMENTS MADE BY ABUSERS, VICTIMS,
AND FAMILY MEMBERS:

(U.S. Attorney General's Task Force on Family Violence, 1984)

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.

He would have stopped the violence long before if the police had arrested him in the beginning. In the beginning, he was afraid of the police. He was afraid of going to jail and losing his job. But when he saw that the police were not going to touch him, he came right back and the violence got worse, and he got bolder.

--- A victim.

It was such an extreme experience having actually been arrested and dealt with rather harshly ... that I sought help.

--- A former abuser.

Family violence is a vicious circle. You try to get help and nobody wants to help you. You must get an injunction and then, it's almost impossible getting anyone to enforce it.

--- A victim.

But my husband was never a person who had respect for the law and the fact that he knew he would not get away with it and he was punished ... he's a different man now, he is a totally different person.

--- A victim.

III. SPOUSE ABUSE INFORMATION

At least 95% of all assaults on spouses are committed by men. Many women receive serious injuries from the men who batter them. More than one million battered women seek medical help for injuries caused by battering each year. Many of the cases of spousal abuse and domestic violence are fatal. According to the Federal Bureau of Investigation, 30% of female homicide victims in 1982 were killed by their husbands or boyfriends.

The abuse of women involves the use of physical violence and emotional and verbal abuse. The purpose is to exert power and maintain control over the victim. The abuse results in a victim who is terrorized in her own home. Once the abuse begins, it often escalates and becomes more frequent, more severe and more damaging, both physically and emotionally.

Several terms are utilized to describe domestic violence against women by husbands or other intimate partners, including spouse abuse, wife abuse, domestic abuse, female abuse, female battered victims, and woman abuse. Victims are also referred to as abused women, battered women or survivors of domestic violence. Men who batter are abusers, batterers, perpetrators, assailants or defendants.

A. SPOUSE ABUSE awareness helps and the Family Violence mandates should ensure that all concerned begin to work as a team to effectively and constructively aid and readily display how the female victim can obtain genuine help. This requires that she is not held in a position of "powerlessness"- not knowing where to go and who to turn to.

B. Constructive support demands that the helping professions intertwine and work as a team from all fields and walks of life - police, teachers, clergy, social workers, psychologists, care givers, nurses, technicians, physicians, community members, leaders, etc. This requires that there is a continual ongoing helping process which employs the much needed climate, both physical, psychological, spiritual and aesthetical encompassing.

C. This demonstration must be to the victim, assailant family, support groups, community members, and to others, which can provide the necessary help available. It can further demonstrate that there are people who are concerned and desire to guide, instruct and direct in a viable practical process with principles, application and utilization which is conducive to an ideal helping profession.

SPOUSE ABUSE REFERRALS

1. The more awareness, knowledge and information that is garnered and available for the spousal abuse victim, it can constructively work and prepare the victim prior to a critical incident.

2. It will further provide a learning environment with many preventive endeavors counseling, instructing, training, directing and guiding.

**NO LONGER WILL FEMALES BECOME INCAPACITATED BECAUSE OF THE
LACK OF KNOWLEDGE.**

3. THIS BEGINS WITH EACH PERSON. ALL must continue to support the productive information system. The learning climate is very important when working with spousal abuse and all family violence. This requires that the teamwork provides the knowledge and understanding which can serve as a catalyst for more productive thoughts, ideas and an interchange of information to fulfill the learning needs through positive productive preventive measures.

THE BATTERING PERSONALITY SIGNS AND CHARACTERISTICS

(Compiled by the Project for Victims of Family Violence)

MANY WOMEN ARE INTERESTED IN WAYS THAT THEY CAN PREDICT WHETHER THEY ARE ABOUT TO BECOME INVOLVED WITH SOMEONE WHO WILL BE PHYSICALLY ABUSIVE.

Listed below are behaviors that have been observed in men who beat their girlfriends or wives. The last four signs listed are battering, but many women don't realize this is the beginning of physical abuse.

1. **JEALOUSY:** At the beginning of a relationship, an abuser will often say that jealousy is a sign of love.
 - A. However, jealousy has nothing to do with love; it's a sign of possessiveness & the lack of trust.
 - B. He will question the woman about who she talks to, accuse her of flirting, or is often jealous of time she spends with family, associates, friends or children.
2. Many of these women enjoy the domineering or macho male. She believes that the control demonstrates his manliness.
3. She is often attracted by his strong personality.
4. She enjoys the economic dependency on the male. She believes this demonstrates his concern for her.
5. She observes his control over his mother or female guardian.
6. She loves his constant need to make decisions. She doesn't provide input, because it makes her display dependency.
7. She is not aware of his constant need to be in possession or aggression - "power and control."

BATTERING PERSONALITY SIGNS AND CHARACTERISTICS

8. She displays a need of dependency or non-assertive behavior towards the male partner.
9. She often tends to receive the blame placed upon her by her male partner.
10. She enjoys not having an employable trade, skill or profession that would allow her to have economic independence. If she has a good paying job, she will provide the male partner with funds.
11. She enjoys being totally controlled by the male, thinking it is an expression of genuine love.
12. She initially thinks that the isolation is a sign of love.

*** NOTE: USUALLY BATTERING OCCURS BETWEEN A MAN AND A WOMAN, BUT LESBIANS AND HOMOSEXUALS CAN BE BATTERED TOO.**

If the person has several of these behaviors, three or more, there is a strong potential for physical violence. The more signs a person has, the more likely the person is a batterer.

Project for Victims of Family Violence
P.O. for Victims of Family
Fayetteville, Arkansas

Women Operating Wisely
East Lansing, Michigan

REMEMBER, SPOUSE ABUSE IS A CRIME, ARREST MAY BE NECESSARY.

ALTERNATIVES FOR SPOUSE ABUSE AND BATTERED WIVES

STATISTICS SHOW THAT VIOLENCE IS A WAY OF LIFE. LEARN TO RECOGNIZE THE WARNING SIGNALS AND SEEK HELP IMMEDIATELY. DO NOT EXPECT YOUR SITUATION TO IMPROVE WITH THE PASSAGE OF TIME. (INFORMATION FROM A MANHATTEN, NEW YORK STUDY)

Behaviors that are seen in men who beat their girlfriends or wives are Battering signs which are the beginning of physical abuse.

1. GET HELP

A. ODDS ARE STRONGLY AGAINST ANY WOMAN WHO TRIES TO COPE WITH SPOUSE ABUSE ON HER OWN. HER MATE OFTEN HOLDS MOST OF THE CONTROL IN MOST SPOUSE ABUSE SITUATIONS.

B. HER MATE IS THE DOMINANT HOUSEHOLD FIGURE.

2. BE PREPARED TO LEAVE

A. IF WIFE IS NOT WORKING, SHE MIGHT BE ABLE TO FIND A JOB - IF POSSIBLE.

B. DON'T WAIT - HANDLE SITUATION IMMEDIATELY. MANY WOMEN ARE SERIOUSLY HURT DUE TO PROCRASTINATION.

3. TAKE THE NECESSARY LEGAL ACTION.

4. CONTACT SUPPORT GROUPS OR SAFE HOUSES.

5. CHECK REGARDING PUBLIC ASSISTANCE, LEGAL AID, AS WELL AS THERAPEUTIC INTERVENTION.

A. CONTACT BY TELEPHONE, WOMEN'S COUNSELING AND CRISIS INTERVENTION CENTERS.

ALTERNATIVES FOR SPOUSE ABUSE AND BATTERED WIVES

- B. CONTACT ABUSED WOMEN'S AID IN CRISIS (AWAIC). AWAIC WAS
FOUNDED IN 1975 BY MARIA ROY, A SOCIAL WORKER AT THE
CARDINAL SPELLMAN HEAD START CENTER ON THE LOWER EAST
SIDE IN MANHATTAN, NEW YORK.
 - 1. MARIA ROY WAS CONCERNED ABOUT THE NUMBER OF WOMEN
SHE ENCOUNTERED WHO WERE BRUTALIZED BY THEIR
HUSBANDS.
 - 2. THESE HUSBANDS LITERALLY THREATENED THEIR WIVES'
LIVES AND THE LIVES OF THEIR CHILDREN.
- C. INQUIRE REGARDING INDIVIDUAL AND PEER GROUP SUPPORTIVE
COUNSELING.

FAMILY VIOLENCE REFERRALS

1. REFERRALS

- A. Obtain referrals which are appropriate for all parties.
- B. Identify specific referrals.
- C. Inquire to obtain essential information, answer questions and reassure.
- D. Consolidate and compile information.
- E. Summarize.
- F. Encourage.

2. KNOWLEDGE OF FAMILY VIOLENCE CONTACTS

- A. Find appropriate type of needed and available service.
- B. Select the agencies that best fits the specific situation.
 - 1. Ensure that the individual is eligible for the agency being considered.
 - 2. Are the fees affordable for the individuals?
 - 3. Are there special considerations that are needed? Are there several agencies which might be advantageous for the individuals? Select the ones that are geographically most convenient.
- C. Become familiar with the resources in order to stay familiar with the agencies and services that can be offered.

Citizen's lose confidence in an officer, if the officer must struggle to find an agency or cannot answer a citizen's question about an agent with knowledge and/or sincerity.

SPOUSE ABUSE INFORMATION

Domestic Violence is a catch-all term for "battering" and "spouse abuse," (Allen, Simonsen, Dowell). This actually consists of a cycle - Domestic Violence that transpires generation after generation. Due to this violent behavior, children are often provided with the message that it is all right to demonstrate violence. Domestic Violence often consists of serious, repetitive and harmful crimes that continue throughout the generations as children unfortunately learn that "This is acceptable behavior - the way men and women should act."

Domestic violence refers to assaultive behavior between adults who are married and/or cohabiting or who have either an ongoing or a former existing live-in relationship. Domestic Violence is seldom an isolated event. From the domestic violence incidents, there are often other episodes that predicate a message to others, that the violent behavior is not breaking the law. It is just a personal expression of power and control.

Police officers have been called to the scene of a domestic disturbance over the years. Many officers are apprehensive because of the imminent danger during highly volatile disturbances. In past years, the officers often worked at a conflict mediation process, by separating the parties and making the appropriate referrals. However, they often returned to the scene to repeat the ineffective performance, arrest the perpetrator, or observe the death or excessive harm to the victim. Currently, mediation is not utilized by the majority of police departments, preferred or mandatory arrest is the concentrated effort.

At this time, there is a growing consensus across the nation that the best policy is to arrest the batterer (Allen, Simonsen, Dowell). Prosecutors and judges are using criminal sanctions to force a cessation of the battering, as well as to provide treatment for batterers. Court-ordered counseling and education programs can often stop domestic abuse, if the court orders contain enforcement sanctions and compliance is monitored.

During the initial process in starting anew the domestic violence victims need a "haven of rest." There is still a great and critical need to work effectively with these victims.

SPOUSE ABUSE INFORMATION

Various programs are needed in order to activate the appropriate safe havens for the battered victim. Many victims have difficulty financially, necessary funding is essential in order to function appropriately. Due to ongoing critical events, the victims need trained counselors and therapists in order to begin to heal and eradicate the scar tissue.

All Criminal justice personnel need the education in order to work productively within the community and the family. This demands that the law enforcement officer learns to intervene successfully with the battered spouse. The entire component of Family Violence is one of the most volatile situations that have confronted our society.

The violent incidents in the home seem to predicate the violence within the youth and result in much rage in the youths daily interactions. Juvenile delinquency and gang interactions are often an extension of violence in the home. It is imperative that the batterer needs to be changed. Changing the batterer is an ongoing process that can be performed through behavior modification and other therapeutic processes.

CHANGING THE BATTERER

STATEMENT FROM A FORMER VICTIM:

The judge told him, in no uncertain terms, that the law doesn't allow him to assault me just because I'm his wife. He said that he'll send him to jail if he's brought back for another offense. Right there in the courtroom . . . you should have seen the look on his face. I think he knew the judge wasn't kidding and that's when he decided to do something about it.

A former battered wife

CRISIS INTERVENTION

Module Objectives: Given the classroom lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of Crisis Intervention through written and/or verbal test with a score of 70% or above.

Upon completion of this module, each student will be able to:

- I. Demonstrate the necessary safety precautions used when arriving at and entering a location at which a domestic disturbance has been reported.

Explain the importance of courtesy in demeanor and speech upon arrival at the scene.

Demonstrate the importance of the initial assessment of the situation in terms of concern for the protection of life with regards to medical emergencies and immediate arrest decision.

Identify the safety procedures used in separating disputants to reduce violence or potential violence. Explain the use of verbal and non-verbal calming influences.

Describe interviewing techniques used for information gathering, enabling the officer to define the problem.

Explain the options available to the responding officer with regards to arrest and all other non-arrest interventions, including third party mediation and referral. In addition, the officer will be able to describe appropriate courses of action he/she may take based on given sets of circumstances.

Describe the job-related Crisis Intervention skills necessary to safely and properly deal with the domestic complaints in controlled role-playing situations.

Demonstrate the safety precautions used when departing from the scene of a domestic disturbance in addition to the importance of being courteous in demeanor and speech when leaving the scene.

II. CRISIS INTERVENTION

A. WHAT IS CRISIS INTERVENTION?

1. Crisis Intervention is intervening during a critical time and the process of working to "resolve" a family fight. It is the term for attempting to work out something constructive with the disputants. **During the Crisis Intervention the officer attempts to reduce the critical situation and help the citizens in order to alleviate the crisis. The officer needs three essentials to reduce the Critical Incident.**
 - a. Alertness in observing necessary precautions
 - b. A social-psychological action to reduce the tension
 - c. Psychological Support Units

B. WHAT IS THE GOAL OF CRISIS INTERVENTION?

1. The goal of Crisis Intervention is to help the people agree upon a specific course of action and to leave them with a positive feeling about that course of action.
 - a. The final agreement reached may be the idea of one of the disputants, but more frequently, it will be a compromise which represents the interest of both parties.
 - b. Some families do not appear promising for mediation and the officer may have to arrest the assailant.

C. CONFLICT REDUCTION VS. CONFLICT RESOLUTION

1. Conflict resolution
 - a. Occurs when the issues which have given rise to the disputants.
 - b. The conflict is resolved to the satisfaction of the disputants.

GOAL OF CRISIS INTERVENTION

2. Conflict reduction

- a. Temporary solution
- b. Occurs when precipitating incidents alone are dealt with

REMEMBER, AN ARREST MAY BE NECESSARY TO REDUCE OR RESOLVE THE CRISIS.

D. Three stages of domestic violence cycle

1. Tension Building stage

2. Acute stage - the most dangerous for the responding officers

3. Respite stage -

- a. The victim (complainant) most likely to deal with or come into contact with professional helping persons or agencies?
- b. Contacts with professional helping and caregiving persons or agencies are the least effective.
- c. It is generally recognized that successful programs are those that combine individualized counseling in conjunction with group work with other men who are abusive. Most programs last a minimum of six months, but most continue to work with a participant as long as necessary to bring about positive change (Michigan Coalition Against Domestic Violence).

AT LEAST 95 PERCENT OF ALL ASSAULTS ON SPOUSES ARE
COMMITTED BY MEN.

MORE THAN ONE MILLION BATTERED WOMEN SEEK MEDICAL
HELP FOR INJURIES CAUSED BY BATTERING EACH YEAR.

BATTERING OCCURS AMONG ALL ECONOMIC, EDUCATIONAL,
ETHNIC, RACIAL AND RELIGIOUS GROUPS.

(Michigan Coalition Against Domestic Violence)

CRISIS INTERVENTION DISCIPLINE

Intervening during a Family Violence incident can result in many adverse conditions for police officers. At times, the officer experiences apprehension during the CRISIS INTERVENTION and interactional dispute.

CRISIS INTERVENTION TRAINING

The historic practice in Oregon in minimizing the criminal aspects of domestic violence was constructively documented. The legislature had little difficulty in finding that police had seriously abused their discretion in deciding whether to make arrests.

Cronyism has served as a component within the battering syndrome over the years. In small rural town, the husband was an "old buddy" of the deputy who answered the domestic violence call and shook hands with the husband, instead of arresting him.

The old adage utilized in the past consisted of the boyfriends or husbands being told by police to walk around the block "to calm down." During the Domestic Violence scene and while the officers are there, the husband would often hide his violence from the police. he would display proper demeanor, being kind, gentle and polite while the police are at the scene. The officers under the old law made no arrest because no crime had been committed. Women would not call the police when they were battered by their husbands because they knew that the police would not assist them. Arresting the husband was a "no-no." This was his castle; contacting the police intensified the situation.

Crisis Intervention Police training and role playing scenarios have been implemented to assist the officers in effectively working with the Family Violence incidents. Family Violence Training should always emphasize the officers' primary responsibilities:

1. Officers should initially work to restore the safety and harmony of the family members.
2. Officers should determine if a crime has been committed and make the appropriate decision. DOMESTIC VIOLENCE IS A CRIME and Preferred Arrest is of the essence.
3. After making the arrest or determination, officers should refer the family members to the necessary agency in order to work with their Family Violence problems.

CRISIS INTERVENTION

I. PATROL TECHNIQUES AND ARRIVAL AT SCENE

A. PLANNING ARRIVAL

1. Gather, assess and evaluate information
 - a. Receives information from the dispatcher
 - b. Information from witnesses and previous contacts
 - c. Information from other officers
 - d. General considerations
 - e. Whatever plan is made, it should always be tentative
2. Discuss Plan with Your Partner Before Arrival
3. Approaches Site in Cautious Manner
 - a. **APPROACH INCONSPICUOUSLY (SAFETY PROCEDURES)**
 1. Approach quietly
 2. Check the numbers across the street if address is obscured or not readily visible.
 3. The officers may want to cruise past and return again
 4. Never park directly in front of the location; park a short distance away.
 5. Park in order that you will not be restricted when you prepare to leave; parks a short distance away.
 6. Communicates with partners. Utilizes proper cover on approach; each officer uses a separate approach.
 7. Keep noise level at the minimum when exiting the vehicle.
 8. Ensure that you have previously checked the vehicle and that essential security material is in vehicle.
 9. Approach residence inconspicuously.
 10. Check location for possible snipers. Observe effectively and obtain a full scope of the area. Look up at roofs and high windows, as well as around.

CRISIS INTERVENTION

11. Look for any large buildings, hotels, apartment houses in area.
12. If feasible, when entering large building attempt to find layout of building from building manager.

b. CLEARING AREA AND ENTERING PREMISES

1. Disperse crowds, bystanders and onlookers (gawkers).
2. If the disputants are in the public areas of the building, try to move them to a more private area.
3. It is preferable to use stairs rather than elevators.
4. While going up and down the stairs, keep a constant distance (about 5 steps) from your partner.
5. Stay to the outside of the stairs.

B. HOW TO ENTER

1. Safety

a. Approaching the door

1. Do not stand directly in front of the door.
2. Do not stand in front of windows where you could be spotted easily or open for an easy "target."
3. Check to see how the screen or storm door opens and if it is locked.
4. Be aware of whether the house door opens in or out.
5. While waiting to enter, one officer should stand at the left side of door, the other at the right side.

**SAFETY IS OF THE ESSENCE - FOR THE OFFICER,
HIS/HER PARTNER AND THE CITIZENS.**

CRISIS INTERVENTION

6. Listen for loud voices or arguments, prior to entering.
7. Look for fresh damage to door or home.
8. If there is no sound, and you can not obtain any information from neighbors, and you believe a crime is being committed, call for a supervisor.

b. Entering residence cautiously

1. Allow time for your eyes to adjust to difference in light intensities.
2. Close door immediately after entering, unless expecting a backup unit.
3. Visually check for obvious and concealed weapons.
4. Ask about the location of all people in the residence.
5. Ask about pets. Have them removed from the room.

C. WEAPONS AND POTENTIAL WEAPONS

1. Location of Weapons

a. Are there weapons?

1. Be aware of the location of weapons. Weapons in open view or possibly concealed.
2. Try to position yourself between disputants and potential weapons.

b. Potential weapons

NOTE: Remember almost anything can be used as a weapon - pen, pencil, file.

CRISIS INTERVENTION

2. Legal Considerations

- a. Consensual entry: May be made upon consent of occupant of dwelling.
- b. Forced entry: May be made when an officer believes a felony has been or is being committed.

II. INITIAL ASSESSMENT

A. PRIORITY CONSIDERATION

- 1. Protection of life
- 2. Protection of physical evidence

III. REDUCE VIOLENCE

A. Halt the confrontation (and prevent its recurrence)

1. Safety precautions

- a. Do not turn your back on the people involved
- b. Stay out of arm's reach
- c. Guard your weapon
- d. Signs of potential violence are:
 - 1. Facial expressions
 - 2. Aggressive Posture or a "Fighting Stance."
 - 3. Spatial - Confrontational Space
- e. Officers may be perceived as intruders by the parties. The parties may abandon their own fight and unite to attack the officers.
- f. Be ready to call for backup.

CRISIS INTERVENTION

2. Techniques for halting confrontations

a. General approach

1. Separate parties; maintain visual contact with your partner and other officers.
2. Obstruct the visual and verbal interaction between the people involved in a confrontation.
3. Focus the disputant's attention away from one another and upon the police officers.

B. Verbal means

1. Tell the people involved exactly what you want them to do. Be specific and direct.
2. Make sure you can be heard.
3. Speak authoritative, but not hostile.
4. Do not sound angry, insulting or sarcastic.

C. Non-Verbal Means

1. The officer in charge should direct the disputants to sit down and should tell them where to sit.
2. Disputants should be seated as far as possible from one another.
3. Officers should position themselves in order to hinder the disputants from seeing one another.
4. Officers should not stand over seated disputants.
5. The people involved in a dispute generally should not be move to separate rooms, unless there are more than two officers present, or if it can be accomplished without the officers breaking eye contact with one another.

B. Calming

1. General Relations and Interactions
 - a. Technique for reducing violence by obstructing visual and verbal contact between disputing parties may calm them.

CRISIS INTERVENTION

- b. Officers should remain neutral and calm in order to control the situation.
- c. Particular words may not matter as much as the general impression that is conveyed. When a person is in an extreme emotional state, words are unlikely to penetrate.
- d. You want the situation defused and the people calmed enough so that you can go to fact finding.
- e. Do not be lulled into a false feeling of security. Domestic trouble situations are volatile.
- f. Check and verify the legitimate and legal documents that officer is presented - custody order, restraining order.
- g. Call Control Center to verify legal document.

2. Verbal techniques

- a. Tell the disputants why you are there and what you intend to do.
- b. Be cautious in use of arrest threat or denial.
 - 1. Never start out by saying there will be no arrests.
 - 2. Arrest warnings can be ineffective or dangerous.
- c. Distract or confuse disputants in order to get disputants attention away from one another.
 - 1. Ask information
 - 2. Ask for a favor
 - 3. Ask a question or make a comment that has nothing to do with the situation
 - 4. Purposely misinterpret their behavior
 - 5. Purposely misunderstand the whole basis of the dispute so that the disputants will have to explain to the supposedly simpleminded officer instead of continuing their fight.

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- d. For the hysterical persons, words that are reassuring, sympathetic and friendly may help.
- e. Describe to the disputants the aggravating feelings they have or actions they are performing.
- f. Allow the disputants to express their feelings.
- g. Irritating or mildly hostile behaviors may be a way for disputants to counter the officer's influence.

3. Non-Verbal Techniques

- a. Have disputants seated, preferably in comfortable chairs.
 - 1. It is more difficult for people to stay angry when they are comfortably seated than when they are standing or walking about.
 - 2. It is more difficult for seated disputants to attack one another or the officer.
- b. Be conscientious of individual's close personal space.
 - 1. Approximately arm's length
 - 2. At arm's length, an officer's peripheral vision can take in all of a seated person.
 - 3. The appropriate tone of the voice and the inflection level for close personal space is moderate. Topics of personal interest and involvement are discussed at this distance.
 - 4. Moving closer than arm's length is a hostile act under most circumstances for it is an invasion of one's intimate space. It often makes an individual feel threatened or intimidated when you violate their personal space.
 - 5. Try to keep hostile disputants out of one another's close personal space, regardless of whether they are standing or sitting.
- c. Have disputants take some deep breathes in order to replace the carbon dioxide that was lost during rapid and shallow breathing that occurs with yelling and hysterical crying.

CRISIS INTERVENTION

4. Criteria for calmness

- a. A disputant can be considered calm when, in the presence of the other disputant, he/she can talk about the situation with the officer.
- b. Disputants should be able to give some indication that they are calm, when asked by officer.

5. Summary of calming

- a. Verbal technique for calming should go from most peaceful to most aggressive.
- b. Officers should use whatever allows them to be comfortable and effective.
- c. Officers should be prepared for next step once they have gained control of the situation.
- d. Officers should be prepared for the unexpected, things often do not go as planned.

6. Referrals

- a. Officers shall provide a list of professional helping agencies.
- b. Officers should select an appropriate agency based on their evaluation of the problem, unless one of the parties has a definite request.
- c. If no desire or interest in help is expressed, officers should provide the bill of rights to the complainant.
- d. Additional references should be given to the person in order to contact the agency.

CRISIS INTERVENTION

VI. DEPARTURE FROM DOMESTIC VIOLENCE SCENE

A. Safety

1. Check outside for possible hindrances to your leaving.
2. Leave cautiously; one or both disputants could still act against you.
3. Wait a moment outside without disputants being aware you are so doing in case the dispute resumes.
4. Leave the area inconspicuously or Arrest, if deemed necessary.

B. Demeanor

1. If no arrest has been made, leave with a positive or encouraging remark, If appropriate.
2. If an arrest has been made, remind complainant about pressing charges.

**SECURITY MEASURES FOR BATTERED VICTIM'S SAFETY &
SECURITY MEASURES**

This information can be provided to the battered victim by the officers at the scene.

- I. GO TO A SHELTER; MOVE TO AN ANOTHER HOME OR APARTMENT. MAKE SURE THAT IT IS NOT ISOLATED.
- II. INFORM A NEIGHBOR OF YOUR SITUATION. SHOW PICTURE OF BATTERER.
- III. OBTAIN AN UNLISTED TELEPHONE NUMBER.
- IV. USE AN ANSWERING MACHINE WITH A NEUTRAL VOICE TO SCREEN YOUR CALLS AT HOME.
- V. SHRED OR DESTROY ALL DISCARDED MAIL.
- VI. OBTAIN A BOX NUMBER AT THE POST OFFICE.
- VII. REMEMBER, VOTER'S REGISTRATION IS PUBLIC INFORMATION. UTILITY COMPANIES ALSO ALLOWS NEW ADDRESSES TO BE DISSEMINATED
 1. Remember, it is not difficult to obtain an address through the utility companies.
 2. Utilize a relative's address for voter registration. Post office boxes are not accepted by the City Election Committee.
- VIII. DO NOT HAVE YOUR NAME LISTED ON THE APARTMENT OR PARKING SPACE.
- IX. DO NOT HAVE YOUR NAME LISTED IN THE COMMUNITY PAPER OR NEIGHBORHOOD BLOCK CLUB.
- X. APPRISE THE APARTMENT COMPLEX SECURITY DIRECTOR OR MANAGER OF YOUR SITUATION. PROVIDE DIRECTOR WITH PICTURE OF BATTERER, IF POSSIBLE.
- XI. PARK IN A SECURED GARAGE. INSTALL AN ELECTRONIC GARAGE OPENER.
- XI. HAVE A SECRETARY OR CO-WORKER SCREEN YOUR CALLS AT WORK.
- XII. DO NOT ACCEPT ANY PACKAGES UNLESS YOU PERSONALLY ORDER ITEMS.

SUICIDE & PREVENTION PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of SUICIDE & PREVENTION through written and/or verbal test with a score of 70% or above.

- I. Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with SUICIDE PREVENTION.
 - A. Identify the fastest growing population that is committing suicide and explain the pros and cons in relation to environmental and psychological surroundings in relationship to suicide.
 - B. Select the area(s) that best describes the impact of the police officer as a crisis intervener during the suicide attempt process.
 - C. Identify the three basic components that work effectively in relationship to effective SUICIDE PREVENTION.
 - D. Identify the selections that most effectively describe the officer in the learning process of productive SUICIDE PREVENTION.
 - E. List and Identify the seven direct and indirect suicidal destructive behaviors.

SUICIDE & PREVENTION

- I.2 Opening Statement:** It is essential that a police officer understands suicide and suicide prevention. Suicide and attempt suicide opens the door to Civil Liability against police officers.

SUICIDE AND SUICIDE PREVENTION

A. SUICIDE - HISTORICAL CRISIS INTERVENTION

1. POPULATION THAT IS THE FASTEST GROWTH IN SUICIDE

The fastest growing population committing suicide is adolescents. There are many explanations in the pros and cons in relation of suicide and suicide attempts. The environmental and psychological surroundings can play a critical part in suicide - the desire to live or not to live.

Many youth do not recognize the permanence of suicide. The adolescent is often concerned about the problem at hand. He/She, at times, reflects on the sympathy that will be rendered by the family members because of his/her death.

The cycle of suicide, which can move forth from one generation to another tends to become a major factor, as well.

The police officer can serve to become a great impact during the suicidal attempt as a crisis intervener. There is no pure research, but a person that the youth has trust in, or can emulate, can serve to assist the crisis individual during the suicide attempt process.

2. THREE BASIC COMPONENTS TO SUICIDE PREVENTION ARE-

- 1. AWARENESS/KNOWLEDGE**
- 2. PREPARATION/KNOWLEDGE OF HELPS**
- 3. PROFESSIONAL/COMMUNITY CONTACTS AND THE OFFICER MUST BE:**
 - a. Prepared**
 - b. Possess an excellent knowledge level of suicide prevention**
 - c. Experience**
 - d. Ethical responsibilities**

SUICIDE & PREVENTION

B. CURRENT TRAINING & PREVENTIVE MEASURES

1. Professional Assistance
2. Psychological-Suicide Contract
3. Preventive Measures and Techniques

II. CURRENT RESEARCH IN SUICIDE & PREVENTION AND TRAINING

A. Emerging Research: SUICIDE occurs in many ways, some obvious, some disguised. However, it always hastens in one way or another, one's own death because the individual is unable to function adequately. Within the Family Setting to integrate the fact of one's own ending of life. It consists of viewing the non-existence or process stage which is interrelated into the timeless fantasies of immortality.

1. The self-destruction or injurious behavior depicted under negative behavior, such as guilt, aggression and eroticism is being researched within the Family Violence setting.
2. Studies are currently viewing the complex event, involving much conceptual confusion about the behavior (verbal or action) of suicide. The time (is, was or will be self-destructive) and the intention (to die, to gamble with death, or not to die but to hurt oneself) are being constructively assessed. The activity (passive versus active self-inflicted injury or death) of suicide and other factors are being critically studied.

B. Suicide - Historical Crisis Intervention

1. Fastest growth in Suicide
2. Adolescent
2. Suicide Pact

C. Current Training & Preventive Measures

1. Professional Assistance
2. Psychological-Suicide Contract
 - a. Agreement/Suicide Contract
 - b. Up to the age of eleven
 - c. Steele, one of the experts in the Michigan area

SUICIDE & ATTEMPT SUICIDE

THE FASTEST GROWING RATE OF SUICIDE IN THE UNITED STATES ARE ADOLESCENTS.

More women attempt suicide, however more men complete suicide. This is in direct relationship to the methods utilized.

Children are becoming younger and younger who attempt suicide.

Attempt Suicide is a crime in Michigan and Suicide is not a crime.

MANY PEOPLE WHO ATTEMPT SUICIDE, HAVE ATTEMPTED IT SEVERAL TIMES. SUICIDE IS CYCLIC AND OFTEN HAS BEEN ATTEMPTED BY OTHER FAMILY MEMBERS.

AT TIMES, THE PRESSURES OF LIFE HAVE BECOME TOO GREAT AND THE INDIVIDUAL WANTS TO END IT ALL, HOPING IT WILL EASE THE EMOTIONAL PAIN. WHEN FAMILY MEMBERS RECOGNIZE THAT THERE IS A PROBLEM, MANY TIMES THEY IGNORE IT.....THINKING IT WILL PASS WITH TIME.

JUST BECAUSE THE SUICIDAL CRISIS IS OVER, DON'T THINK THIS IS THE LAST TIME. SUICIDAL PERSONS OFTEN REPEAT THE ATTEMPT OVER AND OVER, UNTIL THEY ARE SUCCESSFUL.

SUICIDALS OFTEN CRY FOR HELP, HOPING THAT SOMEONE, SOMEWHERE WILL RECOGNIZE THEIR PROBLEM AND SHOW THEM WHAT TO DO. THIS IS NOT SOMETHING THAT SHOULD BE TAKEN LIGHTLY, THAT IS THE REASON THE PERSON WHO HAS ATTEMPTED SUICIDE MUST BE TAKEN TO THE CRISIS CENTER.

III. WORKING WITH SUICIDALS IN THE FIELD
(Avery, Walker, Griggs, Williams)

A. WHAT ARE THE FOUR TYPES OF SUICIDAL BEHAVIOR?

1. INDIRECT SELF-DESTRUCTIVE BEHAVIOR (ISDB)
2. DIRECT SELF-DESTRUCTIVE BEHAVIOR (DSDB)
3. COMBINATION OF INDIRECT AND DIRECT
4. UNCONSCIOUS SUICIDAL TENDENCIES

B. THE FOUR TYPES EXPLAINED

1. INDIRECT SELF-DESTRUCTIVE BEHAVIOR

- A. THE INDIRECT SELF-DESTRUCTIVE BEHAVIOR IS MOST OFTEN LONG-TERM AND FREQUENTLY PERMANENT
- B. THE END RESULTS, DEATH MAKES IT CLEARLY APPARENT
- C. COGNITIVELY, THE ISDB PATENTS SHOW NO MARKED CHANGES IN THEIR FUNCTIONING IN RELATION TO THEIR SELF-DESTRUCTIVE ACTIVITY, PROBABLY REFLECTIVE OF THE LACK OF ANY IMMEDIATE STRESS
- D. THEIR REASON FOR THIS TENDS TO BE SHALLOW AND SUPERFICIAL.

2. DIRECT SELF-DESTRUCTIVE BEHAVIOR

- A. THE DIRECTLY SELF-DESTRUCTIVE PERSON EVIDENCES MORE OR LESS TRANSIENT PHYSICAL SYMPTOMS, ESPECIALLY THE SYMPTOMS OF DEPRESSION - SUCH AS
 1. EATING
 2. SLEEPING DISORDERS
 3. FATIGABILITY
 4. AGITATION
 5. LISTLESSNESS
 6. APATHY
 7. WEIGHT LOSS OR GAIN
 8. CRYING SPELLS
 9. DECREASED SEXUAL LIBIDO

SUICIDE & PREVENTION

B. ALL OR MOST OF THESE CONDITIONS DISAPPEAR WHEN THE SUICIDAL CRISIS IS PASSED

C. GENERALLY SHOW POOR COGNITIVE FUNCTIONING AS A RESULT OF A HEIGHTENED EMOTIONAL STATE, WHICH RESULTS IN ...

1. DECREASED MENTAL PRODUCTIVITY

2. INABILITY TO CONCENTRATE

3. DIFFICULTY IN PROBLEM SOLVING

a. THINKING FREQUENTLY BECOMES DICHOTOMIZED AND INDIVIDUALS ARE UNABLE TO CONTEMPLATE REASONABLE ALTERNATIVE

b. OFTEN COMPLAINS THAT THEIR THOUGHT PROCESS HAS SLOWED DOWN OR BECOME SOMEWHAT DYSFUNCTIONAL

3. COMBINATION OF INDIRECT AND DIRECT SUICIDAL BEHAVIOR

A. MANIC - DEPRESSIVE BEHAVIOR

B. DUALISTIC TYPE OF BEHAVIOR THAT EXHIBITS EXTREME MOOD SWINGS

4. UNCONSCIOUS SUICIDAL TENDENCIES

A. PERSON SEEMS UNAWARE OR DENIES THE ACTIONS WERE INTENDED TO DESTROY OR INJURE SELF.

B. BEHAVIOR DOESN'T SEEM TO HAVE ANY IMMEDIATE EFFECT UPON THE PERSON AND THE RESULTS TEND TO BE LONG-TERM AND CUMULATIVE IN NATURE.

C. THERE IS VERY LITTLE RESEARCH IN THIS AREA. EMILE DURKHEIM STATED (1897) -

They are merely the exaggerated form of common practices . . . all such facts form a sort of embryonic suicide, and though it is not methodologically sound to confuse them with complete and full suicide.

SUICIDE & PREVENTION

B. EDUCATING AND TRAINING POLICE OFFICERS

1. **SUICIDE INFORMATION IS IMPORTANT IN ORDER TO RESTORE ORDER TO THE HOUSEHOLD AND SAFETY TO THE FAMILY MEMBERS. IT MUST BE PROVIDED IN THREE AREAS:**
 - a. **Training** - Immediate Application
 - b. **Educating** - Information to be Used in the future
 - c. **Developing** - Peopling Process & Interactions
2. To determine if a crime has been committed and take appropriate law enforcement actions. Utilize -
 - a. An expert in a particular technique
 - b. Specialization
 - c. Hands-on/mechanical innovation
3. To refer the family members to a service agency that can help them deal with their problems in a more permanent manner.
 - a. Vague and unclear practical applications
 - b. Fit the need with the agency
 - c. Evaluation and assessments

C. SELF-DESTRUCTIVE BEHAVIOR

There are many forms of self-destructive behavior which are not generally classified as suicidal. These irrational behaviors often result in premature death or in major injury, loss of a limb, or shortening of life. They involve a wide variety of areas:

1. Excessive substance abuse-including drugs, alcohol and tobacco.
2. The person aggravates the physical illness and moves contrary to all that the physician has stated that he or she must do. Physical illnesses such as diabetes, cardiac conditions, and spinal injuries where persons disregard or flout their prescribed medical regimen.
3. Crime, delinquency, prostitution, compulsive gambling, and similar social problems with high potential for injury and/or personal disaster.

SUICIDE & PREVENTION

D. THE SEVEN DIRECT & INDIRECT SUICIDAL DESTRUCTIVE BEHAVIORS

1. **DYNAMICS** - A sense of great loss is found much more frequently in overtly self-destructive persons. The feeling serves to reaffirm basic feelings of inadequacy, learned helplessness and worthlessness. They gradually become more helpless in their ability to obtain verification of feelings of self-worth and hope that their present painful situation will change. The familiar triad of premonitory feelings, worthlessness, helplessness, and hopelessness, converge to block their future and to consign them to a pain-filled present. They experience overwhelming feelings of psychological and physical exhaustion.
2. **FUTURITY** - Both direct and indirect self-destructive behavior, individuals both have a low sense of direction towards of the future. The reasons for this, however, are significantly different for the two groups.
 - A. When not under pressure or stress, **directly self-destructive behavior people** are interested in a future which contains success and recognition. By attaining these goals, they are able to prove their own worth and obtain love.
 1. The lack of a future found in overtly suicidal persons is the direct result of someone else's action through rejection or abandonment, depriving them of a future they had counted on.
 2. With resultant feelings of worthlessness heightened, these persons see no use in struggling further to merit love.
 - B. The **indirect self-destructive behavior people** have little investment in the future because they are so much interested in the pleasures of the present and the gratifications they can receive from the "here and now."
 1. They are intolerant of the delays and postponements necessary to achieve in the future.
 2. They are not really ambitious, although they may talk in grandiose terms.

SUICIDE & PREVENTION

3. **TEMPORAL ASPECTS** - The long-term impact is extensive in terms of physical condition and/or status or position. The effects of their behavior are small and cumulative, so that any one indirect self-destructive activity of itself does not seem to be significant. However, the long-term impact is extensive in terms of physical condition and /or status of position. Directly suicidal persons, on the other hand are generally responding to some immediate stress, most often loss or threatened loss, and the results of their behavior are seen in immediate, direct injury or death.
4. **RISK-TAKING, EXCITEMENT SEEKING** Closely related to the low sense of futurity described above for the indirectly self-destructive person is the need for and pleasure derived from the excitement of the present. It is as if the simulation of the activity is sufficient reason for the activity and provides meaning to what otherwise feels like a dull and boring life. The end result is little considered, allowing the user to concentrate on the stimulation of the process.

Overtly self-destructive people gamble too, but with much more focus on the end result, that is life or death. They abdicate the right to make their own decisions and leave their survival to fate. The excitement is in the unknown outcome, not the process. "Winning" is celebrated with a sense of mastery over death if they survive and over their significant others, or if the self-destructive behavior forces the latter to change.

5. **COPING MECHANISMS** Directly self-destructive persons are generally forced by the storm of their feelings into regressive behavior, which may become immature and passively aggressive. Constriction appears as they focus in on their loss; projection is used when the feelings become unbearable.

Indirectly self-destructive persons cope mainly through denial, blocking out or suppressing what is uncomfortable. They may regress in their self-centered narcissistic efforts to obtain excitement or pleasure, but their level of maturity is generally low to start with.

SUICIDE & PREVENTION

6. **COMMUNICATION** The behavior of indirectly self-destructive people contains no message to others, except, perhaps, the message inferred from the evident self-involvement or the pronounced lack of sensitivity and regard for others.

Directly self-destructive people, however, are generally using their actions to declare in loud, clear, unmistakable terms to a person, group, or society their own feelings of hurt and despair, anger and guilt.

7. **RELATIONSHIPS** Indirectly self-destructive people, because they are so self-concerned, have generally been unable to invest much of themselves in a relationship with significant others. They are often loners and have few sources of external support. The directly self-destructive person is more often concerned with a significant other and the loss of such a person is felt as utter catastrophe. A dependent relationship is extremely important and the dependency is likely to be intense, for often the DSDB person gains confirmation for existence thorough the relationship.

SUICIDE & ATTEMPT SUICIDE

More women attempt suicide and more men complete suicide.

The one segment of the population where suicide is growing faster than any other segment are the adolescents (teenagers).

Officers should not Skate the Issue, use the term Suicide. Be direct!

Often, officers fail to state the term suicide in order not to offend the person who has attempted suicide or is in the process of attempting suicide. BE DIRECT AND UTILIZE THE WORD SUICIDE.

People who talk about suicide, do commit suicide. Suicide doesn't strike one group of persons more than another group. It makes no difference whether you are rich or poor.

Many mental breakdowns and suicides could be prevented, if the proper and appropriate preventive measures were implemented.

When working with disturbed or suicidal persons, the police officer should clearly observe the entire Suicidal scene. Essentially, what is happening and what is not happening. Make sure your view is of the entire picture.

More prisoners commit or attempt to commit suicide in the first 24 hours of their arrest. They are often arrested for minor traffic offenses or sex crimes.

SUICIDAL PREVENTION AND CRISIS INTERVENTION

1. OFFICERS MUST KNOW HOW TO WORK WITH SUICIDE PREVENTION MEASURES EFFECTIVELY.
2. KNOW YOUR PARTNER'S ATTITUDE, ESPECIALLY DURING CRITICAL OR ADVERSE TIMES. IT CAN WORK TOTALLY AGAINST YOU.
3. ESTABLISH YOUR CONCERN TO THE VICTIM EARLY ON.
4. PUT YOURSELF IN THE PERSONS SITUATION.
 - A. Be prepared to ask questions to obtain essential information.
 - B. Be sensitive to the needs of the persons.
5. PROVIDE AN ASSESSMENT
 - A. What will they receive from your intervention?
 - B. State your end objectives.
6. OBTAIN AS MUCH INFORMATION AS POSSIBLE
 - A. Do not expose victim to awkward "positions."
 - B. Do not set up competitive exercises when asking questions.
7. BE YOURSELF
 - A. Use your own style, don't imitate.
 - B. Use your own words, communicate effectively.
8. "FIRST IMPRESSIONS ARE LASTING IMPRESSIONS."
 - A. Emphasis the first few minutes - (very critical).
 - B. Don't Assume!
9. USE GOOD EYE CONTACT AND EFFECTIVE BODY LANGUAGE
10. USE EFFECTIVE COMMUNICATION SKILLS.
11. DAILY PREPARATIONS
 - A. Check your equipment daily - handouts and other information prior to going a disturbance.
 - B. Think of potential problems & have alternate plans.
12. "PRACTICE MAKES PERFECT"
 - A. Practice, Practice and Practice Again.
 - B. Perform before the mirror.
 - C. Perform a pilot-run ahead of time.

HANDLING A DISRUPTIVE AND SUICIDAL PERSONS

- 1. Make sure you look at what is happening and not happening. Look for the unusual.**
 - a. Observe what is happening - physically, mentally and psychologically. What is unusual about this circumstance? What is out of the ordinary?
 - b. Look at the faces, body language, hand movements to observe what the person is doing.
 - c. Ask questions; Listen and listen well.
- 2. You control the situation.**
 - a. When words begin, don't be shaken by inconsistencies.
 - b. Don't allow person to anger you.
- 3. Do not threaten the person.**
 - a. Don't become frustrated.
 - b. Control the situation.
- 4. Maintain your composure**
 - a. Use effective communication.
 - b. Be Firm; Ask Direct Questions.
 - c. Listen well.
- 5. Be sensitive to the suicidal person directly**
 - a. Speak directly to person.
 - b. Solicit his/her support; Confront if necessary.
 - c. Find out what is the problem.
 - d. Ask for assistance, if needed.
 - e. Call for a supervisor at the scene.

SUICIDE AND PREVENTION

Persons who are having difficulties and desire to take their own lives are often at the mercy of the police officers. No matter how decisive, intelligent and experienced you are, you cannot control the entire interactional suicidal attempt process. Your primary concern is to obtain the necessary information and decide what you can perform in the preventive sequence.

If you are going to gain the most productive information from the suicidal person, you must try to predict what their reactions will be under questioning. What might be their response to various questions. Remember, some questions regarding certain people, places and/or things can provoke the person. So ensure that you listen and watch the behavior of the person as you ask questions.

Finding out what a person is saying or not saying will often be difficult. It may be because they will not share their innermost feelings. However, there is not set and prescribe method or pattern that each individual will do, it could be because the person does not know how to express his/her feelings. They may tell you in a roundabout manner. Here are some suggestions that can help when dealing with suicidal persons:

A. Know yourself; Ask what is the problem.

Do not project your feelings and problems towards the person who is having problems.

Remember, each person is an individual.

B. Size up the situation OBJECTIVELY..

What is happening, has happened or is not happening?

C. Be Involved

All the attention should be focused on what the person is saying and doing.

D. Hear what is really being said

Too often we only half listen.

E. Stay Away From Sensitive Personal Areas

Sometimes best intentions will cause you to venture into waters that are too deep. Get help for the person right away.

CHILD ABUSE PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each participation will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of Child Abuse through written and/or verbal test with a score of 70% or above.

- I.1 Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with Child Abuse and Violence in setting the proper environment with physical and psychological considerations.
 - A. Identify the persons who are obligated to report suspected child abuse/neglect. Explain the procedures necessary in making the oral/written report and the mandated time.
 - B. Select the areas that best describe the history of child abuse, mutilation and the process that relates to desirable and positive attitudes in understanding diverse ethnic relationships.
 - C. Define child abuse and identify the three basic concepts in relationship to preventive Child Abuse.
 - D. Identify the selections that most effectively describe the officer in the learning process of productive Child Abuse prevention in accordance to the preparation, positive attitudes, knowledge level and ethical responsibilities.

CHILD ABUSE

- I.2 **Opening Statement:** Over four million children are abused in the United States. Over 60% involve sexual abuse and only a small percentage are reported. (LETN, 1990) It is mandatory that an officer understands what constitutes child abuse and neglect and the mandated procedures in order to work effectively in the process.

Child abuse also consists of criminal sexual conduct, and because criminal sexual conduct is such a violent experience, its victims - often exhibit extreme emotional responses. In many instances, a victim's psychological responses to the rape experience are far more damaging than the initial physiological assault.

The child who is abused carries a long emotional courtship of scar tissue and continually is confronted with ongoing fear. This fear is exhibited in all aspects of his/her life in the years to come.

In addition to the feelings of fear, degradation and helplessness, victims are frequently blamed for the rape's occurrence, since society tends to perpetuate the double myth that women cause rape and that rape is for a display of sex. A child is often blamed for the sexual assault.

CHILD ABUSE/NEGLECT

- A. Defining Child Abuse
- B. Historical Overview of Child Abuse
- C. Abused & Neglected Child Reporting Act
- D. Child Sexual Abuse & Exploitation Treatment
 - 1. Incest
 - 2. Exploitation
 - 3. Latest Findings
- E. Adolescent Abuse & Neglect
- F. Criminal Prosecution of Abusing Parents

II. CURRENT RESEARCH IN CHILD ABUSE AND TRAINING

A. **Emerging Research:** Effective Child Abuse - physical, psychological and the emotional maligns and results in a significant role in the later life of the former child or abused victim.

1. Formerly maltreated children tend to have low self-esteem, poor sense of identity and an inability to feel or be "grown up" in their adult years. These abused children without the proper counseling, often become inept adults who are baffled by unexpected events, and can not effectively plan ahead.
2. Studies indicate that an occurrence or some crisis in the family can push the vulnerable high-risk parent (former child abuse victim) over the line and precipitate an episode of abuse because he/she lacks the skills needed for coping with crisis.
3. Incest cases that were thought once to be taboo are being revealed in families as never before. Child sexual abuse within "forthright families" evoking unbelievable circumstances that were thought to be impossible and never envisioned ten years ago.

III. CHILD ABUSE & VIOLENCE

A. WHAT IS CHILD ABUSE?

1. **DEFINITION** - The physical or mental injury, sexual abuse or exploitation, negligent treatment, or maltreatment of a child under the age of eighteen, by a person who is responsible for the child's welfare and under circumstances which indicate the child's health or welfare is harmed or threatened thereby.
2. In 1974 the U.S. Congress passed the Child Abuse Prevention and Treatment Act

B. WHAT IS CHILD NEGLECT?

1. **DEFINITION** - Child Neglect is harm to a child which occurs through negligent treatment, including failure to provide adequate food, clothing, shelter, medical care and adult supervision.

CHILD ABUSE & VIOLENCE

2. Child Neglect or Abuse may exist when a child has been-
 - a. Abandoned
 - b. Ill fed
 - c. Lacking emotional support, love, care, guidance and protection by adult caretakers.
 - d. Inadequately clothed or inappropriate for the climate or season
 - e. Unsupervised or unattended much of the time
 - f. Ill with out proper medical attention

C. MICHIGAN CHILD PROTECTION LAW OF 1975

1. Michigan Child Protection Law of 1975 requires certain persons to report actual or suspected instances of child abuse or neglect. The required reporting parties are physicians, coroners, dentists, medical examiners, nurses, audiologists, psychologists, family therapist, certified social workers, social workers, social work technicians, school administrators, school counselors, teachers, law enforcement officers, and duly regulated child care providers.
2. Any concerned person may also report actual or suspected cases of neglect and/or abuse. A person acting in good faith who makes a report will not be liable for civil or criminal liability.
3. The identifying of a reporting person shall be confidential subject to disclosure only with the consent of that person or by the judicial process. A person acting in good faith who makes a report or assists in any other requirement of this act shall be immune from civil or criminal liability which might otherwise be incurred thereby.

CHILD ABUSE & VIOLENCE

D. Legislation - milestone in the history of child protection.

1. First time parental abuse & neglect of children had been dealt with at a national level
2. Primary purpose of the legislation was to establish a national system to facilitate the
 - a. Conducting
 - b. Compiling
 - c. Analyzing
 - d. Publishing
 - e. Dissemination of research into causes, prevention, identification and treatment of child abuse and neglect.

HISTORY OF CHILD ABUSE AND INFANTICIDE

IV. ANTIQUATED PHILOSOPHY (Past Experience)

- A. Maltreatment or Discipline was justified for many centuries -
 - 1. The erroneous belief that severe physical punishment was to maintain discipline
 - 2. The transmittal of educational ideas
 - 3. To please certain ritualistic negative entities
 - 4. To expel evil spirits
- B. Whipping children was always the prerogative of parents and teachers.
 - 1. The ancient philosophers beat their pupils unmercifully.
 - 2. Parents, teachers & ministers alike believed that the only cure for the "foolishness bound up in the heart of a child," was beatings. **REMEMBER, THERE IS A DIFFERENCE BETWEEN A WHIPPING AND A BEATING.**
 - 3. The repression of unwanted behavior was expressed by the use of the rod.
 - 4. The schoolmaster was proverbial for his severity.
 - 5. In England and America all pictures of pedagogues showed them armed with the birch.
 - 6. John Wesley, Frederick the Great, Lady Jane-Grey complained excessively of their treatment in childhood.

CHILD ABUSE

C. Discipline oscillated between entire abandonment of the rod and it's excessive use - to the point of savagery.

1. Queen Caroline complained that the English were not well-bred because they were not whipped enough when they were young.
2. Many young children received such severe beating, they could not walk and were laid to bed for several days.
3. This has only recently been discontinued.

D. Bindings of others body parts were performed in Africa - (Cultural differences).

1. Cranial deformation encountered in different parts of the world.
2. Common among the American Indians & still practiced in the Solomon Islands.
 - a. Indians favored flattened heads.
 - b. Melanesians shaped their heads into elongated cones.

E. In other countries, inflicted deformities were initiated to arouse pity; therefore making them good beggars.

1. Eyes gouged.
2. Amputated or twisted arms and legs.
3. Broken and deformed feet.
4. Faces maimed.
5. Backs intentionally deformed.

6. INFANTICIDE

- A. DEFINITION:** Infanticide refers to the killing of a newborn with the consent of parent, family or community.

CHILD ABUSE

B. The Number One Motive is Population Control

1. Historically, it was used by people who did not know how to prevent conception
2. Abandonment.
3. Offer in sacrifice, devoured by animal.
4. Kill or otherwise dispose of his offspring.

C. In Ancient Times Infancy Was A Dangerous Time Of Life -

1. The child was not considered human until certain ceremonies were performed.
2. The Egyptian midwife chose whether child could live or die.

D. Children Were Their Father's Chattel

1. The child was considered as property
2. The male child was consider greater than the woman.

E. The Patriae Postestas Of The Romans Endowed The Father With The Privilege To

1. Sell
2. Abandon
3. Offer in sacrifice.
4. Kill or otherwise dispose of his offspring.

CHILD ABUSE

5. CURRENT FINDINGS

A. PHYSICAL ABUSE

1. Physical child abuse in and of itself does cause many problems and much trouble.
2. Most victims have had physical injuries, fractures or burns during childhood; however the additive to Child Abuse is FEAR.
3. The intentional physical abuse results in horrendous after-effects and many psychological problems later in life. (Griggs, 1990)

B. SEXUAL ABUSE

1. Children, both boys and girls, who have felt inadequately cared for and protected by their mothers and have also at times been sexually maltreated or molested. They tend to have an especially difficult time as they grow up and try to become part of society.
2. INCEST is believed to be much more prevalent than ever imagined. It is an area of sexual abuse that is seldom discussed, even when discovered to be a reality in families.
 - a. Definition - Sexual intercourse between closely related family members that cannot marry because it is illegal or a non-acceptable custom.
 - b. Other family members tend to retain a "hush-hush" mentality when incest is revealed. Incest Awareness and the knowledge thereof, often remains a "family secret."
 - c. Five, ten and fifteen years later, the "victims" tend to have more difficulties in coping with the incest incidents that were committed years earlier if they have not been able to talk about the incidents.
 - d. Effective counseling or venting is imperative for victims of incest in order to work through their horrendous childhood experiences.
 - e. The subject of Incest is a rejected area that family members do not like to discuss.

CHILD ABUSE

- f. Boys and girls are victims of incest. Many of the molesters are persons who are in position of authority or trust which results in the innocent victims - a feeling of being victimized and isolated.
 - g. Some of the victims of incest blame themselves and wonder "why me?"
3. THE RESULTS ARE LOW SELF-ESTEEM AND A POOR SENSE OF IDENTITY WHICH IS PARTICULARLY EVIDENT IN THE SPHERE OF SEXUAL IDENTITY.
- a. These children continue to feel exploited and have some tendencies to exploit others.
 - b. Males tend to feel much more ashamed, embarrassed and denigrated by their past experience.
 - c. Girls seem to feel more degraded and dirty or despoiled.
 - d. All of the children carry a deep, lasting, although often unconscious, sense of fear, anger and hatred toward authorities and against those whom they feel have exploited them in the past and will do so again in the future.
4. TWO TYPE OF PERPETRATORS OF SEXUAL ABUSE
- a. **Repressed Perpetrator** - This person is an episodic person who performs the sexual acts dependent upon his/her stressful situations. He/she might molest a child (under the age of 18) for one or two years and then stop.
 - b. **Fixated Perpetrator** - This person is more difficult to identify. He/she has a specific target of children - i.e., blond, blue eyes, small, between the age of 5 to 7 years old. This person has often damaged hundreds of children before he/she is caught.

Detective Lloyd Martin states that there is no known cure for pedophilia. Pedophilia is a way of life.
(Attorney General's Task Force on Family Violence, 1984)

CHILD ABUSE FACT SHEET

A person is guilty of child abuse in the first degree if the person knowingly or intentionally cause serious physical or mental harm to a child. Child abuse in the first degree is a felony, and in the state of Michigan it is punishable for not more than 15 years.

Police officer responding to or discovering a suspected or actual case of child abuse or neglect shall immediately, from the scene or hospital, notify the Youth Services Section, Child Abuse Unit and be guided by their advice regarding further action.

When the Child Abuse Unit is not available, the Youth Services Section Administration Desk, (313) 898-6717 can be reached, 24 hours a day and should be contacted for instructions.

PROCEDURES IN REMOVING A CHILD

MCL 712A.14 states that "Any local police officer ... may, without the order of the court, immediately take into custody any child who is found violating any law or ordinance, or whose surroundings are such as to endanger his or her health, morals or welfare."

However, no child may be removed from the child's home and/or parent, guardian or caretaker and taken into protective custody as the result of suspected abuse or neglect without prior approval from Youth Services Section personnel. Only when imminent life threatening danger to the child exists may such actions be taken without the requisite contacts. Subsequent "preliminary complaint reports" (PCR's) prepared regarding these instances must reflect sufficient cause for removal of the child from the home and/or parent, guardian, or caretaker.

(Detroit Police Training and Information Bulletin 91-1)

CHILD ABUSE FACT SHEET

DEPARTMENT OF SOCIAL SERVICES/PROTECTIVE SERVICES NOTIFICATION:

The Michigan Child Protection Law of 1975 requires law enforcement officers having reasonable cause to believe that a child is the victim of abuse or neglect to immediately notify the Department of Social Services at (313) 256-991. Within seventy-two hours of the oral report, a written report must also be filed. Forwarding a copy of the PCR will suffice as a written report. The PCR should be sent to:

Children and Youth Services
Intake and Referral Unit
801 West Baltimore
Detroit, Michigan 48202

The police department cooperates with the Department of Social Services in conducting investigations of child abuse or neglect. Officers are reminded that DSS personnel do not possess the authority to order or direct the police to make protective custody removals. Where there is a conflict with the Department of Social Services and those received from the Child Abuse Unit, the Child Abuse Unit orders are followed.

The emotional immaturity is the most common factor among abusive parents. Immature parents tend to take out their own inadequacies and utilize displaced aggression on the child. If the mother is angry with the father, she might strike, kick or hit the child. If the father is frustrated or angry with the mother, he, likewise often uses the child as a way to "vent" his frustrations or anger.

Many children live in a cadre of continual abuse because of emotionally immature parents. A cycle that continues to escalate with the passage of time.

MICHIGAN/WAYNE COUNTY AND DETROIT CHILD ABUSE LAWS AND MANDATES

The identity of a person who is reporting suspected or actual child abuse or neglect shall be confidential and only subject to disclosure with the consent of that person or under court order for trial purposes.

The Department of Social Services must immediately investigate a report of suspected child abuse or neglect.

The Michigan Child Protection Law requires that the person making an oral report of suspected child abuse or neglect shall file a written report within 72 hours.

(Detroit Police Training and Information Bulletin 91-1)

CHILD ABUSE FACT SHEET

The Department of Social Services, Protective Services, has no authority to remove children for protective custody placement, except when the child/children is a court ward or there is a writ from Wayne County Juvenile Court.

The act of knowingly and maliciously making a false report of child abuse or neglect is misdemeanor. Contributing to Neglect or Delinquency of Children is a misdemeanor; whereas cruelty to children, exposing child with intent to injure or abandon, and torturing of children are felonies.

The Child Abuse Unit is responsible for the investigation of all abuse and neglect complaints reported to the Detroit Police Department, except -

Sex Crimes

Homicide

Child pornography

Prior to transporting any children, the Child Abuse Unit must be contacted before contacting the Department of Social Services, Protective Services.

CHILD SEXUAL ABUSE AFTER-EFFECT BEHAVIOR

- 1. FALSE SENSE OF WELL-BEING**
- 2. DIFFICULTY JUDGING RIGHT FROM WRONG**
- 3. NIGHTMARES**
- 4. FLASHBACKS**
- 5. MENTAL CONFUSION, MISCONCEPTIONS AND DISTORTED THINKING**
- 6. SECRETIVE**
- 7. WIDE RANGE OF EMOTIONS**
 - A. SULLEN**
 - B. RESTLESSNESS**
 - C. VERY MOODY**
 - D. EUPHORIC**
 - E. SCHIZOPHRENIC PERSONALITY; MULTIPLE PERSONALITIES**
- 8. OBSESSIONS**
- 9. PRETENTIOUS THOUGHTS, ROLE PLAYING & SUICIDAL TENDENCIES**
- 10. FREQUENT ILLNESSES OR STOMACH TROUBLES**
- 11. LOW SELF ESTEEM AND LOW SELF-CONFIDENCE**
- 12. SOCIOPATHIC AND PSYCHOPATHIC BEHAVIOR**
- 13. JUVENILE DELINQUENCY**
- 12. GANG ASSOCIATION AND AFFILIATION**

DYSFUNCTIONAL FAMILY-CHILD INVOLVEMENT AND NEGATIVE BEHAVIOR

- 1. FAMILY ALIENATION - PSYCHOLOGICAL STRESSFUL CHARACTERISTICS**
- 2. INSECURITY AND ADULT UNDER ACHIEVEMENT**
- 3. DRUG ABUSER (ALCOHOLIC, PILLS, CRACK-COCAINE.)**
- 4. VIOLENT RITUALISTIC VICTIMIZATION**
- 5. SIBLING VIOLENCE**
- 6. INEVITABILITY OF FAMILY DISRUPTION & CONFLICTS**
- 7. WIFE BEATING, SPOUSE & CHILDREN ABUSE**
- 8. NEGATIVE SELF-IMAGE DUE TO PARENTAL "NAME-CALLING"**
 - A. VERBAL ABUSE REGARDING APPEARANCE**
 - B. LOW SELF-ESTEEM DUE TO INCONSISTENT BEHAVIOR**
 - 1. COMPLIMENTS & RIDICULE FOR THE SAME ACT**
 - 2. DEMEANING OF ANY BEHAVIOR**
 - C. FEAR OF REPERCUSSIONS FOR MEANINGFUL BEHAVIOR**
- 9. POOR PARENT CHILD RELATIONS & INTERACTIONS**
- 10. PHYSICAL NEGLECT, MORAL NEGLECT & EMOTIONAL NEGLECT**
- 11. MEDICAL NEGLECT, EDUCATIONAL NEGLECT & COMMUNITY NEGLECT**
- 12. PHYSICAL ABUSE & SEXUAL ABUSE**

**COPING MECHANISMS AND INTERACTIONAL ROLES OF CHILD ABUSE
VICTIMS**

THESE ARE ALL LEARNED BEHAVIORS THAT MUST BE WORKED THROUGH -

(These are ways in which the Abused Child or former adult abused victim can begin to release or vent problems. Professional counseling is of the essence.)

1. DISCOVER EFFECTIVE WAYS TO LET GO OF FEELINGS OF INADEQUACY AND GRADUALLY IMPROVE THEIR SELF-IMAGES.
2. WORK AT DISPLAYING LOVE AND RESPECT TOWARDS SIGNIFICANT OTHERS, AS WELL AS THEIR MARRIAGE COMPANIONS.
3. GAIN AN UNDERSTANDING OF CHILDREN'S NORMAL DEVELOPMENTAL STAGES.
4. GO THROUGH ATTITUDINAL CHANGES IN ACCEPTING THEIR CHILDREN AND SPOUSE WITH GENUINE CONCERN AND NOT AS THEIR PROPERTY.
5. CONTROL THEIR TEMPER, SO AS NOT TO USE THEIR CHILDREN AND SPOUSE AS OUTLETS FOR THEIR FRUSTRATIONS.
6. ACCEPT AND TACKLE THEIR OWN PROBLEMS WITHOUT BLAMING THEIR CHILDREN AND SPOUSE FOR THEIR MULTIPLE PROBLEMS.
7. SPEAK LESS OF THE NEGATIVE DUTIES IN REARING THEIR CHILDREN.
8. ERADICATE THE NEGATIVE CONCEPTS AND COMMENTS IN THEIR ROLE AS A SPOUSE.
9. REFLECT MORE ON THE POSITIVE ASPECTS OF CHILD REARING AND POSITIVE ANTIDOTES OF HUSBAND, WIFE AND CHILDREN RELATIONSHIPS AND INTERACTIONS.
10. WORK WITH POSITIVE EXPRESSIONS OF THEIR NEEDS AND RIGHTS AS A HUMAN BEING.

CHILD ABUSE

CHILD INDICATORS OF ABUSIVE PARENTS

1. CHILD FREQUENTLY LATE OR ABSENT. CHRONIC LATENESS OR ABSENCE SUGGESTS MALADJUSTMENT.
2. A CHILD WHO ARRIVES TOO EARLY AND HANGS AROUND AFTER SCHOOL WITHOUT APPARENT REASON. HE MAY NOT BE WELCOME OR CARED FOR AT HOME, HE MAY HATE HIS HOME OR BE APPREHENSIVE BEING THERE.
3. A CHILD UNKEMPT OR INADEQUATELY DRESSED (DIRTY CLOTHES, INAPPROPRIATE CLOTHING FOR THE WEATHER - DIRTY, TORN, HABITUALLY UNWASHED). CHILD WHO IS DIRTY, SMELLS BAD)
4. A CHILD WHO IS HYPERACTIVE, AGGRESSIVE, DISRUPTIVE, DESTRUCTIVE IN BEHAVIOR. HE MAY BE ACTING OUT HIS OWN HOSTILITY.
 - A. MAY BE REFLECTING THE ATMOSPHERE AT HOME.
 - B. HE MAY BE IMITATING HIS PARENTS' BEHAVIOR.
 - C. HE IS MAY BE CRYING OUT FOR ATTENTION AND HELP.
5. A CHILD THAT IS WITHDRAWN, SHY, PASSIVE, INCOMMUNICATIVE. HE/SHE IS SINKING INTO HIS OWN INTERNAL WORLD, HE/SHE BELIEVES TO BE SAFER.
6. A CHILD WHO NEEDS OR IS NOT GETTING THE PROPER MEDICAL CARE....."UNTREATED SORES, NEED OF GLASSES, UNTREATED BROKEN LIMBS, UNCARED FOR BURNS.
 - A. A CHILD WHO IS UNDERNOURISHED.
 - B. A CHILD THAT IS TIRED AND TENDS TO FALL ASLEEP IN CLASS. (THE CHILD IS OFTEN UNABLE TO SLEEP BECAUSE OF PARENTS QUARRELING.)
 - C. PARENT WHO BECOMES AGGRESSIVE OR ABUSIVE WHEN APPROACHED WITH A VIEW TO DISCUSS THE CHILD'S APPARENT PROBLEMS.
7. THE UNUSUAL PARENT WHOSE BEHAVIOR IS BIZARRE AND STRANGE. PARENTS WHO ARE OFTEN NOT KNOWN OR CLOSE TO ANY OF THE OTHER PARENTS OR CHILDREN.

CHILD ABUSE

CHILD SEXUAL EXPLOITATION

Michael Bommer, states in "Development of An Information System for The Child Abuse and Neglect Service System," (1980) that the sexual abuse and exploitation of children has achieved the kind of notice that demands organized, official reaction. Even so, the subject retains notoriety, and its treatment must be approached with great sensitivity. In this context the professions and researchers are at work trying to define, integrate and operationalize concepts that can be transformed into a strategy for coping with the various issues.

1. Child sexual exploitation has emerged in only ten years from obscurity to become a crime of major proportions. It is a crucial time in history when one can choose to recognize child victimization and to control offenders, or we can choose denial and disbelief.
2. Child Abusers are often described as immature, self-centered, emotionally starved and having unmet dependence (Bommer, 1980). Millions of children are abused and exploited by adults in a society which is significantly burdened with the senseless victimization of helpless children which are scarred and carry a nagging ongoing and emotional pain.
3. Most child incestuous abuse incidents occur under conditions of accumulated and hidden household incidents. The abuser knows that the child is a prime target and can exploit repeatedly without immediate ramifications. Each time in history when the silent menace of child sexual incestuous abuse has been exposed, it is put away again. People who believe that a little girl might try to protect an incestuous father now refuse to accept that groups of children can conceal their exploitation by out-of-home predators.
4. It is as difficult to imagine that good, caring parents would not know the truth as it is to accept that trusted, "normal" citizens could carry out mass exploitation of children without leaving a clue. What often happens to children is irrelevant if it goes beyond what the citizenry define as responsible.

CHILD ABUSE

SUMMARY

- A. Child Abuse is the single largest segment of Family Violence in which violence continually occurs. Children become the victim by witnessing the abusive behavior which is intertwined with fear and apprehension. This often results in much acting out behavior of violence and additional rage and anger.
- B. Officers working with the prevention of Child Abuse should make sure that they are knowledgeable, aware and sensitive to the needs of the victim. Officers should ensure that the climate, both physical, psychological and emotional and sexual are healthy and conducive to establishing positive family relations.
- C. Child Abuse and Child Neglect are community problems. Officers must make a cooperative response to report all suspected incidents in a timely manner. It is the focus of the police department to contact the necessary agencies in order that assistance can be rendered to the silent "cries for help." To work together, agencies must be aware of each another and must communicate more effectively.
- D. Officers should have knowledge of shelters, such as (Interim House, My Sister's Place).
- E. Many dysfunctional families not only experience spouse abuse, but child abuse is often an extension of the abuser's violent behavior.
- F. The more that the officer works with family situations, the more the officer will be able to be sensitive to the needs of the family and the community and in preventing Child Abuse.
- G. All law enforcement agencies must play a crucial and determining role in protecting and working with proactive measures for abused and neglected children. It is imperative that law enforcement agencies work in conjunction with Social Services and Child Protective agencies to prevent and stop much of the ongoing Child Abuse and Neglect.
- H. Much of the violence within the household becomes accepted behavior. Young children often through learned behavior accept violence as an acceptable way to work out and solve problems.

GLOSSARY OF KEY TERMS

- Assault -** Unlawful intentional inflicting or attempted or threatened inflicting, of injury upon another.
- Assault, Infliction of Serious Injury (750.81a)**
Misdemeanor. 1 Yr. (Warrant or In Presence)
An assault upon another; without any weapon; infliction of serious or aggravated injury; a specific lack of intent to commit murder or inflict great bodily harm less than murder.
- Felonious assault (750.82) Felony 4 years (750.81a)**
An assault upon another; using a gun, revolver, pistol, knife, iron bar, club, brass knuckles, or dangerous weapon; a specific lack of intent to commit murder or inflict great bodily harm less than murder.
- Child Abuse -** Willful action or actions by a person causing physical harm to a child.
- Child Neglect -** Willful failure by the person responsible for a child's well-being to provide for adequate food, clothing, shelter, education and supervision.
- Child -** A Person who, at the time of suspected maltreatment, was a live-born child under 18 years of age and is not emancipated by operation of law.
- Complaint** A formal written accusation made by any person, often a prosecutor, and filed in a court, alleging that a specified person has committed a specific offenses.
- Conviction -** A judgment of a court, based either on the verdict of a jury or a judicial officer or on the guilty plea of the defendant, that the defendant is guilty of the offenses for which he/she has been tried.
- Maltreated -** Generally, a maltreatment situation is one where, through purposive acts to treat cruel or roughly.

GLOSSARY OF KEY TERMS

Omission A willful failure to provide the food, clothing or shelter necessary for a child's welfare or the willful abandonment of a child.

Person A child's parent or guardian or any other person who cares for, has custody of, or has authority over the child regardless of the length of time that a child is care for, in the custody of, or subject to the authority of that person.

Physical harm Any injury to a child's physical condition.

Serious Physical harm An injury to a child's physical condition or welfare that is not necessarily permanent, but constitutes substantial bodily disfigurement, or seriously impairs the function of a body organ or limb.

Serious Mental harm An injury to a child's mental condition or welfare that is not necessarily permanent, but results in visibly demonstrable manifestations of substantial disorder of thought or mood which significantly impairs judgment, behavior, capacity to recognize reality or the ability to cope with the ordinary demands of life.

**

Crimes of Violence (violent crimes)

Forcible Rape

Robbery

Aggravated Assault

Murder/Non-negligent (voluntary) Manslaughter

Burglary

Larceny

Arson

UDAA

MICHIGAN CRIMINAL LAW AND PROCEDURE

1. Exposing Children With Intent to Abandon or Injure (750.135) Felony 10 Years (Warrant or Reasonable Cause)
 - a. The perpetrator must expose a child in a street, field, house, or other place.
 - b. The perpetrator must intend to injure or wholly abandoned the child.
 - c. The child must be under the age of 6 years.
2. Child Abuse, First Degree (750.136b) Felony 15 Years (Warrant or Reasonable Cause)
 - a. The perpetrator must be the child's parent, guardian, or one who has custody of or authority over the child. This is regardless of the length of time the child is cared for, in the custody of, or subject to the authority of the perpetrator.
 - b. The perpetrator must knowingly or intentionally cause serious physical or serious mental harm to the child.
 - c. The child must be under the age of 6 years.
- 2a. Child Abuse, Second Degree (750.136b) Felony 4 Years (Warrant or Reasonable Cause)
 - a. The perpetrator (as defined in 2, a. Above) must cause serious physical harm or serious mental harm to a child.
 - b. The perpetrator must knowingly or intentionally cause serious physical or serious mental harm to the child.
 - c. The child must be under the age of 6 years.
3. Child Abuse, Third Degree (750.136b) Misd. 2 Years (Warrant or Reasonable Cause)
 - a. The perpetrator must cause physical harm (any injury to a child's physical condition) to a child.
 - b. This must be done knowingly or intentionally.

MICHIGAN CRIMINAL LAW AND PROCEDURE

3a. Child Abuse, Fourth Degree (750.136b) Misd. 1 Yr. (Warrant or Reasonable Cause)

- a. The perpetrator must cause physical harm to a child.
- b. This harm must be caused by a willful failure to provide the food, clothing, or shelter necessary for the child's welfare; from the willful abandonment of a child or; from a reckless act.

4. Child Sexually Abusive Activity, (750.145c) Felony 20 Yrs. (Warrant or Reasonable Cause)

- a. The perpetrator must cause, persuade, induce, entice, coerce, or knowingly allow a child to engage in child sexually abuse activity.
- b. Such action must be for the purpose of producing any child sexually abusive material.
- c. The perpetrator must know, have reason to know, be reasonably expected to know that the child is a child. It also suffices if the perpetrator has not take reasonable precautions to determine the age of the child.

4a. Producing Child Sexually Abusive Activity/Material, (750.145c) Felony 20 Yrs.

- a. The perpetrator must arrange for, produce, make, or finance either child sexually abusive material, OR;
- b. The perpetrator must attempt, prepare or conspire to do any of the things in letter "a," above.
- c. In either "a" or "b" above, the perpetrator must attempt, have reason to know, be reasonably expected to know that the child is a child. It also suffices if the perpetrator has not take reasonable precautions to determine the age of the child.

MICHIGAN CRIMINAL LAW AND PROCEDURE

5. Distribution, etc., Child Sexually Abusive Activity/Material (750.145c) Felony 7 Yrs. (Warrant or Reasonable Cause)
- a. The perpetrator must distribute or promote, finance the distribution or promotion of, or receive for the purpose of distributing or promoting, Child sexually abusive material or activity, or;
 - b. He/she must conspire, attempt, or prepare to do any of the things in letter "a," immediately above.
 - c. In either "a" or "b" above, the perpetrator must know, have reason to know, or be reasonably expected to know that the child is a child.

EXCLUSIVE LAW: No local law or ordinance may be enacted or enforced in Michigan governing child sexually abusive activity or child sexually abusive material as defined. This state statute preempts everything in the area of law.

SAFETY TECHNIQUES & PREVENTIVE MEASURES

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of Safety Techniques through written and/or verbal test with a score of 70% or above.

- I.1 Demonstrate a workable knowledge in the essential strategies, and effective procedures in working with the public and family violence situations during the daily police patrol and the use of proper Safety Techniques in setting the environment utilizing preventive measures and viable, functional physical and psychological considerations.
- A. Describe the necessary safety precautions used when arriving at and entering a location at which a domestic disturbance has been reported. The officer will be able to explain the proper demeanor and speech essential upon arrival at the scene.
 - B. Select the area(s) that best describes the safety procedures and/or potential violence. Each will be able to identify the process that relates to a desirable and positive attitude for safety in relation to the police and the community.
 - C. Identify the three Initial Assessments and ways in defusing "Hot Situations" when working with Family Violence. List the people-oriented and task-oriented concepts in the relationship of performing effective Safety Techniques.
 - D. Identify the selections that most effectively describe the officer in the learning process of productive Safety Techniques and prevention in accordance to the preparation, positive attitudes, knowledge level and experience of officers.
 - E. Compare and Contrast the dynamics of preventing adverse and precarious situations before-the-fact and not after-the-fact.
 - F. Demonstrate job-related skills essential to safety when working with domestic complaints in role playing scenarios.

SAFETY TECHNIQUES & PREVENTIVE MEASURES

I.2 Opening Statement: Effective Safety Techniques are imperative and essential for all police officers to understand. Officers must develop certain skills to work constructively in utilizing the proper preventive measures and safety procedures during family disturbances or the violence process.

I. EFFECTIVE SAFETY TECHNIQUES

A. Arrival

1. Planning Arrival & Garnered Information
2. Safety Procedures
3. Preventive Measures

B. Initial Assessment

1. Part 1 - Legal Issues Re. Basis for Circumstances
2. Part 2 - Initial Observation
3. Part 3 - Approach & Procedures

C. Violence Reduction

1. Help to Defuse the - "Hot situation"
 - a. Halt confrontation
 - b. Prevent its reoccurrence
 - c. Arrest
2. Gaining Control of Situation
 - a. Hostile
 - b. Hysterical

II. CURRENT RESEARCH IN SAFETY TECHNIQUES & PREVENTIVE MEASURES

- A. Emerging Research: Effective Safety Techniques - physical, psychological and the aesthetic play a significant role in preventive measures.
 - 1. The climate of the family interactions can have a positive or negative effect in particular safety techniques process.
 - 2. Studies are currently viewing the officers that have problems in the first few minutes during a domestic violence run and their ability to work with various safety techniques and preventive measures.

SAFETY TECHNIQUES & PREVENTIVE MEASURES

III. FAMILY SAFETY INTERACTIONAL MANAGEMENT

A. What are Safety Techniques?

SAFETY TECHNIQUES & PREVENTIVE MEASURES PROCESS

1. People are Unique - There is no set formula
2. Environmental (Physical) Entities
3. Psychological Support Units

B. Safety Skills

1. Human

- a. Human Resource Development
- b. Working with People Process & Interactions

2. Practical Application

- a. Expert in a particular technique
 1. Defense Tactics
 2. Communication Skills
 3. Safety & Human Interactions
- b. Specialization
- c. Hands-on/mechanical innovation

3. Conceptual

- a. Not concrete/ambiguous
- b. Not emphatic
- c. Not concrete
- d. Vague or Indepth

SAFETY TECHNIQUES & PREVENTIVE MEASURES

A. Arrival

1. Plan Arrival & Garner Information

a. Listen and obtain information

1. From the dispatcher
2. From previous contacts - your own & other officers

b. Assess the information

1. **Don't assume;** obtain clear, complete, correct and concise information
2. What are the General Considerations?
 - a. Is there a weapon involved?
 - b. Are crowds likely?
 - c. Is this a hazardous location?
 - d. Was another scout car there earlier?
 1. If so, what was the outcome?
 2. What advice was given by the preceding officers?
 - e. What type of dwelling?
 1. Single or multiple residence?
 2. Hotel, Motel or Apartment Building?

2. Discuss and Plan with your partner

a. Make a tentative plan

1. Talk to your partner - Establish a workable plan.

NOTE: ALL PLANS SHOULD BE TENTATIVE. EXPECT THE UNEXPECTED! REMEMBER, ALL RUNS ARE POTENTIALLY DANGEROUS.

2. Your plan should always be subject to change, depending upon the situation.

SAFETY TECHNIQUES & PREVENTIVE MEASURES

- B. Ensure that you have set up various safety precautions.**
 - 1. What safety precautions are necessary?**
 - 2. What preventive measures must be used?**
- C. Ensure that the Victim is Safe prior to leaving premises**
 - 1. Attend to medical needs.**
 - 2. Provide necessary documentations and referrals.**

NOTE: THESE SAFETY RULES ARE NOT JUST FOR EMERGENCIES, BUT EACH OFFICER SHOULD MAKE THEM AN ONGOING DAILY HABIT WHEN APPROACHING ANY SITUATION. AS WE ALL KNOW, THE ONE TIME THAT WE LET OUR GUARD DOWN AND BECOME CARELESS, IT IS THE ONE TIME THAT IT COULD COST US OUR LIFE OR THE LIFE OF ANOTHER PERSON.

SAFETY TECHNIQUES & PREVENTIVE MEASURES

SAFETY TECHNIQUES & DISCIPLINE

The feeling of apprehension and the unknown during family violent situations provide the opportunity for much difficulty for the officer. An officer must be prepared and incorporate the necessary Safety techniques. The discipline of the officer and how prepared he/she is plays an integral part within the Family Violent incident process.

WHY IT IS ESSENTIAL TO BE ACTIVELY AWARE OF SAFETY TECHNIQUES?

There has been much written regarding safety techniques and preventive measures. Many experienced the police department's advocate establishing safety techniques for police officers. Safety procedures can help to eradicate potential violence and possible injuries.

There are various descriptors that may be employed when working with effective safety techniques. Precautions are used when arriving at and entering a location at which a domestic disturbance has been reported. The officer's demeanor and speech can quell a situation or escalate a situation upon arrival at the scene.

The police officers interactional process can relate positively or negatively to the disputants. The police officers at the family violence scene can result in a desirable and positive attitude or a highly negative and critical attitude. First impressions are lasting impressions. The first impression of the officers can work at escalating and making the situation highly volatile or de-escalating the family violence situation.

The dynamics of family violence require that the officers work at preventing adverse and precarious situations before and not after-the-fact.

This is readily demonstrated using skills essential to safety precautionary measures when working with domestic complaints. During the role playing scenarios, this process will be clearly illustrated by each officer. This will further allow each officer to become aware of their positive and negative interactions with others. It is important that each person understands his/her positive or negative behavior.

SAFETY TECHNIQUES & PREVENTIVE MEASURES

RECAPPING THE SAFETY TECHNIQUES

- A. Safety Techniques should ensure that all is incorporated to work effectively with viable preventive measures, rather than after-the-fact. The family climate, what has happened in the past and what is currently happening both physical, psychological and aesthetically is conducive to the safety of the officers and others.
- B. The more that you work and prepare prior to the police run, the more safety measures can be used. The climate will be conducive to effective preventive techniques.
- C. Positive Safety Techniques must be continually employed during all police runs and especially, Family Violence situations .

SUGGESTIONS FOR SAFETY TECHNIQUES AND PREVENTIVE MEASURES

1. KNOW THE DELTA AREAS IN THE PRECINCT.
2. KNOW YOUR AREA.
3. ESTABLISH CLEAR COMMUNICATION
4. PUT YOURSELF IN THE FAMILY'S POSITION.
 - A. Often they are asking - why are you intruding in my home and/or you have no right to be here.
 - B. Be sensitive to the needs of the family members.
5. PROVIDE OPPORTUNITIES FOR EACH PERSON TO TALK.
 - A. Separate the parties.
 - B. Do not escalate the situation.
6. ALLOW THE FAMILY MEMBERS TO GET COMFORTABLE.
7. BE PROFESSIONAL & BE YOURSELF
 - A. Use your own style, don't imitate.
 - B. Use your own words, ensure clear understanding
8. EACH OFFICER SHOULD KNOW WHAT HIS/HER PARTNER WILL PERFORM PRIOR TO ARRIVING AT THE SCENE.
 - A. The first few minutes is very critical. Emphasis must be placed on the first few minutes.
 - B. Follow a somewhat prepared format. Know where your partner is and what projected plan you have established.
9. USE GOOD EYE CONTACT, GOOD KINESICS (BODY LANGUAGE).
10. USE EFFECTIVE COMMUNICATION SKILLS.
11. QUELL THE SITUATION AS SOON AS POSSIBLE.
 - A. Check your basic plan with your partner prior to entering premises.
 - B. Think of potential problems & have alternate plans.
- 12 "DON'T PROVOKE THE FAMILY MEMBERS"
 - A. Utilize a professional manner.
 - B. Be sensitive to the needs of others.

SAFETY TECHNIQUES FOR OFFICERS

- 1. View & Assess the entire situation**
 - a. Observe the climate of the circumstances
 - b. Look at the persons' faces and body language.
 - c. Communicate with your partner, prior to arrival.
- 2. Concentrate on what is happening & not happening**
 - a. Maintain control of your emotions.
 - b. Don't take comments personal.
 - c. Don't allow "subjective words" to anger you
- 3. Do not threaten**
 - a. Don't become emotional
 - b. Remain in control!
 - c. Once you lose your temper, you lose control.
- 4. Quell the Situation & Maintain your composure**
 - a. Speak with an assertive voice, not a loud voice
 - b. Be Firm, But Fair
 - c. Listen to what is being said & not said
- 5. Address the hostile person directly**
 - a. Separate conflicting persons & Speak directly to each person.
 - b. Obtain needed information or his/her support
 - c. Find out what is the problem
 - d. Arrest

SAFETY TECHNIQUES AND TIME MANAGEMENT

It is mandatory that each person is an effective time manager. There are many hours lost and not utilized in an effective and efficient manner. Much time is lost through idleness and procrastination.

1. LIST THE THINGS THAT YOU WANT TO ACCOMPLISH.

- A. Identify what you want to perform in the area of safety.
 - 1. Don't attempt to put them in order, just list them.
 - 2. Identify the strong points about yourself and your partner. List the Things that can help each of you in the area of safety.
- B. Write down each item in relationship to safety and time priorities.

2. PRIORITIZE THE SAFETY MEASURES

- A. What safety measures can you utilize proficiently. Now place them in rank order; put first things first.
- B. Have a projected or proposed time for accomplishing each item on the run.

3. ENSURE THAT YOU ARE MOVING IN A TIMELY FASHION IN RELATIONSHIP TO ACCOMPLISHING THE TASK AT HAND

- A. What legal mandates do you have to perform?

NOTE: It is amazing how much you can constructively perform, when you know what you are going to do or want to accomplish.

- B. Whatever you are going to do, ensure that you perform it in a timely manner and then leave.
- C. Do not continue to "hang-around" after you have completed the police run. If you decided to arrest; convey the prisoner immediately to the precinct.

FACTFINDING PROCESS

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques, strategies, and effective/non-effective application of FACT FINDING through written and/or verbal test with a score of 70% or above.

- I.1 Demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with the FACTFINDING process.
- A. Identify the three selections which describe the impact of physical/environmental and psychological surroundings as a major factor in the police-family violence factfinding/interviewing process.
 - B. Select the areas that best describe the impact of the police officer as a factfinder and the process in garnering the information. Identify desirable and positive attitude for effective police-community relationship.
 - C. Identify the three basic concepts in working with family violent situations and the essentials to effective FACTFINDING.
 - D. Identify the selections that most effectively describe the officer in productive FACT FINDING situations. Demonstrate how preparation, positive attitudes, knowledge level and experience of officers assists in factfinding.
 - E. Identify the interviewing techniques in order to obtain the greatest amount of information from the victim of family violence.

FACTFINDING

- I.2 **Opening Statement:** An officer must understand the importance of establishing an atmosphere in order to obtain the necessary information during family violence incidents. It is necessary to know what can work for and against the factfinding and interviewing process. Officers should also be aware of the victim's fears and work at reducing them while obtaining the essential information. These are major components in the FACTFINDING process.

I. FACT FINDING PROCEDURES

A. Interviewing

1. Asking and Handling of Questions
2. Establishing Purposes of Questions

B. Types of Questions/Techniques

1. Oral Questions
2. Open/closed

D. Challenging or Threatening Questions

1. Direct Questions
2. Irrelevant Questions

E. Appropriate Response/Action

1. Arrest
2. Reduce volatile situation/Obtain necessary information
3. Provide Referrals
4. Leave and Do Nothing
5. Combination of Above
6. Another Alternative

F. Departure - Review of Safety

1. Check Outside for possible hindrances
2. Leave cautiously
3. Proper Demeanor

II. CURRENT RESEARCH IN FACTFINDING AND TRAINING

A. Emerging Research: Effective FACTFINDING techniques and strategies consist of physical, psychological and the emotional factors. These verbal and non-verbal interactions play an important role in the FACTFINDING process and procedures.

1. The attitude of the officer during the factfinding process plays a significant role and provides a positive or negative effect within the family climate (Johnson, 1985).

2. Studies are currently viewing the communication process of the police officers and problems that occur due to the manner of questioning. The attitude of the officers are being assessed in relations to garnering clear and complete information.

III. FACTFINDING

A. What are the Goals of Information Gathering?

1. To determine if a crime was committed.
2. To determine if a referral is needed.
3. To reduce the victim's fear in order to reassure the victim.
4. To fill out Preliminary Complaint Reports (PCR).
 - a. required if crime committed, regardless of victim's intentions to prosecute.
 - b. miscellaneous information report required for domestic trouble runs.
 - c. every family trouble must have a PCR.

B. Interviewing Techniques

1. General approach
 - a. The goal of interviewing is to arrive at a clear statement or description about what happened, that is, about events or behavior. Use words and phrases that will elicit such information.
 1. How did it happen?
 2. What did you do?
 3. Where were you?
 4. When did you go to the kitchen?
 5. Who was in the kitchen with you?
 6. Why do you think she wanted to die?

FACTFINDING

b. State to the parties in the dispute what specific information you want and why you want it.

1. What happened?
2. What were you doing?
3. Where were you at?
4. Who else was in the room?
5. When did your run outside?
6. Were there witnesses?

2. Direct Confrontations

- a. Know when to use a direct confrontation approach.
- b. Ask clear and direct questions.
- c. Ask opened ended and closed ended questions when necessary.

3. Indirect Confrontations

- a. Confront Abstract or unclear information.
- b. Do not cause more difficulties with indepth uncertain and unclear questions.
- c. Utilize a structured format to ensure all necessary information has been obtained.

INFORMATION GATHERING

An information gatherer has to be aware and sensitive to the situation at hand. One of the basic questions asked by the officer is whether he/she is able to prevent ordinary life events from escalating into violence.

FACTFINDING

IV. INFORMATION GATHERING

A. Goals of information Gatherings

1. To determine if a crime was committed
2. To determine if a referral is needed
3. To fill out the Preliminary Complaint Report (PCR)
 - a. Required if crime committed, regardless of victim's intention to prosecute. Essential for information.
 - b. Miscellaneous information report required for domestic trouble runs.

B. Interviewing Techniques

1. General approach

- a. The goal of interviewing is to arrive at a clear statement or description of what happened - information regarding events and behaviors. Words and phrases that should elicit such information are "how?", "what did you do?".
- b. Tell the parties in the dispute what specific information you want.
- c. Tell disputants that you will talk to each one of them one at a time. In addition, that you want to know each person's side.

REMEMBER, THERE ARE THREE SIDES TO EVERY
STORY..... His side, her side, and the TRUTH.

- d. Try to get agreement from each disputants that they will be quiet while the other is talking.
- e. If one disputant disagrees with the other's story, restate that each will have a turn, you want each person's side.
- f. Allow each disputant to hear what the other disputant states and what the officer say to disputant.
- g. Do not let one disputant speak for the other.
- h. Do not interview anyone who cannot discuss the situation calmly and rationally.
- i. Answer a disputant's question clearly and without showing annoyance.

FACTFINDING

2. Techniques to encourage people to talk and to establish rapport, and to show empathy and sympathy with disputants:
 - a. Do not give direct orders for information but ask for it conversationally.
 - b. Start by asking questions that require more than a "yes" or "no" answer.
 - c. Use closed-ended questions to check detail and to answer such questions as "what Time?", "How many?".
 - d. Restate (paraphrase) and summarize to the person you are interviewing what the person has told you.
 - e. Do not interrupt the disputants who is telling you his/her story until person has reached a stopping in the story.
 - f. Use encouraging remarks that show the officer has sympathy and understanding for the disputant.
 - g. Describing the disputant's feeling to him/her is a way for the officer to show understanding for the disputant.
 - h. Silence is a two-edged technique.
 - i. Disputants who resist being interviewed because of their emotions or confused State of mind may respond to:
 1. A greater use of calming and affective (i.e., positive feelings or sympathetic emotions) interviewing techniques.
 2. Questions which are short
 3. Questions which ask about smaller units of incidents.

FACTFINDING

3. Techniques for ramblers and for people who talk too much and/or give irrelevant details.
 - a. Do not pay attention to statements that are not to the point.
 - b. Do not verbally encourage the person to continue by saying "yes, or by asking questions about details you are not interested in.
 - c. Uncooperative disputants (hostile, uncaring) may respond best to direct instructions.
4. Techniques for verbally aggressive disputants:
 - a. Officer should try returning to calmness techniques until disputant is ready to talk.
 - b. If the disputant bring up a mistake the officer has made and/or criticizes the officer's behavior, the officer should not deny having made a mistake.
 1. Where there is no legal liability on part of the officer an effective approach for the officer is to simply and concisely admit what he/she did or what happened (e.g. "You're right . the last arrest I made didn't stick.") and then get on with the interview.
 2. Where there is a potential issue of legal liability for the officer, the disputant should be advised in a matter of fact way of the standard procedure for making a complaint about an officer.
 - c. Accusations or criticisms about police in general, about the department, or about the other officers should be answered in a manner similar to criticisms of an officer.

FACTFINDING

5. Things that an officer should not do -
 - a. Do not make conclusions or assumptions regarding the incident that have not surfaced in the disputant's stories or that are not obvious visually (e.g., bruises, blood, or broken furniture may be from some other incidents). **Ask questions to clarify.**
 - b. Officers should not take sides in a dispute. **Remain neutral.**
 - c. Do not disagree or argue with the disputant. **Remain in control.**
 - d. Officers should not talk about their own private lives or personal feelings and should avoid revealing private information. **Do not become personally involved; Maintain the professional demeanor.**
 - e. Do not offer advice during the interview. **Remember, you are an officer, not an attorney.**
6. Criteria for concluding the interview -
 - a. The interviewing of a disputant should conclude when the officer can state the disputant's version of the incident.
 - b. The interviewing portion of the intervention should end, when:
 1. Officer has sufficient information to judge whether or not crime has been committed.
 2. Officer has sufficient information to in order to make the proper arrest or referral to a particular agency.
 3. **Provide the state mandated Bill of Rights to the victim.**

V. OPTIONS AND ACTIONS

A. Reassess initial arrest or no-arrest decision

1. Information gained during interviewing disputants may alter original assessment.
2. Complainant may strongly request no-arrest. Officers, in using their discretion about making an arrest should consider:
 - a. The severity of the incident
 - b. The potential for violence if the current situation is left unresolved.
 - c. Probable cause of the incident
 - d. The fear of the victim.
 - e. Further potential for additional violence, if assailant is left at the scene.
 - f. If in doubt, arrest and/or call a supervisor to the scene
 - e. Remember, proactive actions demands that if probable cause exists and all of the mandated "household stipulations" are met, preferred arrest is of the essence.

FACTFINDING AND THE DECISION MAKING PROCESS

WHEN GATHERING INFORMATION AND MAKING A DECISION YOU MUST:

1. CONSIDER THE FAMILY VIOLENCE PROBLEMS.
2. DETERMINE THE PROCEDURE TO BE USED.
3. CONSIDER THE TYPE AND AMOUNT OF PARTICIPATION NEEDED.
4. DETERMINE THE RESPONSIBILITIES OF THE PERSON OR PERSONS INVOLVED.
5. CONSIDER THE AMOUNT OF TIME AVAILABLE.
6. DETERMINE WHAT POLICIES, RULES, PROCEDURES TRADITIONS OR DIRECTIVES WILL SERVE BEST AS GUIDELINES.
7. DETERMINE THE QUESTION, I.E., HOW CAN THIS BE RESOLVED? HOW CAN I HELP? WHAT NEEDS TO BE DONE? WHAT IS THE FIRST STEP? WHAT DOES THE LAW SAY?
8. GATHER FACTS, GET OPINIONS, CONSIDER CIRCUMSTANCES, DETERMINE DIFFERENCES AND COLLECT EVIDENCE.
9. DETERMINE THE VALIDITY OF THE INFORMATION COLLECTED AS A WHOLE. CONSIDER THE VALIDITY FROM THE VIEWPOINT OF "WHAT IS REALLY THE PROBLEM?"

There are both pros and cons regarding the factfinding process involvement. Many experienced officers who are experts state that involvement is necessary in order to obtain facts and make constructive decisions. Involvement forces the officers to concentrate on the subject at hand. However, involvement can work as a positive interactive tool.

THE FACTFINDING PROCESS

1. PRO-ACTIVE PROCESS -PREVENTION MEASURES & TECHNIQUES
2. RE-ACTIVE PROCESS -CORRECTIVE MEASURES & TECHNIQUES
3. ASK YOURSELF THE QUESTIONS - DOES PROBABLE CAUSE EXIST; IS THERE REASONABLE BELIEF TO BELIEVE THAT THESE THINGS DID OCCUR?

REMEMBER: DO NOT BECOME DEFENSIVE DURING THE FACTFINDING PROCESS.

FACTFINDING

SUMMARY

FACTFINDING should ensure that all information is incorporated to work together. This ensures that the necessary information is garnered in order to make the proper decisions.

FAMILY VIOLENCE - Domestic Violence, Child Abuse, Elder Abuse is a crime and must be dealt with properly, as any other crime.

CIVIL LIABILITY AND ARREST

Module Objective: Given the classroom lecture, written information and handout material, each student will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of CIVIL LIABILITY and Arrest through written and/or verbal test with a score of 70% or above.

- I.1 Demonstrate a workable knowledge of CIVIL LIABILITY. Identify the effective procedures in working with Domestic Disputes and Arrest.
- A. Identify the three selections which describe the impact of physical/environmental and psychological surroundings as a major factor in the Civil Liability process.
 - B. Select the areas that best describe Civil Liability and the arrest procedures in the everyday operation of the police officer.
 - C. Identify and explain State law and the Bill of Rights in relationship to Civil Liability.
 - D. Identify the selections that most effectively describe the officer during the process of Arrest and CIVIL LIABILITY in accordance to the preparation, positive attitudes, knowledge level, experience and responsibilities.

CIVIL LIABILITY AND ARREST

- I.2 **Opening Statement:** A great percent of police services are rendered in answering and re-answering FAMILY DISTURBANCE calls. The constructive Arrest and CIVIL LIABILITY Approach can serve to maximize the officer's survival and minimize the possibility of further assault and injury to the victims, officers and citizens.

II. CURRENT RESEARCH IN CIVIL LIABILITY AND ARREST

- A. **Emerging Research:** Effective Civil Liability preventive measures and arrest play a significant role in the Family Violence training process of police officers.

1. The latest studies have indicated that officers have had previous contact with many of the Family Abuse fatalities. Watson Versus Kansas City was important in negotiation and changes in police policies and training practices (National Women Abuse Preventive Program, 1989).

2. Studies support that officers that arrest the Domestic Dispute suspect can work at pro-active and preventive measures, rather than after the fact. This is oriented to the fact that people are more likely to be physically assaulted, beaten or even killed by a loved one in the confines of their own home than any other place, or by anyone else.

3. A growing number of law enforcement agencies are adopting pro-arrest policies in regard to domestic violence.

4. Studies indicate that police officers that are knowledgeable in the proper techniques in preventing Civil Liabilities during Family Violence incidents can save City Government and police departments much money.

5. Civil liability preventive measures serve to be quite cost effective.

CURRENT RESEARCH IN CIVIL LIABILITY AND ARREST

- B. Edmund Stubbing, (1991) former Harlem, New York, patrol officer and the current director of "Victims Service Agency," states that patrol officers are the most important part of the system. Stubbing concludes that Patrol officers possess an enormous amount of crime prevention potential when working with Family Violence. Much of this potential is untapped potential. Patrol officers can work effectively to reduce the high cost of civil liabilities for Cities throughout the United States. The reduction of highly cost effective measures can be implemented by officers when performed appropriately and in a timely manner."

C. Additional Research regarding Police and Civil Liability

Additional abuse is often administered to the victim after the officers have departed the scene. The victim fears to call the police again due a repeat performance.

III. CIVIL LIABILITY AND ARREST

A. WHAT IS CIVIL LIABILITY?

1. CIVIL LIABILITY emphasizes the importance of working at preventive measures, rather than after the fact. This requires that the person is arrested when the officer has probable cause to believe that the assault has taken place. The old Family Violence Conflict Mediation techniques are a thing of the past in many police departments. The three major reasons that CIVIL SUITS are initiated are because -

- A. Many officers failed to arrest the assailant when there was good probable cause. The old Spouse Abuse or Domestic Violence laws precluded the officer from making the proper arrest primarily because the assault was committed by a family member.
- B. Promises that were made by the assailant while the police were at the scene. The failure to perform the promises after the mediation process, and the police had exited the premises. This often resulted in the victim being further abused, maimed or even killed. (Dowell, Griggs, Johnson)
- C. The failure to arrest the assailant because of the "ideal promises" that he has made during the family resolution process.

CIVIL LIABILITY AND ARREST

B. CURRENT LAW

1985-M.C.L.A. 764.15c

A police officer who has reasonable cause to believe that a violation of Section 81 or 81a of Act No. 328 of the Public Acts of 1931, as amended, being sections 750.81 and 750.81a of the Michigan Compiled Laws, has taken place or is taking place and that the person who committed or is committing the violation is a spouse, a former spouse, or a person residing or having resided in same household as the victim, may arrest the violator without a warrant for that violation irrespective of whether the violation was committed in the presence of the peace officer."

1. A police officer may not make an arrest without a warrant for a misdemeanor not committed in his/her presence. The statute allows a warrantless arrest for an assault which is taking place or has taken place. This allows the officer to make an arrest even if the report is made at the police station and was committed several days ago. This does not mandate that the police officers have been at the scene or viewed the alleged assault.
2. This statute allows the officers to arrest on "reasonable cause" which is synonymous with probable cause as defined in the Michigan law. Probable Cause in People versus Ward 226 Mich 45,50 (1924) in accordance to the facts which would induce a fair-minded person of average intelligence to believe that the suspected person has committed a crime.
3. The statute does not require that there be corroborating physical evidence or corroboration. This further establishes that the word of the victim alone, if **believed**, is sufficient grounds for establishing a reasonable cause.

Assault is a crime and whether the violator is a family member or not, it must be treated accordingly. ARREST IS NECESSARY WHEN THERE IS PROBABLE CAUSE TO BELIEVE THAT THE ASSAULT TRANSPIRED.

CIVIL LIABILITY AND ARREST

C. CURRENT LAW AND BILL OF RIGHTS CARD DISTRIBUTION

1. The Officers **shall** provide Spouse Abuse Victims with a Card denoting the Referral Services. This provides the victim with a telephone number in order to obtain help.

Conflict Mediation was eradicated in the majority of police departments because of the excessive time it required to mediate the Family Violence Conflict. During **CIVIL LIABILITY** the officer approaches the Family Violence scene in the same normal manner, utilizing caution and discretion.

2. CIVIL LIABILITY PREVENTION AND ARREST

- A. Separate the involved parties.
- B. Secure any weapons that were involved in the incident.
- C. Attempt to calm the involved parties.
- D. Perform a complete investigation.
- E. Ensure that particular attention is given to the victim and the witness statements, injuries and collecting or preserving physical evidence.
- F. Arrest for probable cause.

CIVIL LIABILITY prevention is an important part of an officer's work. Taking the appropriate action that aligns with the State mandates and City Ordinances are imperative. In the old Conflict Mediation process, the officer spent a great deal of time attempting to "mediate" a family fight. It was the process that allowed the officers to supposedly work out a constructive compromise with the disputants. After an indentured and time-consuming process, the officers often left the abuser and the victim at the scene.

CIVIL LIABILITY AND ARREST

The abuser who performed in an articulate manner while the officers were on the scene, continued to abuse and even in a more horrendous procedure after the intervention of the officers. This has been established by statistics and studies. The ongoing problem of abuse has often oriented many victims to have no desire to contact the police when the domestic dispute is transpiring. However, with the current laws and mandates, and the awareness of citizens, officers who do not utilize the proper procedures that are available to them opens the door to Civil Liability suits.

Currently, in accordance to the state mandates and police department procedures, officers obtain the necessary information, provide the essential information (bill of rights), make an arrest and/or make a referral.

3. The primary concern of the officer is to garner the necessary information and make the necessary arrest or non-arrest. It is at this moment that the officer must display the proper attitude. However, attempting to mediate in order to reduce the conflict is not the task of the officer. The previous conflict mediation was the process that allowed the officers to work out something constructive with the disputants that often opened the door for civil litigations.

In CIVIL LIABILITY PREVENTION the officer obtains the necessary information through interventions and investigation using the necessary techniques and concentrating on preferred arrest, rather than leaving the batterer at the scene, in order for the problems to escalate.

Providing referrals and information to assist and work constructive with the problems or problems that have been identified during the interviewing.

- a. Alertness in observing necessary precautions
- b. A social-psychological application to WORK AT CIVIL LIABILITY and the reduction of tension in looking at Family Violence as any other crime.

THE GOAL OF CIVIL LIABILITY PREVENTION

D. WHAT IS THE GOAL OF CIVIL LIABILITY PREVENTION?

1. The goal of **CIVIL LIABILITY PREVENTION** is to prevent civil litigations through pro-active measures. Police officers during Family Violence incidents shall obtain the necessary information, provide the essential information (bill of rights) and make the proper arrests. The proper course of action is governed by a combination of local and state mandates, as well as the Police Department's General Procedures.

E. CIVIL LIABILITY PREVENTION

1. Civil Liability Preventive Measures

- a. Pertinent information obtained from disputants
- b. Necessary materials given to the disputants
- c. Proper arrests are made.

2. Obsolete Conflict Mediation

- a. It was a temporary solution
- b. Occurred when precipitating incidents and promised solutions were made.

F. PREVENTIVE MEASURES, GUIDELINES AND TECHNIQUES

1. Specific Situations Indicating resolutions

- a. If the people are still angry with each other, obtain the necessary information; make the proper arrests. Do not escalate the situation.
- b. WORK at information gathering. Use factfinding techniques to obtain the essential information.

Domestic Violence Class action suits have resulted in many departments implementing mandatory arrests for Family Violence situations.

CIVIL LIABILITY AND DOMESTIC VIOLENCE

Scott v. Hart, 1976, was a class action suit which challenged the Oakland California Police Department's pattern and practice of refusing to assist or protect battered women. The plaintiffs' primary claim was based on the denial of equal protection as guaranteed by the 14th Amendment. The plaintiffs argued that the Oakland Police Department's arrest-avoidance policy violated the duty of the police to make arrests under California Penal Code. The settlement decree approved by the court in 1979 provided that no arrest-avoidance policy would be used and that domestic violence would be treated as any other criminal behavior.

Bruno v. Codd, 1976, challenged the pattern and practice in the New York City Police Department, the Department of Probation, and the Family Court of denying abused wives the legal protection and assistance to which they were entitled under state law. The trial court held that police owe a duty of protection to battered wives and that the police are required to exercise their discretion to arrest in a "reasonable, non-arbitrary manner" and not to automatically decline to make an arrest solely because the assaulter is married to the victim. The Court of Appeals ultimately decreed that declaratory and injunctive relief were not warranted in Bruno.

Nevertheless, repercussions were felt within the New York City Police Department, Probation Department and the state legislature. Prior to appellate review of the trial court ruling, the police department defendants made an out of court agreement with the plaintiffs which guaranteed battered women the same police protection and assistance afforded other victims of crime under the state and local law. After Bruno was instituted, the Director of the New York City Probation Department promulgated disciplinary procedure orders to be used against probation employees who fail to advise women of certain rights under New York law. In 1977 and again in 1978, the New York State legislature attempted to provide workable remedies to persons who were the victims of domestic violence.

CIVIL LIABILITY AND DOMESTIC VIOLENCE

MINNEAPOLIS, MINNESOTA

In Minneapolis, Minnesota cases of domestic violence were handled involving simple assaults by randomly using three different approaches. The three possibilities were:

Arrest

Advice or mediation, and

Ordering the spouse to leave for eight hours.

Suspects were monitored through police reports for six months. The findings in relations to "a repeat performance" by the abusers were-

- Ten percent of the abusers arrested.
- Sixteen percent of those given advice or mediation.
- Twenty-two percent of those ordered out of the house for eight hours.

The findings suggest that all things being equal, arrest may be the most effective approach.

WATSON VERSUS KANSAS CITY, KANSAS

The United States Court of Appeals reversed a grant of summary judgment. In the Watson case the victim had contacted the police on a number of occasions, but they took no action.

The final assault occurred when Watson's husband violated the protection order by forcing himself into the home, ripping out the telephones and locking the kids in the room. He then raped, beat and stabbed his wife, and fled in his car.

The abused wife claimed that the police department violated her equal protection rights by failing to protect her from her husband. (National Women Abuse Prevention Project, 1989)

* * *

BAKER VERSUS CITY OF NEW YORK

The court issued an order of protection for husband not to strike, molest, threaten or annoy plaintiff. Plaintiff had a certificate of order and upon its presentation by plaintiff, any peace officer was authorized to arrest the husband for violation of terms and aid plaintiff.

Several months after issuance of the order, plaintiff called police for her husband to be arrested for his violent behavior. Police refused, stated certificate was "no good" and only a piece of paper.

One month later plaintiff and her husband were scheduled to appear before the Domestic Relations Court. Plaintiff told probation officer, she was afraid to stand in same room as her husband and asked to wait in his office. Probation officer denied request. Plaintiff's husband shot and seriously injured her in the waiting room. Court plaintiff was a person identified, by order of protection as me to when a special duty was owed. Court held that a cause of action for negligence would be available to such a plaintiff.

Liability risks are usually associated with the over-reaction (pursuant driving, physical abuse, false arrest) of police. But liability risk in Family Violence cases is often a result of under reaction - the failure to arrest the offender, the failure to execute a court order or the denial of equal protection to the victim. (National Women Abuse Prevention Project, 1989)

THURMAN VS. TORRINGTON -CIVIL SUIT AGAINST TORRINGTON POLICE

A Civil Suit against the Torrington, Connecticut Police lead to a 2.3 million dollar judgment for Tracey Thurman; she later settled out of court for \$1.9 million. Tracey Thurman sought police protection from an abusive husband. The police did little, viewing the problem as a family matter. In 1983, Buck Thurman violently attacked his wife, Tracey, stabbing her 17 times and breaking her neck. She remains partially paralyzed. Buck Torrington went to prison and was paroled in 1991; Tracey Torrington still fears for her life.

CIVIL LIABILITY DISCIPLINE

The feeling of losing control during the Domestic Violence Civil Liability provides the officer with problems that he/she could have worked through with preventive measures. If this does occur, a way to generate the proactive approach is through involvement, preferred arrest and other control techniques which align with the state and city mandates, as well as the police department's policy and procedure.

CIVIL LIABILITY AND POLICE INVOLVEMENT

There are both pros and cons regarding CIVIL LIABILITY involvement. Many experienced officers who advocate it, claim it makes a difficult family situation more positive and displays interest and concern to the disputants. It further helps in the learning process by providing some productive information that is decided by the disputants using constructive guidance of the officer.

Involvement forces the disputants to concentrate on the subject at hand. However, involvement based on the premise of involvement, without viable objectives decided by the disputants result in negative and sometimes dangerous repercussions. The Family-Officer Involvement Discipline or Constructive Arrest procedures work to reduce Civil Liability in a proactive measures. Preferred arrest can result in the family violence procedures as a productive outcome.

Educating and training police officers to handle spouse abuse and wife beating calls is a necessary task for all police agencies. The stress and danger involved in these calls make it imperative that responding officers learn to defuse and contain these situations, arrest the perpetrator in order to ensure their own safety and that of the family members.

Because many of these cases tend to regress over time, which results in aggravated assault or homicide, an officer needs to understand the social roots of the problem and learn how to respond in ways that will neither escalate the tranquility or to reduce violence. This demands observing the prior Civil Liability cases and arrest procedures in order to ensure that a cyclic process does not occur, nor contribute to a subsequent deterioration of the situation.

CIVIL LIABILITY DISCIPLINE

Police training programs should be designed to improve the officers' intellectual grasp of the nature of family violence problem and clarify their primary responsibilities in the cases:

To restore order to the household and safety to the family members;

To determine if a crime has been committed and take appropriate law enforcement actions; and

To refer the family members to a service agency that can help them work with their problems in a more permanent manner.

To make the proper arrests.

PREVENTING AND CORRECTING PROBLEMS

1. Prevention measures

- a. People who can assist in prevention
- b. Places that person can go for prevention assistance
- c. Arrest procedures

2. Correction measures

- a. People who can assist in correction
- b. Places that person can go for assistance (bill of rights distribution).
- c. Things that can be utilized in corrective measures.

CIVIL LIABILITY

A. ARREST DECISION AND PROCEDURES

1. Public Act 316 provides that a peace officer may arrest a person without a warrant, regardless of whether or not the violation was committed in the presence of the officer, when the officer has reasonable cause to believe:
 - a. That an assault and battery or aggravated assault has or is taking place.
 - b. That the violator is the -
 1. Spouse or former spouse of the victim, or
 2. A person of the opposite sex residing or having resided in the same household as the victim.
2. Public Act 317 provides that a peace officer may arrest a person without a warrant when the officer has reasonable cause to believe that all of the following exist:
 - a. A preliminary injunction has been issued pursuant to the institution of divorce action;
 - b. A certified copy of the injunction and proof of service on that person is filed with Notification and Control Section; and
 - c. The injunction states on its face that a violation of its terms subjects that person to criminal contempt and that if found guilty, the violator shall be imprisoned for not more than 90 days and fined not more than \$500.00; and

CIVIL LIABILITY

- d. That the person is acting in violation of the injunction by either:
 - 1. Entering the premises
 - 2. Assaulting, beating, molesting, or wounding the protected person, or
 - 3. Removing minor children from the spouse having legal custody in violation of the custody and visitation order of the courts.
 - e. The injunction states on its face the period of time for which it is valid.
2. Public Act 318 provides that peace officers may arrest a person, without a warrant, when the officer has reasonable cause to believe that all the following exist:
- a. An order for a peace bond has been issued pursuant to statute; and
 - b. A certified copy of the order is filed with the Notification and Control Section; and
 - c. The person is acting in violation of the order.

C. MECHANICS OF ARREST

- 1. Safety Precautions
- 2. Review of Mechanics
- 3. Demeanor
 - a. What Is your general outlook regarding Family Violence?
 - 1. Officers must be aware that how they feel about dealing with domestic crisis is readily displayed to the disputants.
 - 2. Officers should give the appearance that they are in control.

CIVIL LIABILITY

3. Officers should display a calm, authoritative, receptive appearance; and that they are open to information and concerned about people.
- b. Are you carrying yourself in a Professional Posture?
- c. What is your Verbal and Conversational tones towards the disputants? Avoid verbal threats.

III. SUMMARY

- A. CIVIL LIABILITY preventive measures should ensure that the officers use the necessary precautionary measures when working with Family Violence incidents. Ensuring that the officers know the mandated laws and what he/she must in relation to the current laws and rules and regulations.
- B. The more that officers work at pro-active, rather than after the fact, many civil suits can be prevented. Effective preparation, prior to, the family disturbance dispute will be conducive to making the proper arrests and effectively providing the necessary information, the bill of rights, to the victim.

STRESS AWARENESS & MANAGEMENT PROCESS

Module Objective: Given the STRESS lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of **Stress Awareness & Management** through written and/or verbal evaluation with a score of 70% or above.

I. STRESS AWARENESS & MANAGEMENT GOAL:

Each participant will demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with stress awareness & management and in setting the proper environment with physical and psychological considerations.

II. Each participant will be able to perform the below listed objectives.

A. Identify positive and negative stress and the physical/environmental and psychological surroundings that serve major factors affecting the stress in police officers.

B. List the five areas that describe the impact of stress and the pros and cons of how a person deals effectively with stress.

C. Identify and explain the five stages in the Crisis Situation Components that a person experiences when he/she is going through a difficult time.

D. Identify selective life skill development techniques that serve as functional preventive methods for constructive stress management.

E. State and describe the four crisis prevention endeavors for positive stress. Demonstrate various relaxing and venting techniques which provide the officer with a positive avenue to release difficult or weighty situations.

STRESS AWARENESS & MANAGEMENT

III. Opening Statement: It is mandatory that an officer understands the importance in being aware of and recognizing positive and negative stress and effectively working at venting through psychological, physical and spiritual procedures. The unique and often provoking situations and confrontations demand that officers work at preventing negative stress and allow the andrenalin to work for and not against the officer.

IV. RESEARCH OF POLICE OFFICERS, STRESS AWARENESS & MANAGEMENT

A. Emerging Research: Police officers who are aware of stress and work effectively at stress reduction have far less problems than officers who do not. **Each officer should have a stress reduction program in order to vent and release some of their daily tensions and aggravations.**

1. Studies are the police officer and his/her positive outlook on life in comparison to their daily stress management and stress reduction programs.

2. Studies are assessing officers and effective stress reduction programs and how they interact during crisis situations, such as family violence, barricaded gunman.

STRESS AWARENESS & MANAGEMENT

V. STRESS AWARENESS & MANAGEMENT

A. Stress Awareness

1. What is Stress?
2. Positive & Negative Stress
3. Things that Cause Stress

B. Stress Intervention

1. The Five Endurance segments impact
2. Crisis Intervention

C. Five Crisis Situational Stages

1. Denial
2. Outward Physical Symptoms
3. Compensating or Restoring
4. Resolving-Causing a Person to Make a Decision
5. Process of Idealization

D. Crisis Prevention & Assistance

1. Four Crisis Prevention Techniques
2. Constructive Preventive Programs
 - a. Spiritual
 - b. Psychological
 - c. Physical Endeavors
3. Effective Life Skills Development
 - a. Counseling
 - b. Peer Counseling
 - c. Physical Interactions
4. Referrals - Department & Professional Assistance

STRESS CONTINUUM IN FAMILY FUNCTIONING

THE STRESS CONTINUUM MODEL REFERS TO AN INCREASED LIKELIHOOD OF BEING AFFLICTED WITH A PROBLEM OR ENGAGING IN PROBLEMATIC BEHAVIOR.

1. Has the family demonstrated a past willingness/capacity to nurture and protect all its members? Has there been any major failures in nurturing or protection in the past?
2. Do the members of the family seem to be able to make their needs known to the other family members?
3. Do the adult members of the family have any obvious mental illnesses & incapacities that might inhibit their ability to understand another family member's needs and respond to them?
4. Do the children in the family seem to be able to elicit caregiving from either or both parents/guardians?
5. Do family members seem to engage in positive interactions or is there the constant presence of competition or jealousy?
6. Is there reciprocal action within the family?
7. Are the family members given the opportunity to operate as individuals or are they locked into a single pattern, thought or behavior?
8. Does it appear that one family member is continually used as a sacrifice for other members' gratification (scape goat)?
9. Does the competition within the family seem manageable for emotional support or positive life space?
10. Is the physical environment in which the family lives capable of supporting this family given its relative strengths and weaknesses?
11. Did you sense that something was wrong with the family interaction after completing the factfinding process?
12. Is there information that you have that can be provided to the family to aid the victim.

STRESSFUL LIFE EVENTS

LIFE EVENTS	SCALE VALUE
Death of a Spouse	100
Death of close family member	93
Death of close friend	75
Divorce	73
Separation (Marital)	65
Major personal injury or illness	63
Fired from job	47
Retirement	45
Marriage	40
Foreclosure of mortgage or loan	35
Trouble with in-laws	29
Trouble with boss	27
Wife begins or stops work	26
Change in residence	18
Change in sleeping habits	15
Change in eating habits	13
Vacation	12
Christmas	11
Minor violations of the law	11

These stress related events can fluctuate depending upon the time and space (temporal-spatial) continuity. An excellent question to ponder is - What other events, conditions or circumstances are taking place at that time?

STRESS MANAGEMENT & AWARENESS

Most people view stress as totally negative, however it has its positive side also. Many people seem to do their best work when facing deadlines or other types of pressure; there is a positive side of stress. The andrenalin that is pumping through your system lets you know when you should take flight or fight.

Various types of behavior plays an important part in stress. Type A persons often pay a high price for their hard-driving, super-competitive life-style. In fact, they are more than twice as likely as Type B behavior patterned personalities to suffer serious heart attacks.

Systematic research on this topic indicates that stress influences our physical well being, our psychological states, our personal adjustment and many aspects of our behavior. In fact, there is hardly any aspect of our specific nature that is not influenced and affected by stress and its effects.

Negative stress is often viewed as the silent killer. Most medical experts believe that from 50 to 70 percent of physical illnesses are related to stress. Moreover, included among these stress related diseases are some of the most serious and fatal ones known to medical science. Stress is linked to the following major health problems, high blood pressure, arteriosclerosis (hardening of the arteries), ulcers, diabetes.

PRACTICAL KEYS STRESS RELIEVERS IN FAMILY ENVIRONMENT

1. DOES HOME LIFE REPEATEDLY EXPOSE FAMILY MEMBERS TO CRISIS AND NEGATIVE STRESS SITUATIONS?
2. ARE THE FAMILY MEMBERS ISOLATED FROM POSITIVE AND CONSTRUCTIVE FORMAL AND INFORMAL SUPPORT SOURCES?
3. CAN THE IMMEDIATE (NUCLEAR, BLENDED AND OR EXTENDED) FAMILY COUNT ON EACH OTHER DURING TIMES OF CRISIS? HAVE WORKABLE PROBLEM SOLVING TECHNIQUES BEEN EMPLOYED IN THE PAST? DID THEY WORK?
4. HAS THERE BEEN PROBLEMS OF FAMILY DISRUPTION AMONG ADULT AND ADOLESCENT FAMILY MEMBERS (i.e. - MARTIAL DISCORD, VIOLENCE, ABUSE, ALCOHOL, DRUGS)?
5. IS THERE A HISTORY OF PHYSICAL PUNISHMENT, RATHER THAN CONSTRUCTIVE DISCIPLINE?
6. HAVE THE CHILDREN AND ADOLESCENTS IN THE FAMILY BEEN LABELED OR DESCRIBED AS "TROUBLESOME, HARD TO HANDLE OR PROBLEM CHILDREN?"
7. HAS THERE BEEN A SENSE OF DEPRIVATION OR VIOLENCE IN THE CHILDHOOD OR BACKGROUND OF ADULTS IN THE FAMILY? IF SO, HOW DOES THIS SEEM TO INFLUENCE THEIR KNOWLEDGE OR ACCEPTANCE OF VIOLENCE?
8. ARE THERE EXTENDED FAMILY MEMBERS OR OTHER NON-KIN ADULTS IN THE HOME WHO ARE NOT PART OF THE NUCLEAR FAMILY?
9. IS THERE AN IDIOSYNCRATIC BELIEF SYSTEM IN ADULT MEMBERS THAT SEEM RIGID, INFLEXIBLE AND DRAWN ALONG ABSOLUTE POLARITIES (i.e. - ACCEPTED ADULT PHYSICAL FIGHTS)?
10. IS VERBAL, EMOTIONAL OR PHYSICAL ABUSE AN ACCEPTED WAY OF FAMILY LIFE?

STRESS IN FAMILY VIOLENCE

THE INITIAL APPROACH TO A FAMILY DISTURBANCE RUN OR A PERSON SUSPECTED OF BEING VIOLENT IS AN IMPOSING TASK THAT OFTEN RESULTS IN MUCH STRESS TO OFFICERS. A POLICE RUN THAT IS A "FAMILY TROUBLE RUN" OR OF A DOMESTIC VIOLENCE NATURE IS NEVER A ROUTINE CALL. THE PATROL OFFICERS MUST BE ON THEIR ALERT TO PREVENT HURT AND HARM TO HIMSELF/HERSELF OR INNOCENT PERSONS. THERE ARE VARIOUS THINGS THAT AN OFFICER MUST BE ALERTED TO WHICH WILL PREVENT A SITUATION GETTING OUT OF HAND.

PATROL APPROACH

I. The Three "A's" of a family disturbance run are:

A. ALERTNESS IS MANDATORY

1. View the "big picture" of the entire situation

- a. Observe the climate of the neighborhood
- b. View the entire street and the persons who are outside or in close proximity to the house you are approaching -
 1. Observe faces, body language of persons on street, curtains pulled back on windows, undesirable persons in area, etc.
 2. Watch the action and reaction of children in close proximity of location.
 3. Park the scout car several houses away from the designated house.

2. Be sensitive to what is happening and not happening.

B. ANALYZE THE SITUATION

1. Constructively observe what is happening.

- a. When words begin, REMAIN CALM
- b. Don't take it personal
- c. Don't allow subject to anger you

STRESS IN FAMILY VIOLENCE

2. Do not Abuse or Threaten

- a. Don't become emotional
- b. Remain in control

C. APPROPRIATE ACTION

1. Do you have a plan of action?

- a. De-escalate the situation.
- b. Do not add fuel to the fire.

2. Are you & your partner effectively communicating?

- a. Do you have your partner in view?
- b. Listen to what is being said
- c. Listen to what is not being said.

3. The "Power of Perception"

- a. What do you perceive the situation to be?
- b. How are the officers being received?
- c. Don't allow assumptions to rule you.

STRESS ESCALATES IF YOU DON'T WORK AT LETTING GO OF THE PROBLEM AND RELAXING AFTER THE INCIDENT. THIS RESULTS IN SLEEPLESSNESS, TENSION AND CONFUSION. AT THE END OF THE DAY, OFFICER SHOULD HAVE A WAY OF "VENTING" OR "LETTING GO" THROUGH THE VIRTUE OF WALKING, JOGGING, "WORKING OUT" AND EXERCISING.

REMEMBER, ANYTIME A PERSON ADDS EXTRA RESPONSIBILITIES TO AN ALREADY BUSY SCHEDULE, WITHOUT EFFECTIVELY ADJUSTING THE SCHEDULE, YOU ARE ADDING TO YOUR STRESS.

JOB BURNOUT AND THE POLICE OFFICER

What is Job Burnout?

- A. Job burnout is different things to different people. There are certain things that should be viewed in relationship to job burnout.
1. Type of behavior currently demonstrated by officer in comparison to previous behavior.
 2. Statements made by other officers that reflect burnout problems.

POLICE OFFICERS, LIKE PERSONS FROM THE HELPING PROFESSION,
TEND TO HAVE HIGH JOB BURN OUT RATE.

IT HAS BEEN STATED THAT THE TWO MAJOR REASONS FOR JOB
BURNOUT IS THE LACK OF APPRECIATION FOR THE WORK BY YOUR
SUPERIORS (ESPECIALLY IN THE HELPING PROFESSION) AND JOB
DISSATISFACTION.

3. What are some of the things that you perform, as an officer, that provides Job Satisfaction.
- (a) List at least 5 things on the job that you enjoy doing.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

JOB BURNOUT AND THE POLICE OFFICER

(b) Write at least five (5) statements that you often state regarding the job.

- 1.
- 2.
- 3.
- 4.
- 5.

(c) List three (3) things that cause you job dissatisfaction.

- 1.
- 2.
- 3.

B. What were your Career Concerns?

1. What were your initial job expectations?

- (a) Career
- (b) Pay
- (c) Status

2. Have you changed associates since coming on the job?

- (a) Peers
- (b) Supervisors
- (c) Citizens

C. What are some of the most satisfying THINGS you enjoy that are related to police work?

- (a) The people we serve.
- (b) Areas that I work in.
- (c) People worked with.

JOB BURNOUT AND THE POLICE OFFICER

D. What can YOU do to prevent burnout?

- (a) Health-wise?
- (b) Exercise?
- (c) Eating Habits?
- (d) Getting enough sleep?
- (e) Use of time?

REMEMBER.....

..... Don't overdo it (Work wise).

.....Don't Procrastinate.

.....Take a break.

.....Take a RELAXING VACATION.

NEVER ABUSE alcohol or drugs.

JOB BURNOUT AND THE POLICE OFFICER

THE THINGS THAT YOU CAN DO OR CHANGE AND HOW.

Improve work habits.

Be positive.

Be realistic.

Identify your sources of stress.

Talk to your supervisor, HONESTLY.

Change your personal habits.

BE KIND to yourself; TREAT YOURSELF.

Talk out YOUR PROBLEMS IN ORDER TO VENTILATE. WISELY
SELECT THE LISTENER.

LIST THREE THINGS YOUR ENJOY DOING FOR RELAXATION
(HOBBIES, SKILLS, ETC.)

Now Prioritize them.

Plan leisure time.

Seek new interests.

If personal help is needed, seek same.

REMEMBER, EACH PERSON HAS TO LEARN HOW TO RELAX!

HOW DO I RESPOND WHEN I GET ANGRY ?

1. WHEN A COWORKER DOES SOMETHING THAT MAKES ME ANGRY, I
USUALLY:

- ☐ A. Lose my temper and talk to him/her in a gruff or
sarcastic tone of voice.
- ☐ B. Hold my temper in check while talking to the
coworker, however, I become tense inside.
- ☐ C. Do not say anything to the person, but I often
want to slam a door or kick a waste basket.
- ☐ D. Take time to explain to the person that I am
angry at him/her, and explain what they did that
made me angry. Then I will try to talk with
him/her until we can work out a way to prevent
this in the future.

2. WHAT CAN I DO WHEN CONFRONTED WITH AN ADVERSE SITUATION?

A.

B.

C.

D.

*
* PREVENTING OFFICER'S BURNOUT *
*

YOU CAN PREVENT BURNOUT, IF YOU:

1. MAINTAIN YOUR TEMPER AND HAVE A POSITIVE WAY OF VENTING YOUR TENSION.
2. INVESTIGATE THE CAUSES OF YOUR PROBLEMS, BEFORE YOU TAKE ACTION.
3. LEARN TO BE OBJECTIVE. REMEMBER BEING HONEST AND FAIR IS IMPERATIVE AND PROVIDES OPPORTUNITY FOR GROWTH AND DEVELOPMENT.
4. DO NOT GET INVOLVED IN HORSEPLAY.
5. DO NOT GET PERSONALLY INVOLVED IN HOT SITUATIONS.
6. LEARN THE WARNING SIGNALS AND WORK AT PREVENTIVE MEASURES BEFORE THE PROBLEM STARTS.
7. RESPECT OTHER PEOPLE'S RIGHTS AND WORK AT

ACCEPTING THAT PERSON WHERE HE/SHE IS.

ATTEMPTING TO UNDERSTAND WHERE THAT PERSON IS COMING FROM.

BE SINCERE!

WHEN A PERSON CONFIDES IN YOU, USE CONFIDENTIALITY.

Now let's stop for a moment and critically assess what stress is.

WHAT IS STRESS?

You have four minutes to leave for work in order to get to roll call on time. You can't find your car keys. You are under **STRESS**.

Your electric bill arrived today and was \$40.00 higher than you expected. You also had to buy a new transmission for your car last week that cost \$1,045.00. You are under **STRESS**.

STRESS can be defined as:

The rate of wear and tear in your body, or any disruptive influence on a person.

STRESS is anything that:

- Threatens us
- Prods us
- Scares us
- Worries us
- Thrills us

We are under **STRESS** every day. There is a Negative Stress and a Positive Stress. Without stress, we wouldn't move, think, get out of bed, or care. We all need **STRESS**, but what we need is the positive or the good stress, and not the Negative Stress or too much of the negative stress. In order to understand how it works we need to learn to recognize it and constructively cope with it.

*
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WHAT IS STRESS?

Stress is produced by exposure to many different things, either PHYSICAL or PSYCHOLOGICAL.

Physical Negative Stress consist of things such as -

1. Injury
2. A virus
3. Temperature change
4. Exhaustion
5. Extremely painful situations
6. Any other irritants

Psychological Stress - both Positive & Negative consist of

1. **THREATS** at security, self-esteem, way of life, or safety.
2. Fear
3. Uncertainty
4. Changes.
5. Unusual circumstances

Sometimes changes are also losses. The combination of change and loss contribute enormously to negative stress. It affects us in different ways.

HOW DOES STRESS AFFECT US?

There are various things that happen to us either automatically or non-automatically, that result in a reaction to stress. Some of these reactions are:

Alarm, this is the first stage for mobilization of the body defenses. The body is prepared for "Fight" or "Flight."

Resistance and Adaptation, In this stage, some adjustment is made. If you are sleepy, you sleep. If you are hungry, you eat. If you are tired, you rest. If you are wounded, inflammation seals off the site from the rest of the body in order to heal.

It is only when this system has broken down, that illness results.

Exhaustion - The body cannot be under stress continually. Release must occur! Reaction from hostile or negative stress can be colds, allergies, asthma, headaches and ulcers.

STRESS AWARENESS

People are so constructed that obvious dangers and the visible threats are easier to handle, than the invisible, elusive or embarrassing day-to-day irritants.

Physically, the body releases hormones that cause muscles to become tense and blood to flow for action. If the body utilizes this action, the adrenalin flows and then it rests and returns to normal.

If this action is repressed, then the body is keyed-up or off-balance. This keyed up state of mind causes symptoms that we refer to as (negative) **STRESS**.

SYMPTOMS OF STRESS

1. Tense muscles, sore neck, shoulders & back.
2. Insomnia.
3. Fatigue.
4. Boredom, depression, listlessness, dullness & lack of interest.
5. Drinking too much.
6. Eating too much or too little.
7. Diarrhea, cramps, gas, constipation.
8. Palpitations-heart skip.
9. Phobias.
10. Tics, Restlessness and itching.

STRESS AWARENESS

LIFE TODAY creates greater stresses than any time in the history of mankind. This is because there is less stability, more changes and little agreement as to the standards as in the past. In the past, society and the church provided a framework for most people, therefore, there was more clear direction.

Currently, there is more emphasis on the individual's decision making, which often results in increased pressure for that person to succeed. This fosters stress. With the rapid changes of our modern society, advancing technologies and worldwide communications, along with individualization, high INSECURITY results.

STRESS REDUCTION

When working to reduce stress, there are two basic guidelines. Initially, one must recognize stress for what it is and must understand how it works. For many people, either religion or a close relationship with a special group of people is a viable way to reduce stress (McLemore, 1984). For others, a more personal, specific approach in reducing stress is necessary, such as:

- Avoid stress producing situations
- Relaxation Techniques, Jogging, Walking and Exercise
- Sleep
- Hobbies
- "Service"

STRESS REDUCTION

If too much negative stress builds within a person, outside help may be necessary. This help could be a minister, family doctor, counselor, therapist or just the right person to talk to. This is referred to as VENTILATING or VENTING. When any symptom becomes too great, it may be a sign that outside help is needed.

Everyone is under some form of stress each day. We need a certain amount of positive stress to motivate us. However, too much negative stress, especially in a short period time, can be harmful. We should recognize stress and understand it, so we will be able to cope with it.

A police officer **KNOWS** when the pressures of life (**NEGATIVE STRESS**) begins to build up internally and should learn how to cope with it. Another person's **LIFE** may depend on how well YOU, the officer, handle your stress.

ARE YOU ALLOWING THE JOB TO WORK FOR YOU AND NOT AGAINST YOU?

The following is a self introspection quiz to help you determine whether you are allowing your present career, as an officer, to work for you and not against you. After taking time to THINK through and respond to each statement in the quiz, read the analysis portion which follows the quiz to evaluate your scores.
#####

INSTRUCTIONS: Score 0 for not true
Score 5 for somewhat true
Score 10 for absolutely true
#####

SECTION I:

1. I am making a satisfactory amount of money at the present time.
2. My financial situation probably will improve in the coming years.
3. In my field, I will continue to be paid in an amount consistent with my abilities.
4. I can earn money if I work harder and/or more creatively.
5. The income potential in my field continues to look good.

SECTION II:

1. I like to think about my work even when I'm not on the job.
2. I often find my work fun.
3. My work is important to society.
4. I look forward to going to work.
5. I feel that I have an opportunity to grow personally because of my career.
6. My work helps enhance my family life as a whole.

ARE YOU ALLOWING THE JOB TO WORK FOR YOU AND NOT AGAINST YOU?

SECTION III:

1. I am adequately able to set my own work pace and direction on the job.
2. At work, I am most content when I can try out my ideas, and that happens often.
3. There is great variety in my job.
4. My job is so challenging that often I want to do extra work.
5. The fringe benefits of my job are satisfactory.
6. The amount of pressure at work is adequately stimulating and maximizes my work output.
7. My job provides me with an adequate amount of free time to pursue outside activities.

SECTION IV:

1. I have a sufficient amount of contact with other people through my work.
2. I often get to exchange ideas with other people in the workplace.
3. My supervisors let me know that they appreciate my work.
4. I meet an ample number and variety of people through work related activities.
5. I feel that my social skills are constantly improving as a result of my work related activities.

ARE YOU ALLOWING THE JOB TO WORK FOR YOU AND NOT AGAINST YOU?

SECTION V:

1. I am making adequate advancement through my career.
2. My career will continue to provide ample job flexibility in the future.
3. I will be able to reach my goals through my present career.
4. My career will continue to provide stimulating challenges in the future.
5. My job is in a growing field.

McLemore, 1984

STRESS, BURNOUT AND STRESS MANAGEMENT

1. ALARM ACTION & REACTION

- A. STAGE OF RESISTANCE**
- B. STAGE OF EXHAUSTION**
- C. POST TRAUMATIC STRESS DISORDER**

Disruptive relationship with a significant other can result in many problems. The person has sometimes been deliberately hurt by a significant other and he/she experiences depersonalization. Depending on someone to provide the necessary strength is imperative; everyone needs a support unit.

- 1. God
- 2. Mate
- 3. Family
- 4. Friends/Associates
- 5. Community

2. ERRONEOUS MYTHS REGARDING STRESS

- A. ALL STRESS IS NEGATIVE AND SHOULD BE AVOIDED AT ALL COST. REMEMBER, THERE IS POSITIVE AND NEGATIVE STRESS.**
- B. DRUGS CAN ELIMINATE STRESS**

- 1. Drugs may mask stress, but do not eliminate stress.
- 2. Drugs may incapacitate the individual with serious ailments. This increases the problem and often intensifies the negative stress.

- C. STRESSORS**

- 1. Physical settings & environmental influences
- 2. Coping with rural to suburban changes
- 3. Psycho-social stressors
 - a. Pleasant events
 - b. Societal views of impairments
- 4. Stimulus Overload
 - a. When challenges are too much, too dense, too loud and too often.
 - b. Overloading and pressuring with high doses of negative implications and practical applications.

STRESS EVALUATION

The astronomical amount of life's responsibilities produce much stress. There is a positive and a negative stress. Positive stress allow us to proficiently meet the challenges of life. Negative stress often result in negative outcomes - physically, mentally, emotionally and spiritually. Take time to answer the Stress Evaluation (Griggs, 1989; Coursey, 1990, O'Grady, 1988). It is important that each person knows himself/herself. Are you striving for excellence? Are you working too hard at being a perfectionist? Provide an honest answer for each statement.

1. When I make mistakes, I have a difficult time forgiving myself.
A. True B. False
2. Incompetent people really aggravate me.
A. True B. False
3. I believe that I should perform better financially and/or academically than my parents, guardians or grandparents performed.
A. True B. False
4. My spouse's (if unmarried, boyfriend's or girlfriend's) bad habits aggravate or anger me.
A. True B. False
5. I need to become better organized and be a better time manager.
A. True B. False
6. I tend to hold guilt.
A. True B. False
7. I do not like to make the wrong decision.
A. True B. False

STRESS AWARENESS & MANAGEMENT

STRESS EVALUATION

8. I start things that I never complete.
A. True B. False
9. I attempt to schedule too many things for one day.
A. True B. False
10. I often say I forgive, but I continue to think about it (essentially, I don't forget).
A. True B. False
11. There are many things about myself I need to improve.
A. True B. False
12. I am not satisfied until what I am doing is almost perfect.
A. True B. False

STRESS AWARENESS & MANAGEMENT

STRESS EVALUATION ANALYSIS:

Count your points. Provide two points for each TRUE answer.

0-6 Low Stress Performance

You actually might not be reaching your basic potential. You expect too little of yourself. However, you probably like to be in a safe place. You are not a perfectionist.

8-16 Average Stress Performance

You tend to manage your life quite well, and work towards excellence in a moderate way. You are conscious of your potential and tend not to become over-stressed. You have a stress awareness and probably tone down when things become too great. You apparently take quality time to decide what is good for you. You are sensitive to the needs of others and work constructively controlling yourself positively.

18-24 High Performance Pressures

You are high on the stress list. You continually strive towards perfection. You are a high risk taker and your loved ones are aware of this. Make sure that you take time to relax as you work towards your full potential.

STRESS EVALUATION COMMENTS:

Make sure that you are aware of your own self in relationship to stress. The more you know about you and your values and beliefs, the more they can work for you and not against you. Always have a stress reduction and management program.

Learn to eat properly, exercise adequately and take time to work at an effective stress management program. This is a personal aberration for each individual---WORK AT IT. **STRESS REDUCTION IS A CONTINUAL WAY OF LIFE. EACH PERSON MUST EFFECTIVELY WORK AT IT IN ORDER TO REDUCE NEGATIVE STRESS AT ALL TIMES.**

STRESS AWARENESS & MANAGEMENT

TO REDUCE STRESS, WORK WITH PREVENTIVE MEASURES, RATHER THAN AFTER THE FACT.

1. WHEN YOU EXPERIENCE TENSION -

- A. Make sure you have a support unit or group.
- B. Make yourself available to help others. When you are experiencing a difficult time and you assist others; you experience reciprocal interactions and you are helped.
 - 1. This makes things more amenable (willing to follow advice or suggestion) to the person who needs help.
 - 2. "Reciprocal Action"
- C. Be genuine - Be yourself.

2. LEARN TO RELAX

- A. Go to the doctor and have a check up annually.
- B. Get the proper rest and relaxation.
 - 1. Get the proper sleep.
 - 2. Eat proper and nutritional foods.
- C. Plan regular exercise into your schedule.
- D. Take time to learn how to breathe & relax.
 - 1. Close your eyes and get comfortable.
 - 2. Take a slow, deep breathe and slowly exhale.
 - 3. As you exhale, tell yourself that you are letting go all the tension and problems that you were experiencing.
 - 4. Now relax your entire body from the head, neck, shoulders, chest, legs and feet.
 - 5. Do this several times per day, to become totally relaxed and rid yourself of tension.

STRESS AWARENESS & MANAGEMENT

3. KNOW YOURSELF

- A. Know the amount of sleep you require.
- B. Know your biological clock.
 - 1. Are you a day, afternoon or midnight person?
 - 2. When do you perform your best?
- C. When you are confronted with difficulties, how do you relax?

III. SUMMARY

- A. STRESS AWARENESS & MANAGEMENT should ensure that all is incorporated to work effectively for and not against the officer. This requires that the climate, both physical, psychological (mind, emotions and the will) and spiritually are conducive to a proficient growth and development process.
- B. The more knowledgeable one is regarding stress, he/she can allow it to work for them and not against them. This entails managing stress. It can prepare the officer to be prepared for confrontations, prior to adverse difficulties. The more one strives at producing and establishing a workable climate, the more it will be conducive to effective positive stress management.
- C. Each officer must continue to support and establish a productive individual stress management program for himself/herself. This requires preventive measures, rather than after-the-fact. Physical entities that allow each officer the opportunity to utilize more productive thoughts, ideas and an interchange to fulfill needs through positive STRESS AWARENESS & PROPER STRESS MANAGEMENT.

"STRIVE FOR EXCELLENCE AND NOT PERFECTION!"

FAMILY VALUES AND CULTURAL DIVERSITY

Module Objective: Given the Family Values and Cultural Diversity lecture, written information and handout material, each participant will be able to identify, compare and contrast the techniques, strategies, and effective/noneffective application of **Family Values and Cultural Diversity** through written and/or verbal evaluation with a score of 70% or above.

I. FAMILY VALUES AND CULTURAL DIVERSITY

Each participant will demonstrate a workable knowledge in the techniques, strategies, and effective procedures in working with the knowledge and practical application of Family Values and Cultural Diversity.

Each participant will be able to perform the below listed objectives.

A. Identify positive and negative difficulties of police officers in their physical/environmental and psychological surroundings within the community.

B. List and identify four of the six areas that describe the impact in values of Community Policing and Family Cultural Relations.

C. Identify the Crime Prevention triangle in relations to the patrol officer and pro-active measures in Family Violence.

D. Identify professional behavior and techniques that serve as positive and functional proactive measures.

E. State and describe Ethics and Courtesy. Identify the four types of crowds and three types of Family Violence controlling factors.

FAMILY VALUES AND CULTURAL DIVERSITY

- III. Opening Statement: The values of families and cultural diversity play an importance role for the police officers in the community. When working with families and pro-active measures of violence, it is necessary to recognize positive and negative behaviors that "turn-off" family members. Each family is unique and what is an everyday situation to one family might result in much havoc to another family. The values and cultural diversity play an important role in working effectively with families.

IV. RESEARCH OF POLICE OFFICERS VALUES AND CULTURAL DIVERSITY

A. Emerging Research:

Family Values and Cultural Diversity work in many ways in relationship to police officers. Studies tend to support that the more aware that an officer is in regard to the unique values and diverse culture of individuals, the more the officer can interact more effectively.

1. Studies are viewing the constructive support that law enforcement officers provide in Family Violence situations in relations to their knowledge level of ethnic values and diverse cultures within the United States.

2. Studies are also viewing the values of the officers and their positive and/or negative behavior (verbal or physical) towards the individuals during the incidents of family violence.

**FAMILY VALUES AND CULTURAL DIVERSITY
POLICE OFFICERS, COMMUNITY & FAMILY VIOLENCE**

POLICE DEPARTMENTS BEGAN ENGAGING IN PUBLIC RELATIONS AND COMMUNITY RELATIONS AS EARLY AS 1930. FAMILY VIOLENCE RELATIONS AND INTERACTIONS WERE NOT INITIALLY GEARED TO HAVING POLICE INVOLVEMENT. WHEN LAW ENFORCEMENT OFFICERS INTERVENED IN FAMILY DIFFICULTIES, IT WAS VIEWED BY THE PERPETRATOR AND THE VICTIM AS AN INTRUSION - INAPPROPRIATE BEHAVIOR ON THE PART OF THE OFFICERS. THE INTRUSION OFTEN RESULTED IN A NEGATIVE OUTCOME. IT OFTEN RESULTED IN MUCH ANGER DUE TO THE UNWANTED INTRUSION OF "OUTSIDERS" (OFFICERS) WITHIN THE HOMES. THE MINORITY COMMUNITY WITH THEIR CULTURAL DIVERSITY EXPERIENCED EVEN GREATER ANGER.

POLICE OFFICERS HAVE BEEN CONTINUALLY DISPATCHED TO FAMILY VIOLENCE RUNS THROUGHOUT THE YEARS. THE MINORITY COMMUNITY HAS BEEN HOSTILE TO THE POLICE OVER THE YEARS AND OFTEN DISSATISFIED WITH THEIR PERFORMANCE. STUDIES OF MINORITIES AND FAMILY VIOLENCE IN THE COMMUNITY HAS RESULTED IN MANY NEGATIVE OPINIONS, PERCEPTIONS, AND EXPERIENCES. THE STUDIES DISCLOSE THAT MINORITIES, IN RELATIONSHIP TO THE POLICE ARE OFTEN -

1. HOSTILE TO THE POLICE.
2. DISSATISFIED WITH THEIR PERFORMANCE.
3. MADE TO FEEL LIKE PRISONERS IN THEIR OWN HOME.
4. HAVE A FEAR AND DISLIKE OF THE POLICE.
5. THE AGGRESSORS ARE SUSPICIOUS AND APPREHENSIVE OF THE TACTICS OF THE POLICE. THE SUSPICION OF THE POLICE IS OFTEN JUSTIFIED BECAUSE THEY KNOW THEY ARE VIEWED AS OFFENDERS AND COULD FACE A POSSIBLE ARREST.

STUDIES HAVE FURTHER CONCLUDED THAT CITIZENS WHO ARE APPREHENSIVE AND HAVE LITTLE RESPECT FOR THE POLICE MAY BE RELUCTANT TO -

1. REPORT CRIMES-
2. PROVIDE INFORMATION LEADING TO ARRESTS
3. SERVE AS WITNESSES OR CARRY THROUGH ON A COMPLAINT.
4. ASSIST OFFICERS BECAUSE THEY ARE OFTEN SUSPICIOUS OF THEM.

CONVERSELY, THE ATTITUDE AND BEHAVIOR OF ALIENATED MINORITIES AND CULTURAL DIVERSITY ADD TO THE ROLE OF CONFLICT WHICH IS INHERENT IN POLICE WORK WITH FAMILY VIOLENCE INCIDENTS. THE NEGATIVE ATTITUDES AND BEHAVIORS SERVE AS A CATALYST TO POLICE ASSAULTS. THIS INCREASES THE RISK IN FAMILY VIOLENCE INCIDENTS.

THE VALUES OF FAMILY AND COMMUNITY POLICING

Values reflect a cadre of thoughts, ideas, beliefs and a variety of philosophies. The basic belief of many law enforcement officers is that police departments exist to advance the profession of policing, whatever that entails. However, it is not to serve as an integral component in maintaining family and community values in improving the quality of life in urban communities. From these perspectives, there is little interest in, or respect for, the community basis for police authority.

THE VALUES OF COMMUNITY POLICING AND FAMILY CULTURAL RELATIONS

COMMUNITY POLICING AND CULTURAL RELATIONS REFLECT A SET OF VALUES. COMMUNITY POLICING HOLD THAT POLICING THE CITY'S NEIGHBORHOODS (WHICH CONSISTS OF FAMILIES) IS BEST PERFORMED AT THE INDIVIDUAL NEIGHBORHOOD LEVEL.

CULTURAL DIFFERENCES AND RACE RELATIONS PLAY AN IMPORTANT ROLE IN COMMUNITY POLICING. LAW ENFORCEMENT OFFICIALS OFTEN STATE THAT THEIR OFFICERS' ACTIONS ARE NOT MOTIVATED BY THE ETHNIC GROUP.

POSITIVE INTERACTIONAL RACE RELATIONS ARE MANDATORY FOR ALL COMMUNITY POLICING. THIS DEMANDS THAT OFFICERS ARE AWARE OF CULTURAL DIVERSITY AND ITS UNIQUENESS WITHIN OUR SYSTEM. WHEN POLICE OFFICERS ARE AWARE OF THE UNIQUENESS OF DIVERSE CULTURES, IT RESULTS IN A GREATER COMMUNICATION AMONG THE CULTURES.

COMMUNITY POLICING AND THE KNOWLEDGE OF CULTURE DIVERSITY PROVIDE A BETTER SERVICE ORIENTATION TO AND FOR THE PUBLIC. WITH A CONCENTRATION ON COMMUNITY POLICING, CITIZENS ARE OFTEN TREATED WITH GREATER RESPECT, REGARDLESS OF THEIR BACKGROUND OR CULTURE.

POLICE OFFICERS BECOME MORE KNOWLEDGEABLE OF DIFFERENT VALUES AND BELIEFS AMONG CULTURES. AN EFFECTIVE ATTITUDE TENDS TO EVOLVE DUE TO THE KNOWLEDGE AND AWARENESS OF OTHER CULTURES.

POLICE OFFICERS MUST DEPICT THE PROPER ATTITUDE IN ORDER TO PROMOTE FAMILY VIOLENCE PREVENTION. WORKING WITH THE PRO-ACTIVE MEASURES IN THE COMMUNITY REQUIRES "KNOWING THE FAMILIES AND THE COMMUNITY." THIS ENTAILS EFFECTIVE KNOWLEDGE OF CULTURAL DIVERSITY AND COMMUNITY POLICING.

THE VALUES OF FAMILY AND COMMUNITY POLICING

A police officer must work to provide consideration to persons in FAMILY VIOLENCE situations. The values of the family plays a great part in receiving and applying the information that the officers provide. The ethnic values of the victim can work for or against her in making a family violence report.

It aids the law enforcement officers when they are aware of the diverse cultural values entering the home. However, at all times, there are basic precautionary measures that must be employed when approaching all homes, such as, taking the time to stop, listen and observe prior to entering the home.

The Crime Prevention triangle is important when working with family violence and community policing.

The Crime Prevention triangle consist of:

Victim

Opportunity

Criminal Intent

The duties of a police officer are to protect, prevent further altercation, promote safety to the people, secure the scene, notify the dispatcher and preserve the evidence at a Family Violence crime scene.

The police officer should know at all times the location of the other police officers at the Family Violence scene.

EFFECTIVE COMMUNICATION AND FAMILY VIOLENCE SITUATIONS:

We personally assume things that may or may not be a reality or a fact. We should not assume things, but make further investigation. In all community policing effective communication is imperative, as the officers apply the essential laws, rules and regulations.

Civil litigations (law suits) have resulted in the substantial loss of actual dollars due to ill-trained officers or officers not using the professional know-how in the performance of their duties. It is imperative that all officers maintain a current knowledge of the laws the effectively utilize them in a practical manner.

THE VALUES OF FAMILY AND COMMUNITY POLICING

PROFESSIONALISM AND COMMUNITY APPEARANCE:

Professionalism consists of conducts, the aims, the qualities that characterize and exemplify a person engaged in a profession. A profession is obtained through academic, training and/or specialized knowledge.

The police officer must continue to display a professional and honest demeanor at all times. The three essentials of a positive demeanor are:

- A. Honesty
- B. Proper Demeanor
- C. Outward Presentation

The outward appearance of the officers works to provide the proper respect. Things that are often taken for granted, must be emphasized in professionalism. Wearing a clean and freshly pressed uniform, shined shoes, and the proper hair style provides a depiction of professionalism for the police officer.

The appropriate behavior, conduct and mannerisms of a police officer exemplify the essentials of professionalism and are very important to effective community policing.

A police officer must carry himself/herself in a professional manner at all times, no matter what circumstances confront him or her.

Police officers should depict professionalism at all times. He/she should not loaf or loiter. Professionalism is not an option, but a requirement.

THE VALUES OF FAMILY AND COMMUNITY POLICING

ETHICS AND COURTESY

Ethics and Courtesy are two of the critical issues viewed in today's society. Administration and Management in all major police departments consist of constructively observing and analytically assessing ethics and courtesy. Due to the many issues and the constant increase of Civil Liabilities and complaints in the 1990s, it is imperative that every law enforcement organization take the time to effectively train personnel in the importance of ethics and courtesy.

Currently, ethics and the principles of ethics have resulted in negative implications as never in the past. Ethics have evoked questions that were not thought of in previous years. It has divulged itself as a controversy in every major police department in the country.

Courtesy is something that some law enforcement departments possess, others attempt to attain, and others lack immensely. It can be a means to prevent problems and provide professionalism, if utilized in a constructive manner. It is the respect that is rendered to the public, family violence situations and every aspect within the context of policing.

Due to diverse and unique values, beliefs and philosophies of life of people, police organizations are shaped and influenced in many ways. However, police must be continually aware that each officer is an example to the families and the community. Certain attributes and characteristics are essential in both ethics and courtesy. Listed below are seven requirements -

1. Articulate Worth, Merit and Dignity
2. Sensitivity and Sensibility
3. Knowledge, Wisdom and Understanding
4. Reasoning-Problem Solving & Decision Making Techniques
5. Integrity, Honesty and an Example to the Community
6. Concern and Courage
7. Empathy

ETHICS CONSIST OF RIGHT AND WRONG BEHAVIOR.

Ethics is a principle of right/wrong or good/bad conduct. It is a system of moral principles and values. The study of the moral choices in the police department are made by the officer and his/her relationship with others. It consists of the rules, regulations and standards which govern the conduct of the members of the law enforcement profession. In the issue of ethics, the officer's beliefs, values and philosophy of life intercede to play a major role in the actions of the individual. This demands that the officer is an example to the community in accordance to the organizational policy, procedures and generated orders.

THE VALUES OF FAMILY AND COMMUNITY POLICING

COURTESY IS TREATING OTHERS THE WAY YOU WOULD LIKE TO BE TREATED.

Courtesy is the professional, considerate and correct attitude performed in accordance to daily interactions and human relations. Polite behavior, gestures or remarks that exemplify professionalism.

The attitude of courtesy is perhaps the very essence of working effectively with people. There is no substitute for an person's efficiency in building sound human relations. This is performed only through the many opportunities for positive and effective human interactions.

ETHICS AND COURTESY GO HAND-IN-HAND!

When speaking to citizens or supervisors the proper terminology consists of using the terms - SIR, MA'AM, MISS, MRS, or MS. First names and other informal terms should not be used.

What we like or dislike about a person often affects how we treat the person. A bad experience with one member of a minority group can affect our attitude towards the entire group. It is important, as officers, that we do not stereotype. Officers must depict professionalism utilizing the proper ethics and courtesy and positive demeanor. This further requires that we utilize assertive behavior, rather than passive or aggressive when working with pro-active measures of family violence.

THREE BASIC BEHAVIORS

- (1) **PASSIVE** - An excessively quiet, and non-assertive behavior that fails to take the essential actions needed to perform the job in a professional manner.
- (2) **ASSERTIVE** - Respecting the rights of others, as well as respecting the rights of yourself. An assertive person displays professionalism and performs his/her job in a courtesy and ethical manner. An assertive person is sensitive to the needs of others. This is an essential characteristic of an effective officer and a good leader.
- (3) **AGGRESSIVE BEHAVIOR** - The overbearing, controlling behavior that depicts an "overpowering individual." This person projects a "bully-like" attitude. Aggressive behavior is often "displaced aggression."

THE VALUES OF FAMILY AND COMMUNITY POLICING

CROWD CONTROL

Officers should be aware of crowds that might be forming when working with Family Violence incidents. Dispersing of crowds are mandatory in order to prevent problems that might occur.

The four types of crowds are:

Casual
Expressive
Active
Hostile

The police officer should focus his/her attention on people who are disruptive, in order to clearly identify them later on.

Family Violence Controlling Factors -

Utilizing constructive force is also important when working with family violence incidence. There are three types of force:

- Physical - Physical actions and behavior
- Psychological

Psychological force is that force that is utilized when a person is controlled through the body language and tonal qualities of your voice. Productive maneuvers of psychology are critical endeavors that can be utilized to control the situation-at-hand.

- Verbal - Information transmitted in words; oral interactions

The police officer can use these techniques to control situations; and can also be used as a source of preventive measures.

A police officer when working with emergency situations needs patience, understanding and tact.

Officer should use assertive behavior. A meek voice, eyes looking downward, and a slumped body posture displays a non-assertive position.

**POLICE OFFICERS AND CULTURAL DIVERSITY
(FAMILIES, COMMUNITY & POSITIVE RELATIONS)**

THERE ARE BASICALLY THREE TYPES OF POLICE, FAMILY AND COMMUNITY RELATIONS PROGRAMS:

1. THOSE FAMILIES THAT SEEK TO ESTABLISH A MEANINGFUL DIALOGUE BETWEEN THE POLICE AND THE COMMUNITY.

A. GETTING TO KNOW ONE ANOTHER

B. ACCEPT AND RESPECT ONE ANOTHER

1. NEIGHBORHOOD MEETINGS
2. CITIZENS' ADVISORY GROUPS
3. CHURCH INTERACTIONS
4. COMMUNITY EDUCATION IN CRIME PREVENTION, RIDE-ALONG WITH THEIR POLICE
5. SCHOOL VISITS

2. THOSE FAMILIES AND GROUPS THAT PROVIDE SERVICES TO THE COMMUNITY, AND THEREBY IMPROVE THE POLICE IMAGE AND THE REPUTATION OF THE DEPARTMENT AMONG GROUPS THAT HOLD THEM IN LOW RESPECT. (Johnson, Griggs)

A. HELPING YOUNGSTERS OBTAIN JOBS AND ESTABLISH SPORTS IN ORDER TO MOVE THEM FROM THE STREETS INTO VIABLE AND FUNCTIONAL PROGRAM.

B. ARRANGING FOR CHILD CARE WHEN PARENTS HAVE BECOME INCAPACITATED AND/OR ARRESTED.

C. PROVIDING FASTER RESPONSE TIME TO SERVICE CALLS.

D. INCREASING FOOT PATROLS

E. OPENING FAMILY, CHURCH AND COMMUNITY INTERACTION GROUPS

F. OPERATING RECREATION PROGRAMS AND HANDICRAFTS

1. Provide information regarding Preventing Family Violent.

2. Family Violence Referral

POLICE OFFICERS AND CULTURAL DIVERSITY

3. THOSE EXPERIMENTING WITH NEW LEARNING APPROACHES OR ENVIRONMENTS AIMED AT EXPLAINING AND CHANGING THE POLICE ROLE

- A. OFFICERS RECEIVE SENSITIVITY AND AWARENESS TRAINING AT THE POLICE ACADEMY**
- B. TRAINING CONFRONTING POLICE PREJUDICE AND RACIAL STEREOTYPING AND WORKING WITH THE POLICE IMAGE BY PROVIDING HUMAN RESOURCE DEVELOPMENT TRAINING.**
- C. ROLE PLAYING & PARTICIPANT OBSERVATION, CULTURAL RELATIONS AND HUMAN RELATIONS TRAINING.**
- D. CONTINUING EDUCATION FOR INSERVICE PERSONNEL, SPECIAL SKILL RELATIONS TRAINING.**
- E. DEVELOPING SPECIAL SKILLS & TECHNIQUES TO MANAGE CONFLICT SITUATIONS AND SOCIAL CRISIS.**

CULTURAL DIVERSITY

IN THE COMMUNITY, THE CULTURE AND HOW OFFICERS STEREOTYPE INDIVIDUALS PLAY A HIGHLY CRITICAL COMPONENT IN THE HUMAN RELATIONS AND INTERACTIONS. THESE COMPONENTS CAN HELP THE OFFICERS WORK MORE EFFECTIVELY IN FAMILY VIOLENCE INTERACTIONS.

DEFINITION OF CULTURE

THE SHARED EXPLANATION FOR EVENTS AND ACTIONS, AND THE PRESCRIBED RESPONSES TO SPECIFIC SITUATIONS THAT WE HOLD IN COMMON WITH OTHER PEOPLE WHO ARE A PART OF OUR GROUP, TRIBE, NATION, SOCIAL CLASS OR COLLECTIVITY.

DEFINITION OF STEREOTYPE

WHETHER FAVORABLE OR UNFAVORABLE, A STEREOTYPE IS AN EXAGGERATED BELIEF ASSOCIATED WITH A CATEGORY. ITS FUNCTION IS TO JUSTIFY (RATIONALIZE) OUR CONDUCT IN RELATIONS TO THAT CATEGORY. IT IS A FIXED IDEA THAT ACCOMPANIES THE CATEGORY; AND WHEN WORKING WITH VARIOUS CULTURAL RELATIONS, IT OFTEN RESULTS IN PREJUDICE.

The context in which law enforcement officers view "cultural relations" works at describing and explaining the way groups of people live. Culture includes the rules in which groups dictate appropriate behavior. This particular behavior is learned by individuals from their basic family background, church, education and social structure. Our environment and culture play a key role in our actions and ways. We learn the values, beliefs and our philosophy of life, which is displayed in our behaviors.

This is the focus of cultural relations which must be understood in order to work effectively as a law enforcement officer. This works to establish and maintain effective relationships in a multi-cultural global world.

WE ARE THE PRODUCT OF OUR ENVIRONMENT.

THE VALUES OF FAMILY AND COMMUNITY POLICING

CULTURAL DIVERSITY

In the United States, it is our system which attempts to teach the dominant American culture. Henceforth, persons who come into the system from other cultures have generally been considered disadvantaged. Often our traditional police system, as well as many of our institutions, have not made adequate provisions or provided respect for persons of culturally diverse backgrounds.

Other aspects of the police culture in the United States are-

- A. Except for persons who have immigrated directly from a foreign culture, the acceptance and understanding of other cultures are not readily accepted.
- B. Ignorance of the law is not acceptable, However, immigrating cultures have brought many culturistic values, beliefs, idiosyncracies and diverse human interactions to the United States.
- C. The individual's self-concept and identity are based on that particular culture and the attempt to become an active part of this system. Difficulties often result.

In studying "culture and differences," police must recognize that there are differences in groups of people. It is not correct to assert that "all people are the same." One must understand and respect the differences between persons as groups and as individuals. Diverse Cultures are ingredients in the United States.

ISSUES MUST BE CONSTRUCTIVELY ADDRESSED IN ORDER THAT POLICE AND COMMUNITY RESOLVE THE DIFFICULTIES IN RACE RELATIONS AND CULTURAL DIFFERENCES. OFFICERS SHOULD WORK AT -

BEING AWARE AND ACCEPTANCE OF UNIQUE CULTURES.

POLICE AND COMMUNITY RELATIONS MUST WORK AT UNDERSTANDING DIVERSE CULTURES AND THEIR ENVIRONMENT.

CONSTRUCTIVE WAYS IN WORKING WITH CULTURAL DIVERSITY AND POSITIVE COMMUNITY ACTIONS.

CRISIS INTERVENTION IN POLICE-COMMUNITY RELATIONS AND PRO-ACTIVE FAMILY VIOLENCE INTERVENTIONS.

THE VALUES OF COMMUNITY POLICING

OFFICER'S VALUES IN PERSPECTIVE

LOOKING FOR BALANCE AND HARMONY

Intellectual

Spiritual-----Emotional

Physical

ATTITUDE RENEWAL SHOULD BE A DAILY PROCESS.

'NIP IN THE BUD ANY NEGATIVE RAMIFICATIONS.

REMEMBER: NEGATIVE JUNK BEGETS NEGATIVE JUNK!

"If you believe you can, you can."

Police can work to prevent the continual escalation of family violence. It demands that families, the community, educational system, medical system and all aspect of the criminal justice system work effectively together to work at pro-active measures, rather than after the fact.

THE VALUES OF FAMILY AND COMMUNITY POLICING

POLICE OFFICERS AND CULTURAL DIVERSITY

IN PRINCIPLE, THE TWO MAJOR GOALS OF POLICE COMMUNITY RELATIONS WHEN WORKING WITH FAMILY VIOLENCE ARE: (Crummie, Dowell, Williams):

1. TO ERADICATE POLICE PREJUDICE TOWARD ANY MINORITY GROUP (BLACKS, HISPANICS, CUBANS, YOUTH, STUDENTS, JUVENILES, SENIOR CITIZENS) AND TO HAVE A BETTER UNDERSTANDING BETWEEN POLICE AND FAMILIES IN THE COMMUNITY.
2. TO REDUCE ANY OF THE MINORITY COMMUNITY'S HOSTILITY TOWARD THE POLICE WHEN WORKING WITH FAMILIES. THE PROCESS FOR DOING SO -
 - A. INVOLVES CHANGING ANY NEGATIVE PERCEPTIONS OF POLICE OFFICERS
 - B. REQUIRES WORKING COLLABORATELY WHICH WILL RESULT IN ...
 1. POSITIVE COOPERATION, CONSTRUCTIVE SUPPORT, FRIENDLY AND FUNCTIONAL POLICE/FAMILY/COMMUNITY RELATIONS.
 2. ENSURING THE ISSUES ARE WORKED OUT. PATROL OFFICERS WHO ARE THE BACKBONE OF THE DEPARTMENT CAN BE VIEWED AS THE MAJOR SEGMENT THAT SERVE THE FAMILY AND COMMUNITY.

WHILE POLICE COMMUNITY RELATIONS IS VIEWED AS A TWO-WAY STREET, THE MAJOR RESPONSIBILITY IS PLACED ON THE POLICE. POLICE MUST BE VISIBLE IN THE COMMUNITY TO SUSTAIN THE PACE OF IMPROVED RELATIONS. REACHING OUT TO FAMILIES WHICH MAKEUP THE COMMUNITY IS MANDATORY.

IN THE 1990'S WE ARE NO LONGER A MELTING POT, BUT A GROUP OF DIVERSE FAMILIES - EACH WITH THEIR OWN IDEAS, THOUGHTS, VALUES AND CULTURISTIC DIFFERENCES.

THIS REQUIRES A RESPECT FOR CULTURAL DIVERSITY AND VALUES.

FAMILY VIOLENCE SUMMARY AND CONCLUSION

Family Violence Definition:

FAMILY VIOLENCE is defined as violence between adults, siblings and children who are living in a household or have lived together in the past. This consists of elder abuse, child abuse, spouse abuse, as well as all domestic violence.

Family Violence And Police Officers:

The feeling of losing control during the family disturbance and interactional dispute provides the officer with problems that he/she can, at times, work through with preventive measures. If this does occur, a way to generate the positive approach in Family Disturbance Discipline is through involvement and other control techniques.

There are both pros and cons regarding family disturbance involvement. Many experienced officers who advocate involvement, claim it makes a difficult situation more positive, and displays interest and concern towards the disputants.

Involvement forces the disputants to concentrate on the subject at hand. Officers perform constructively and utilizing the necessary proactive measures in order to work effectively with the participants towards a productive outcome. Family Violence (Spouse Abuse, Domestic Abuse, Elder Abuse and Child Abuse) is a Crime and must be dealt with in order to arrest the perpetrator.

Educating and training police officers to handle spouse abuse and wife beating calls is a necessity for all police agencies. The stress and danger involved in these calls make it imperative that responding officer learn to arrest the perpetrator. It further demands that the officers ensure their own safety and that of the family members.

Many positive family units tend to regress over time, resulting in an aggravated assault or homicide. An officer needs to understand the social roots of the problem and learn how to respond in ways that will neither escalate the immediate violence nor contribute to a subsequent deterioration of the situation. Police training programs should be designed to improve the officers' intellectual grasp of Family Violence. During the family violence problem, all difficulties should be clarified so that the officers can take the necessary responsibilities.

FAMILY VIOLENCE SUMMARY AND CONCLUSION

The oldest form of patrol is:

foot patrol

Patrol comes from French word "Patrolier" which means to walk through the puddle.

Officers interacting with the family and community via the use of foot patrol display much visibility. This visibility often works as preventive measures, rather than after-the-fact. Officers' visibility can serve as pro-active measures towards family violence.

Police personnel must remember that a police system is only as good as the people that participate in it.

In the medical field a person is considered an adult at the age of 18 years old. In the criminal justice field, the person is considered an adult at age 17 can be arrested. Juveniles are under the age of 17 years old and are detained. Family Violence is a Crime and the abuser can be arrested.

To ensure safety of the officers, when a Family Violence situation appears to be critical and/or dangerous, the officer should request a backup police unit.

The police officer must use all of his/her five senses when working with Family Violence situations. They consist of:

- The gut-level feeling (taste), Smell, Touch, Sight and Hearing.

POLICE OFFICERS WORKING IN FAMILY VIOLENCE INCIDENTS MUST UTILIZE CRIME PREVENTIVE MEASURES. THE CRIME PREVENTION TRIANGLE CONSISTS OF THE VICTIM, THE OPPORTUNITY, AND THE CRIMINAL INTENT. PRO-ACTIVE MEASURES REQUIRE THAT WE ERADICATE ONE OF THE COMPONENTS IN ORDER TO WORK AT REDUCING FAMILY VIOLENCE SITUATIONS. OFFICERS MUST STRIVE FOR EXCELLENCE UTILIZING PROFESSIONALISM WITH ETHICS, COURTESY AND EFFECTIVE COMMUNITY POLICING WHEN WORKING WITH FAMILY VIOLENCE.

FAMILY VIOLENCE CONCLUSION AND SUMMARY

The statement made by Detroit Council president, Maryann Mahaffey, in the mid-1970s was reviewed as an alternative view. It is now an accepted view that is readily implemented by informed police officers who are knowledgeable of the law and act professionally in order to arrest the abuser. The officer can work effectively when he/she knows the law and can adequately enforce it. The abused then has the opportunity to obtain the necessary help and not be trapped in an abusive and violent situation.

Councilwoman Maryann Mahaffey's statement:

I would hope that the day would come when, instead of having to remove the woman and her children from her home, we could remove the husband or abusing individual. The reason for this suggestion is simple: it is much easier for the adult male to make arrangements to live elsewhere to get to work than it is for the woman and her children to have to leave home. When they leave home, they also leave the school, the neighborhood, and the result is disruption, not only for the woman but in the lives of the children.

WHEN WORKING WITH FAMILIES, THE FOCUS FOR LAW ENFORCEMENT OFFICERS IS ON ENFORCING THE LAW.

ARREST ON PROBABLE CAUSE IS NECESSARY FOR
FAMILY VIOLENCE CRIMES

Police officers must remember that assault is a crime, whether it is between strangers or family members. The work of the officer demands that the necessary skills and techniques are developed in order to arrest and provide the essential information. In many cases, arresting the assaulter will work to prevent future incidents.

Historically, the law enforcement agencies failed to utilize its arrest powers during family violence incidents. At times, when it was constructive to utilize arrest, and arrest would have been a pro-active measure, officers tended to step-away from family violence incidents.

FAMILY VIOLENCE CONCLUSION AND SUMMARY

The old adage that "A man's home is his castle," tended to protect the assaulter. Officers thought because this was the domicile of the abuser, he had certain rights and the officers would not intrude, even when the legislature had provided the right to arrest. Officers believed that this was the major consensus of the community, public, medical world, educational, criminal Justice system and other systems. The emphasis that victims had certain rights was sweep under the rug, apparently because the man's home was his castle. Whatever transpired behind closed doors was not a concern of others, and especially the police department.

However, if the "castle" did belong to the male, did not the female who was often the victim possess the same unalienable rights?

Times change - People Change, Places Change and Things Change. Our current legislation emphasizes the enforcement of laws to protect the victim. This must be communicated properly with the attitude that violence within the confines of the home, is a crime. "Violent behavior" is "criminal behavior" and the abuser will be arrested.

However, the abuser is often skilled in placing the blame for the abuse upon the victim. Many times women begin to feel responsible for the abuse. The sense of guilt continues to escalate with the female believing that she has caused the problem.

The Dynamics of Abuse continues and often becomes cyclic. Constructive Change for pro-active family violence measures begin with each person in the system. Law enforcement officers can work effectively and efficiently to make the change utilizing pro-active measures. Family Violence Police training is essential and must meet two criteria:

- (1) Must produce behavioral changes for the officer with efficiency - doing things right; and effectiveness -doing the right thing. (Drucker)
- (2) Must create worth in order to benefit the department. This demands practical on the job application - Making the proper arrests. This must be carried out effectively and efficiently. (Brinkerhoff, Griggs, Ivory-Martin)

The Police Department is continually making a concerted effort to provide workable and problem solving Family Violence Training programs that result in measurable outcomes. Well trained officers will benefit Family Violence victims in stopping the violence. Police departments will also benefit in deterring family abuse victims civil litigations.

FAMILY VIOLENCE SUMMARY AND CONCLUSION

It is imperative to know that winning the fight against Family Violence can save or establish a community. The community consists of families which when working productively can work with the law enforcement agencies utilizing crime pro-active measures. Pro-active measures of family violence require clear and constructive components, that are easily identified - ways to prevent the aberrant behavior, available shelters and contacts to aid and assist the victims. This requires that all facets of the community, the criminal justice system, educational system, medical system interface and network constructively to ensure that the job is done. The community working together can help themselves and each other. Families and groups that makeup the community are rewarded for their success and reduce not only family violence, but other community problems.

Family Violence pro-active measures require that every person work effectively with preventive Techniques -

- A. How to reduce chances of being a family violence victim demands avoiding hazardous and precarious situations. This is easier to state than to actually put into practice. The more aware a person is, he/she can work with preventive measures and self-protection, rather than after-the-fact. Obtaining help right away to prevent further difficulties can work at self-preservation for family members and the community. Self-protection is important for all adults, adolescents, and children.
- B. During adolescent years, it is the time for widening of horizons and working with Domestic Violence Awareness and Preventive measures. The education system can provide information in order that the cycle of domestic violence through awareness can be broken. Without appropriate Knowledge and pro-active measures, many adolescents find themselves in precarious positions within a few years and not aware of various "helping" programs. This is intensified, if the adolescent does not have a positive role model to emulate. Additionally, an adolescent who is a product of a dysfunctional family of violence who has exhibited violence over the years.
- C. The law enforcement, courts, corrections, education, medical field and service providers must work together to offer the horizons in constructively working with Family Violence Awareness and Preventive measures.

FAMILY VIOLENCE SUMMARY AND CONCLUSION

Carrow (1980) - The task force supports victim compensation; However, geared to cost and fraud, virtually all compensation programs eliminate victims for eligibility where the defendant is closely related to the victim.

When thinking about the nature of the crime of Family Violence, channeling on the nature of the problem itself at times seems to be the more fruitful approach.

Eisenberg, S.L.E. and P. L. Micklow (1977). Histories of the legal development of child and spouse abuse laws show that the law has often been silent or ambiguous about actions that, although technically criminal, take place within the context of the family.

Kosako (1984) - It seems to be that a great part of the problem lies in the ambivalence that is towards non-stranger crime. Traditionally, the thinking has been not to think of these incidents as crimes, but as personal arguments which have gotten out of hand. Yet, it is also clear that assaults, robberies, and other crimes which occur between spouses, lovers, live-in friends, and neighbors affect many people have some public effect. More than simply threatening our ideal images of social relationships, violent relationships with others can perpetuate themselves in a "cycle of violence."

Kosako (1984) - Thus, if the legal system is ambiguous about the status of these actions as "crimes," then it is not suprising that there is often an uncertainty in the minds of these victims about whether or not they are victims. This ambiguity in the law and in the minds of victims has been blamed for the reluctance on the part of the victims to even conceive of themselves as victims and to seek help for their situations.

Schechter (1982) stated that although the woman is the victim of assault, which is a crime, to handle her case without considering her desires is to reinforce the feelings of helplessness and dependency which have contributed to her continued victimization.

A VICTIM'S PRAYER

God, you are my Shephard. Show me how to get out of this situation. I am tired of being battered and abused. I no longer want to be a part of this violent situation. Lord, show me what directions I must take in removing myself and my children from this adverse situation. Give me much wisdom, knowledge and understanding that I, when I am strengthened, might help others.

Guide me in a clear way that others may observe my life and realize that they can do the same thing. I know there is nothing impossible with you God. You are a "Right Now God," so show me in a clear and direct way, that I might partake of my "new life," without the continual inconsistencies. Thank you God!

Anonymous

DETROIT METROPOLITAN POLICE ACADEMY
FAMILY VIOLENCE TRAINING CURRICULUM
(Six Days of Training)

DAY ONE

8:00AM - 4:00PM

I. FAMILY VIOLENCE OVERVIEW

(1 hr) 8:00- 9:00

- A. Introduction & Orientation
 - 1. Importance of Family Violence Training
 - 2. Motivation - Need for Training
- B. Introduction & Instructor's Area of Expertise
 - 1. Professional Preparation
 - 2. Desire/Knowledge/Ability/Appearance
- C. Requirements of Academy
 - 1. Rules & Regulations
 - 2. Parking, Policies & Procedures
- D. Organization of Course
 - 1. Content
 - a. History, Practical lecture & exercises
 - b. Simulation exercises
 - c. Hands-On Procedures
 - 2. Course Requirements
 - a. Pre-Examination & Post-Examination
 - b. Curriculum
- E. Program Goals & Objectives
 - 1. Current Legislation & Practical Use
 - 2. New Department Policies & Procedures
 - 3. Safety Techniques, Patrol & Arrest
 - 4. Effective Intervention Techniques
- F. Pre-Family Violence Examination

II. DOMESTIC DISPUTES

(2.5 hrs) 9:00-11:30

- A. Definition of Domestic Violence
- B. Incidence of Violence
- C. Detroit Statistics & Distribution In Society
 - 1. Econo-societal, cultural and racial classes
 - 2. People w/fewer resources likely to call police
- D. Dynamics of Family Violence
- E. Officers' Attitudes Towards Family Violence
 - 1. Significant Impact in Handling Police Runs
 - 2. Changing Police Attitudes
 - 3. Behavioral Theory & Cognitive Theory
- F. Individual Police Differences
- G. Factors Affecting Police & Community's Attitude

LUNCH

(.5 hrs) 11:30-12:00

DAY ONE (Con't)**12:00AM - 4:00PM****III. DOMESTIC VIOLENCE CYCLE DYNAMICS OF ABUSE (2hrs) 12:00- 2:00**

- A. Reasons for Occurrence
 - 1. Childhood socialization
 - 2. Socio-cultural values
 - 3. Societal approval of wife beating
 - 4. Individual psychology
- B. Alcohol Abuse & Family Violence-Dysfunctional Families
 - 1. Co-dependency/Drinking & Abuse
 - 2. Distorted Thinking
 - 3. Past Incidences
 - 4. Violence - Male/Female Abusers
- C. Reasons Victim Remains In Situation
 - 1. Limited Resources
 - 2. Distorted Socialization
 - a. Fault of victim
 - b. "Double Messages" (verbal vs. physical)
 - c. Learned Helplessness
 - 3. Hope Situation Will Become Better
 - 4. Feel Love &/or Duty towards spouse or family
 - 5. Have been rebuffed by others
 - a. during previous request for help
 - b. lack of effective resources
- D. Reasons for Police Involvement in Family Violence
- E. Dynamics of Family Violence

IV. GROUP AND FAMILY INTERACTIONS**(2 hrs) 2:00- 4:00**

- A. Types of Families
 - a. Nuclear/Extended Family
 - b. Blended/Single parent
- B. Targets of Violence/Group-Family Situations
 - a. Assaults of spouses
 - b. Domestic Violence
 - c. Assaults on children & elderly
 - d. Erratic Parents
 - e. Chaotic Environment
 - f. Emotional Disorders
 - g. Fear of Abandonment
 - h. Divided Loyalties
- C. The Dysfunctional Family & Group Interactions
- D. Enhancing Family & Group Interactions

FAMILY VIOLENCE TRAINING CURRICULUM**3****DAY TWO****8:00AM - 4:00PM****V. CURRENT LEGISLATION AND ORDINANCES (1.5 hrs) 8:00-9:30**

- A. Family Violence State Statutes
- B. Assault Arrests Without A Warrant
 - 1. 1980
 - 2. M.C.L.A. 764.14a For Police
- C. Police Officers
 - 1. 1985-M.C.L.A. 764.15c
 - 2. Shall Inform Victims of Services
- D. Abuse Injunctions
 - 1. Old Injunctive Order-1978
 - 2. M.C.L.A. 600.2950 (1983)/M.C.L.A. 552.14 (1983)
 - 3. Obtaining & Enforcing - Child Abuse
- E. Criminal Complaints
 - 1. Misdemeanors Prosecution Procedures
 - 2. Felony Prosecution Procedures
 - 3. Court Ordered Counseling

VI. COMMUNICATION & PERCEPTIONS (2 hrs) 9:30- 11:30

- A. Perception and Pre-conceived Notions
- B. The Reason or Need for Attitude Transitions (Changes)
 - 1. Transmittal/Source (Sender-Receiver)
 - 2. Listening Techniques/Understanding (Feedback)
- C. Characteristics of the receiver
 - 1. Abilities & Experience
 - 2. Proper Attitude v. Improper Attitude
- D. Barriers to Communication
 - 1. Diverse Backgrounds/Age/Language
 - 2. Unclear Meanings
 - a. Abstract words
 - b. Multiple Meanings
 - 3. Body Language-Kinesics
 - a. "Double Messages" (verbal vs. physical)
 - b. Controlling the Situation

LUNCH (.5 hrs) 11:30-12:00**VII. OFFICER'S MOTIVATION & ATTITUDE (4 hrs) 12:00- 4:00**

- A. Officer's Attitude & Motivation
- B. Motivators vs. Demotivators
- C. Effective Interactional Skills
 - 1. Assessing Officer's Skills
 - a. Beliefs, Values & Philosophy
 - b. Strengths & Weakness
 - 2. Officer's Goal Setting
- D. The Officer as a Leader/Guide/Mediator
 - 1. Leadership Styles/Motivation & Achievement
 - 2. Positive Vehicle to Guide/Encourage
 - 3. Defense Mechanisms/Negative Leadership Attributes

DAY THREE**8:00AM - 4:00PM****VIII. ELDER ABUSE****(3.5 hrs) 8:00-11:30****A. Elder Abuse History**

1. Definition of Elder Abuse
2. Previous Elder Abuse Information
3. Misnomers & Erroneous Concepts
4. Mistreatment of the elderly

B. Gerontological Process & Family

1. Continuity of Aged & Family Violence
2. Elderly Family Inconsistencies
3. Family Intervention for the Elderly
 - a. Research
 - b. Preventive & On-Going Procedures

C. Type of Abuse & Determinators

1. Physical Abuse
2. Physical Neglect
3. Psychological Abuse

D. Personal Rights & Material Abuse

1. Violation of Rights
2. Material Abuse & Indicators

LUNCH**(.5 hrs) 11:30-12:00****IX. HANDLING ABNORMAL AND VIOLENT PERSONS (4 hrs) 12:00- 4:00****A. Mental Retardation v. Mental Illness**

1. Observing
2. Listening
3. Additional Outward Signs

B. Twelve Signs of Mental Illness

1. Grandiose Behavior
2. Extreme Changes in Behavior
3. Paranoid Person
4. Extreme Bizarre Behavior
5. Talking to Himself/Herself
6. Extreme Losses of Memory
7. Observes, Smells or Tastes Non-Existent Things
8. Psychopath/Sociopath/Psychosis
9. Bodily Aliments That are not Possible
10. Compulsive-Obsessive Behavior
11. Extreme Fear
12. Schizophrenia

FAMILY VIOLENCE TRAINING CURRICULUM

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DAY FOUR

8:00AM - 4:00PM

X. SPOUSE ABUSE (3.5 hrs) 8:00-11:30

- A. History of Spouse Abuse
- B. Practical Application of Spouse Abuse Acts
- C. Battering Personality Signs
- D. Spouse Abuse Models
- E. Demonstration Methods
 - 1. Past, Present & Projected Programs
 - 2. Shelter, Referrals & services

LUNCH (.5 hrs) 11:30-12:00

XI. FAMILY VIOLENCE CRISIS INTERVENTION (2 hrs) 12:00-2:00

- A. What is Crisis Intervention?
 - 1. Overview - People-Oriented/Task-Oriented
 - 2. Environmental (Physical)/Psychological
- B. Training & Policies in Other Department
 - a. New York
 - b. Los Angeles
 - c. Atlanta
- C. Recommended and Established Police Practices
 - 1. Effectively Correcting mistakes
 - 2. Being consistent
- D. Approach Techniques
 - 1. Arrival
 - 2. Corrective measures
- E. Other Interference
 - 1. Dealing with Anxiety
 - 2. Knowledge of Area v. Unknown
 - 3. Personal Perceptions
 - 4. False Interpretations
 - a. too high expectations
 - b. message competition
- F. Managerial Skills
 - a. Human
 - b. Technical
 - c. Conceptual

XII. SUICIDE & SUICIDE PREVENTION (2 hrs) 2:00-4:00

- A. Suicide - Historical Crisis Intervention
 - 1. Fastest growth of Suicide
 - 2. Suicide Pact
 - 3. Suicide Copy Process & Procedures
- B. Current Training & Preventive Measures
 - 1. Professional Assistance
 - 2. Psychological-Suicide Contract

FAMILY VIOLENCE TRAINING CURRICULUM

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DAY FIVE

8:00AM - 4:00PM

XIII. CHILD ABUSE AND NEGLECT (3.5 hrs) 8:00- 11:30

- A. Defining Child Abuse
- B. Historical Overview of Child Abuse
- C. Abused & Neglected Child Reporting Act
- D. Child Sexual Abuse & Exploitation Treatment
 - 1. Incest
 - 2. Exploitation
 - 3. Child Threats
- E. Adolescent Abuse & Neglect
- F. Criminal Prosecution of Abusing Parents

LUNCH (.5 hrs) 11:30-12:00

XIV. EFFECTIVE SAFETY TECHNIQUES (2 hr) 12:00- 2:00

- A. Arrival
- B. Initial Assessment
 - 1. Part 1 - Legal Issues Re. Basis for Circumstance
 - 2. Part 2 - Initial Observation
 - 3. Part 3 - Approach & Procedures
- C. Violence Reduction
 - 1. Defuse - "Hot situation"
 - a. Halt confrontation
 - b. Prevent its re-occurrence
 - 2. Gaining Control of Situation
 - a. Hostile
 - b. Hysterical
- D. Officer's Responsibility & Accountability

XV. FACTFINDING PROCEDURES (2 hrs) 2:00- 4:00

- A. Interviewing
 - 1. Asking and Handling of questions
 - 2. Establishing Purposes of Questions
- B. Types of Questions/Techniques
 - 1. Oral Questions
 - 2. Open/closed
- C. Challenging or Threatening Questions
 - 1. Direct Questions
 - 2. Irrelevant Questions
- D. Appropriate Response/Action
 - 1. Arrest
 - 2. Resolution Process
 - 3. Provide Referrals
 - 4. Leave and Do Nothing
 - 5. Combination of Above
 - 6. Another Alternative
- E. Departure - Review of Safety
 - 1. Check Outside for possible hindrances
 - 2. Leave cautiously
 - 3. Officer's Demeanor

FAMILY VIOLENCE TRAINING CURRICULUM**7****DAY SIX****8:00AM - 4:00PM****XVI. STRESS AWARENESS AND MANAGEMENT (2 hrs) 8:00-10:00**

- A. Tension building stage
 - 1. Occurrence of minor family domestic
 - 2. Each officer-teamwork
- C. Primary Goal/Objectives
- D. Reactions to frustration
- E. Aggression/Resignation (Apathy)
- F. Effective Timing

XVII. CIVIL LIABILITY (1.5 hrs) 10:00-11:30

- A. Civil Liability Definition
- B. Pro-active versus Re-active
- C. Preventive Measures
 - 1. Written measurements
 - a. Spouse Abuse Practical Laws & Mandates
 - b. Child Abuse Preventive Measures
 - c. Elder Abuse Pros and Cons
 - 2. Practical Implementation
 - a. Understanding Current Laws
 - b. Police Officers & Attitudes
 - c. Civil Litigations & Training
 - 3. Arrest Procedures & Practical Application

LUNCH (.5 hrs) 11:30-12:00**XVIII. FAMILY VALUES & CULTURAL DIVERSITY (1 hr) 12:00- 1:00****XIX. FAMILY VIOLENCE SUMMARY AND CONCLUSION (1 hr) 1:00- 1:30****XX. DOMESTIC VIOLENCE ROLEPLAYING (2 1/2 hrs) 1:30- 4:00**

- A. Roleplaying & Scenarios
- B. Family Violence Training Examination
- C. Evaluation/Feedback

DETROIT METROPOLITAN POLICE ACADEMY
FAMILY VIOLENCE TRAINING CURRICULUM
(Five Days of Training)

DAY ONE

8:00AM - 4:00PM

I. FAMILY VIOLENCE OVERVIEW

(1 hr) 8:00- 9:00

- A. Introduction & Orientation
 - 1. Importance of Family Violence Training
 - 2. Motivation - Need for Training
- B. Introduction & Instructor's Area of Expertise
 - 1. Professional Preparation
 - 2. Desire/Knowledge/Ability/Appearance
- C. Requirements of Academy
 - 1. Rules & Regulations
 - 2. Parking, Policies & Procedures
- D. Organization of Course
 - 1. Content
 - a. History, Practical lecture & exercises
 - b. Simulation exercises
 - c. Hands-On Procedures
 - 2. Course Requirements
 - a. Pre-Examination & Post-Examination
 - b. Curriculum
- E. Program Goals & Objectives
 - 1. New Legislation
 - 2. New Department Policies & Procedures
 - 3. Safety Review
 - 4. Effective Intervention Techniques
- F. Pre-Family Violence Examination

II. DOMESTIC DISPUTES

(2.5 hrs) 9:00-11:30

- A. Definition of Domestic Violence
- B. Incidence of Violence
- C. Detroit Statistics & Distribution In Society
 - 1. Econo-societal, cultural and racial classes
 - 2. People w/fewer resources likely to call police
- D. Dynamics of Family Violence
- E. Officers' Attitudes Towards Family Violence
 - 1. Significant Impact in Handling Police Runs
 - 2. Changing Police Attitudes
 - 3. Behavioral Theory & Cognitive Theory
- F. Individual Police Differences
- G. Factors Affecting Police & Community's Attitude

LUNCH

(.5 hrs) 11:30-12:00

DAY ONE (Con't)**12:00AM - 4:00PM****III. DOMESTIC VIOLENCE CYCLE-DYNAMICS OF ABUSE (2hrs) 12:00- 2:00**

- A. Reasons for Occurrence
 - 1. Childhood socialization
 - 2. Socio-cultural values
 - 3. Societal approval of wife beating
 - 4. Individual psychology
- B. Alcohol Abuse & Family Violence-Dysfunctional Families
 - 1. Co-dependency/Drinking & Abuse
 - 2. Distorted Thinking
 - 3. Past Incidences
 - 4. Violence - Male/Female Abusers
- C. Reasons Victim Remains In Situation
 - 1. Limited Resources
 - 2. Distorted Socialization
 - a. Fault of victim
 - b. "Double Messages" (verbal vs. physical)
 - c. Learned Helplessness
 - 3. Hope Situation Will Become Better
 - 4. Feel Love &/or Duty towards spouse or family
 - 5. Have been rebuffed by others
 - a. during previous request for help
 - b. lack of effective resources
- D. Reasons for Police Involvement in Family Violence
- E. Dynamics of Family Family Violence

IV. GROUP AND FAMILY INTERACTIONS (2 hrs) 2:00- 4:00

- A. Types of Families
 - a. Nuclear/Extended Family
 - b. Blended/Single parent
- B. Targets of Violence/Group-Family Situations
 - a. Assaults of spouses
 - b. Domestic Violence
 - c. Assaults on children & elderly
 - d. Erratic Parents
 - e. Chaotic Environment
 - f. Emotional Disorders
 - g. Fear of Abandonment
 - h. Divided Loyalties
- C. The Dysfunctional Family & Group Interactions
- D. Enhancing Family & Group Interactions

DAY TWO**8:00AM - 4:00PM****V. CURRENT LEGISLATION AND ORDINANCES (1.5 hrs) 8:00-9:30**

- A. Family Violence State Statutes
- B. Assault Arrests Without A Warrant
 - 1. 1980
 - 2. M.C.L.A. 764.14a For Police
- C. Police Officers
 - 1. 1985-M.C.L.A. 764.15c
 - 2. Shall Inform Victims of Services
- D. Abuse Injunctions
 - 1. Old Injunctive Order-1978
 - 2. M.C.L.A. 600.2950 (1983)/M.C.L.A. 552.14 (1983)
 - 3. Obtaining & Enforcing - Child Abuse -
- E. Criminal Complaints
 - 1. Misdemeanors Prosecution Procedures
 - 2. Felony Prosecution Procedures
 - 3. Court Ordered Counseling

VI. COMMUNICATION & PERCEPTIONS (2 hrs) 9:30- 11:30

- A. Perception & Pre-conceived Notions
- B. The Reason or Need for Attitude Transitions (Changes)
 - 1. Transmittal/Source (Sender-Receiver)
 - 2. Listening Techniques/Understanding (Feedback)
- C. Characteristics of the receiver
 - 1. Abilities & Experience
 - 2. Proper Attitude v. Improper Attitude
- D. Barriers to Communication
 - 1. Diverse Backgrounds/Age/Language
 - 2. Unclear Meanings
 - a. Abstract words
 - b. Multiple Meanings
 - 3. Body Language-Kinesics
 - a. "Double Messages" (verbal vs. physical)
 - b. Controlling the Situation

LUNCH (.5 hrs) 11:30-12:00**VII. OFFICER'S MOTIVATION & ATTITUDE (4 hrs) 12:00- 4:00**

- A. Officer's Attitude & Motivation
- B. Motivators vs. Demotivators
- C. Effective Interactional Skills
 - 1. Assess Your Skills
 - a. Beliefs, Values & Philosophy
 - b. Strengths & Weakness
 - 2. Officer's Goal Setting
- D. The Officer as a Leader/Guide/Mediator
 - 1. Leadership Styles/Motivation & Achievement
 - 2. Positive Vehicle to Guide/Encourage
 - 3. Defense Mechanisms/Negative Leadership Attributes

DAY THREE

8:00AM - 4:00PM

VIII. ELDER ABUSE

(3.0 hrs) 8:00-11:00

A. Elder Abuse History

1. Definition of Elder Abuse
2. Previous Elder Abuse Information
3. Misnomers & Erroneous Concepts
4. Mistreatment of the elderly

B. Gerontological Process & Family

1. Continuity of Aged & Family Violence
2. Elderly Family Inconsistencies
3. Family Intervention for the Elderly

- a. Research
- b. Preventive & On-Going Procedures

C. Type of Abuse & Determinators

1. Physical Abuse
2. Physical Neglect
3. Psychological Abuse

D. Personal Rights & Material Abuse

1. Violation of Rights
2. Material Abuse & Indicators

LUNCH

(.5 hrs) 11:00-11:30

IX. CHILD ABUSE AND NEGLECT

(2.0 hrs) 11:30- 1:30

- A. Defining Child Abuse
- B. Historical Overview of Child Abuse
- C. Abused & Neglected Child Reporting Act
- D. Child Sexual Abuse & Exploitation Treatment
 1. Incest
 2. Exploitation
 3. Child Threats
- E. Adolescent Abuse & Neglect
- F. Criminal Prosecution of Abusing Parents

X. HANDLING ABNORMAL AND VIOLENT PERSONS (2.5 hrs) 1:30- 4:00

- A. Mental Retardation v. Mental Illness
 - 1. Observing
 - 2. Listening
 - 3. Additional Outward Signs
- B. Twelve Signs of Mental Illness
 - 1. Grandiose Behavior
 - 2. Extreme Changes in Behavior
 - 3. Paranoid Person
 - 4. Extreme Bizarre Behavior
 - 5. Talking to Himself/Herself
 - 6. Extreme Losses of Memory
 - 7. Observes, Smells or Tastes Non-Existent Things
 - 8. Psychopath/Sociopath/Psychosis
 - 9. Bodily Aliments That are not Possible
 - 10. Compulsive-Obsessive Behavior
 - 11. Extreme Fear
 - 12. Schizophrenia

FAMILY VIOLENCE TRAINING CURRICULUM

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DAY FOUR

8:00AM - 4:00PM

XI. SPOUSE ABUSE (3.5 hrs) 8:00-11:30

- A. History of Spouse Abuse
- B. Practical Application of Spouse Abuse Acts
- C. Battering Personality Signs
- D. Spouse Abuse Models
- E. Demonstration Methods
 - 1. Past, Present & Projected Programs
 - 2. Shelter, Referrals & services

LUNCH (.5 hrs) 11:30-12:00

XII FAMILY VIOLENCE CRISIS INTERVENTION (2 hrs) 12:00-2:00

- A. What is Crisis Intervention?
 - 1. Overview - People-Oriented/Task-Oriented
 - 2. Environmental (Physical)/Psychological
- B. Training & Policies in Other Departments
 - a. New York
 - b. Los Angeles
 - c. Atlanta
- C. Recommended and Established Police Practices
 - 1. Effectively Correcting mistakes
 - 2. Being consistent
- D. Approach Techniques
 - 1. Arrival
 - 2. Corrective measures
- E. Other Interference
 - 1. Dealing with Anxiety
 - 2. Knowledge of Area v. Unknown
 - 3. Personal Perceptions
 - 4. False Interpretations
 - a. Too High Expectations
 - b. Message Competition
- F. Managerial Skills
 - a. Human
 - b. Technical
 - c. Conceptual

XIII. SUICIDE & SUICIDE PREVENTION (2 hrs) 2:00-4:00

- A. Suicide - Historical Crisis Intervention
 - 1. Fastest growth of Suicide
 - 2. Suicide Pact
- B. Current Training & Preventive Measures
 - 1. Professional Assistance
 - 2. Psychological-Suicide Contract

FAMILY VIOLENCE TRAINING CURRICULUM

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DAY FIVE

8:00AM - 4:00PM

XIV. FAMILY VIOLENCE CYCLE AND DYNAMICS (2 hrs) 8:00-10:00

- A. Tension building stage
 - 1. Occurrence of minor family domestic
 - 2. Each officer - teamwork
- C. Primary Goal/Objectives
- D. Reactions to frustration
- E. Aggression/Resignation (Apathy)
- F. Effective Timing

XV. CIVIL LIABILITIES (1 hr) 10:00-11:00

- A. Civil Liability Definition
- B. Pro-active versus Re-active
- C. Preventive Measures
 - 1. Written measurements
 - a. Spouse Abuse Practical Laws & Mandates
 - b. Child Abuse Preventive Measures
 - c. Elder Abuse Pros and Cons
 - 2. Practical Implementation
 - a. Understanding Current Laws
 - b. Police Officers & Attitudes
 - c. Civil Litigations & Training
 - 3. Arrest Procedures & Practical Application
 - a. Objectivity
 - b. Comprehensiveness

XVI. FAMILY VALUES & CULTURAL DIVERSITY (.5 hr) 11:00-11:30

LUNCH (.5 hr) 11:30-12:00

FAMILY VIOLENCE TRAINING CURRICULUM

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XVII. EFFECTIVE SAFETY TECHNIQUES

(1 hr) 12:00- 1:00

- A. Arrival
- B. Initial Assessment
 - 1. Part 1 - Legal Issues Re. Basis for Circumstance
 - 2. Part 2 - Initial Observation
 - 3. Part 3 - Approach & Procedures
- C. Violence Reduction
 - 1. Defuse - "Hot situation"
 - a. Halt confrontation
 - b. Prevent its re-occurrence
 - 2. Gaining Control of Situation
 - a. Hostile
 - b. Hysterical

XVIII FACT FINDING PROCEDURES

(1/2 hr) 1:00- 1:30

- A. Interviewing
 - 1. Asking and Handling of questions
 - 2. Establishing Purposes of Questions
- B. Types of Questions/Techniques
 - 1. Oral Questions
 - 2. Open/closed
- C. Challenging or Threatening Questions
 - 1. Direct Questions
 - 2. Irrelevant Questions
- D. Appropriate Response/Action
 - 1. Arrest
 - 2. Mediate
 - 3. Provide Referrals
 - 4. Leave and Do Nothing
 - 5. Combination of Above
 - 6. Another Alternative
- E. Departure - Review of Safety
 - 1. Check Outside for possible hindrances
 - 2. Leave cautiously
 - 3. Demeanor

FAMILY VIOLENCE TRAINING CURRICULUM

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XVIII. FAMILY VALUES SUMMARY AND CONCLUSION (1/2 hr) 1:30- 2:30

XX. FAMILY VIOLENCE SCENARIOS (2 1/2 hrs) 2:30- 4:00

- A. Roleplaying & Scenarios
- B. Family Violence Training EXAMINATION
- C. Evaluation/Feedback

FAMILY VIOLENCE SCENARIO

Officer Mary Madison and Officer Snyder are working Scout 7-11. You are dispatched to 5711 McDougall, the home of Mr. and Mrs. Charles Jones for a "Family Trouble Run." It is 7:32 PM on a Friday night, January 15th. Officer William Snyder, your partner, has been to this location twice in the past two weeks. There has been no arrests at the decision of the supervisor.

Upon arrival you notice that the house is disheveled and in need of repair. Officer Snyder states that it is probably the "typical Friday night fight." When you enter the house you notice that an elderly female, approximately 95 years old is sitting by the window in an overstuffed chair. She is quite frail and appears to be alert. She has a bruise over her right eye.

When you ask what is the problem, one child, Don, 7 years old states, my Dad has been fighting my Mom. Immediately, the father, Charles Jones tells the young lad to "Hush Up." Don doesn't say anything else, but seems to be afraid.

You observe a female, about 38 years old, standing near the dining room door stacking newspapers. She seems to be afraid. When you repeat your Question - What is the problem?... Mr. Jones says, "Nothing, some nosy neighbors probably heard the T.V., I had it turned up pretty loud." Mr. Jones appears to be calm and is sitting in a relaxed position, in front of the television set.

Your partner, Officer Snyder talks to Mr. Jones and you talk to Mrs. Jones. Both have the same story. However, you notice the FEAR that Mrs. Jones exhibits. You also notice a fresh cut over her left eye. Don, the 7 year old, also has a bruise on the side of his face.

WHAT WILL YOU DO?

CHARACTERS:

OFFICER WILLIAM SNYDER

OFFICER MARY MADISON

MR. CHARLES JONES

MRS. JONES

DON - 7 YRS. OLD

ELDERLY FEMALE - 95 YRS. OLD

FAMILY VIOLENCE SCENARIO

Officer Sally Moviney and Officer Victor Swift are working Scout 4-2. You are dispatched to 2317 Vernor, the apartment of Julie Mills and Vinson Chavestine for a "Family Disturbance." It is 10:45 PM on a Wednesday night, March 28th. This is your first run to this location. However, Scout 4-2 was dispatched to this location last week.

Upon arrival you notice that the apartment is very neat. You observe a female, approximately 19 years old, sitting on the couch, crying. **She seems to be fearful and there are no visible bruises.** Her hair is disarrayed and her clothes are torn.

When you ask - What is the problem? You discover the couple has been living together for two years. Both are in college. Vinson is a Detroit police officer and was laid off from his job on Monday.

Neither appear to be drinking. A neighbor in the next apartment states that he fights her about once a month.

WHAT WILL YOU DO?

CHARACTERS:

OFFICER SALLY MOVINEY

OFFICER VICTOR SWIFT

MR. VINSON CHAVESTINE

MS. JULIE MILLS

FAMILY VIOLENCE SCENARIO

Two Officers are working Scout 3-6. You are dispatched to the home at 441 - 23rd St., "Boyfriend-Girlfriend Trouble." Larry Levan and Laura Little have lived in the same home for three years.

It is 10:30 PM on a Friday night, March 25th. The female victim is crying and the suspected abuser is exiting the premises. The victim states that she has an injunction which states that the abuser is not to strike her. Ms. Little states that Larry slapped her twice. You observe no visible injuries.

Upon arrival, you noticed that the house is in need of repair and the entire living room is disarrayed. When you initially enter the home, you noticed that a small child, Cynthia, is cowering in the corner. She appears to be approximately four years old and had a large burn on her arm. She also had a bruise over her right eye.

WHAT WILL YOU DO?

CHARACTERS:

TWO OFFICERS

WIFE

LIVE IN MATE

CHILD - 4 YRS. OLD

FAMILY VIOLENCE SCENARIO

Two Officers, Millie Mims and Nick Nash, are working Scout 12-5. You are dispatched to at 15777 Muirland, the home of two elderly persons who have resided in the same home for five years, "Family Trouble Run."

It is 9:30 PM on a Wednesday night, March 31st. The victim, Sally Nettles, is 65 years old. She is crying with a swollen eye. The suspected abuser is sitting at the table looking at a small television set.

The victim states that she was cooking a small snack when her boyfriend came in and began to strike her. The 63 year old man states that "She deserved it. Women have to be kept in line." There are no obvious physical signs.

WHAT WILL YOU DO?

CHARACTERS:

TWO OFFICERS

WIFE

LIVE IN MATE

FAMILY VIOLENCE SCENARIO

Two Officers respond to a "Boyfriend-Girlfriend" dispatched police run. The couple, Diane Dawson and William Levy, state that there is nothing wrong. However, you notice that a television set is overturned in the dining room. The couple is not married. They have resided in the same household with the female's grandmother for three years.

It is 6:30 PM on a Tuesday night, April 2nd. The female victim appears to be approximately 23 years old and has been crying. She has a small bruise over her eye. The suspected abuser is sitting in the Family Room reading the paper. The victim states that she just came in from work and her "husband" is not working.

WHAT WILL YOU DO?

As you begin to exit the home you notice a female approximately 80 years old sitting in an over-stuffed chair. She states that her son-in-law is always causing problems. Upon further investigation, you discover that she has been continually abused by her "son-in-law." However, she does not want to press charges because she will have to move into a senior citizen home.

What is your responsibility as a law enforcement officer?

Who has committed a crime?

What will you do?

CHARACTERS:

TWO OFFICERS
WIFE
LIVE IN MATE
GRANDMOTHER

FAMILY VIOLENCE SCENARIO

Officer Shara Malone, Officer William Williams and Police Reserve Officer Jamie Riley are working Scout 12-11. You are dispatched to 15944 Wildemere, the home of Mr. and Mrs. Donald Jones on a - "Family Trouble Run." It is 10:31 PM on a Friday night, July 15th. Officer Snider, working another Scout 12-12 has been to this location twice in the past two weeks. Although, you don't know the exact details of what has happened in the past. However, you know there has been no arrests at the discretion of the supervisor.

Upon arrival you notice that the house is in disarray and in need of repair. Officer Williams states that it is probably the "regular Friday night fight." When you enter, you observe an elderly female, approximately 85 years old. She is sitting on a shabby couch staring out the window. She is quite frail, but appears to be sharp and alert. She has a small bruise over her left eye.

When you ask what is the problem, a young child, Dianna, 9 years old states, my Daddy has been fighting my Mommie. Immediately, the father, Donald Jones tells the young child to "Shut Up, you are a child." Dianna doesn't say anything else, but she appears to be afraid.

You observe a female, about 33 years old, standing near the kitchen door folding a dish towel. She also appears to be afraid. When you repeat your Question - **What is the problem?...** Mr. Jones states, **"Nothing, some one on the block probably heard the television. I had it turned up pretty loud."** Mr. Jones appears to be quite calm. He is watching television, sitting in a relaxed position in a recliner.

The Officer Williams talks to Mr. Jones. Officer Malone talks to Mrs. Jones. Reserve Officer Riley is talking to the elderly female. Mr. & Mrs. Jones, both have the same story - Nothing happened! However, you notice the FEAR that Mrs. Jones exhibits. You also notice a fresh bruise over her left eye. Dianna, the 9 year old, also has a small bruise on the side of her face.

WHAT WILL YOU DO, RESERVE OFFICER RILEY?

CHARACTERS:

OFFICER SHARLA MALONE
OFFICER WILLIAM WILLIAMS
RESERVE OFFICER JAMIE RILEY
MR. DONALD JONES
MRS. JONES
DIANNA - 9 YRS. OLD
ELDERLY FEMALE - 85 YRS. OLD

FAMILY VIOLENCE SCENARIO

Officer Linda Mobeley, Officer Matthew Swift and Reserve Officer Webb are working Scout 1-5. You are dispatched to 3317 Park, the apartment of Janice Marsh and Vince Wharlington for a "Family Disturbance." It is 10:45 PM on a Wednesday night, August 28th. This is your first run to this location. However, Scout 1-3 was dispatched to this location last week.

Upon arrival you notice that the apartment is very neat. You observe a female, approximately 19 years old, sitting on the couch, crying. **She seems to be afraid and there are no visible bruises.** Her hair is disheveled and her blouse has a small rip on the right shoulder.

When you ask - What is the problem? You discover the couple lived together for two years and went their separate ways six months ago. However, Vince has been spending his nights at Ms. Marsh's apartment for the past two month. Both are in college. Vince is a the son of a prominent Detroit police officer ranking officer who is your inspector.

Neither appear to be drinking. A neighbor in the next apartment states that he fights her at least twice a week.

WHAT WILL YOU DO?

CHARACTERS:

OFFICER LINDA MOBELEY

OFFICER MATTHEW SWIFT

MR. VINCE WHARLTON

MS. JANICE MARSH

RESERVE OFFICER WEBB

FAMILY VIOLENCE SCENARIO

One officer and a Police Reserve Officer are working Scout 8-6. You are dispatched to the home for "FAMILY TROUBLE." Larry Levan and Laura Harris are married. They have been married for three months and have lived together in the same home for five years.

It is 10:30 PM on a Friday night, March 25th. The victim is crying and the suspected abuser is exiting the premises. The victim states that she has an injunction and the abuser is not to strike her. Ms. Harris states that Larry slapped her twice. You observe no visible injuries.

Upon arrival you noticed that the house is neat. When you entered the home, you observed a small child, Raymond, cowering in the corner. He's approximately five years old and has a large fresh bruise on his leg.

WHAT WILL YOU DO?

CHARACTERS:

TWO OFFICERS

POLICE RESERVE OFFICER

WIFE

LIVE IN MATE

CHILD - 5 YRS. OLD

FAMILY VIOLENCE SCENARIO

Two Officers, Lillie Weems, Jack Cushingberry and Police Reserve Officer Marsh are working Scout 10-5. You are dispatched to 3034 Cortland, the home of two persons who are in their 30s (thirties) who have resided in the same home for eight years, "Family Trouble."

It is 9:35 PM on a Thursday night, July 30th. The victim, Luvenia Staples is 33 years old. She has swollen eyes from crying. The suspected abuser is sitting in the family room looking at the small color television set.

The victim states that she was preparing a late evening small snack when her live-in boyfriend began to call her names, make false accusations and strike her. Her 35 year old boyfriend states "I have to keep her in check." There are no obvious physical signs.

WHAT WILL YOU DO?

CHARACTERS:

TWO OFFICERS

POLICE RESERVE OFFICER

WIFE

LIVE IN MATE

FAMILY VIOLENCE SCENARIO

One police officer and a police reservist respond to a "Family Trouble" dispatched police run. The couple, Crystal Lawson and David Johns, state that there is nothing wrong. However, you notice the entertainment center is broken and the stereo is overturned in the living room. The couple has resided in the same household for six years with the male's mother.

It is 8:30 PM on a Wednesday evening, August 3rd. The female victim is approximately 24 years old and has been crying. She has a small cut over her right eye. The suspected abuser is sitting in the Living Room reading a magazine. The victim states that she works from 1:00PM to 8:00PM and just came in from work. She was ten minutes late because of an accident on the freeway and her "boyfriend" is not employed. He was angry because she was not home on time to prepare him and his mother a late night snack.

WHAT WILL YOU DO?

As you begin to exit the home, you notice a frail male approximately 95 years old sitting on a delapidated over-stuffed couch. He states that his son-in-law is always causing problems. Upon further investigation, you discover that he has been continually abused by his "son-in-law." However, he does not want to press charges because he cannot live alone. If his daughter and her boyfriend leave, he will have to live in a nursing home.

Officer, what will you do?

What is your responsibility as a police reserve officer?

Who has committed a crime or is has a crime been committed?

What are you obligated by law to do?

CHARACTERS:

POLICE OFFICER

POLICE RESERVE OFFICER

WIFE

LIVE IN MATE

FATHER

FAMILY VIOLENCE SUPERVISOR'S SCENARIO

Officer Mary Madisson and Officer Curtis Swindoll are working Scout 5-11. You are dispatched to 5712 St. Jean, the home of Mr. and Mrs. Charles Johnson for a "Family Trouble Run." It is 9:32 PM on a Friday night, January 25th. Officer Swindoll has been to this location twice in the past two weeks. There has been no arrests. The officers have called for a supervisor regarding the decision on this run.

Upon arrival you notice that the house is clean and neat. When you enter the house you notice an elderly female, approximately 85 years old. She is sitting by the window in a straight back chair. She is small and appears to be alert. She appears to be quite "fearful."

When you ask what is the problem, one child, David, 12 years old states, **"My Dad has been fighting my Mom."** Immediately, the father, Charles Johnson, tells the 12 year old to **"SHUT-UP."** David doesn't say anything else.

You observe a female, about 36 years old, standing near the kitchen door. You ask - What is the problem? Mr. Johnson states, "Nothing, some nosy neighbors probably heard the television." Mr. Johnson appears to be calm and is sitting in a relaxed position on the sofa.

A supervisor is called to the scene.

WHAT WILL YOU DO?

CHARACTERS:

MALE OFFICER

FEMALE OFFICER

MR. CHARLES JOHNSON

MRS. JOHNSON

DAVID - 12 YRS. OLD

ELDERLY FEMALE - 85 YRS. OLD

SUPERVISOR

FAMILY VIOLENCE SUPERVISOR'S SCENARIO

Officer Debbie Mitchell and Officer Tyrone Smith are working Scout 3-2. You are dispatched to 2317 Grand Blvd, the apartment of Nancy Eder and David Archer for a "Family Disturbance." It is 11:30 PM on a Friday night, November 27th. This is your first run to this location. However, Scout 3-4 was dispatched to this location on Monday night of this week.

Upon arrival you notice that the apartment is very neat. You observe an attractive, approximately 23 years old, sitting in the living room crying. **She seems to be afraid, however, there are no visible bruises.** Her hair is slightly disheveled and her blouse has a small rip on the right hand side. She is seems to be confused and slightly out of touch with the things around her.

When you ask - What is the problem? You discover the couple has been living together for three years. Both are attending Wayne State University. David Archer is the son of a well known female attorney. David has been laid off from the Detroit Police Department for eight months. He appears to be angry with the world.

Neither have been drinking. A neighbor in the apartment directly below the couple is standing near the entrance of the apartment building. The neighbor states that the young man constantly badgers his "wife." She further states that since he has been laid off he continues to take his frustrations out on his wife.

WHAT WILL YOU DO?

CHARACTERS:

OFFICER DEBBIE MITCHELL

OFFICER TYRONE SMITH

MR. DAVID ARCHER

MS. NANCY EDER

NEIGHBOR

FAMILY VIOLENCE SUPERVISOR'S SCENARIO

Two Officers, Roger McCure and Sando Machovistic are working Scout 10-6. You are dispatched to 2277 Monterey, the home of two persons, "Boyfriend-Girlfriend Trouble." Jerry Sivan and Tammy Laddle have lived in the same home for seven years.

It is 11:40 PM on a Thursday night, June 26th. The victim is screaming and crying. The suspected abuser is exiting the premises. The victim states that she has an injunction which states that the abuser is not to strike her anymore. Ms. Laddle states that Jerry slapped her twice. You do not observe any visible injuries.

Upon arrival you noticed that the house is in need of repair. The entire living room is disarrayed. When you initially entered the home, you also noticed that a small child, Michael is sitting quietly on the floor near a small table. He appears to be approximately four years old. A large burn is on his arm and he has a bruise over his right eye.

Jerry Sivan states to Officer McCure that Michael fell down a flight of steps earlier in the day.

WHAT WILL YOU DO?

CHARACTERS:

TWO OFFICERS

WIFE

LIVE IN MATE

CHILD - 4 YRS. OLD

FAMILY VIOLENCE SUPERVISOR'S SCENARIO

Two Officers, June Lemore and Todd Bachelor, are working Scout 11-5. You are dispatched to the home of an elderly couple. They have resided in the same home for thirty years, "Family Trouble Run."

It is 1:30 PM on a Tuesday afternoon, December 25th. The victim, Sylvia Robinson, is 63 years old. She is crying and has a slightly discolored swollen right eye. The suspected abuser is sitting on the back porch looking at a small color television.

The victim states that she was frying some chicken for dinner when her husband entered the kitchen and began to strike her. The 58 year old man states that "She asked for it. These wives have to know who is in charge."

WHAT WILL YOU DO?

CHARACTERS:

TWO OFFICERS

WIFE

HUSBAND

FAMILY VIOLENCE SUPERVISOR'S SCENARIO

Two Officers respond to a "Boyfriend-Girlfriend" dispatched police run. The couple, Deborah Boyd and Clarence Martin, state that there is nothing wrong. However, you notice that a VCR is laying on the floor broken on the living room floor. The couple is divorced. However, they have resided in the same household with the male's grandmother for seven years.

It is 4:30 PM on a Thursday night, August 12th. The female victim appears to be in her late twenties and she is crying. She has a small bruise over her eye. The suspected abuser is sitting in the Family Room reading the paper. The victim states that she just came in from work and her "husband" is not working.

WHAT WILL YOU DO?

As you begin to exit the home you notice a female approximately 80 years old sitting on the side of a day bed. She has a cane and is partially blind. She states that her son-in-law has struck her when she tried to stop him from striking Deborah Boyd. Upon further investigation, you discover that she has also been continually abused by her "son-in-law," however she does not want to press charges because she will have to live in a nursing home.

What is your responsibility as a law enforcement officer?

Who has committed a crime?

What will you do?

CHARACTERS:

TWO OFFICERS
WIFE
LIVE IN MATE
GRANDMOTHER

**FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS**

MULTIPLE CHOICE: Select the best answer.

1. In accordance to the studies, the reason it is essential for officers to understand the procedures for handling the mentally ill?
 - a. Studies indicate that 37% of mentally ill subjects are placed in criminal detention facilities.
 - b. Often law officers are unclear in working with some of the proper procedures for petitioning a subject into the civil court.
 - c. Handling mentally ill involves paperwork and civil court testimony skills differ somewhat from criminal case handling.
 - d. All of the above.
2. What are the two basic elements that are required for a peace officer's protective custody without a court order? (select one answer)
 - a. Apparent mental illness and imminent danger.
 - b. Hypertension and nerve reaction.
 - c. Random speech on given topics and poor clothing.
 - d. Hearing voices and unique behavior
3. What information components will the law enforcement officer be utilizing when obtaining the essential information on a possible mentally ill person?
 - a. Acts and statements
 - b. Physical condition.
 - c. Surroundings where found.
 - d. All of the above.
4. Select the circumstance that a peace officer can take a person into protective custody?
 - a. based on a Physician's Certificate.
 - b. based on a Probate court order.
 - c. on a peace officer protective custody.
 - d. all of the above.

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

5. When an officer comes in contact with a difficult person on patrol, the officer should provide what preliminary action?
 - a. Check for physical injury.
 - b. Check subject for intoxication.
 - c. Perform a LEIN check on the person.
 - d. Both a. and b.
 - e. All of the above

6. When preparing the petition/application, after the subject is in protective custody, what information should be used?
 - a. Surroundings and circumstances received from subject's friend and family member
 - b. The officer's notes
 - c. Physical description from the officer's notes
 - d. All of the above

7. When the officer completes the petition/application, who is the next person the officer comes in contact with?
 - a. The subject's private physician.
 - b. The civil court judge.
 - c. The district court judge
 - d. The hospital mental health unit worker.

8. The officer should ask the person who states that he/she hears voices, what the voices are saying. If it is a threat to himself/herself or others, the person should be conveyed immediately to the medical facilities. The protective custody report should be made in order to ensure that:
 - a. the subject is properly released in 72 hours.
 - b. the subject is retained at the facility.
 - c. the subject is declined at the facility.
 - d. the officer need not be concerned about the information.

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

9. When testifying in a probate court hearing, the officer should provide his testimony from what source of information?
- a. acts and statements he/she observed.
 - b. what he/she was told by others.
 - c. physical acts and surroundings where subject was found.
 - d. all of the above.
10. A sociopath, though severely disturbed, differs from the psychopath or psychotic in that he/she is not violent or dangerous.
- A. True B. False
11. A person in a _____ state is able to remain in one position for hours.
- A. Hebephrenic
 - B. Catatonic
 - C. Amnesia
 - D. Depressive

TRUE AND FALSE TEST QUESTIONS: Select one answer for each question or statement. **Remember, one part wrong results in the entire statement or question being wrong.** Read all of the answers and select the best choice.

12. A person who displays extreme bizarre behavior may exhibit odd behavior, such as wearing two winter coats when the temperature is 98 degrees outside or laughing during sad or serious moments.
- A. True B. False
13. A person may be taken into protective custody under the Mental Health Code and conveyed to the designated hospital, if a police officer reasonably believes that the individual may harm himself or herself or another person.
- A. True B. False

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

14. A paranoid thinks that people are plotting against him or her and can be dangerous at times, because you can not reason or rationalize with this person.
A. True B. False
15. A person who says he or she hears voices should be conveyed immediately to the Crisis Center.
A. True B. False
16. A mentally ill person who is very talkative and suddenly becomes quiet is capable of suicide; whereas, a person who is extremely quiet and becomes loud is more apt to commit homicide (killing another person).
A. True B. False
17. Many victims of continual spouse abuse tend to adopt a **Learned Helplessness**. Learned Helplessness refers to a condition that a person learns and is a failure to be independent.
A. True B. False
18. A person who is a psychopath or sociopath is the most dangerous of the mentally ill because he/she has no guilt, has an inability to love and does not learn from experience.
A. True B. False
19. A mentally ill and a mentally retarded person have many of the same characteristics and the term can readily be interchanged.
A. True B. False
20. To protect the police officer when making a protective custody, what type of search can be made?
a. Pat down search
b. Strip search
c. A search of subject's house for stolen property
d. No search is allowed; it is not a criminal act

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

21. More prisoners commit or attempt to commit suicide in the first 24 hours of incarceration; and are often arrested for minor traffic offenses or sex crimes.
A. True B. False
22. One of the main reasons that Conflict Mediation did not work was due to the abuser making promises while the police officers were on the scene, and the promises being soon forgotten or broken when the officers leave.
A. True B. False
23. The _____ person- has no guilt or conscious, no sense of right or wrong, is extremely intelligent and doesn't learn from experience.
A. Compulsive-Obsessive
B. Manic Schizophrenia
C. Xenophobia
D. Psychotic
24. There are many danger signals calling attention to mental illness. Which of the following are considered to be such symptoms?
A. Compulsive-obsessive behavior.
B. Extreme changes in behavior towards friends & relatives.
C. Unusual or bizarre behavior.
D. All of the above.
25. The MAJOR characteristic of a psychopath is his/her:
A. no guilt and anti-social behavior.
B. inability to love
C. not learning from experience
D. All of the above.
26. Studies indicate that an occurrence or some crisis in the family can push the vulnerable high-risk parent (former child abuse victim) over the line and precipitate an episode of abuse because he/she lacks the skills needed for coping with crisis. This is the reason counseling is essential.
A. True B. False

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

27. Men also suffer from emotional and verbal abuse at the hands of some women.
A. True B. False
28. All batterers are sick and most are addicted to alcohol or drugs. There is no genuine hope for an abuser.
A. True B. False
29. There is a positive and a negative stress. Negative stress is often referred to as the silent killer.
A. True B. False
30. One of the three components of Child Abuse in the Second degree (Michigan Criminal Law 750.136b) consists of harm that stems from a willful failure to provide the food, clothing, or shelter necessary for the child's welfare or, it may stem from the willful abandonment of the child.
A. True B. False
31. The responding officer shall forward a copy of the Child Abuse Preliminary Complaint Record (PCR) to the Youth Section, and then forward a copy to the Department of Social Services at Children and Youth Services, Intake and Referral Unit, within 72 hours.
A. True B. False
32. The son of the elderly is the most likely abuser; and the daughter and the victim's spouse are the second most likely abusers.
A. True B. False
33. The most likely age of men and women of elder abuse are 65 years and older. They are often seriously mistreated - physically, psychologically and financially each year.
A. True B. False

FAMILY VIOLENCE EXAMINATION

TEST QUESTIONS

34. Most of the elder abuse is committed by persons that are known to the victim.
A. True B. False
35. The government's House Select Committee on Aging estimates that only one in six of elder abuse is actually reported.
A. True B. False
36. Emotional deprivation has been the cause of death of older people. Emotional deprivation is defined as demeaning and psychologically abusing the elderly person.
A. True B. False
37. Spouse Abuse tends to escalate both in frequency and severity over time. This is not carried from one generation to the next generation.
A. True B. False
38. Mental retardation is described as slow development and consists of various degrees, such as mildly, moderately, severely and profoundly.
A. True B. False
39. Downs Syndrome which had an antiquated term of "mongoloid," hydrocephalic and microcephalic are examples of mental retardation.
A. True B. False
40. A female that is victimized by domestic violence, faces a high risk of being victimized again.
A. True B. False

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

MULTIPLE CHOICE: Select the best answer.

41. Having a positive or productive outlook as a police officer in Human Relations and Interactions when working with Family Violence results in -

- A. Positive Action, Belief and Consequences (ABC's) for human relations and interactions.
- B. A change in the police department **which always** results in a positive change.
- C. Helping to create a healthy atmosphere for the officers in communication and interactions.
- D. Effective Communication allows the officer to assist the victim and provide reinforcement for on-going attitudinal needs.

- 1. A, C & D
- 2. B, C & D
- 3. A, B & D
- 4. A, C & B

42. Three basic areas of concentration when working with abnormal and violent persons are using Observations, Conditions and Location.

Identify behavior that could be used as example in identifying abnormal activities -

- a. unusual statements and behaviors
- b. rapid continuous speech on random topics and threats to kill others
- c. strange conversation with ones self
- d. alternate loud talking with a partner
- e. drastic change in moods
- f. wearing two coats in 98 degree temperature

- 1. A, D & E
- 2. B, C & D
- 3. A, B & D
- 4. A, B & F

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

43. A police officers can make a valid arrest during domestic violence incidents by: (1) the Domestic Violence injunctive order or (2) probable cause that the officer believes that all of the criteria in the domestic violence mandates have been fulfilled.

A. TrueB. False
44. The number one breakdown in police departments, families, churches, schools and work places is communication.

A. TrueB. False
45. An autocratic leadership style consists of teamwork with a combination of laissez-faire actions.

A. TrueB. False
46. Before making an arrest for a violation of Public Act 317 (preliminary injunction), the officer:

A. must see a valid copy of the injunction supplied by the complainant.

B. must have a valid copy of the injunction in his possession.

C. must have an arrest warrant in his possession.

D. must verify that a true copy of the injunction is on file with his/her department.
47. Motivation comes from within the individual. A person can inspire or encourage another person; however, in the pure sense of the word, no person can motivate another person.

A. TrueB. False

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

48. An arrest for violation of Public Act 316 may be made.
 - A. only if the violation was committed in the presence of the arresting officer.
 - B. only with a warrant issued by a judge.
 - C. on probable or reasonable cause.
 - D. none of the above.
49. When an officer encounters a disturbance involving Domestic Violence, the member shall arrest a person without a warrant, whether or not the violation was committed in the member's presence provided that:
 - A. The member has reasonable cause to believe that an assault and battery or aggravated assault has taken or is taking place.
 - B. The violator is the spouse, former spouse, live-in son or daughter of the victim, or a person residing or having resided in the same household as the victim.
 - C. Both A & B
 - D. Neither A nor B
50. Spousal Violence or spouse abuse is a crime against women and is so pervasive that at least half the women in the United States will experience abuse in their relationships at least once.
 - A. True
 - B. False
51. Many of the "fixated perpetrators" in Child Abuse have sexually abused hundreds of children before they are caught.
 - A. True
 - B. False
52. Officers responding to or discovering a case of suspected child abuse and/or child neglect shall contact Protective Services from the scene.
 - A. True
 - B. False
53. The Child Protection Law, Public Act 238, effective October 1975, makes it mandatory for officers to report within 72 hours any case of actual or suspected child abuse and/or neglect to the Department of Social Service.
 - A. True
 - B. False

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

54. Officers responding to or discovering a case of suspected child abuse and/or child neglect shall contact Youth Section personnel. The responding officer shall forward a copy of the PCR to Social Services within 24 hours.

A. True

B. False

55. When a person is arrested for violation of an injunction, the charge shall be "Violation of Injunction."

A. True

B. False

56. The complaint of domestic violence or family trouble constitutes a crime. The Bill of Rights should be distributed to victims of domestic violence.

A. True

B. False

57. INCEST is the sexual intercourse between two closely related family members that cannot marry because it is illegal or a non-acceptable custom..

A. True

B. False

58. It is not necessary for each police officer to have a functional or viable stress management program. Exercise and proper eating has nothing to do with stress reduction.

A. True

B. False

59. Two of the after-effect behaviors of sexual abuse are flashbacks and low self esteem.

A. True

B. False

60. Theory Y believes that an officer is responsible and utilizes his/her skills and abilities in performing in a professional manner.

A. True

B. False

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

61. Children who are victims of CHILD ABUSE, often will attend school early in the morning and remain extra hours after school to avoid the abuser.
A. True B. False
62. CHILD ABUSE preventive measures consists of the ADULT learning to control his/her temper, in order not to use the children and spouses as outlets for their anger and frustrations.
A. True B. False
63. Officer should know their values, beliefs and philosophies of life in order to work in a proficient manner on the police department. Attitudes can be changed.
A. True B. False
64. Former child abuse victims should work to obtain training and/or counseling in order to work through their former childhood experiences. Talking and venting to a competent professional counselor often allows the former victim to "let go" of the inconsistent behavior. This often works productively in learning to cope with future crisis.
A. True B. False
65. A child who is hyperactive, aggressive, disruptive, destructive in behavior may be acting out his own hostility because of abusive parents.
A. True B. False
66. Victims are reluctant to say "my child raped me," and men and women are not routinely checked for rape in hospitals.
A. True B. False

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

67. Stress escalates if you do not work at letting go, venting the problem and learning to relax. Negative stress can result in sleeplessness, "burn-out," tension and stress-related illnesses. Ulcers, excessive colds and premature heart attacks are prime examples of negative stress.
- A. True B. False
68. A person who adds extra responsibilities to an already busy schedule, without adjusting the schedule is adding to their stress.
- A. True B. False
69. Battering, also known as domestic violence, is a term used to describe abuse - physical, mental, economical or emotional that occurs in many ongoing relationships.
- A. True B. False
70. Domestic Violence can range in intensity from a threat to an assault with a lethal weapon. Many women do not realize that all forms of battering are illegal.
- A. True B. False
71. A police officer can arrest for what he or she believes is domestic violence. The complaint can be between husband and wife, boyfriend, girlfriend, brother, sister or any persons who are living or have lived together in the past.
- A. True B. False
72. A Blended Family is a family blended from different parents - by the virtue of marriage which has been combined together.
- A. True B. False
73. Culture is the shared explanation for events and actions. The prescribed responses to specific situations that we hold in common with other people who are a part of our group, tribe, nation, social class or collectivity.
- A. True B. False

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

74. Active communication can work at solving a multitude of problems. Active listening can solve many problems and prevent a great number of conflicts.
- A. True B. False
75. The Type A personality is high strung and a go-getter, whereas, Type B is docile and gentle. The two extreme personality types among members of one family, can result in a communication breakdown. This is often due to the lack of understanding different personality types.
- A. True B. False
76. Many domestic violence victims perceive the police officer through a veil of mistrust and suspicion. When officers arrive, many victims conduct business in an atmosphere laden with apprehension and "Fear."
- A. True B. False
77. In accordance to the Detroit Police Department's rules and regulations, an officer who encounters a violation of a court injunction, shall contact the Notification and Control Section from the scene to determine if a true copy of the injunction and proof of service is on file with the Department.
- A. True B. False
78. The definition of **Serious Physical Harm** under the Michigan Criminal Law is an injury to a child's physical condition or welfare which is not necessarily permanent, but constitutes substantial bodily disfigurement, or seriously impairs the function of a body organ or limb.
- A. True B. False
79. A child means one who is less than 18 years of age and is not emancipated by virtue of being validly married, on active duty with the armed forces of the United States, or ordered emancipated by a court of competent jurisdiction.
- A. True B. False

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

80. Producing Child Sexually Abusive Activity/Material which is a felony has the following elements.
 - A. The perpetrator must arrange for produce, make or finance either child sexually abusive activity or child sexually abusive material.
 - B. The perpetrator must attempt, prepare or conspire to do any of the things in A.
 - C. In either A or B, the perpetrator must know, have reason to know, be reasonably expected to know that the child is a child. It also suffices if the perpetrator has not taken reasonable precautions to determine the age of the child.
 - D. All of the above.
 - E. A & C
81. Children are emotionally traumatized by witnessing family violence. Many of them grow up to repeat the behavior.
 - A. True
 - B. False
82. Violence begets violence. It becomes cyclic and continues to pass from one generation to another.
 - A. True
 - B. False
83. Effective Communication is not an important and critical aspect in obtaining essential information during the family violence event. An open ended question is one that the respondent answers yes or no to.
 - A. True
 - B. False
84. The goal of interviewing is to arrive at a clear statement or description regarding what happened. An effective interviewer discovers what, when, where, who and how in order to write clear, correct, complete and concise reports.
 - A. True
 - B. False

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

85. An information gatherer has to be aware and sensitive to the situation at hand. One of the basic questions asked by many officers is whether he/she is able to prevent ordinary life situations from escalating into violence.

A. True

B. False

86. Juveniles are persons 16 years or younger and must not be detained, transported or incarcerated with persons 17 years of age or older. Juveniles are detained and adults are arrested.

A. True

B. False

87. Displaying the proper attitude is not something that an officer has to be concerned with. His/her primary task is to make the proper arrests and render the services mandated by state and local law.

A. True

B. False

88. An officer can arrest the abuser on a Domestic Violence injunction or on probable cause when he or she believes that Domestic Violence has occurred and all of the conditions have been met.

A. True

B. False

89. State law requires that police officers provide victims of Domestic Violence with the card - "The Bill of Rights of Victims" after the scene has been made.

A. True

B. False

90. The victim of Domestic Violence also has the right to go to court and file a petition requesting an injunctive order be established because of the Domestic Abuse that has transpired.

A. True

B. False

91. POWER and CONTROL are often the two characteristics that the abuser demonstrates in his/her aggressive behavior.

A. True

B. False

FAMILY VIOLENCE EXAMINATION TEST QUESTIONS

92. Officer should initially work to restore the safety and harmony of the family members during a family violence episode. Then, the officer should begin and concentrate on conflict mediation.
- A. True B. False
93. In the majority of studies, the findings suggest that all things being equal, arrest may be the most effect approach for Domestic Violence incidents.
- A. True B. False
94. The style of leadership that involves the teamwork concept is referred to as _____; whereas, the _____ style is a "majority rules approach."
- a. negotiation/autocratic
b. participatory/democratic
c. democratic/lack & do nothing
d. participatory/negotiation
e. democratic team/nepotistic
95. In the bureaucratic system, _____ involves the hiring of friends; and _____ is concerned with the hiring of relatives (kinship).
- a. nepotism/cronyism
b. negotiation/cronyism
c. cronyism/nepotism
d. association/blood line relationship
96. The definition of assertive behavior is the professional consideration utilizing the correct attitude which is performed daily in human relations and interactions.
- A. True B. False
97. First impressions are lasting impressions. In forming impressions of others, we often judge by our first impressions.
- A. True B. False

FAMILY VIOLENCE EXAMINATION
TEST QUESTIONS

98. We learn and retain 50% of what we read (first time reading) and 30% of what we say and do. Our perceptions play a very active role in learning and retaining information.
- A. True B. False
99. More women attempt suicide and more men complete suicide. Attempted suicide is a crime. The fastest growing segment of the population committing suicide are the adolescents.
- A. True B. False
100. Educating and training police officers to effectively handle spouse abuse and wife beating situations are mandatory for all police agencies. Pro-active family violence training measures must be implemented to reduce civil liability cases against police departments.
- A. True B. False

FAMILY VIOLENCE EXAMINATION
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- A. True B. False
101. Twenty-one (21%) percent of all women who use the emergency services are battered. Acts of domestic violence occur every 18 seconds in the United States.
- A. True B. False
102. Approximately 1/2 of all couples experience at least one violent incident; in 1/4 of these couples, violence is a common occurrence.
- A. True B. False
103. Fifty percent (50%) of all murders in this country are committed within the family; and thirty percent (30%) are committed by the spouse.
- A. True B. False
104. The Crime Prevention triangle consists of the victim, the opportunity and the criminal intent.
- A. True B. False
105. Community policing and the knowledge of culture diversity provide a better service orientation to and for the public.
- A. True B. False

FAMILY VIOLENCE EXAMINATION
TEST ANSWERS

1. A
2. A
3. D
4. D
5. E
6. D
7. D
8. B
9. D
10. B
11. B
12. A
13. A
14. A
15. B
16. A
17. A
18. A
19. B
20. A
21. A
22. A
23. D
24. D
25. D
26. A
27. A
28. B
29. A
30. A
31. A
32. A
33. A
34. A
35. A
36. A
37. B
38. A
39. A
40. A
41. A (1)
42. D (4)
43. A
44. A
45. B
46. D
47. A
48. C
49. C
50. A

FAMILY VIOLENCE EXAMINATION
TEST ANSWERS

51. A
52. A
53. A
54. B
55. A
56. A
57. A
58. B
59. A
60. A
61. A
62. A
63. A
64. A
65. A
66. A
67. A
68. A
69. A
70. A
71. A
72. A
73. A
74. A
75. A
76. A
77. A
78. A
79. A
80. D
81. A
82. A
83. B
84. A
85. A
86. A
87. B
88. A
89. A
90. A
91. A
92. B
93. A
94. B
95. C
96. B
97. A
98. B
99. A
100. A

101. A
102. A
103. B
104. A
105. A

AUTHOR'S VITA

Sgt. Eileen V. Martin is a sergeant on the Detroit Police Department. She has been a sworn police officer for almost twenty years. She has worked as a trainer and developer at the Detroit Metropolitan Police Academy since 1981 and supervises the Computer Based Training Unit. Her job has consisted of a variety of functions in coordinating the daily operations (planning, organizing, leading and controlling) in law enforcement, Corrections, security, bailiffs and the Courts. She has worked closely with other outside agencies throughout Michigan, the United States and Canada. She has earned the following degrees.

A.A.S. degree in Dental Laboratory Technology-Ferris State University
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M.C.S.-Master in Correctional Science degree- University of Detroit
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M.A. - Master degree in Pastoral Ministry/Human Resource Management
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Sgt. Martin is a doctoral candidate at Western Michigan University. She is an ordained minister, a L. L. Psychologist and National Certified Counselor (NCC) which provides her recognition by the American Assoc. for Counseling and Development. She preaches, teaches, trains and counsels throughout the United States, Canada and other countries. She is enrolled in a Computer/Library Science degree. She holds 61 certifications in Counseling/Psychology - specializing over 20 years in Suicide-Youth Counseling and Organization/Industrial Psychology.

Family Christian Counseling - "Living In Faith Effectively"
Suicide Counseling and Seven Pro-active Measures
Grief Counseling and 12 Step Productive Living
Stress Awareness, Management and Family Violence
Family Development Counseling/Abuse Counseling
Gerontological Counseling/Child Abuse & Adolescent Counseling
Leadership, Management/Organizational Training and Counseling
Career Guidance & Counseling/Positive Christian Self-Esteem
Family Abuse Counseling & Preventive Measures
Group Counseling & Positive Behavior Emulations
Education Testing and Evaluations; Direct Instructions
Marriage Enrichment and Positive Family Partnerships
Crisis Counseling and Positive Interventions

She is founder and senior pastor of Crossroads Victory Full Gospel Cathedral, founder of Crossroads Victory Christian Academy, administrator of two counseling centers, an entrepreneur of Martin Christian Designs, a software company, consulting firm, involved in real estate and six other businesses throughout the state of Michigan. She has worked as a part-time instructor at Wayne County Community College, Marygrove College, Michigan State, Western Michigan University and several other colleges in the State of Michigan - an educator in Law Enforcement, Corrections, Criminal Justice, Security, Mental Health, Business Administration, Computers, Evaluation, Grantsmanship, Education and Psychology for over 16 years. She has authored several books, many articles and modules.

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